

Use of Critical Pedagogy in ELT Classroom in the Institutional Schools

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Masters of Education in English**

**Submitted by
Saroj Adhikari**

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Tribhuvan University
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2023**

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Declaration

I hereby, declare that to be the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to university.

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Recommendation for Acceptance

This is to certify **Mr. Saroj Adhikari** has prepared this thesis entitled **Use of Critical Pedagogy in ELT classroom in the Institutional Schools** under my guidance and supervision.

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Dedication

Dedicated to

My parents who brought me in this world and devoted their entire life
to make me what I am today.

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Saroj Adhikari

Abstract

The research entitled **Use of Critical Pedagogy in ELT Classroom in the Institutional Schools** was an effort to find out ELT practices using critical pedagogy by the English teachers at the secondary level. The major objectives of this research were to find out the strategies adopted by the teachers using CP and find out the use of materials using CP in the classroom. This study was based on the qualitative research design and adopted narrative inquiry to fulfill the objectives of the study. The population of the study was limited to secondary level English teachers of the institutional schools of Kathmandu. Among them, three teachers were selected using non-random purposive sampling procedure data collection. The data were collected through semi structured interview. The collected data were analyzed systematically, descriptively and analytically using the coding and decoding processes. The findings of the study showed that the classes were not well managed physically. But the student's diversities were somehow addressed. Teachers encouraged students to learn language using different strategies and supported them in learning English language. They tried inclusive education and student's autonomy was monitored and guided one. Those students who needed help are backward in activities were promoted. But in the use of materials only traditional tools were used except multimedia. Materials like newspaper, stories and other literary genres were used to support student's language skill, grammar and other function of English.

This thesis has been divided into five chapters viz. introduction, review of related literature and conceptual framework, methods and procedures, analysis and interpretation of data, and findings, conclusion and recommendations. The first chapter contains background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter deals with review of the theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter highlights on methods and procedures of the study under which method and design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. The fourth chapter involves analysis of data and interpretation of the results. Finally, the fifth chapter encompasses overall findings, conclusion and recommendations related to policy, practice and further research.

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List of Symbols and Abbreviations

CP	:	Critical Pedagogy
Dr.	:	Doctor
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
etc.	:	Et cetera
i.e.	:	that is
ibid.	:	Ibiden (Latin)
viz	:	namely

Chapter 1

Introduction

This study is about "Use of Critical Pedagogy in ELT Classroom in Institutional Schools". This introductory part consists of background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

An innovative and growing method of instructing and learning is known as critical pedagogy (CP). It consistently stands in opposition to conventional methods of instruction and learning (Norton & Toohey, 2010). It entails making objective assessments of the pros and cons of the current educational paradigms, instructional strategies, and instructional materials created and mandated by the authority and power. In order to transform the world, it is therefore assumed that teachers, researchers, teacher educators, and students may play an agentive role (Norton & Toohey, *ibid.*, 2010). The radical change in education that CP brings is an effort to support students, learning, and social change, it takes into account how traditional educational practices may need to be altered, developed, changed, or even abandoned. The socio-political change has a significant impact on the educational system. According to Freire (1968), when a country's politics change, the educational system also changes. In terms of teaching strategies, curriculum development, evaluation, the creation of educational resources, and classroom activities, a country's educational system is highly politicized. Luke states, "To be critical is to call up for scrutiny whether through the embodied action or discourse practice," as cited in Norton & Toohey, 2010, p. 26. Anything that CP considers must first be thoroughly investigated. Therefore, CP focuses on rethinking the conventional notion of education. The deep philosophical shift it brings to education inspires the creation of laboratory pedagogy.

According to CP, language is more than just a tool for communication and expression; it is also a practice that shapes how people perceive their own selves, their social contexts, their pasts, and their prospects for the future. It constantly looks for language learning strategies that are in line with societal and cultural shifts.

According to Canagarajah (1999, p. 21), "CP is like changing one pair of spectacles will show everything in different light." The goal of CP is to increase learner awareness of instructional strategies, approaches, and sociopolitical influences on the classroom. According to Norton and Toohey (2010, p. 37), this includes:

Critical approach to education aims at raising students' critical consciousness about various forms of domination and oppression and helping students to become active agent for social change. In other words, it aims at developing the equitable and democratic approach to education.

CP is a method that constantly encourages students to participate in classroom activities and emphasizes that they are the change agents who are actively involved in transforming society. The two essential elements for success, according to CP, are equitable and democratic approaches to education. According to Cook (1990 as cited in Davari, Iranmehar & Erfani, 2012):

CP is an approach to teaching and curriculum development that seeks to understand and critique the historical and socio-political context of schooling and to develop pedagogical practice that aim not only to change the nature of schooling but the wider society.

The CP attempts to reframe these methods and approaches in new, context-based ways by researching their historical development. A change in the techniques and methods used in the classroom is brought about by the classroom participation (CP) approach to teaching and learning in the field of education. It also emphasizes how important education is to everyone. Therefore, there shouldn't be any bias against learning new things. To prevent bias in education, inclusive education is crucial. Discrimination in education should not exist within a class, school, society, or country. It makes the learning environment more welcoming, humanistic, and student-centered. By assuming CP, equality and equity in education are also upheld.

In this regard, CP is significantly superior to using only conventional teaching and learning approaches, techniques, and methods. To avoid bias in the language classroom regarding age, level, intelligence, gender, and religion, it necessitates a radical change in education. Assumptions made by CP and the current state of society are used to help policymakers prepare educational policies. It can be viewed as the act

of altering the approaches, techniques, and procedures used in teaching and learning through which the teacher can gain a great deal of advantages. Managing the classroom as humanistic, democratic, learner-centered, collaborative, and participatory requires the use of the concept of CP. In the classroom, teachers should be able to manage and address the diversity of classes as equally and democratic way. So, this study seeks the ways of dealing with secondary level students from the perspective of CP. It studies whether teachers are addressing with the principles of CP or not.

Statement of the Problem

CP is an approach to teaching and learning languages that was developed in opposition to the conventional method. Political and social change have a significant impact on CP. It is challenging to integrate all of the political and social changes into the educational system. It uses the same approach that politics does when presenting the material and running the classroom democratically. It is extremely difficult and challenging to use new methods, techniques, and approaches to teach languages in the classroom, and it is also challenging to treat all of the students equally in light of the various contributing factors. maintaining gender equality, giving more power to underprivileged students, keeping a student-friendly environment, encouraging interaction and discussion, and ensuring that all students participate equally.

Regarding various tools, approaches, discourse, and linguistic constructions, teaching and learning are political. CP researches various student-related strategies, tactics, methods, and approaches. The majority of teachers in the classroom may present material without taking the students' age, academic level, or intelligence into account.

All students should be treated equally by teachers, who should also properly assess each student's performance. In order to maintain gender equality and equity in the classroom, teachers should give more authority to the weaker students. Without the hegemony of the teachers, students themselves are aware of a superior method of learning. They are the ones who create knowledge, take part in collaboration, and pursue independent learning. Working together and having discussions with their friends helps them learn a lot. Sometimes they complete the tasks without the

teachers' supervision. When their teachers dominate them in all of the activities and show no interest in teaching, the students become bored.

In this context, teachers are not much aware of CP and its implementation in the real classroom. Even they are not familiar with the notion of CP. Therefore, to know the reality of its implementation in ELT classroom in institutional schools, I was interested in it. So, this study raises awareness of critical classroom management and use of CP in the actual ELT class of secondary level.

Objectives of the Study

The objectives of the study were:

-) To find out the strategies adopted by teachers using CP at Secondary Level
-) To find out the use of materials using CP at Secondary Level
-) To suggest some pedagogical implications based on the findings

Research Questions

This research was guided by the following research questions:

- a. How do the teachers use CP in the classroom?
- b. What strategies do teachers adopt in critical classroom?
- c. What are the things to be considered by the teachers while managing classroom using CP?
- d. What materials are used by the teacher in the classroom while using CP?

Significance of the Study

The research purpose of the study is always analyzed in terms of significance. For those working in the teaching profession in general and language teaching in particular, this study will be helpful. Additionally, it will be crucial for educators, learners, researchers, and ELT professionals. Here, teachers will learn from the study the areas in which they are most likely to fall short of implementing innovative methods and approaches in the classroom. Students will also understand their responsibilities and roles in the classroom. Additionally, researchers will gain from

reviewing the study for future research. It will be advantageous for policymakers to create curricula that take CP into account.

Delimitations of the Study

Study and investigation cannot be made limitation free because of several constraints such as economic, social and constraints of time. So this study cannot be an exception.

This study had the following limitations:

-) This study is specific on examining use of CP in English teaching only.
-) The research is limited to three English language teachers.
-) This study is based on narrative inquiry.
-) It is limited to the data collection through interview and note taking.
-) This study has the limitation of study of institutional schools in Kathmandu district only.

Operational Definition of the Key Terms

The key terms used in this study have been defined here from the operational perspectives.

Critical Pedagogy: In my research study, the term "critical pedagogy" refers to a new form of pedagogy which studies and evaluates the approaches and the methods. In the same way, it focuses on the students' freedom to do tasks in the classroom.

Institutional schools: Here, institutional schools mean the schools owned privately or personal or institutional ownership. In another term, those schools which are not regulated by the government or its grants.

Suppression: domination being based on socio-economic aspects, unfair behavior and discrimination

Democratic classroom: the classroom where all students are treated equally and student's freedom or autonomy of learning is prime

Chapter 2

Review of Related Literature and Conceptual Framework

For any research project, a review of pertinent literature and a conceptual framework are required. Review of relevant theoretical literature, analysis of empirical research, and implications for the conceptual framework are all included in this section.

Review of Theoretical Literature

Using CP in the classroom is an inventive way to use strategies and techniques. It consistently emphasizes that the focus of the classroom should be on the students, and that teachers should only serve as mentors or assistants. According to Freire (1968) "Critical pedagogy is the concept emerged against the banking system of education" (p.5). It implies that CP always seeks out the student-centered method of instruction and generally accepts the notion that students are the agents of change and knowledge creators. Students independently acquire the necessary knowledge. In this regard, Dix (2014, p.18) advocates "Creating classroom where students are keen to accept responsibility and take more control for themselves". He makes clear how the traditional idea of classroom management, in which teachers only teach students to listen without taking any responsibility, has changed.

According to Norton and Toohey (2010, p.3), "CP is an intellectual alliance", means that it raises the consciousness about unjust social practices and helps them to become active agent for social reformation. CP states that individuals should link their reformation to socially unjust behavior. CP consistently asserts that classroom management should take into account the nation's social, cultural, and political circumstances and that classrooms should be democratic, empowering the weaker students and avoiding gender bias. Davies (1989, as cited in Norton & Toohey, 2010, p.35) assumes that "Second language classroom practice in term of social visions such practice supports and relatively recent but are increasing being published in major venue". According to CP, school policies must be guided by a public philosophy that considers how to create ideological and institutional conditions in which the majority of students' lived experiences of empowerment become the distinguishing characteristics of education.

According to Rashidi and Safari (2011 as cited in Davari , 2012), "CP for a practice-oriented stance, it is introduced not a set of ideas, but a way of doing learning and teaching" (p.103). According to them, The CP movement is one that developed in the area of education. This indicates that the approach is one that alters both teaching and learning.

CP believes that learner learn with trial and error in the classroom. In this regard, Brumfit (1983, cited in Rouf & Sultan, 2015, p.34) suggests that "learners create language through trial and error". It implies that students educate themselves by thoroughly researching the material covered in class. Multiple literacy skills are argued to be crucial for fostering social, cultural, and critical awareness of the subject matter in critical curricula. Students in second- or foreign-language classes pick up language through ongoing discussions with their teachers.

In this regard, CP strives to treat all students equally in the classroom and holds the view that a language classroom should be democratic, participatory, engaging, collaborative, and learner-centered. The management of various physical resources, including furniture, a blackboard, multimedia, and other materials, should take into account the students' ages, levels of intelligence, and areas of interest. To fulfill the CP presumptions, it is equally important to empower the weaker students. Consequently, this study analyzes the critical classroom using CP's underlying premises.

Henry Giroux, in his book 'Theory and Resistance in Education' stresses on revitalization of emancipatory educational debates in the country. He adds the following characteristics of critical pedagogy:

- a. Education must be understood as producing not only knowledge but also political subjects.
- b. Ethics must be seen as a central concern of critical pedagogy.
- c. Critical pedagogy needs to focus on the issue of difference in an ethically challenging and politically transformative way.
- d. Critical pedagogy needs a language that allows for competing solidarities and political vocabularies that do not reduce the issues of power, justice, struggle, and inequality to a single script, a master narrative that

suppresses the contingent, historical and the everyday as a serious object of study. This suggests that curriculum knowledge not be treated as a sacred text but developed as part of an ongoing engagement with a variety of narratives and traditions that can be re-read and re-formulated in politically different terms.

- e. Critical pedagogy needs to create new forms of knowledge through its emphasis on breaking down disciplinary boundaries and creating new spaces where knowledge can be produced.
- f. The Enlightenment notion of reason needs to be reformulated within a critical pedagogy. Reason implicates and is implicated in the intersection of power, knowledge, and politics.
- g. Critical pedagogy needs to regain a sense of alternatives by combining a language of critique and possibility. Postmodern feminism exemplifies this in both its critique of patriarchy and its search to construct new forms of identity and social relations.
- h. Critical pedagogy needs to develop a theory of teachers as transformative intellectuals who occupy specifiable political and social locations. Critical pedagogy would represent itself as the active construction rather than transmission of particular ways of life.
- i. Central to the notion of critical pedagogy is a politics of voice that combines a postmodern notion of difference with a feminist emphasis on the primacy of the political.

The concept of critical pedagogy and its characteristics help me to develop the insight of critical pedagogy. Not only that much, it helps me to develop questionnaire to elicit data.

Principles of CP. A principle is a fundamental truth or claim that forms the basis for a body of beliefs, a pattern of behavior, or a line of reasoning. In this case, CP is a theory or system of belief that has some underlying presuppositions that set it apart from other theories or systems of belief. Giroux 1997: Freire 1970, 1973(as cited in Piosang 2018, pp 105-108) has presented six principles of critical pedagogy. They are as follow:

Critical language pedagogy is a political process. The first principle of CLP—that pedagogy is political—has this as one of its pillars. It affirms that language teaching and learning are political processes that take place in a political environment, namely the classroom. This runs counter to the conventional wisdom that pedagogy should be politically neutral.

Critical language pedagogy is student-centered. A CLP classroom is a learning setting that is focused on the students. In a student-centered learning environment, teachers (1) acknowledge their role as learning facilitators, and (2) shift their focus from merely imparting knowledge to assisting students in making their own discoveries of knowledge through critical classroom discussion and mentoring. Being student-centered is an essential component of CLP. Without using this strategy, it would be impossible to create a classroom that functions as a democratic forum for critical discourse. Students would have plenty of opportunities to reflect before sharing and debating their findings in class.

Critical language pedagogy makes classes democratic public spheres. The public sphere, in its simplest form, is a sociopolitical entity where citizens engage in a free and critical public discourse about societal issues that prompts political action and social transformation. This definition makes it clear how important the public sphere is to CLP. Language instruction using CLP paves the way for democratic classrooms where students can engage in critical discourse.

Critical language pedagogy is dialogical. CLP necessitates an extremely dialogical instructional approach because it seeks to increase learners' sociopolitical awareness. This means that language instructors should emphasize and make the most of dialogue and discourse in CLP classes.

Critical language pedagogy employs emancipatory authority. The teacher has some authority to run the class in a way that allows the students to learn democratically under some authoritative controls. It is not that kind of authority that seeks to monopolize knowledge and prevents students from considering, expressing, and debating their opinions.

Critical language pedagogy is aimed at social transformation. CLP seeks to transform society. The core of CLP consists of changing a typical language class into

one that responds to the issues and problems that plague the society that language learners are a part of. It aims to make every opportunity for language learning also an opportunity to discuss and address sociopolitical issues, which makes language learning more purposeful. As CLP makes use of critical classroom discourse, it raises learners' awareness of the sociopolitical realities in their immediate environment.

The mentioned principles were the backbones of this research which guided collection, interpretation and analysis of the data. They provided base for the overall research activities.

CP in the Classroom. CP believes that inclusive classrooms are necessary to uphold the equality and equity in the classroom and assumes that the classroom is suitable for everyone. It also holds that there is a lot of diversity in the classroom in terms of the resources available, the materials used, the students' ages, levels, and genders, as well as their cultures, religions, and backgrounds. (Canagarajah, 1999, pp.124-125) highlights that 'Students have their own unique identity and perception toward different activities'. The teacher shouldn't use any biases against the students when instructing in class. Less capable students and those who are behind the curve should be encouraged to learn. The teacher should always give the students a chance to complete their assignments, and they should run the class in accordance with the students' needs and interests.

Teachers should encourage students to ask questions in the classroom and should treat every student fairly. Everyone should be able to participate in class activities, including those who are disadvantaged or disabled, so that classroom management is effective for everyone. In terms of different resources, languages, age, gender, religion, and physical characteristics of the students, CP researches the political inequalities that are practiced in the classroom. CP believes that particular social and cultural aspects affect the teaching and learning (Norton & Toohey, 2010). The political system of the country has a significant impact on CP because it also has a significant impact on education. Quality education requires effective classroom management, and for this reason, CP emphasizes the importance of a child-friendly, inclusive school environment with well-equipped physical and instructional facilities. To improve the quality of education and to help learners develop their abilities, teachers must be qualified and competent (Canagarajah, 1999). Likewise, Harmer

(2008, p.34) mentions that "while managing the class effectively we have to be able to handle a range of variables" (p.34). These factors include how the classroom is set up, whether students are working individually or in groups, and how we arrange the classroom supplies in accordance with the students' ages, academic levels, and intelligence. Not every student in a class progresses academically at the same rate. To get students to complete tasks effectively, teachers must use a variety of resources and technology, as well as tasks that use the same resources. The teacher effectively manages the class and does everything possible to help the students achieve their goals.

According to Canagarajah (1999), "Classroom management should be effective for teachers in such a way that teachers can walk round the classroom correcting students written works individually, while simultaneously lecturing to the whole class" (p.126). Code-switching allows for the differentiation of various pedagogical functions, talk genres, and classroom activities. Language is acquired by students through extra linguistic factors like gesture, interpersonal communication style, and teacher sign language. Therefore, the classroom should be suitable for carrying out the various tasks. According to Harmer (2010) in critical classroom "Teacher talking time should be minimized and students talking time should be maximized" (p.38). Although the teachers' language serves as an introduction for the students, this alone is not enough for them to learn a language. Therefore, the teacher should organize the classroom in a way that involves the students in activities. Only the student's activities should be corrected by the teacher. Everyone makes errors when learning a language. Teachers should therefore be forgiving of student errors. The teacher should use the self-correction technique first, followed by peer correction, and finally, the teacher should correct the students' grammatical and other errors. According to CP, learning occurs when students try new things. In a similar vein, language is acquired by use in the actual classroom. As much as is practical, teachers must create an engaging learning environment in the classroom. The classroom should be run by the teacher in a way that makes everyone feel comfortable and on an equal footing. In a classroom with mixed abilities, the teacher should set up the environment so that students with lower skill levels have an opportunity to complete the task. For effective classroom teaching and learning, according to CP, students must actively participate.

Role of Teachers in CP Classroom. Teachers are frequently regarded as knowledge transformers and designers of learning environments. Teachers are essential to the success of classroom teaching and learning. Teachers are expected to serve as mentors, allies, and environmental designers, according to CP. According to the norms, values, and presumptions of the specific culture and nation, teachers can create curricula and other resource materials. According to CP, teachers construct and evaluate the learning resources and also assess the students' ideologies, values, and interests. The teachers become self-taught individuals as a result. According to perceived knowledge, teachers try to change society. The nation's society and educational status can be built by teachers because they have the knowledge and vision to do so. Teachers must control their physical presence in the classroom while managing the class; their appearance, including their clothing and body language, is crucial in this important setting. The teacher must move around the classroom and stand. He or she needs to establish a rapport with the students and get to know each one on a personal level. Different terms are used differently by teachers. The roles of the teachers in CP classroom are given below:

Teachers in CP classrooms primarily serve as managers and organizers. They are responsible for overseeing all teaching and learning activities. They must plan for everything that they and their students will require in the classroom. In this regard Blum (1998, p.11) says, "To create an effective learning experience in any classroom, the teacher has to be able to create a purposeful and calm atmosphere in which learning can be built". They should manage the teaching aids and supplementary materials according to need and interest of the students and also manage activities conducted in the class. Richards and Rogers (2001) suggests "The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing physical arrangements of the classroom, assigning students to groups and selecting materials and time" (p.199). They must provide feedback of appreciation when students perform the desired activities.

Second, teachers serve as facilitators, assisting the students in achieving the desired teaching and learning goals. They shouldn't discriminate against students based on their aptitude, age, gender, religion, or culture. In this regard, Karn (2007)

says, "Language teachers have to play the role of facilitator in the classroom, not the authorities" (p.63). By attracting students' attention and encouraging active participation, classroom interactions and activities can occasionally help teachers succeed in their instruction. According to Harmer (2010), teachers must help students in a variety of ways, but they must first identify the students' problems in order to do so (p. 35). Teachers must assist students in engaging in teaching-learning activities.

Thirdly, teachers serve as motivators; they must uplift and support their students in the classroom. Ur (2008) states that "Most of our efforts should be invested in practice, in making the task at hand as attractive as possible and encouraging our students to engage in it, invest effort, succeed." In a critical classroom, a teacher's main responsibility is to give students timely support and encouragement to help them learn more effectively.

Fourthly, in order to help students' language skills, teachers must participate in discussions and other communicative activities. According to Richards and Rogers (2001), teachers have participated in activities with two primary roles. The first role is to facilitate communication among all students in the classroom as well as between those students and the various activities and texts. The second responsibility is to participate independently in the study and teaching groups. Teachers are required to participate in all activities carried out in the actual classroom at the time of registration.

Fifthly, teachers serve as resource people who students can turn to for assistance when they need it to deal with issues. Richards and Rogers (2001, p.187) says, "The teacher is the primary source of comprehensible input in the target language". They encourage the students to seek out the information they need to address the issues. It would be better if they pushed the students to find the resources they need. They can learn independently, they can help students find the information they need, and they ought to make them use the materials themselves.

Sixthly, teachers serve as monitors; they must direct and keep an eye on the class's teaching-learning activities and students. Harmer (2010) assumes that "Mentor refers to the well-experienced and aptly trusted adviser of the inexperienced learner" (pp.26-27). Teachers must counsel their pupils on how to properly learn the desired

material. They should encourage them to participate in class activities that promote communication. The teaching-learning activities must be advanced in accordance with the needs and interests of the students after a psychological analysis of the learner is completed.

Last but not least, while instructing in the classroom, teachers build rapport with their students. They maintain appropriate proximity with the students and deal with the students' issues in the challenging classroom. In this regard, Lynch (1996) says, "Teacher should create interaction opportunities with careful planning and selection of classroom activities that is appropriate to the class size" (p.68), interaction makes the good relation between teachers and students in the classroom.

Roles of Students in CP. "Students arrive in the critical classroom with their individual expectations, hopes, dreams, diverse backgrounds, and life experiences, including a long history of previous schooling and educational hegemony (Freire, 1970). From an early age, the students are taught that being a "good student" entails remaining silent, passive, and accepting. A good student's main goal is to accumulate the information their teacher imparts without question. The main takeaway was to develop respect for authority.

Students may become more awake from their passivity and start to question some of their own previously held beliefs about teaching and learning as a result of this naming process. Additionally, it enables them to see how different everyone's experiences and presumptions are regarding teaching and learning within the classroom. Students should draw concentric circles that, in essence, represent the lens they use to view the world, taking into account their upbringing, parents, siblings, education, religion, and the values that inform their beliefs. Students can then describe how they view and interpret data and knowledge sources using this lens.

The roles of the ELT students in the English language classroom deduced from Friere (1970), Girux (1997) , Norton and Toohey (2004) are as follows:-

Experiential learner. A field of ELT known as critical pedagogy studies how language learning and social change are related. It gives the students firsthand knowledge of social oppression and encourages them to take personal and societal transformational action. The experience, ideology, and social values that students

have in their sociocultural environment should be addressed in the ELT teaching and learning process.

Reflective practitioner. The way in which students think should be reflected in their respect for various points of view, individual differences, subjectivity, sensitivity, making judgments about their own behavior and the reasoning of others, and engaging in self-corrective inquiry by looking at, analyzing, and interpreting information from various angles of any situation or event.

Change agents. Most critical theorists and experiential educators view students as agents of social change, not as empty vessels but as people with lived experience and knowledge who are positioned within their own cultural, class, racial, and historical contexts. They should investigate the "hidden curriculum," or the messages that are conveyed to children not only by school structures but also by textbooks, teachers, and other educational materials, as well as by society at large. Whenever the roles of the students in a critical classroom are taken into account, it is assumed that not only will a teacher design a learning environment that gives students the chance to work toward social change, that they will also have a voice in the educational process, that they will have the knowledge and courage to be critical, that they will be interested in and committed to this process, and that they will critically commit themselves to it. Students now have the chance to carry out their assigned responsibilities as agents of social change. In order for students to successfully function within the crucial classroom context, adequate preparation is required. If educational institutions fulfill the societal roles that have been assigned to them. It's possible that students will behave in a similar way.

Autonomous learner. Students should set their own learning objectives and pace. Students' interests drive the learning, which aims to satisfy any unsatisfied learner curiosity not satisfied in a teacher-directed classroom. It establishes the roles of the teacher and the students in the teaching and learning process while empowering the students' goals and interests in language acquisition.

Cooperator. The best environment for acquiring knowledge and representing one's own experiences should be in school. Students should work to advance their intellectual, practical, and social development. Instead of viewing the teacher as the

source of knowledge, they should value the viewpoints of the other students. Learning that is interactive, collaborative, and reflective should be encouraged in order to create locally relevant language learning materials through teacher and student dialogue.

Ideological critique. In a student-directed classroom, students almost always disagree with one another or the teacher about not only what texts should be read, but also how they should be read. This process of questioning extends to the entire curriculum, as well as the methodology, course assessment methods, required assignments, and other elements of any given course.

Problem solver. Students should be given a task and encouraged to collaborate in order to develop the linguistic knowledge, abilities, and attitudes that are crucial for day-to-day activity. Learning a language should equip students with the skills necessary to solve problems through original thought, introspection, and decision-making.

Communicator. To develop language skills for socializing, students should follow the think, pair, and share their experience among friends. Incorporating their ideology, social values, and roles in the language classroom helps them develop a strong command of the language.

Critical thinker. In the same way that the teacher does, students must situate themselves within the critical classroom by examining their own epistemologies and biases. One way to start this process is by asking students to write educational autobiographies that explore their experiences with learning and with schools. Students have the chance to better understand their various subjectivities and the various educational experiences of other students in the classroom by sharing and discussing their autobiographies.

The cultural background and environment of the students should be discussed in class. The social transformation, justice, and equity that comes from learning a language should be seen by the students. The student should use a variety of voices to represent different cultures. Students should internalize the involvement maxim. Learning should take place in a classroom setting and be dialogic and participatory. Students should critically evaluate the curriculum, textbook, teacher, and material to determine whether it aligns with their experiences and social values or not.

This literature extended the knowledge about CP in classroom, role of the teachers and the students that's what this research was investigating. As its title is about studying practices of CP in institutional school, it researched teachers ' role in English classes.

CP in Nepalese Perspective. English language instruction is undergoing a paradigm shift from a teacher-centered to a learner-centered approach. It is the revivification and pupil involvement in educational activities. Educationists and ELT experts support creative teaching and learning strategies in the context of Nepal. The creation of a local and sociocultural curriculum has undergone numerous attempts. There was anti-gurukul education, which gives students freedom, to sketch the history of education and radical change efforts. The communicative, task-based, project-based, and Montessori approaches represent a significant departure from conventional approaches. Another component of the critical pedagogical shift is the knowledge of indigenous people. The integration of indigenous intercultural competence has been taken into account. A good example of critical pedagogy is the revitalization of gender, race, and ethnicity by establishing distinct fundamental rights in the constitution. The educational banking system is no longer in place. Students have their own knowledge and life experience. These are the main elements influencing how they learn and how they are educated. The way people interact has changed, and relationships between the teacher and students have improved. Depending on the subject matter and the academic background of the students, teachers play a variety of roles. From competition to cooperation, powerlessness to empowerment, conflict to resolution, and from prejudice to understanding, teachers are the change agents. The policy of using multiple textbooks and a variety of teaching resources is preferred over materials that are content-focused. A wide range of evaluation tools should be available. To address the diversity of the students, there ought to be a wide range of alternative questions. The key evolving trends in ELT teaching and learning that empower the students by addressing diversity, equality, and equity are the Continuous Assessment System (CAS), portfolio collection, case studies, and action research. It was essential to understand Nepalese perspective because the focus of this research was the Nepalese population. As a result, this study concentrated on using CP to implement new trends that are becoming popular in our nation.

Review of the Related Empirical Literature

Any study requires prior knowledge to achieve the targeted objectives and deepen the study. Use of critical pedagogy in the classroom has been researched by various researchers. Actually, there are not so many researches related to my topic, I have attempted to review the researches related to use of critical pedagogy in ELT classes.

Bhattarai (2015) carried out study on "English Language Teacher Perception on Post Method Pedagogy and Its Applicability in Nepalese Context". Its objective was to investigate the English language teachers' perception on post method pedagogy. He used survey research design and mixed method of data analysis. He selected 30 teachers who teaches English at bachelors and masters level in Dang district. He selected five different college of Dang district and took five teacher from each college through purposive non-random as the sample for his study. He used questionnaire as tool for data collection. His study was aimed to find out the English language teachers perceptions on post method pedagogy and its applicability in Nepalese context. The finding was that teachers who teaches bachelors and masters levels are not satisfied with the current practice of English language teaching in our Nepalese context. They need lots of changes in our current practice of ELT and all the teachers are aware of the fact that all the methods do not equally addresses the real problem of language teaching since they are not culture and context sensitive. To address the real problem of language teaching methods should be context and culture sensitive.

Khadka (2017) carried out study on "Use of Critical Pedagogy at Higher Secondary Level EFL Classroom" to find the use of critical pedagogy at higher secondary level EFL classroom. Keeping the objectives in consideration, ten higher secondary level English teachers were selected as the sample from five different higher secondary schools by using purposive non-random sampling strategy. Data for this study were collected by using a set of questionnaire and classroom observation. After the collection of the data, they were categorized into 17 themes and analyzed and interpreted descriptively. The findings showed that majority of the teachers teaching at higher secondary level EFL classrooms were well known about the critical pedagogy. However, most of the time, they did not handle the classroom according to the assumption of CP.

Kareepadath (2018) carried a study on Critical pedagogy in practice:

A case study from Kerala, India to address some of these questions by presenting the findings of an investigation into the practice of teachers who are committed to the idea of critical pedagogy. The scope of the study is limited to understanding the critical aspects that are related to the teacher's work within the classroom. The paper analyses the theoretical arguments that are relevant to critical pedagogy in relation to teachers' practices as they emerged during the study. The study, conducted in the South Indian state of Kerala, reveals that teacher subjectivity and schooling situations interact in a dialectical fashion to shape the nature of classroom teaching. The political subjectivity of the teachers, shaped by their close interaction with the Kerala Science Literature Movement (KSSP) makes their pedagogy critical in nature. On the other hand, the standardized curriculum and mechanically disciplined school environment continuously challenge the teachers' efforts at being critical in their work.

B.K. (2018) studied entitling "Pre-service teachers perceptions on using critical pedagogy in ELT classes" is a study about applicability of critical pedagogy in ELT classroom. This study aims to explore the pre- service teacher's attitudes towards using critical pedagogy in ELT classes. To meet the objectives of the study, survey research design was adopted. In order to collect data, 40 pre service teachers of M.Ed third and fourth semester from Tribhuvan University Campus, Kirtipur were selected and questionnaire was set for collecting data. Data were analyzed using qualitative and quantitative approaches. From the analysis of data, it was found that majority of the pre service teachers were familiar with critical pedagogy and few of the pre-service teachers, who indicated that they lacked in understanding of critical pedagogy, asserted that they were in favour of its use even-though they could not define the concept.

Kandel (2020) carried out study on "Teachers' Perceptions of Critical Pedagogy in English Language Teaching Classroom" to explore teachers' experiences in and their perceptions of the existing practices of critical pedagogy and on its usefulness in ELT classrooms. This is qualitative research in which phenomenological research design was adopted to accomplish this study. Six respondents were selected from three secondary schools of Kathmandu district as a

sample through a purposive non-random sampling procedure. In-depth-interview was used as a tool to assemble the required data to answer the research questions of this study. The findings of the study show that the ELT classroom in the district is teacher-directed but not learner-centered; the textbooks, teaching strategies, and methods are partially focused on marginalized groups and underprivileged learners. The ELT practices at the secondary level do not address multiple intelligences; and critical pedagogy is not adopted for the elevation of the marginalized learners though the teachers are aware of its usefulness.

Siqueira (2021) studied on *Critical Pedagogy and Language Education: Hearing the Voices of Brazilian Teachers of English* to investigate how EFL teachers see themselves as language professionals in the contemporary world, how aware they are of the implications related to the condition of English as an international language or a global lingua franca, and to what extent they conceive teaching the language under a critical intercultural pedagogy. Based on an ethnographic research study involving Brazilian teachers from different educational contexts in the city of Salvador, Brazil, data were generated through a questionnaire, class observation sessions, and video recordings of semi-structured group interviews in which issues like the globosity of English, culture teaching, inter-culturally, and critical (language) pedagogy were approached and debated. Results have shown that participants are aware of the implications of the global status of English and that teaching the language in these current times cannot happen in a neutral and/or uncritical way. It was also revealed that teachers find difficult to systematize the teaching of culture in their EFL classes, as much as it is challenging for them to see themselves as critical intercultural professionals who can engage in critical pedagogy in their specific educational settings.

The above mentioned researches are related to the critical classroom management and critical awareness of teachers to manage the classroom. Diversity classroom management is also related to critical pedagogy and post method pedagogy is highly influenced by the critical thinking of the situation of the classroom. Those researches are related to the critical pedagogy. However, none of the research conducted on the "Use of Critical Pedagogy in ELT classroom in institutional schools". The present research also tried to investigate, what are the uses and

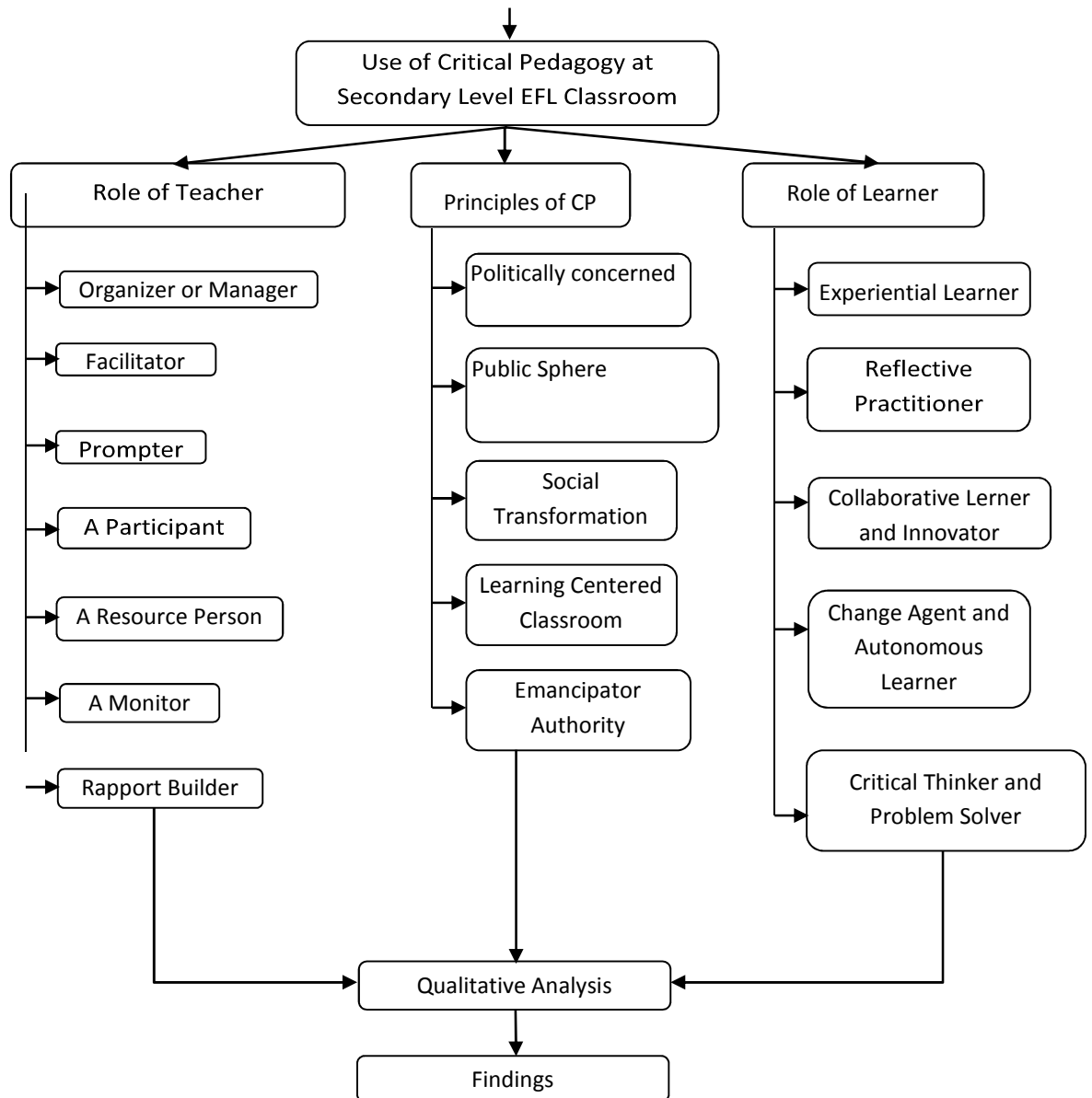
challenges occurred in the classroom to manage the class according to the assumption of CP, how the teachers use critical pedagogy. In this way, this research has been the new in critical pedagogy in the department of English education, Tribhuvan University.

Implications of the Review for the Study

Our primary goal in conducting a literature review is to look at, assess, and determine the applicability of previous research on a subject to our study. This study review may be sourced from a wide range of materials, including books, journals, articles, reports, previously completed theses and researches. This entire source aids in clarity, concentration on the research issue, methodology improvement, and contextualization of the findings. A study's review can help a researcher develop objectives, research questions, research tools, and data collection techniques. It can also help them adopt methodology and analyze collected data. Similar to this, the researcher learns which methodologies have been successful and which seem less promising from the review of related literature. To be more precise, reviewing the study aids the researcher in staying on course and avoiding getting off course. Examining and evaluating what has been explored and what has not yet been explored is crucial for identifying new areas for additional research. In order to conduct this research I have gone through several books, articles and journals. The aforementioned studies have their own value and importance in their respective fields. The book of Frerie(1968, 1970), Norton and Toohey(2010),helped me to extend knowledge regarding critical pedagogy. . Similarly, from Sapkota (2016) schwand (2007), Creswell (2015) I have got sufficient idea about narrative design and its tools. . Likewise, the study of Battarai(2015), Khadka (2017) helped me to gain the theoretical ideas of critical pedagogy and role of the students and teachers. Furthermore, these researches helped me to form objectives, collect data and to analyze collected data.

Conceptual Framework

Conceptual framework is the term used to describe the mental representation of the research process. To put it another way, a conceptual framework is the researcher's theoretical mental image of the proposed research. It is also known as the research "roadmap" or "pathway," and it explains how different study variables and themes relate to one another. The conceptual framework of this study is as follows.



This research intended to study the use of critical pedagogy at the secondary level EFL classroom. To fulfill this objective it has investigated the role of teacher and learner being based on the principles of CP. After collecting data it has been qualitatively analyzed and the findings have been derived.

Chapter 3

Methods and Procedure of the Study

This section covers the methodology and process used by the researcher to carry out the research and accomplish the study's objectives. The design of study, population, sample, sampling techniques, research tools, data source, data collection methods, and ethical considerations are all included in this chapter. I conducted the research using the following methodology.

Design of the Study

A systematic investigation carried out with the goal of providing answers is called research. In other words, research is the process of deriving new knowledge from existed data. Kerlinger (1986) has defined research as “A scientific, systematic, controlled, empirical, critical investigation of propositions about the presumed relationships about various phenomena”. Based on the foregoing discussion, it can be said that research is a careful, scientific, well-controlled, reliable, and empirical investigation intended to unearth new information or evaluate previously studied works. There are numerous research methodologies that can be used to examine a phenomenon. Among them, I have used narrative inquiry research design to accomplish the objectives of this study. In order to study and comprehend how people construct meaning and generalize truth in their lives, this research design primarily uses field texts as the units of analysis, including stories, autobiographies, journals, field notes, and letters, conversations, interviews, and life experiences. Instead of just collecting and processing data, it places more of an emphasis on the organization of human knowledge. The participants are free to use their own words and categories to describe their own life experiences, and the personal accounts are taken as stories. This study places a strong emphasis on the value of personal experience and multiple viewpoints, the existence of social realities that are constructed and bound by context, and the contribution of the researchers to the research process. Schwandt (2007) defines narrative enquiry as “an interdisciplinary study of the activities involved in generating and analyzing stories of life experiences (e. g., life histories, narrative interviews, journals, diaries, memoirs, autobiographies) and reporting that kind of research”

In this research design less numbers of respondents are needed and data can be collected through reading their personal stories, diaries, autobiographies and in-depth interview. Furthermore, the collected data are analyzed in a narrative form focusing on the individual's experiences. The process of narrative research design refers to the way of carrying out the research by using this method.

The steps of conducting narrative research, according to Creswell (2013, pp. 513-516), are to identify a phenomenon, collect the story from the subject, restore and retell the subject's experience, work with the participant-storyteller, write a story about the participant's experiences, and validate the report's accuracy. I followed the same procedure in this study when carrying out this particular research. The process is the guideline to complete any kind of research work perfectly. The processes of narrative inquiry are as follow:

-) Identify a phenomenon
-) Selection of appropriate individual
-) Collect the story from the participants
-) Re-story or retell the individual's story
-) Collaboration with the storyteller
-) Write a final report based on the story
-) Validate the accuracy for the report

It starts with the experiences as they are expressed in people's lived and told stories as a method. It also offers approaches for examining and comprehending the tales lived and spoken. To ensure that the research is more successful, the researcher must establish a strong rapport with the respondent during the data collection phase. Similar to this, the researcher must be engaged in order to gather ever-more information from the respondent while collecting data.

Population and Sample Size

In this research study all the teachers engaged in institutional schools in Kathmandu district teaching English have been taken as total population. As this research is a scaled down study, few numbers of participants are intended to participate. From the total population of English language teachers, I have

purposefully selected three English language teachers from different three institutional schools for the research as participant.

Sampling Procedures

For the selection of sample or the participants, I adopted purposive, non-random sampling procedures. Participants were selected on the basis of research objectives and those teachers who are teaching in institutional schools as a secondary level English teacher were preferred as the participant. These participants were expected to provide raw data for the research to achieve the objectives.

Sources of Data

I have used primary and secondary sources for the data collection. The respondents were the primary sources and the books, the articles, journals, and other documents were the secondary sources of the data. Such as Harmer (2010), Ur (2008), Freire (1970), Bhattarai (2015), Khadka (2017), Kareepadath (2018), B.K. (2018), Kandel (2020), Siqueira (2021) were the references secondary sources for me.

Data Collection Tools and Techniques

For the fulfillment of objectives of this study, I used semi-structured interview as the research tool to collect the data. Audio recorder and some diary notes have also been used.

Data Collection Procedure

This phase is considered as an important part of research. The researchers should focus on the certain and systematic procedures while collecting data. I used stepwise procedures of it. First, interview schedule, consent letter, and participation information form were prepared. Secondly, I visited the field and established good rapport with the teachers. Then, I explained them the purposes of my study and requested to help for collecting the data. Meanwhile, the teachers were interviewed based on the questions and recorded the data. After that, the recorded data were transcribed.

Data Analysis and Interpretation procedures

After the completion of data collection from semi-structured interview, the obtained data has been analyzed and interpreted by using thematic analysis. Thematic analysis is a qualitative data analysis procedure where the researchers should construct a theme of the data. In this procedure, the data has been collected, coded and themed systematically. Therefore, in this section, systematically collected data has been presented, analyzed and interpreted. The data has been transcribed and the main ideas have been picked up. It is called coding. With the help of codes general themes have been derived and analytically analyzed.

Ethical Considerations

Ethical consideration can be considered as code of conduct. The professional conduct has to be focused while doing any research study. During my study, the permission had been taken with concerned authorities and responses of the respondents have been kept confidential. It is ensured that all the ideas used in this research are my own except the cited one. The best efforts have been made to be out of plagiarism.

Chapter 4

Analysis and Interpretation

Introduction

This is the focal part of the study. It deals with the analysis and interpretation of the data which are collected by the researcher from three selected secondary school English teacher of Kathmandu district. A set of semi structured questionnaire and note taking were the tools of data collection. Systematically collected data were analyzed and interpreted together descriptively. For collecting the data, asked some related questions to the teachers. After the collection of the data I studied and interpreted the data for finding the roles of teachers, notion of CP and roles of learners in CP classroom. To find out the use of critical pedagogy at secondary level EFL classroom, I interviewed the teachers to find out their views, opinions, strategies, effectiveness, activities and attitudes on research issue. After that, the collected data were analyzed and interpreted descriptively. The data were analyzed and interpreted in terms of different aspects of use of CP in the classroom.

As an interpretation of use of critical pedagogy in institutional school of Kathmandu district the collected data were interpreted analyzing the role of teacher in critical pedagogy classroom being based on the respondent's responses.

This research intended to find out the strategies used while using CP in the classroom. Along with this it discovered what materials are used while adopting CP and for that, with the help of interview taken, interpreted under following headings.

As an Organizer or Manager. Cp defines role of the teacher in the classroom as organizer or manager who manages classroom physically, socially, emotionally, psychologically and organizes students' activities with learning activities accordingly. More than this, teacher organize or build up learning environment to the students which supports effective and permanent learning.

Still classes are managed traditionally. All the teacher responded that their students are placed in rows and can't face each other. Being based on management aspect, they have mixed classes on the basis of caste, intelligence, race, gender.

In the question of, how were they organizing or managing their classes. Teacher A said

Such as, while learning functional aspect of language I create their situation and ask them to play role on it. And the groups are formed inclusively with all diversities. Proper placement of materials and their use is important I have tried my best to use them in need.

Teacher B further added and said

I basically focus on those students who are treated differently in the classroom and school or marginalized and oppressed and provide them extra responsibilities such making them captain of class. Learners autonomous classes are to manage classes properly. I involve my students in activities inclusively.

Further teacher C added,

I carry out individual treatment strategy so I can address all types of diversities. And I especially focus on those who are a bit weak in learning because they need more support. Such as those students who are weak introvert shy they can't express themselves. I try them to encourage speak and collaborate with friends and me. I sometimes ask what problems they are facing in family and friend circle. Gradually they start becoming open.

I found teacher B's strategy a bit different from that of A and C. Teacher A talks about addressing diversities and assigning task to the students which are similar to task based approaches to teaching. Similarly C too expresses of using individual teaching and he deals with family and social aspect of the society which CP intends to explore and make the students able to deal with them. Teacher B manages class addressing diversities but focuses on dominated, marginalized and oppressed students assigning responsible jobs to the students. Thus, teacher has partly adopted CP in ELT classroom knowing or unknowingly.

The teachers are seen to use online materials a bit more than to the past. In regard of materials teacher A said

First of all the classroom itself, students themselves, school environment, available materials such as board, marker, books, reference books, most importantly these days; online medias. I basically use you tube and Google.

To manage classes properly teacher A specifies materials in this manner that are traditionally used. But what I found new is the use of online medias which are the subjects of interest of the students. Almost all teachers are dependent on the same materials such as textbook, board, marker, reference books etc. No more materials that supports students to be social creature have been used, especially for contents only.

As a Facilitator and Prompter. Going against traditional concept of teaching, CP introduces teacher as facilitator and prompter who assists learning of the students. Traditionally teaching was perceived as giving and receiving, but it advocates teachers' role of simplifying complications encouraging students to learn more in efficient way.

Teachers have provided support and facilitate their students. May be of being institutional schools they have supported all type of students in the classroom. In this case teacher A said

Peer support, teacher support, self, brain storming, use of different audio visual materials, games, role play are some strategies of facilitating students learning materials such as onli ne videos, short movies, if it about vocabularies word cards with pictures. But these all materials are available on internet. And we access internet too.

Teacher C added

Well I use verbal rewards and encourage them to learn more and sometimes with object prizes like copy pen chocolate not only that much I allure them of playing once in a week.

Regarding facilitating and supporting students teacher B and C said that they were using reward; verbal and nonverbal. They have encouraged students to learn with praising words such as *syabas* /great/good /excellent. These types of activities

really helped to make the students to express their feeling freely which CP hold the notion of. Teacher A has used peer support, teacher support and other materials to facilitate students learning. The choice of material and proper use of them is creating real learning environment. So, it seems that almost all teacher have provided facilitation and support to the students to learn ELT in the classroom.

As a Participant and Monitor. CP does not perceive teacher as a boss who orders or imposes knowledge to the students rather a participant who participate in teaching learning activities with the students as an insider. At the same time, his/her role is to monitor the activities in the classroom and provide corrective feedbacks. Regarding teacher as participant and monitor Teacher A said

Yes. But not fully. I participate at the time we do some communicative activities such as role play, dialogue composition etc. I have monitored other behavioral aspects of the students such as how are they behaving with friend, what sort of words are they using and so on.

Teacher hasn't participated in each and every activity, but participated in communicative activities where students needs teachers role as an insider. The most importantly the teachers monitor not only students learning activities but also other behavior which may be the reflection of his/ her family and society. This links teaching learning with society and the key factor of CP.

About the use of materials he added

Its me only. I guess.

I found that the teacher hasn't used any material to monitor student's activities and behavior in the classroom or school premises. As CP intents teacher to be a participant and monitor in teaching learning activities at the same time, he himself perceives as sole monitor of all activities.

Teacher B added and said

Classroom represents a unit of society. To manage them all what I can do is I assign task to the students and go around observing their tasks whether they are doing well or not.

Teacher B has mostly focused on the diversity of students. She said she has monitored her class by letting them to do activities free and observing them. It seems that she is more critical and communicative in the class. This is the best way of teaching language which provides enough exposure to learn.

All respondents responded that they somehow participate in teaching learning activities in the classroom and in the school premises. In this regard teacher C further said

Teacher should engage students as if he or she himself or herself learning with students.. This helps them to engage in activities inwardly and also helps to keep their understanding long lasting.

Teacher A,B,C has participated in classroom activities with their students more or less. This shows that the modern approaches are in practice these days. They have claimed that they monitor their students activities. This indicates that students are given priority and they are noticed to do better.

As a Resource Person and Rapport Builder. The teacher ever works as a resource person who supports students learning creating democratic environment in the classroom. Having good relationship between teacher and students is must, which we call rapport building. It helps students to be free and express their feelings and queries.

Teacher A and C agree with that teacher is a resource person and said that they bring different contexts to the students to English in the classroom. They have different activities to engage students such as stories, games, tales, news etc. But teacher B presented different view and strategy that she couldn't be a resource person, other media are more than her and said

I don't think teacher is totally a resource person these days. There are many other media who are taking over teacher. But ultimately teacher has a value and need in guiding them and limiting them.

All three teachers claimed that building rapport is must to attract learners and for that they use informal chats, jokes, games, individual attention to the students etc. on the question how you build up good rapport with students teacher A expressed

I noticed them, called their names, involve in activities, cracked some jokes too, and the next thing is I am interested in games and sports.

Teacher B supported with

I must me closer to the students to build good rapport. I even care about their personal matters and be like a friend. If we share our they too share with us. In some cases, they even share their personal matters like ; love affairs of them.

The teacher acts like a friend so that the students can express themselves. Here this means, students are being expressive and they can freely express anything such as suppression, oppression, bullying in the class. And CP intends to make students fight against such things.

Learner Centered Classroom. As we know CP blends the notion of both traditional and democratic teaching learning theories. It favors learner centered classroom where students can enjoy their freedom for learning. Learners are more active than teachers and actively participate in activities.

Teacher A,B and C have tried to make their teaching learning student or learner centered. For that they have used group discussion, divided practice session for the students and more engagement to develop all skills of English, functions and grammar. Being based on it teacher A mentioned

For this I have divided my period into presentation, practice and evaluation section. I present first then ask students to practice and evaluate them. So we must follow communicative approach of teaching.

Similarly teacher C added

Classroom management, visibility of visual materials, sitting arrangement use of materials and so on can make it learner centered. They can engage in activities

more and learn more I use student centered approaches such as discussion, problem solving etc.

Teacher A is more focused on strategy and C on materials to make ELT classroom learner centered. Use of multimedia with proper segmentation of time for students to practice and learn is major strategies of all teacher responded. They claimed that they have provided enough time to the students engaging them in discussion and problem solving activities.

Students Collaboration and Reflection. The student's collaboration is vital to learn English. Not only English to be familiar with each other's culture, norms and values. In the question whether their students collaborate for learning or not; all three teachers responded that they collaborate with their friends and teacher. And regarding reflection; if they are asked to reflect or not; they said yes. Students are asked to reflect daily, weekly, monthly, topic wise and lesson wise too. On the question of students collaboration and reflection teacher A stated

Not only this much in each class I evaluate students with some tasks and assign them homework too. So they are reflecting their learning. I do it through peer work and group work and presentations.

Teacher B supported with the strategies adopted and materials used

Students are not reflecting day by day but monthly or twice or three times a month. They reflect through poems and other informal stories. I sometimes ask them to write their feeling freely and sometimes in group. It's been so useful.

Teacher C further added

Collaboration in group through group works what I use frequently and presentations on some contents. Collaboration to help and collaboration to defend against some social issues such as if anyone is dominating any students in the class they collectively raise voice against...

Teacher A has focused on written skill of language and has linked it with homework and assignments. He also focused on classroom presentation where students can collaborate and reflect at the same time with discussion, team work and

presentation. Teacher B adopted the strategy of free writing to collaborate and reflect. Very differently with the essence of CP teacher C told that he encourages students to collaborate to fight against or raise voice against some evils in the class or society. For that he gives that type of activities to the students to do freely.

Students Autonomy / Suppression of teacher and Problem Solving.

Student's autonomy enhances learning. If we let the students do the activities themselves they learn more easily. Here, teachers said that they let their students to do themselves but it's a bit monitored and guided too. Three of them responded that the students are not suppressed and dominated by the teacher and the students and they are treated equally. In a response to the question how do they engage students in problem solving activities; they replied they divide group present situation and problem and ask them to solve and present. Teacher B talked different practice that she let the students to solve those issues in the classroom such as bullying, fighting and misbehaving etc. This is what CP prepares students to do. Teacher A said

Grammar exercises, guided writing, free writing, compositions are to be taught at secondary level which are itself a kind of problems to be solved to the students. I divide the group and assign tasks to the students. After they conclude, they submit it and peer work and individual assignment and tasks which creates brainstorming to the students are very useful for the learners.

Teacher C regarding materials used said

They express with more analytical critics that is awesome. And its all possible through I let them to think themselves do it as far as possible...let them to use their brain and come to conclusion, so. they do reflect. Textbook, online platforms, sometimes classroom and students themselves can be used coz English is Language and to teach language context is enough.

I found teacher C has used online media, students themselves, textbook to let students engage in activities. But talk about low cost, no cost material to be used. None of the teachers were found of using those materials. Thus in overall the use of supportive material to teach English language was less used.

Language Skills and Grammar

Teaching language is teaching skills such as listening, speaking, reading and writing; grammar and other function of language. Here, how teachers are dealing with language skills and grammar was asked and found that all three teachers have used inductive method of teaching grammar; beginning with examples and ending with structure. Regarding language skills they have taken the help of course. Use of multimedia, newspaper, audio visuals, guided writing, free writing were commonly used. Though they are practicing new trends, it doesn't seem that they have adopted communicative approaches to teaching in full fledge. On the question; teacher A replied

Listening and speaking practice exercises are there with that audio materials, drills, narrating stories, describing events and pictures are common. Well, individual reading, group reading, sometimes news reading, story and novel reading are additional support to the students. For writing, guided writing, free writing, story writing etc. are being used.

All three teachers have given less importance to grammar. As our curriculum and textbooks are developed with the objectives of fostering communicating competence of the students, the teachers have adopted learner centered approaches and strategies of teaching grammar and language skills. Teacher B has also placed an importance of modern media to teach them and claimed that she is using it every day in the classroom. Thus, it seems teacher has used critical pedagogy somehow in the classroom knowingly or unknowingly.

Chapter 5

Findings, Conclusion and Recommendations

This chapter deals with the conclusions and implications of the study on the basis of analysis and interpretations of data from the participants. The primary aim of the present study was to find out the strategies and materials used while using critical pedagogy in institutional schools of Kathmandu . This is the last chapter of the research so this study also provides some implications in relation to policy, practice and further research area.

Findings

On the basis of analysis and interpretation of data which I have collected from the respondents via interviews, the following findings have been derived under following topics.

Strategies used while using CP in the classroom. From the response of respondents, the teachers are somehow using critical pedagogy in the ELT classroom. But it was found that classrooms are not well- managed on the basis of sitting arrangements. They have facilitated and promoted students in learning English. Teachers are not only teaching contents but language with culture and society. Student centered methods like peer and group discussion, problem solving are being practiced in the classroom. Teachers make the students reflect their learning through speaking and writing activities, such as note taking, free writing. I found that the classes are more autonomous and students are given freedom to do for that teachers separate more time for students. Students are engaged in problem solving activities. Teachers were communicative approach centered. While teaching grammar teacher use inductive method of teaching, which helps in understanding of functional aspect of language. Teacher creates environment to collaborate in learning by forming peer and groups. Teachers use games, jokes, and mostly informal chats to build rapport with the students. It enhances interest of the student confidence to express.

Materials used while using CP in the classroom. Critical pedagogy intends to create unbiased class and society, inclusive teaching learning environment, and socially aware or conscious students. To meet its notion we have to develop those type of materials which can justice all diversities of class. For example, girls and boys

both to be involved in activities and local and familiar materials should be used. Regarding materials teachers were found not much serious. They have used traditional materials of use, except multimedia. One emerging and appreciable aspect is that they are being techno-friendly and used online platforms to teach. I found that the teachers are using social issues as a material of teaching. This helps to build social consciousness to the students. Newspaper, novels, stories and poems are being used to teach English language which fostering their language skills and at the same time, it is teaching socio-economic aspect of their surroundings. Materials that are presented on YouTube like media can be very helpful to learn English. It makes teaching learning activity interesting and permanent.

Conclusion

The findings demonstrated that the instructors used critical pedagogy in the ELT classroom. According to CP, learning occurs when students and teachers work together to support each other's autonomy and build strong relationships. Children's learning can be improved with the help of teachers. Teachers are friends with whom students can confide in addition to being the conduits of information. The role of the teacher is to protect the students from injustice and suppression while fostering their self-confidence. The outcome suggests that some students in the class may have gone unnoticed, and they may be constantly falling behind. In those situations, it is the responsibility of the teacher to promote growth.

If we are dealing with students from the perspective of critical pedagogy, our resources are insufficient. The teacher is lacking in the creation and application of instructional materials. It is commendable that modern technology is used in teaching and learning processes. For the benefit of the students, we must educate teachers about the resources used in the classroom and prepare them to construct new materials.

In conclusion, traditional teaching methods are giving way to more contemporary, student-centered ones. However, it is insufficient to improve our educational system. As we learn and teach together, the idea that a teacher is an expert and that students should listen to and learn from them has changed. It was found that

in the case of physical management and use of material in the class seems a bit traditional, we have to modify it as soon as possible.

Recommendations

Some recommendations have been made on the basis of the information. These are discussed in the in the following sub headings.

Policy related. The policy-making body should establish a policy requiring teachers to receive training in managing, facilitating, inspiring, providing resources, and participating in activities. The policy-making body should be in charge of training the teachers to make them accountable for the roles and responsibilities of the students in the classroom in order to prepare them to manage the classroom in a humanistic, learner-centered, collaborative, participatory, and communicative manner. Although they are not fully aware of it, teachers use CP while instructing students in a classroom. They must therefore receive this training.

Practice related. In the classroom, teachers should treat all students fairly. When teaching in the classroom, the teacher should take the learner's age, ability level, and capacity into account. The classroom teacher should motivate and inspire the students. The teacher should run the classroom democratically and encourage independent learning. Teachers should address students' issues while instructing in the classroom. Students should have opportunities to complete tasks in class. Teachers should also educate their students about society.

Further research related. The present research was limited to three teachers in Kathmandu valley. A larger sample size and a wider geographic scope may be used in future research to examine CP practice. The only data collection method used was a questionnaire, and future research may use other data collection methods as well. Only higher secondary level classrooms were used for it. To further explore the use of CP, more research may be done at other levels. Further research might include student perspectives because the current researcher was constrained to the views, opinions, and specific teaching strategies of the teachers in the critical classroom.

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Appendix

Questions for semi-structured interview with teacher

Your introduction please!

How long have you been teaching English in secondary level?

1. As I have already discussed my research topic and its objective critical pedagogy is highly discussed term in ELT practices these days, can you please tell me something about it?
2. As CP considers teachers as organizer or manager of the classroom, how are you organizing your classroom? How is your sitting arrangement of the students? What strategies do you address mixed classroom on the basis of gender, caste, ethnicity, mother tongue and socio economic aspects?
3. What materials are you using to manage your class properly?
4. CP advocates and believes teacher as facilitator and prompter, do you facilitate your students in learning? How ? what strategies do you use to facilitate your students? What type of materials are useful to support them?
5. As a prompter, how are you promoting your students? Any story? What materials are you using to promote students learning?
6. CP holds the notion of teacher as a participant in learning with the students, do you yourself participate in language learning process with the students? Any story? How can teacher participate in teaching learning activities?
7. What type of materials can be used while teaching stories being participant in learning?
8. As a monitor what are the roles of teacher in the ELT classroom?
9. Are there any materials to monitor students learning which promote effective learning?
10. Can teacher be resource person? How?
11. How is your relationship with the students? Do they enjoy class/ teaching?
12. What did you do to build good relationship with them?

13. Did you use any materials to build up relationship with them? What are they?
14. CP intends students as social change agent. In this notion what type of teaching learning environment should be provided? How?
15. Is your teaching learning learner centered? What activities are you doing to make it? What makes classroom learner centered? What materials are you using to do so?
16. Do your students feel free to learn? How do you manage to be free without unnecessary activities?
17. Do you let your students to experiment and learn? How? Such as?
18. Do your students reflect their learning? What strategies do you adopt to make them reflect their learning?
19. You know collaborative learning, do your students collaborate with each other? How do you facilitate collaborative learning and innovate new things in the classroom?
20. In this modern era, learners autonomy is must. What strategies are you adopting to promote learning autonomy in learning process? Any materials helpful for it?
21. CP intends learners as critical thinker and problem solver, do you think your students are critical thinkers? How? How are you engaging your students in problem solving activities?
22. What materials are being used to involve them in such activities?
23. What are the strategies do you adopt to teach grammar in the classroom?
24. What activities do you do to teach listening and speaking skills of English?
25. How do you encourage students in learning reading and writing skills of English?

Respondent A (Teacher A)

Interviewer: How long have you been teaching English in secondary level?

Teacher: umm.. I have been teaching here for 4 years, before that I taught in another school for a year.

Interviewer: As I have already discussed my research topic and its objective critical pedagogy is highly discussed term in ELT practices these days, can you please tell me something about it?

Teacher: I might have forgotten though critical pedagogy is modern pedagogy of teaching which mainly includes the features of communicative approaches of teaching along with socio economic aspects of students and society. I think it is the blending of both traditional and modern approaches of teaching .

Interviewer: As CP considers teachers as organizer or manager of the classroom, how are you organizing your classroom?

Teacher: yeah. Our class is full of diversity on the basis of gender, caste, race, ethnicity, social norms and economy. They have different intelligence and we have to treat them accordingly. It may not be possible on each but as an English teacher I have managed students sitting and placement of materials in class as far as possible.

Interviewer: How is your sitting arrangement of the students?

Teacher: well. Though it is in row order students are mixed with different abilities. They share their ideas with each other.

Interviewer: What strategies do you use to address in mixed classroom on the basis of gender, caste, ethnicity, mother tongue and socio economic aspects?

Teacher: As I have mentioned the sitting is mixed so they can help each other. I carry out my teaching learning activities relating with their context which helps them to learn faster.

Interviewer: Such as?

Teacher: Such as while learning functional aspect of language I create their situation and ask them to play role on it. And the groups are formed inclusively with all diversities. Proper placement of materials and their use is important I have tried my best to use them in need.

Interviewer: What materials are you using to manage your class properly?

Teacher: umm.. first of all the classroom itself, students themselves, school environment, available materials such as board, marker, books, reference books, most importantly these days; online medias. I basically use youtube and google.

Interviewer: CP advocates and believes teacher as facilitator and prompter, do you facilitate your students in learning? How ?

Teacher: yes I do. I assign something to do and the students start doing that whenever they need they call me for help I facilitate them to learn language skills, grammar and communicative functions of language. Sometimes I go to each students and help ;sometime on the board. Not only that I encourage students to learn better and teach better ways to learn.

Interviewer: what strategies do you use to facilitate your students?

Teacher: oh I had forgotten! Peer support, teacher support, self brain storming, use of different audio visual materials, games, role play are some strategies of facilitating students learning.

Interviewer: What type of materials are useful to support them?

Teacher: materials such as online videos, short movies, if it about vocabularies word cards with pictures. But these all materials are available on internet. And we access internet too.

Interviewer: As a prompter, how are you promoting your students? Any story? What materials are you using to promote students learning?

Teacher: As I have already mentioned, facilitator and prompter; aren't they similar? Oh, it may be in the sense of reward. Well I usually use praising words to who does well and encourage them to learn more. I sometimes reward them with prizes such as

pen, copy even snacks. But I have never beaten students in the case of learning. Sometimes in case of indiscipline issues only.

Interviewer: Cp holds the notion of teacher as a participant in learning with the students, do you yourself participate in language learning process with the students?

Teacher: Yes. But not fully. I participate at the time we do some communicative activities such as role play, dialogue composition etc.

Interviewer: Any story?

Teacher: sorry! I couldn't remember now.

Interviewer: How can teacher participate in teaching learning activities?

Teacher: As I know, the teacher can involve himself or herself in the activities with the students. This helps them to engage in activities more interestingly and also helps to build up good rapport with the students.

Interviewer: Do you monitor your students activities in the classroom?

Teacher: Yes I do. If not class goes out of control.

Interviewer: ok.As a monitor what are the roles of teacher in the ELT classroom?

Teacher: When I assign some sort of tasks to the students or divide groups for group work I roam around the class and observe and guide students. I ask what they are doing and whether they are doing their assigned task or not. Not only that much as a teacher I have monitor other behavioral aspects of the students such as how are they behaving with friends , what sort of words are they using and so on.

Interviewer : Are there any materials to monitor students learning which promote effective learning?

Teacher: Its me only. I guess.

Interviewer: Can teacher be resource person? How?

Teacher: definitely yes . He is the resource person to bring the context of learning in the class and motivate students in learning. If I am not wrong. Am I getting it right?

Interviewer: yes of course. Anything more than that?

Teacher: sorry I can tell this much now.

Interviewer: How is your relationship with the students? Do they enjoy class/teaching?

Teacher: Good but some students a bit irritating.

Interviewer : What did you do to build good relationship with them?

Teacher : I noticed them, called their names, involve in activities, cracked some jokes too, and the next thing is I am interested in games and sports. i think individual attention helps to build up relationship with the students. Some students are so close that they even share their family matters.

Interviewer: Did you use any materials to build up relationship with them? What are they?

Teacher: I have already said I do some warm up activities in the beginning of session and I use games and jokes. I am the extra curricular activities leader of my block. Except few, almost all hover around me.

Interviewer : CP intends students as social change agent. In this notion what type of teaching learning environment should be provided? How?

Teacher : although CP encourages students to be a social change agent I don't think our schools are preparing them in that manner. Its me myself is not being able to do so cause its me myself not familiar with social aspect of this crowded city. As CP intends to produce politically aware citizen for the future its not happening so.

Interviewer: Is your teaching learning learner centered?

Teacher: yes it is.

Interviewer: What activities are you doing to make it?

Teacher: Almost all of the materials of teaching English are designed in that way that students involvement is high. Such as curriculum, teachers guide, textbook, our evaluation system are learner centered. They allow students time in learning. For this I have divided my period into presentation, practice and evaluation section. I present first then ask students to practice and evaluate them. So we must follow communicative approach of teaching.

Interviewer: What makes classroom learner centered? What materials are you using to do so?

Teacher: I just mentioned. Moreover, proper learning environment to the students and their full involvement and participation makes.

Interviewer: Do your students feel free to learn? How do you manage to be free without unnecessary activities?

Teacher: Yes as far as I know. Letting free is not to allow to everything they want to do. We have to be monitoring their activities.

Interviewer: Do you let your students to experiment and learn? How? Such as?

Teacher: yes but may be due to covid effect students are lazy to experiment and learn new things.

Interviewer: Do your students reflect their learning?

Teacher: yes they do.

Interviewer: What strategies do you adopt to make them reflect their learning?

Teacher: The school doesn't allow them to speak in Nepali or mother tongue. While communicating with friends and teacher they speak English fluently. They do it well in their exams too. Not only this much in each class I evaluate students with some tasks and assign them homework too. So they are reflecting their learning.

Interviewer: You know collaborative learning, do your students collaborate with each other?

Teacher: Yes very frequently. Sometimes we have to stop their collaboration.
Hahahahaha...

Interviewer: How do you facilitate collaborative learning and innovate new things in the classroom?

Teacher: Interesting. I do it through peer work and group work and presentations. Peer correction is one tool because my classes are crowded. Sometimes its not possible to correct each tasks within the period.

Interviewer: In this modern era, learners autonomy is must. What strategies are you adopting to promote learning autonomy in learning process? Any materials helpful for it?

Teacher: Autonomy here must be freedom to learn with proper monitoring. In this case, language learning itself is communicative activity and it needs proper exposure to learn. If we don't provide proper environment to the learner to learn or if don't let them their own autonomy to learn they can learn English Language properly. As my presentation of short period finishes I assign students some tasks and let them speak collaborate read and write which fosters all skills of language.

Interviewer: Cp intends learners as critical thinker and problem solver, do you think your students are critical thinkers? How?

Teacher: oh its very tough. I cant say all of them are but few of them are critical thinkers. Sometimes I assign the task and go for the check I find their task more than that I had expected. This means they can generalize and critically analyze learnt things.

Interviewer: How are you engaging your students in problem solving activities?

Teacher: almost all of your questions are tough. Ok. Grammar exercises, guided writing, free writing, compositions are to be taught at secondary level which are itself a kind of problems to be solved to the students. I divide the group and assign tasks to the students. After they conclude, they submit it and peer work and individual assignment and tasks which creates brainstorming to the students are very useful for the learners.

Interviewer : What materials are being used to involve them in such activities?

Teacher: ummm.. power point presentations, textbook, and me myself with some case or situation. That's it.

Interviewer: What strategies do you adopt to teach grammar in the classroom?

Teacher: I use inductive method of teaching grammar and in which I present examples first and ask students to generalize rules. But it is very difficult to teach grammar to the students of the valley. They can speak but in writing they may come with grammar errors.

Interviewer: What activities do you do to teach listening and speaking skills of English?

Teacher: listening and speaking practice exercises are there with that audio materials, drills, narrating stories, describing events and pictures are common.

Interviewer: How do you encourage students in learning reading and writing skills of English?

Teacher: well, individual reading, group reading, sometimes news reading, story and novel reading are additional support to the students. For writing, guided writing, free writing, story writing etc. are being used. Sorry I could remember that only.

Interviewer: Thank you so much for your time and cooperation.

Teacher: Welcome. If anything further you can contact.

Interviewer: Sure sir.

Respondent B (Teacher B)

Interviewer: Good afternoon.

Teacher: Afternoon sir.

Interviewer: today I am going to talk about critical pedagogy ELT practices sambandhi mero masters degree ko thesis topics ko lagi kehi questions haru practices haru kasto chha kasto strategies use vai rako chhan vanne mero research ko objective bhakole garda tyehi anusar le chai kehi questions haru sodhna gairako chhu. Hope you cooperate.

Teacher: Sure sir.

Interviewer: ummm.. tyasma chai.. aaile kun school padaudai hunu hunxa?

Teacher: maa..Little Angle School .

Interviewer: kati barsha vayo padaunu vako?

Teacher: pach chha barsha jasto vayo .tentatively.

Interviewer: aani Little Angle tayahako renown school pani vayo. Mero topic critical pedagogy rahekale critical pedagogy sambandhi tapaiko understanding kehi batai dinu hunxa ki?

Teacher: ummm..critical pedagogy ko barema tyetro deeper understanding navaye pani k chai bujna sakinxu vanda eauta critical pedagogy vanne bittikai ummm.. classroom ma ham bises gari practice aathawa scenario lai madhyanaajar garera bolda kheri class ma hune oppression haru hamilai tha chhatyesko against ma students haru able banaune khalko pedagogy implication garnu vaneko critical pedagogy in the classroom vanne bujxu maile. Ava aalik wider sense ma vanda society ko oppression ko against ma jane ..classroom ma tyo vayo ..mero understanding tyetti ho.

Interviewer: ani vanesi critical pedagogy classroom implications ko hisable chai kasta kasta strategies haru prayog garna sakinxu aathawa gardai hunu hunxa tapaile ra teaching learning ma chai ELT ma chai kasari promote facilitate garirahanu vako chha?

Teacher: ahh classroom ra school ko scenario ma vanda kheri different khalko activities haru hunxa ahhhh alikati marginalized students haru vaye katipaya chai identification ko crisis vako students vayo, ava umm kyare harek tarika le aalik pidit jasto students jo victimized vako hunchhan tyesto students haruko case ma suruma school ma chai khasai tyesto students harulai agadi lyaunako lagi uniharulai learning enhancement aru different responsibilities haru diyera jasto captain banaune hunxa ni anya projects haru dida uniharulai leading position ma rakhne ahh tyespachhadi ani yo sabaivanda badi ta ..ani yo elt ko barema ta ..learners harulai autonomy diyera uniharu lai bises learner centered approaches use garne, vanne activities haru garauxu.

Interviewer: ahhh ani yo CP le chai organizer manager ko rupma teacher lai perceive garxa tyo case ma chai tapaile classroom organizer ko rupma k k garnu vako chha ?

Teacher: ahh question ekdam interesting xa ..hamro ta ava diversity vanne kura ava hamro nepalko usma ta sabai jana lai tha xadai xa different diverse and heterogeneity in the class vanne hunxa harek desh ma jasto..caste vayo race vayo ava ethnicity vayo social norms and economical factors ma pani dherai diversity painxa hoina.sabai tyesto background bata aaka students lai ekai naas le kasari padauna sakinxu vanne kura ekdam challenging hunxa haina, tyeko lagi chai as a manager or organizer CP implication gari rahada maile uniharuko bises gari ummmmm uniharuko sitting arrangement ko kura vayo hoina, ani students haru classroom ma kasari activities gari rako xan ,kasailai sitting dekhi liyera activities haruma kunai students chai marginalized nai vaye jasto lagema kunai student le oppress gari rakheko ..nasakne students lai arule hepne .tyesto lai front ma lyayera ,treat garinxu aru vaneko materials haruko kura hunxa ..tiniharuko pani placement ko kuraharu pani herirako hunxu .sabai jana lai inclusive hune gariko activities hunxa.

Interviewer: thik xa ani yo chha ni hamro teacher as a facilitator vanxa prompter ko rupma kasari ra k kasta tasks or activities garna sakinxu? Tapaile k k gardai hunuhunchha? Prompter or facilitator ko hisab ma.

Teacher: umm ..aaa yeskolagi chai ava prompter huda kheri ahhhhhh students haru lai as a prompter CP implement garda kheri students lai encouragement sabaivanda thulo kuro vayo ...ramro garne students lai reward ko byaswtha garne or reward ma object nai dinuparxa vanne hoina praise garne praising words haru use garne ...koi koi bela

baccha haruko birthday huda kheri hamile chocolate deko hunxan aafule store garera rakheko xa vane ..better performance garne lai tyo chocolate dine..sometimes in gurupurnima they bring pen to gift us. Those things are well utilized. Students lai punishment garnai pareko khandama pani herera ..voice raise garera garne ..kutne vanne kura hudaina..facilitator ko hisabma chai students lai needed belama chai available hune kam garxu maile chai.

Interviewer: ok ani can teacher participate in teaching learning activities himself / herself or not?

Teacher: absolutely. Kina vandekhi students teacher bina hudaina ,ani ummm..hami pani students bina hudainau ..co learning ho ni ta , jaile pani involve ta vai rakheko hunxau. malai tyesto lagxa.

Interviewer: umm eauta perception k pani xa vane teacher as a monitor tyo as a monitor ko rupma chai kasto kasto strategies adopt garera properly monitor garera teaching learning activities run garnu hunxa?

Teacher: ummm ..teacher ko hajurle vane jasto dherai role haru hune vayekole monitor eauta major role ho..classroom eauta complex society ko represent garne eauta sano hissa jasto maninxu classroom lai tyeti bela hamile ava tyaha vako complexity manage garnako lagi sadai ready hunuparxa.tyesko lagi maile k garxu vandeki..students harulai task assign garera ...groups divide garera task dine..students lai closely observe gari rakhya hunchhu.if they are doing good or not . if needed chha vane tyo help garne..behavioural aspects haru pani heri rakhiyekko hunchhu.students haru kunai ekdam ..ramro background bata na aaideko vakole garda different behavior haru dekhna sakinxu.tyesma kun ramro kun naramro guide garne..assignment dekhi liyera behavior samma guide and monitoring gari rako hunxu.

Interviewer: ok. Teacher is a resource person. Do you agree with this statement?

Teacher: aaile ko awastaha ma tyetro dherai resource person vanna chai malai khasai man lagdaina tara herna chai herinxu. I believe but not that much. Aaile resource ko lagi kati dherai materials haru xan ..

Interviewer: how can he she be a resource person?

Teacher: umm.. resource person? Jasto eauta aaile yeso vanxa k manxe bolnako lagi manxe nai agadi hunu parxa vanejastai teaching learning complete hunako lagi teacher nai hunu parxa vanne eauta concept pani xa haina. Though there are so many other things jasle chai teacher lai replace garxa.jastai aaile multimedia online blended modes ,online platforms teachers haru needed xa vanda tyaha teacher ko value xa ni ta .so yo jaruri xa.

Interviewer: rapport building sambandhi aware hunu hunxa ni?

Teacher: rapport building ta garnai parxa. Tyo ta as a part of teaching learning activities nai apply hunxa.

Interviewer: ummm ok. Kasta kasta strategies adopt garyo vane chai students teacher relation ekdam ramro hunxa?

Teacher: rapport building ko lagi ta jasari vaye ni closer to your students hunuparyo.students ko najikai nai januparyo.uniharu ko personal chij haruko barema aafule bujne hunu paryo .studets haru afno sathi jasto hunxa.afno kuraharu share garesi uniharule pani hamilai share garxa.katiapya case ma ta students ekdam private kuraharu pani garne jasto ..for example love nai pareko kura haru nai pani .ajakal ta 5/6 class dekhi nai tyo trend pani xa baccha haru ma .tysto kura pani ..social affairs family matters sunaune jasta kam hunxan .rapport building le hamlai tyo sab bujna help chai garxa.

Interviewer: ani CP le chai students lai chai social change agent ko rupma form garne ra voli society change agent ko rupma kam garne student banauxa vanne kurama believe garxa ..yesko lagi hamro school le tyoenvironment create gareko xa ki xaian?

Teacher: garxa. Garxa vanne lagxa. School vaneko k ta vanda sikne thau ho.ani outcome ta paxi society ma jane ho paxi , usle sikeko kura society ma garxa gayera ..hamle deko kura le society ma gayera change ta gari halxa ni..tyesma kunai doubt nai xaina. Students lai change agent banauxa CP implement le.

Interviewer: ummm..ani classroom chai learner centered hunu parxa aaile sabai aspects bata kinavane modern world ,postmodern pedagogies haru implement vako

case ma hamile classroom lai chai totally learner centered banauna ko lagi kasta kasta strategies techniques adopt garnu parxa ra tapaile k gardai hunu hunxa?

Teacher: ...mostly.. umm eauta statement xa ni teacher vaneko standstill garnu hudaina bahira stage ma vanera.. students lai nai engage garne ho k ava ta studenta are more active xan haina, students jhanai dherai janne vaye jasto feel hunxa ajakal. ELT kai hisabma hami vanda better pronunciation students ko hunxa. Writing haru ramro garne ..uhiharu lai chai hamile guided vanda ni freely learn garne environment create gardiyo vane chai better learning hunxa. Uniharu saga pani sikna sakinxu ..tyesko lagi uniharulai more involved banaunu parxa. autonomy sabvanda dherai important xa. Students harulai problem selver banaunai parxa kya, padai lekhai ma matra hoina class ma hune other activities ma pani domination bullying ko case ma pani problem solver. uniharu lai nai solve garna dine garxu. Bulling huda tackle garna kk chainxa vanera other students lai sodhi dine. ajakal ta students dherai forward pani xan.

Interviewer: ok..umm reflective learning vanxau hami students harule reflect garxan gardainan uniharulai reflect garne banauna ko lagi ,learning achievement lai dekhine banauna ko lagi k kasto activities garnu hunxa?

Teacher: umm tyeslai ta dherai tarika le aafule vogeke kura reflect garauna sakinxu ni..on the basis of ..jastai day ko ki mont ko ki year ko garne ki? Hajurle focus k ma garnu vako?

Interviewer: uhh..day mai garau.

Teacher: day to day basis ma ta vako xaina hamro ..monthly or month ma ek dui choti jasto koi bela ava herera hunxa ..haina tyeti bela ..reflection important xa ni..baccha harule aafule realize garna sakne kuraharu vaye ni ..uhiharulai poetic through informal stories bata ..group ma pani vaninxu ...informal way ma chai usko real feeling haru lai directly express garna payo ..sense matra lai herera..grammar lai pani herera reflection lekhna dinxu sometimes.

Interviewer: ani yo grammar teaching kasari garnu hunxa class ma?

Teacher: inductively nai garxu. Popular pani tyehi xa. Malai kahile pani lagdaina pahila structure diyera tyespaxi mero afno personal view..maile sikda pani tyesari nai

sike.j sukai hos structure haru ta ghokaunu hunxa raipani .maile realize garda kheri chai tyo khasai better way hoina hola jasto lagyo hunata usko afnai importance xa..mero perspective bata..as a teacher maile chai sense making first then only grammar structure sikairakheko hunxu maile chai.

Interviewer: in short skills haru xan ni English language ka four skills haru. Kasta kasta activities strategies haru adopt garnu hunxa short ma vandinus na.

Teacher: skills ma hajurlai speaking lear...ning..um kyare..writing receptive and productive hunxa. Reading ko lagi chai hamro extra book or additional literary genre ko tyehi reading comprehend garaune ho ...writing ko vaneko competition haru chali rako hunxa ..monthly .daily basis ma ta question answers other writings...speaking ko lagi chai malai lagxa baccha haruko hamro chai prayers mai speech deliver garna lauxa kya. Tyesle ni enhance garxa lagxa.ma mero classroom ma chai yo patrika haru hunxa ni tyesbata statement of the day or line of the day vanera kunai kunai ma deko hunxa tyeso garda kasaiko vanai line tyesma study garne ani tyesko sense k ho tyo briefing garna lauxu.tyo sabai vanda better lagxa malai chai hajurle bujnu vayena vane ma ajhai detail garxu..

Interviewer: I got it. Thik xa.

Teacher: arko vaneko koibela chai answer haru lekheko xa vane pani written form ma thiyo vane pani timi bola vanera speaking writing dubai garaune garxu..maile learning ko vane? Eaaa...matalab writing ko.essay haruko vane ra maile..xaina hola..

Interviewer : chhaina chhaina umm..

Teacher: teaching writing ma essay writing pani eauta way pani vayo...

Interviewer: monthly quarterly written test haru hunxan hola tyesaile pani writing ko kehi ta cover garla.ani yo learner chai critical thinker banauna ko lagi kasta kasta activities garnu parla or tapaile k garnu hunxa? Critically analyze garna sakne students banauna k k garnu vako xa ?

Teacher: uhhh..uniharulai tyo enhancement ko lagi jaile pani students lai eauta shape ma ta hidaunu paryo ..purai xodne vanera harek hisab bata freely xodne pani hoina.somehow guidance chai dinu paryo .sano sano kura chai students aafai le

analyze garna free xodi diyo vane afno perspective view haru pani deliver garna dinxu ..your voice are valued feel garauxu. Autonomous hisab le task ma involved garayera critical thinking promote garne kam gari rako xu.

Interviewer: la...huss dherai dherai dhanyabaad .maile sodhna lina khojeko data haru paryapta paye vane malai pami lageko xa.sadhanyabaad bahumulya samaya ko lagi pani dhanyabaad didai ..

Teacher: thsnk you so much yaya samma aaunu vayo..vetera khusi lagyo ..best of luck ..ekdam ramro topic raixa hajurko..best wishes.

Interviewer: huss. Thank u so much.

Respondent C (**Teacher C**)

Interviewer: Good morning.

Teacher: good morning sir.

Interviewer: I have already mentioned you the purpose of my visit and objective of my research. So, lets begin with ..How long have you been teaching English in secondary level?

Teacher: umm.. It has been 3 years.

Interviewer: As I have already discussed my research topic and its objective critical pedagogy is highly discussed term in ELT practices these days, what do you know about it?

Teacher: its been so long. I may not know the exact meaning; critical pedagogy is modern approach of teaching like communicative approaches of teaching.

Interviewer: As CP considers teachers as organizer or manager of the classroom, how are you organizing your classroom?

Teacher: ahhhhh...we have mixed classes but our sitting arrangement is traditional one like rows. Other teaching materials are well managed.

Interviewer: can students face each other in the classroom?

Teacher: No. it is in row order and students are full of diversity. But Proper space for mobility and sharing.

Interviewer: as classes are full of diversities what strategies do you use to address in mixed classroom on the basis of gender, caste, ethnicity, mother tongue and socio economic aspects?

Teacher: you mean to care all students? I carry out individual treatment strategy so I can address all types of diversities. And I especially focus on those who are a bit weak in learning because they need more support.

Interviewer: any example?

Teacher: Such as those students who are weak introvert shy they cant express themselves. I try them to encourage to speak and collaborate with friends and me.i sometimes ask what problems they are facing in family and friend circle. Gradually they start becoming open.

Interviewer: What materials can be used to manage your class and; you using to manage your class properly?

Teacher: these days I use online platforms and the tools available to support my teaching such as youtube, e libraries, etc.

Interviewer: Do you facilitate and promote your students in learning? How ?

Teacher: of course . first I present then ask them to do some exercises during that if they need any help I provide them. I encourage them to do better and I promote my students by showing them their future if they do that well. I promote their all skill development.

Interviewer: what strategies do you use to facilitate your students?

Teacher: well ummm that can be peer discussion , brain storming, different audio visual materials, games, role play are some strategies of facilitating students learning. teacher support..ummm..and sometimes proper guidance too.

Interviewer: to carry out those activities you may need some materials. What type of materials are useful to support them?

Teacher: I basically use online medias these days .they are being useful and interesting for the students.

Interviewer: as a prompter? Anything that you have done?

Teacher: didn't I answer this one? As I have already mentioned, Well I use verbal rewards and encourage them to learn more and sometimes with object prizes like copy pen chocolate not only that much I allure them of playing once in a week.

Interviewer: Cp holds the notion of teacher as a participant in learning, do you yourself participate in language learning process with the students?

Teacher: Yes. I have to... I don't act as boss I participate in every activities except writing.

Interviewer: Any story?

Teacher: such as role play, story telling activities I will be one participant and learning with the students can also be taken. I learn from students too.

Interviewer: How can teacher participate in teaching learning activities?

Teacher: teacher should engage students as if he or she himself or herself learning with students.. This helps them to engage in activities inwardly and also helps to keep their understanding long lasting.

Interviewer: Do you monitor your students activities in the classroom?

Teacher: yes of course.

Interviewer: if so what are the roles do you play while monitoring your students in ELT classroom?

Teacher: ahhhh...monitoring is must..we have to keep on eye on them if not they may be out of track. Whether they are doing well or not if they need help or not. I monitor every aspect of students and encourage them to be better.

Interviewer : Are there any materials to monitor students learning which promote effective learning?

Teacher: Its me only . I guess. Hahhhahhahahaha..these days there are digital eyes on the wall too..as a boss. Terror to the students.

Interviewer: do you know resource person mean?

Teacher: is it like who has something to give or show the way?

Interviewer: you got it right. How can teacher be a resource person?

Teacher:. He comes with something to learn he brings materials he creates situation he helps he organizes tasks. so...

Interviewer:. Anything more than that?

Teacher: sorry, I could do that only sir.

Interviewer: How is your relationship with the students? Do they enjoy class/teaching?

Teacher: I am a bit strict in the sense that I ask them to be on track. So ,few may not like me but mine is awesome with them all. As I look upon their face they look enjoying .

Interviewer : What are you doing to build good relationship with them?

Teacher : ummmm..first off all knowing their names is must then individual attention and sometimes informal chat like ...aja k khayera aayu ..school bata gayera k garxau so on. Quick response and reaction to their expression question etc. mine are these. Oh and sometimes I play with them too.

Interviewer: do you need any materials to build up relationship with them? What are they?

Teacher: ummm..yes I use games and jokes. Most importantly informal chats.

Interviewer : can students be social change agent?. In this notion what type of teaching learning environment should be provided? How?

Teacher : umm ok yesma chai students can be transformer of society ..society ma gayera kam garne ..social progress ma participate garxan.

Interviewer: how are you making teaching learning learner centered?

Teacher: ummm ...learner autonomy and learner involvement..making students practice time more and teacher time less.. out of 50 min 30min for students, 20 min other time. I let students to express their expression.

Interviewer: What makes classroom learner centered? What materials are you using to do so?

Teacher: classroom management ..visibility of visual materials..sitting arrangement use of materials and so on can make it learner centered ..they can engage in activities more and learn more I use student centered approaches such as discussion, problem solving etc.

Interviewer: Do you let your students to experiment and learn? How? Such as?

Teacher: sorry I haven't done anything like that of experimental as I remember.

Interviewer: Do your students reflect their learning?

Teacher: ummmmm...all?yes they do. Except few..almost.

Interviewer: What strategies do you use to make them reflect their learning?

Teacher: umm..ahhhh..i ask students to express their feeling freely..and sometimes I ask about their society and family ..they tell me like narration..i encourage them to overcome those things and how to react over such things too..they reflect their learning through behavior, writing, speaking.ummmm..thats all.

Interviewer: You know collaborative learning, do your students collaborate with each other?

Teacher: Yes. They collaborate. Sometimes they cross the limit of collaboration...hahhhahahaha...and I find almost all task same.

Interviewer: How do you facilitate collaborative learning in the classroom?

Teacher: collaboration in group through group works what I use frequently and presentations on some contents. Collaboration to help and collaboration to defend against some social issues such as if anyone is dominating any students in the class they collectively raise voice against...

Interviewer: What strategies are you adopting to promote learning autonomy in learning process? Any materials helpful for it?

Teacher: umm Autonomy ..freedom with some observation is better.. after I teach a part of my lesson I ask students some work and I observe them with needed facilitation

Interviewer: our intention of teaching is to make students a critical thinker and problem solver, do you think your students are critical thinkers? How?

Teacher: ahhhhhhh... it makes them..but few only. They do with different ways than we have guided. They express with more analytical critics that is awesome. And its all possible through I let them to think themselves do it as far as possible...let them to use their brain..and come to conclusion.so.. they do reflect.

Interviewer: do you engage your students in problem solving activities?

Teacher: hahahhhaah.. I guess almost all activities that we ask to the students are problems for them. Though I ask them to solve problems especially in grammar practices ..they are engaged in it .

Interviewer : What materials are being used to involve them in such activities?

Teacher: textbook, online platforms, sometimes classroom and students themselves can be used coz English is Language and to teach language context is enough.

Interviewer: you definitely teach grammar. What strategies do you adopt to teach grammar in the classroom?

Teacher: I present examples first then tell them the structure and ask them to practice from book.

Interviewer: What materials do you do to teach listening and speaking skills of English?

Teacher: I read out loud ..they listen and do the activities and more audio materials, narrating stories, describing situations and pictures etc.

Interviewer: what about reading and writing skills of English?

Teacher: reading and writing more frequently done. Such as reading comprehension passages and do the activities. Free writing and news reading and reporting. I engage them in such activities to enhance their learning.

Interviewer: thank you so much..tapai saga kura garera khusi lagyo .

Teacher: Welcome. Aaru kehi pare samparka garnu hola.

Interviewer: Sure sir. Once again thank you so much.