

**PRE SERVICE TEACHERS' PERCEPTIOS ON USING
CRITICAL PEDAGOGY IN ELT CLASSES**

**A Thesis Submitted to the Department of English Education
In partial fulfillment for the Master of Education in English**

**Submitted by
Bharat Ram B.K**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2018

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Thesis submission: 04/07/2018**

DECLARATION

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

Date: 27/6/2018

.....

Bharat Ram B.K

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bharat Ram B.K** has worked and completed his M. Ed. dissertation entitled "**Pre service teachers' perceptions on using critical pedagogy in ELT classes**" under my guidance and supervision.

I recommend the dissertation for acceptance.

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DEDICATION

Dedicated to

My parents and all family members who devoted their entire life to make me
what I am today.

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First of all, I would like to extend my sincere gratitude to my supervisor **Dr. Anju Giri**, professor, Department of English Education, T.U. who, enlightened me a lot by providing me with continuous guidance, inspiring encouragements all sorts of ideas, techniques and information essential for carrying out this research work from the very beginning to the end. Her scholarly guidance, critical comments, encouragement, cooperation and constructive suggestions were indebted to complete this thesis in this form.

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Bharat Ram B.K

ABSTRACT

The present study entitled “**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, I adopted survey research design. In order to collect data, I selected 40 pre service teachers of M.Ed third and fourth semester from Tribhuvan University Campus, Kirtipur. The sample was selected by using random sampling procedures for my research study. I used questionnaire 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. I also found few of the preservice 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. Therefore, finding showed that, there is a possibility of applying critical pedagogy in ELT classes.

The thesis consists of five chapters, chapter one presents the introduction. It consists of background of the study, statements of the problems, significance of the study, objectives of the study, research questions, and delimitation's of the study and operational definitions of the key terms. Similarly, chapter two consists of the review of related literature and conceptual framework. Similarly, chapter three presents methods and procedures of the study. This includes design of the study, population and sampling procedures, data collection and data collection procedures. In the same way, chapter four consists of results and discussion of the data. Finally, chapter five incorporates summary, conclusion, and implications. Based on results and discussion, some important findings and implications for the policy level, practice level and further research have been made.

TABLE OF CONTENTS

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of the Table</i>	<i>xi</i>
<i>List of symbols and Abbreviations</i>	<i>xii</i>
CHAPTER – ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objective of the Study	4
1.4 Research Questions	4
1.5 Significance of the Study	5
1.6 Delimitation of the Study	5
1.7 Operational Definitions of the Key Term	5
CHAPTER –TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7
2.1 Review of the Theoretical Literature	7
2.1.1 Pedagogy of Oppressed	7
2.1.2 Introduction of Critical Pedagogy	8
2.1.3 Characteristics of Critical Pedagogy	10
2.1.4 Various interpretation of critical pedagogy	11
2.1.5 Role of Students in Critical Pedagogy	14
2.1.6 Role of Teachers in Critical Pedagogy	18
2.2 Review of the Empirical Literature	20
2.3 Implication of the review of the study	24

2.4 Conceptual Framework	26
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CHAPTER THREE: METHODS AND PROCEDURE OF THE STUDY **27**

3.1 Design and Method of the Study	27
3.2 Population, Sample and Sampling Strategy	28
3.3 Research Tools	28
3.4 Source of the Data	29
3.4.1 Primary Source	29
3.4.2 Secondary Sources	29
3.5 Data Collection Procedures	29
3.6 Data Analysis and Interpretation Procedures	30
3.7 Ethical Consideration	30

CHAPTER FOUR: ANALYSIS OF DATA AND INTERPRETATION OF RESULT **31**

4.1 Analysis and Interpretation of the Data	31
4.1.1 Perception towards Aim of Critical Pedagogy	32
4.1.2 Perception on Critical Classroom	33
4.1.3 Perception on Curriculum	36
4.1.4 Perceptions on Textbook and Materials	37
4.1.5 Perception on Teachers Role	39
4.2 Perceptions on Roles of the Students	40
4.2.1 Role as a Dialogue Creator	40
4.2.2 Role as an Autonomous Learner	42
4.2.3 Role as a Reflective Learner	43
4.2.4 Role as a Change Agent	44
4.2.5 Role as a Collaborator	44
4.2.5 Role as Critique	46
4.3 Perceptions on the Application of Critical Pedagogy in the ELT Classroom	47
4.4 Responses of the Pre-service Teachers Collected from the Open Ended Questions	49
4.4.1 Pre-service Teachers Perception on Defining Critical Pedagogy	49

4.4.2 Pre Service Teachers Perceptions on Benefit of Using Critical Pedagogy in ELT Classes	50
4.4.3 Perception on the Practice of Critical Pedagogy at Present Day	51
4.4.4 Pre-service Teachers Perceptions on Adopting Critical Pedagogy in Higher Level	52
4.4.5 Pre-service Teachers Perception on Implementing Critical Pedagogy in the Classroom	52

CHAPTER – FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS **53**

5.1 Finding of the Study	53
5.2 Conclusion	55
5.3 Recommendations	56
5.3.1 Policy Related	56
5.3.2 Practice Related	57
5.3.3 Further Research Related	58

REFERENCES

APPENDICES

LIST OF THE TABLE

Table 1:	Perception towards aim of critical pedagogy	32
Table 2:	Perceptions On critical classroom	34
Table 3:	Perceptions on curriculum	36
Table 4:	Perceptions on text book and material	38
Table 5:	Perceptions on teachers role	39
Table 6:	Role as a Dialogue Creator	41
Table 7:	Role as an Autonomous Learner	42
Table 8:	Role as a reflective learner	43
Table 9:	Role as change agent	44
Table 10:	Role as a collaborator	45
Table 11:	Role as a critique	46
Table 12:	Application of critical pedagogy in ELT classroom	48

LIST OF SYMBOLS AND ABBREVIATIONS

CP	Critical pedagogy
Dr.	Doctor
ELT	English Language Teaching
i.e.	Id est (= Latin for that is')
M.Ed.	Master of Education
NELTA	Nepal English Language Teacher Association
OUP	Oxford University Press
PMP	Post Method Pedagogy
Prof	Professor
Regd.	Registration
SA/A	Strongly Agree/ Agree
SDA/DA	Strongly Disagree/Disagree
T. U	Tribhuvan University
UD	Undecided
USA	United States America
%	Percentage
S.N	Serial Number
T	Teacher

CHAPTER – ONE

INTRODUCTION

The present study entitled “Pre - service teachers perceptions on using critical pedagogy in ELT classes” consists of background of study, statement of problems, objectives of the study, delimitation of study, research questions, and operational definitions of the key terms.

1.1 Background of the study

Language teaching is a purposeful activity. Pre service teachers face many issues as they prepare to enter in the ELT classroom. They are faced with the task of learning educational theory and creating practical applications. In the field of ELT class critical thinking as an essential skill for individuals to possess so that teachers may become affective and productive teachers.

In the field of English language teaching various approaches, methods and technique have been practiced, like grammar translation, direct method, communicative language teaching, task based language teaching are few to mention here. Some approaches were the teacher dominated which could not address the heterogeneous student's diversity. Among them critical pedagogy is also one of the teaching approach which attempts to help students question and challenge domination. It tries to help student become critically conscious and transform oneself with the changing shifts of learning. Critical pedagogy (Goroux 1997) is one of the field of English language teaching and learning which deals with serious careful teaching learning activities to address the marginalized oppressed group of the students inside the classroom or equal participation empowerment.

The goal of critical pedagogy is to expose students to these issues of racism, sexism and oppression because by acknowledging those students can begin to change. Paulo Freire was the first to articulate critical pedagogy in his book

Pedagogy of Oppressed published in 1970. Freire discussed the conditions he encountered educating peasants in Brazil and used these experiences to formulate his theory of a critical pedagogical approach to education.

Freire (1990, p.8) mentions “Critical pedagogy as pedagogy that addresses the marginalized young children in education for empowerment and participation.” It addresses each student involvement and his/her socio-cultural understanding. McLaren (1999, p.1) states “ Critical pedagogy is a way of thinking about negotiating and transforming the relationship among classroom teaching, the production of knowledge, the instruction of school, and the social and mutual relationship of the wider community, society, and nation state.” likewise, Pennycook (1999) opines, “ Critical pedagogy examines the inequalities those exist within class, race, gender, sexuality, and ethnicity and how social cultural and power inequalities intersect and interrelate with one another.” one method cannot suit all the context and content to be taught so, the traditional pedagogy should be questioned to make the classroom interactive and dialogic for cross-cultural and ideological consideration in a social milieu.

Critical pedagogy is rooted in the class conflict of theory of Karl Marx who talks of the two class of society the oppressors and the oppressed. The oppressors always impose power, ideology to the oppressed. Likewise, in teaching the English language, there was a linear way of teaching from the teacher to the students without understanding the student's socio cultural background in the ancient time. Therefore, critical pedagogy introduces teaching learning as a dialogic process of the teachers and students where the students frequently question the teacher’s oppression, and ideological forces those affects it and make on the way it is.

Monchinski (2008, p.203) views “Critical pedagogy is a form of democratic schooling.” It is a schooling democratic approach in the field of education. It is against the mains-stream pedagogy. Similarly Mclean (2006, p.1) opines, “Critical pedagogy has its final aim changes in society in the direction of social

justice.” It means all the students should be given equal opportunity to participate in teaching and learning.

The present study tries to examine in the use of critical pedagogy in ELT from the critical prospective in the context of Nepal. Similarly, it tries to trace out applicability of critical pedagogy in classroom. On the other hand, critical pedagogy requires social justice among the students for their equal participation in learning. It requires the teachers to be context sensitive according to the demand of learner. This study also tries to view and analyze the pre service teacher's perceptions on using critical pedagogy from the critical prospective of pedagogy. Therefore, this study provide some significant role in language teaching.

1.2 Statement of the Problem

The present world is in the stage of transition. In this changing world, everything is in the process of change. Therefore, we cannot see anything being fixed, final and absolute. If so, it is no exceptional case where there is changing concept in language teaching. Various approaches, methods, techniques have been emerged in the field of language teaching such as behavioristic approach, nativist approach, lexical approach, communicative language teaching, grammar translation, direct method, post method pedagogy are few to mention here. Most of the ELT practitioners practicing the use of established methods which fail to address heterogeneous student's variation, diversities and sociocultural aspect as well as the classroom setting. Therefore, students' need, interest, demand, and their cultural background should be addressed in order to make the democratic teaching.

In context of Nepal different ELT workshop, seminars, teachers training programmes are being conducted. These programmes suggest teachers to be context sensitive, self-reflective and autonomous but they are not becoming so and do not use skills and knowledge in the classroom that they gained from

training seminar etc. They are still using techniques and methods that they find easier but not necessary for their students.

There are few ELT teachers, who are practicing critical pedagogy, and there are some traditional teachers who are following the traditional mainstream pedagogy so, this study aims to explore pre- service teacher's perceptions on application of critical pedagogy in ELT classes based on their learning experiences, understanding. The central problem that, this study attempts to answer pertained to the following question; What the perception do the pre service teachers have in using critical pedagogy in ELT classroom? What do the Pre service teachers mean by critical pedagogy? How do they adopt and applied critical pedagogy in real classroom? It is hypothesize that Pre service teachers may not fully applied critical pedagogy in ELT classroom so, this study also deals with the students role, equal participation, interaction, classroom discussion inclusiveness based on democratic teaching and learning. My research will make an effort to identify how pre service teachers perceive critical pedagogy in teaching and learning process.

1.3 Objective of the Study

- a. To explore the pre- service teachers perceptions on using critical pedagogy in ELT classes.
- b. To find out the possibility of applying critical pedagogy in ELT classroom.
- c. To suggest some pedagogical implications of the research in the ELT classroom.

1.4 Research Questions

- a. What are the perceptions of pre- service teachers on using critical pedagogy?
- b. What are the possibilities of applying critical pedagogy in classroom?
- c. What are the pedagogical implication of the research?

1.5 Significance of the Study

The research entitled “pre -service teacher's perceptions on using critical pedagogy in ELT classes” tries to find out the perceptions of pre- service teachers on applying critical pedagogy in English language teaching classes. This study will be significant to those who are practicing critical pedagogy in ELT classroom. English language teacher will use it to make his /her teaching and learning inclusive. For the policy maker it will provide ideas for making democratic teaching. It is also significant for the curriculum designer to make the curriculum need based which address students could need, interest and their cultural background. It will also help the teachers to make their teaching context sensitive. It will direct the pre service teachers for making own local teaching materials to motivates students in ELT classroom. In addition, this study will help to identify needs, practices and pedagogical implication of the Critical pedagogy in the ELT classroom.

1.6 Delimitation of the Study

This study had following constraints.

- a. This study was limited to the perception of pre service teachers on using critical pedagogy.
- b. It was limited to the 40-pre service teachers only.
- c. This research study was limited on survey research design.
- d. This research was limited on quota random sampling.
- e. This research was limited on questionnaire as tool of data collection.

1.7 Operational Definitions of the Key Term

The key terms through-ought this study are defined to increase understanding about the study. In the contest of this study, the term listed below were the following specific definitions:

Critical pedagogy: Critical pedagogy is a teaching approach, which attempt to help students question, political beliefs, ideology, and cultural background. It tries to help the students become critically conscious and transform oneself with the changing shift of learning.

Perception: Perception is an understanding of philosophy, assumption, nature, and realization the motto of critical pedagogy. It is understanding, attitude and concept of Maters semester ELT students on critical pedagogy.

Autonomous learner: a learner who learns in his own way being independent or self-directed learner is called autonomous learner.

CHAPTER –TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of the Theoretical Literature

This section deals with theoretical literature and empirical literature. The heretical literature is an essential part of research, which provides the clear guidance and nature for building the conceptual framework. It bridges the gap by relating the Meta theory of the literature historical development on the research. To strengthen the research study and find out the objective and nature of research we have reviewed the following literature.

2.1.1 Pedagogy of the Oppressed

Paulo Freire was the first to articulate critical pedagogy in his book *Pedagogy of the oppressed*, published in 1970. Freire discussed the conditions he encountered educating peasants in Brazil and used these experiences to formulate his theory of a critical pedagogical approach to education.

‘Pedagogy of the oppressed’ is a revolutionary book written by Paulo Freire, Brazilian educationist. Through this book, he has analyzed the class-based society. He opines oppression in the education by two classes of the people in the society. Pedagogy of the oppressed is the lived experience of “critical perception of the world (Freire, 1990, p.17)” which implies the correct method of approaching reality. It has justified oppression and liberation through mutual process. There was a banking mode of education for the oppression so, student as critique should understand the oppression and be conscious of their completion, and their attempt should be more fully human. Frire talks of the dialogic through which students make awakening of critical consciousness investigating generative themes: the various stages of investigation. Ant dialogic and dialogic are two oppressing theories of cultural action; the former is as an instrument for oppression and the latter as an instrument of liberation.

The theory of ant dialogic action and its characteristics are to conquest, divide, rule, manipulate cultural invasion and the theory of dialogical action and its characteristic are unity, organizations and cultural synthesis. A new under class society should react thoughtfully and positively to the situation. Banking model of education leads towards democratic proposal of problem posing education process of transforming cultural voice by solidarity of middle class of people, and struggle for liberation. Dialogic is epistemological relation focusing of individual lived experiences. Pedagogy of the oppressed moves towards “Critical perception of the world which implies correct method of approaching reality grounded on philosophical anthropology (Freire, 1990).” Frire introduce creative thought and sensitive consciousness. Humanization and dehumanization both are the source for search of in completion. Banking concept of knowledge is gift bestowed by those who consider themselves knowledgeable: teacher knows everything students knows nothing. Students should question by conscious action.

2.1.2 Introduction of Critical Pedagogy

Paulo Freire is regarded as the philosopher of critical pedagogy his book advocates all kinds of oppression in teaching and learning actives inside the classroom. Freire in his own word says pedagogy of oppressed envisions pedagogy for personal liberation. Here personal liberation refers to not a gift not a self-achievement but consequences of mutual process. He further claims pedagogy must be forged with not for the oppressed in the incessant struggle to regain their lost humanity so critical pedagogy mainly concern with how can the oppressed, as divided unauthentic beings, participate in developing the pedagogy of their liberation so the pedagogy of oppressed is an instrument for their critical recovery that both they and their oppressor are manifestation of dehumanization.

Critical theorist, Freire, MC Laren, Toohey, Lucke, Giroux, developed critical pedagogy in frank ford school. Critical pedagogy is a philosophy of education

that appropriates method in local context i.e micro culture in school, macro culture addressing the student culture to critically conscious and transform on self in learning English language so it is democratic in nature. Cannagrajha (1999, p.19) has compared the paradigm shift made by critical pedagogy to changing one pairs of colored spectacles for another for different view of the world. It is used to be expected that the new pair of spectacles will show everything in a different light. This is the shift from Enlightenment to anti-Enlightenment philosophies, from modernist to post-modernist thinking, and from colonial hegemony to post -colonial resistance (p. 19).

Therefore, it is a rethinking of the trends of teaching using ideology, critical thinking and reflection over domination to establish self in teaching learning process as a change agent.

So critical pedagogy is an emancipatory pedagogy for the perspective of student that overcome all kinds of oppression in the teaching learning activities inside the classroom. It is a learner empowerment teaching pedagogy. Freire states that education either function as an instrument, which is used to facilitate integration of the younger generation into the logic of the present system, and brings about conformity and it becomes the practice of freedom that means by when men and women deal practically and discourse how to participate into transformation of their world.

Regarding the critical pedagogy, Kubotain Norton and Toohey (2010,p.37) views 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 another words it aims at developing the equitable and democratic approach to education.

Thus, critical pedagogy takes school as a social transformation where student is equally important potentiality to learn. Teachers became the researchers and interact with students focusing on need and interest in teaching and learning

activities. So critical pedagogy is a context sensitive and political in itself. It raises the voice of the oppressed and give equal opportunity to the student. It claim that student as change agent whereas teacher as a facilitator. Students are creative thinker, innovator and co-worker. In critical pedagogy students, need and interest are highly emphasized. The teacher for their failure should not blame them.

2.1.3 Characteristics of Critical Pedagogy

Critical pedagogy is a concept, which is apposite to the traditional approach to education or the mainstream pedagogy. It includes in making fair and careful judgment about the good and bad aspects of the existing approaches to education, teaching methods material produced and recommended for teaching it takes learning as an active and creative process. It tries to redefine the traditional notion of curriculum where teachers are not any an authentic source of knowledge but trans-formative intellectual. The major characteristics Kincheloe (2008, p.3) of critical pedagogy can be listed below:

-) Grounded on a social and educational vision of justice and equality.
-) Constructed on the belief that education is inherently political.
-) Concerned those schools do not heart students good schools do not blame students for their failures or strip students of the knowledge they bring to the classroom.
-) Enacted through the use of generative themes to read the word and the world and the process of problem posing generative themes involve the educational use of issues that are central to students lives as a grounding for the curriculum.
-) Centers on the notion that teachers should be researchers here teachers learn to produce their own knowledge.
-) Grounded on the notion that teachers became researchers study their students, their backgrounds, and the forces that shape them.

-) Interested on maintaining delicate balance between social changes and cultivating the intellect. This requires a rigorous pedagogy that accomplishes both goals.
-) Concerns with “the margins” of society, the experiences and needs of individuals faced with oppression and subjugation.
-) Constructed on the awareness that science can be used as a force to regulate and control.
-) Dedicated to understanding the context in which educational activity takes place.
-) Committed to resisting the harmful effects of dominant power.

Thus, critical pedagogy takes school as a social transformation where each student is equally important and a potentiality to learn. Teachers became researchers and interact with students focusing on need and interest in teaching and learning activities. It takes learning as an active and creative process where students should not be a passive lesioner. It also tries to redefine traditional notion of curriculum where the teachers not only the authentic source of knowledge but trans-formative intellectuals. Similarly, teacher is considered as problem posers and students should solve the problem using their own creative thought, which will make them able to critically conscious about the context.

2.1.4 Various interpretation of critical pedagogy

Critical pedagogy can be viewed as a multiple eyes. Critical pedagogy is a pedagogical approach that views children should not be deprived from their rights due to the cultural and political power. There are various ways of looking on power and inequality with in the critical pedagogical paradigms. In this context Luke, Norton and Toohey (2010 p.21) writes:

What has counted as the critical in recent years has focused on how people use texts and discourses to construct and negotiate identity, power and capital? Critical approaches include political analysis of dominant texts and their social

fields, textual production linked to identity politics, and the introduction of student to sophisticated linguistic and aesthetic metalanguages for talking about analyzing.

Critical pedagogy is not a fixed body of thought with a uniform set of pedagogical practices and assumption. It is pedagogical approach that views children should not be deprived from their right due to the cultural and political power. When we read the article of Paulo Freire, McLaren, Henry Giroux, Canagarajah. There is no any single interpretation of critical pedagogy critical pedagogics such as Pulo Freire believes critical pedagogy is for personal liberation. He warns against teachers imposing his or her ideas on students. He further says that teachers must respect the students cultural identity believe in the total autonomy, freedom, development those they mentor. Henry Giroux shares similar kind of opinion with Friere about critical pedagogy.

Freirian approach to the critical pedagogy

Paulo Freire, a Brazilian educator proposed a book entitled 'pedagogy of oppressed' in (1970) in his book he has presented a serious central problems of the dehumanization among human beings due to their interest to enjoy their supremacy and privilege. He has worked with his great hallmark humanity to raise awareness on the part of oppressed and an oppressor as dehumanization is not a given destiny but the result of an unjust social treatment. Therefore, Freire in his own words says critical pedagogy is the oppressed envisions pedagogy for personal liberation. Here, personal liberation reefers to not a gift, not a self-achievement but a conquence of mutual process. He further claims pedagogy must be forged with not for the oppressed in the incessant struggle to regain their lost humanity.

Critical language awareness

Critical language awareness is also another version of critical pedagogy. It is a process of raising conscious. In this regard, Clark (1992, as cited in Pennycook (2001) says, “A crucial aspect of CLA is to empower students by providing them with the opportunities to discover and critically examine the conventions of the academic discourse community and to enable them to emancipate themselves by developing to the dominant conventions”. So critical pedagogy as a part of raising critical consciousness and making the learner aware of forms of linguistic and ideological oppression's, there are possibilities for form of emancipation that can lead to empowerment, which if turned into action may become emancipation. In conclusion, what we need to understand is that critical language awareness is also one version, which brings the essence of pedagogy in inclusion.

Participatory education

This view focuses on active participation of the learners in the classroom activities. In this education, the term ‘participation’ refers to the sharing of power: power over the resources, decision making, and outcomes. Moreover, the concept of participation in education can be made clear by the help of different analysis. Participation is often thought of as a good thing, but it is not easy to achieve. It helps if we build up a set of principles. About this following are important points as mentioned in Sapkota & Shrestha (2012):

-) Everyone looks at the world differently. We need to respect these different views.
-) All stakeholders have something to contribute.
-) Participation is active and involves different practicing on learning by doing.

Hence, Critical pedagogy can be viewed from multiple eyes. It is not limited on fixed body of knowledge with a uniform set of pedagogical practices and

assumptions that views children should not be deprived from their rights due to the cultural and political power. There are various ways of looking power and inequality within the critical pedagogical paradigm. The aim of critical pedagogy is making democratic learning environment for the learner. Teacher should respect student's cultural identity and believe in the total autonomy and freedom. Student's interest, need, demand and their cultural background should be addressed in critical pedagogy, which is against the banking mode of education. It works in favour of the oppressed and marginal students.

Freire (1970) pedagogy of the oppressed envisions pedagogy for personal liberation. Here personal liberation refers not a gift, self-achievement but a conscious of mutual process. In other hand, it makes the learner aware and critically conscious and empower students. Therefore, we need to understand that critical language awareness is also one of the version of the critical pedagogy. Similarly, it provides various alternative expressions to solve the problem and issues of the learners. Moreover, learner's participants is central focus of critical pedagogy. Here participation refers to the sharing of power: and power over the resources decision-making, and outcomes. It is not only the means but also the ends itself. So active participation in education is also fruitful for learning in the classroom. Thus, critical pedagogy is a context sensitive approach in education, which can be viewed, from various perspective.

2.1.5 Role of Students in Critical Pedagogy

Students need and interest are in central focus in critical pedagogy. Most of critical theorist and experiential educator opine that students are not empty vassal they have their own experience, knowledge, their own culture class and historical background. Freire (1970) opines, “Students arrive in the critical classroom with in their individual expectations, hopes, dreams, diverse background and life experiences, including a long history of previous schooling and educational hegemony. The students in the critical classroom to be critical

and to be interested in and committed to educational process. Students have responsibility to critically commit them as agent of social change. They should produce their experience and share with each other's. Students need to receive adequate preparation functioning with their established role in society (Giroux, 1997) It is quite possible that student may operate in the same manner.

Students need to locate themselves within the critical classroom. In the same way teacher does, explore their experience. Each individual has had different experiences. Teacher need to encourage students to share their lived experience and allow them an opportunity to better understand their various subjective activities of students in the classroom.

The role of the student in critical pedagogy to overcome from passivity and begin to questioning in the classroom. Student should consider their upbringing, parent's siblings, educator, religions and values that inform their beliefs and to draw concentric circles that represent, in essence, the lens. They employ to view the world. Students are able to use their lens describing how they see and interpret information and source of knowledge.

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

- **Experiential learner**

Critical pedagogy is a field of ELT that seeks the relationship between language learning and social change. The English language teaching process should address the students experience, ideology, and social values that they experience in their sociocultural setting. Critical pedagogy makes students experiential learners of the social operation and taking action for self and social transformation. The ELT teaching learning process should address the students experience, ideology and social value as they experience in their sociocultural setting.

- **Reflective practitioner**

Students thinking should be reflected with the respect for diverse view point and individual differences, subjectivity, sensitivity, making judgment on own behavior and others reasoning self-corrective inquiry examining, analyzing and interpreting from different aspects of any situation for an event.

- **Change agent**

The role of students as change agent according to critical theorists and experiential educators, students are not an empty vessels, but rather they are individual with lived experiences and knowledge, situated with in their own cultural, class, racial, historical setting. In the same way the role of students in critical classroom, they should explore the hidden curriculum i.e, the message given to the children not only by school structures but by textbooks, teachers, other school resources but also society outside of the school. When the role of student in critical class room are considered, the assumption those are not only will an educator create a class room condition that offers students the opportunity to work toward social changed, to have a voice in educational process, to have the knowledge and courage to be critical, to be interested and committed to this process, but that students have a responsibility to critical committed themselves to this process so students need to this efforts students the opportunity fulfil their prescribed roles as an agent of social change. Students need to receive adequate participation for functioning with in the critical classroom context.

- **Autonomous learner**

In critical pedagogy, students should create the environment in their own way for learning they should direct their own goal based on their interest and curiosity the role of students and the teachers in the teaching learning empowering the students aim and interest in language learning. The learning is

the interest of the students and is to seek to address the curiosity of the learner that is not gained in teacher directed classroom.

- **Cooperator**

Students should seek to develop personal intellectual, life skills and socialization school should be the best place for knowledge construction and place for dialog-ice.

Representation of on experiences. Therefore, student should cooperate with their participant and involve in interaction collaboration introspective learning should foster for making the localized materials for language learning through the mutual exchange of opinion and thought between teacher and students.

- **Ideological critique**

The students directed class room almost always results in students disagreeing with either fellow students for the teacher over not only what texts should be read but how they should be read, and this process of questioning expands to curricular materials in its entirety, as well as course assessment methods, methodology, required assignments, and all others aspects of any other course.

- **Problem solver**

Language learner should have the language learner should have linguistic knowledge skills and attitudes in the daily life action. They should be creative, reflective in their decision making to solve the problem.

- **Communicator**

The student should follow the think, pair and share their experiences among the friends for developing language skill of socialization. It develop the good command over language in corpora ting their ideology, social values and roles in the language classrooms.

- **Critical thinker**

Student need to locate themselves with in the critical class rooms in the same way the teacher does, exploring their own epistemology and biases. Asking student to write educational autobiographies to explore their experiences with schools and with learning represents one staring point to this process.

Encouraging students to share and discuss their autobiography allows them an opportunity to better understand their various subjective and the differing educational experiences of students with in the classroom.

2.1.6 Role of Teachers in Critical Pedagogy

The role of teachers in this approach is viewed as problem posers and critical educators who need to understand the cultural of his or her own educational context such as issues of gender, religion ethnicity an economic and political power in the context in which we work. Richard and Lochhart (2010, p.36). argue, “Teaching is a very personal ability, and it is not surprising that individual teachers brings to teaching very different beliefs and assumptions about what constitutes effective teaching”. Helping students established their level of comfort with sharing and discussing some of the issues by asking them to engage in a comfort zone activity. Than they can get opportunity to reflect their learning in their own way.

There are some specific role that teachers are expected to perform as a critical educator. For Giroux (1998) teachers as trans-formative intellectuals who have the knowledge and skills to critic and transform existing inequalities in society similarly Simon (1992) has said that critical educator as social workers, Foucault (1980) says teacher should play the role of specific intellectual in critical pedagogy. Thus, teacher has great role in critical pedagogy to address student's problems critically. Geroux (1998) mentions the following role of teachers in critical pedagogy.

- Teachers as Transformative intellectuals who can construct curricula that draw upon the cultural resources that students bring with them to school. Curriculum should be made based on the need of the students, which is usual food for the daily life.
- They must be able to critically analyze the ideologies, values, and interests that inform their role as a teachers and cultural politics they promote in the classroom. All of their actions presuppose some notions of what it means to be citizen and a future society and to the degree that schools are actively engaged in the production of discourses that provide others with a sense of identity, community, and possibility, they must be responsible, they must be responsible and reflective about their actions.
- They should analyze their relationship with the larger society in order to critically apprehend themselves as social agents capable of recognizing how they might be complicit with forms of oppression and human suffering. However, they must also have a language of possibility, one that allows them to think in terms of the not yet, to speak the responsible, and to imagine social relations outside of the existing configuration of power.
- They must understand how power works productively through the poetics of imagination, that is, they must be able to distinguish between reality as a fact and existences a possibility. However, such dreams must be forged not in isolation but in solidarity with others.
- We must get away from training teachers to be simply efficient technicians and practitioners. We need new vision of what constitutes educational leadership so that we can educate teachers to think critically, locate themselves, in their own histories, and exercise moral and public responsibility in their roles as engaged critics and trans-formative intellectual.

Hence, role of teachers viewed as problem poser learning through the problem poser and practical application leads students to take a more active role in determining their experience and position with in society. Teacher should

empower her students by raising their awareness. He should critically analyze their interest, ideology, appreciate their views, and take a part of dialogic process. He should also help them to learn from each other and to theorize and understand how to question in the class. Teacher should create the context for the student and make them able to interact with their co participants. Therefore, the teacher should play the role of co communicator and knowledge procedure rather than source of knowledge. Student's interest, need and their cultural background should be addressed. More over curriculum should also made based on the learners need and interest.

In the same way students role is also significant in critical pedagogy. Both the student and teachers are the co-agents in critical pedagogy. Students are not taken as recipient of knowledge rather they became creators and active participants in learning. Teacher should act as awareness raising critiques who aim at identifying positive and negative aspect of education. In the same way, students should critically conscious to solve the problem themselves. Critical pedagogy aims at making students autonomous learner. They are not considered as empty vessel rather they are source of knowledge. Teacher should activate them to think critically and make them able to solve their problem themselves.

2.2 Review of the Empirical Literature

The various research have been carried out in critical pedagogy in native and nonnative contexts. Critical pedagogy was emerge in colonized countries for overcoming the oppression of the colonization and their linguistic and cultural colonization. Regarding the language teaching it has been carried out to enhance the learning condition putting the learner in the center. Some of the research regarding critical pedagogy are reviewed as follows:

Connagarajah (1999) in his article 'Resistance on linguistic imperialism in English teaching' explores the post-colonial status of English beyond the

stereotypical and reflection on the different interest and motivation of language learners with specific focus on linguistic conflict in community and classroom contexts. He concludes that resisting linguistic imperialism contribute to foreign language teaching and Methodological and language planning. It makes traditional language teacher aware of political aspect in teaching learning activities.

Cooks (2010) conducted a research on 'Practicality and relevancy of second language critical pedagogy' attempting to find out the practical usefulness of method. His focus were historical tradition, advocacy, and implication of newer institutional developments, critical EFL, post structural understanding, material and imaginary (an institutional mode). He has used historical research design. He has presented a general framework of overall planning of critical pedagogy. His study has not provided specific model of teaching method in ELT as critical consciousness.

Aliakbari and Faraji (2011) published an article 'Basic principle of critical pedagogy' intended to give some context to the discussion of critical pedagogy as one of the post method approaches to language learning. It relates school context to the social context in which critical pedagogy embedded. It stresses empowering learners to think and act critically with the aim of transforming their life. The major aim of this paper is to exploring major theme in CP including the laboratory and problem posing education, teacher and students roles, and praxis as the reflection on the world, and dialogism and to make suggestions for application of this approach in ELT classroom. To achieve this aim, available books and articles written on the subject were scrutinized. The results showed that the trans-formative CP, despite being a new and useful approach, is barely explored and attended to in Iranian educational system.

Phyak (2011) in his article 'towards local literacy: Globalization and Nepalese ELT' highlights importance of local literacy in relation to English language teaching in Nepal. He discuss how local literacy in ELT can be promoted in the

classroom. The study found that English language teaching don't seems to be inclusive, appropriate in diverse world contexts because policy we have made are far shaped by traditional notion i.e. English language teaching about the language only but ELT is more than teaching about English. He argues that it is a part of education, which is heavily loaded with culture, ideology and local context. Through his research, the future of ELT in Nepal will be even better if we do not consider teaching of English not simply as teaching about the English language but also as part of education that aims to empower children and to bring some positive transformation in the knowledge-based society. He argue that English teachers are not merely 'classroom teachers' they are 'agent of change'. This is possible only when they have a strong foundation at local level. They can access global means only with the strong 'local foundation'. His research shows that the best ELT practice is the practice, which accommodates local realities and helps learners to link them with global ones. For this, we need to be aware of maintaining balance between local and global knowledge.

Poudel (2014) in his article 'Teachers attitude towards critical pedagogy and it's practice in ELT classroom states that critical pedagogy is a model of pedagogy aimed to empower learners and provide equal opportunity by offering preferential options and deconstructing authoritative tendency in education. This study, using mixed methodology design illustrates a group of EFL teacher's attitudes regarding critical pedagogy in ELT, focusing on how they employ critical pedagogy in their classroom. Foe this research, a sample of 10 bachelor's level teachers were selected. It was found that all teachers are in favor of critical pedagogy. The major findings of the articles were need of first languages, use of English involvement of students in decision making and incorporating of learner's local cultures in ELT. This study advocates the ELT teachers should follow critical pedagogy practically in the classroom.

Acharya (2016) conducted a research on 'Students Perception on Critical Pedagogy as a Method of Student Empowerment. 'His main objectives were to

find to explore the perception of students on critical pedagogy and to list the role of the students in critical pedagogy. He adopted the survey research design. The population of that study were thirty students from T.U Kirtipur Kathmandu. He used nonrandom sampling procedures. He used questionnaire, consisting of both close ended and open-ended questionnaire as a research tools. The study area of his research was Kathmandu valley. The findings of his research were that the students have shown positive attitude towards the critical pedagogy. The key findings of the study shows that there should be democratic learning environment focusing humanism and learner autonomy. It helps to develop the dialogue that provides liberation to the students. The local curriculum helps to meet the needs and interest of the students that gives emancipation for equity-based pedagogy, which seeks to transform the society. Individualization of the study, which is grounded on learner's interest and sociocultural background. Is essential to empower the learner in linguistic activities.

Chaudhary (2016) conducted research on 'Teachers perception on the use of post method pedagogy'. His main objectives were to find to explore the attitude and perception of teachers on post method pedagogy in terms of classroom practice and to determine the critical perspectives of the teachers towards the use of post method pedagogy. He also suggested some pedagogical implications. He adopted the survey research design. The population of that study were forty government secondary level teachers from both government aided and private schools (20 from each schools) from four VDC of Bardiya district. The sampling teachers were selected using purposive nonrandom sampling procedure. The researcher used interview and observation as a tool for data collection. The findings of his study were that majority of the teachers (i.e.36 teachers) were found to be familiar with post method pedagogy and they were positive to use it. The researcher also found that few teachers (I.e.12 teachers) were aware of critical perspectives to the use of Post method in the classroom. The study also showed that private school teachers were found to be

using the trend of PMP more effectively than the teacher of the government school is. They were implementing student-centered techniques, they were teaching using context base teaching materials (i.e. tape recorder, for listening skills), and they were focusing on students social and cultural aspects.

My research entitled 'Pre service teachers perception on using critical pedagogy in ELT classes' explores the perceptions of pre service teachers on application of critical pedagogy in the ELT classes. It tries to investigate how the pre service teachers mean by the critical pedagogy. In addition, how do they apply critical pedagogy in real field? It will also find out how any why aspect of critical pedagogy in ELT classes.

2.3 Implication of the review of the study

Literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area s/he is interested in. Kumar (2009, p.30) states, "Reviewing literature can be time consuming, daunting and frustrating, but also rewarding".

Many researches related to critical pedagogy have been conducted. Most of the previous research closely related to explore what will remaining too done. Previous studies focuses on perceptions and attitudes of the teachers towards critical pedagogy, but this research focuses on critical analysis of critical pedagogy in present context. It tries to explore the pre service teachers' perception on application of critical pedagogy in ELT classes. So, this study different from previous one.

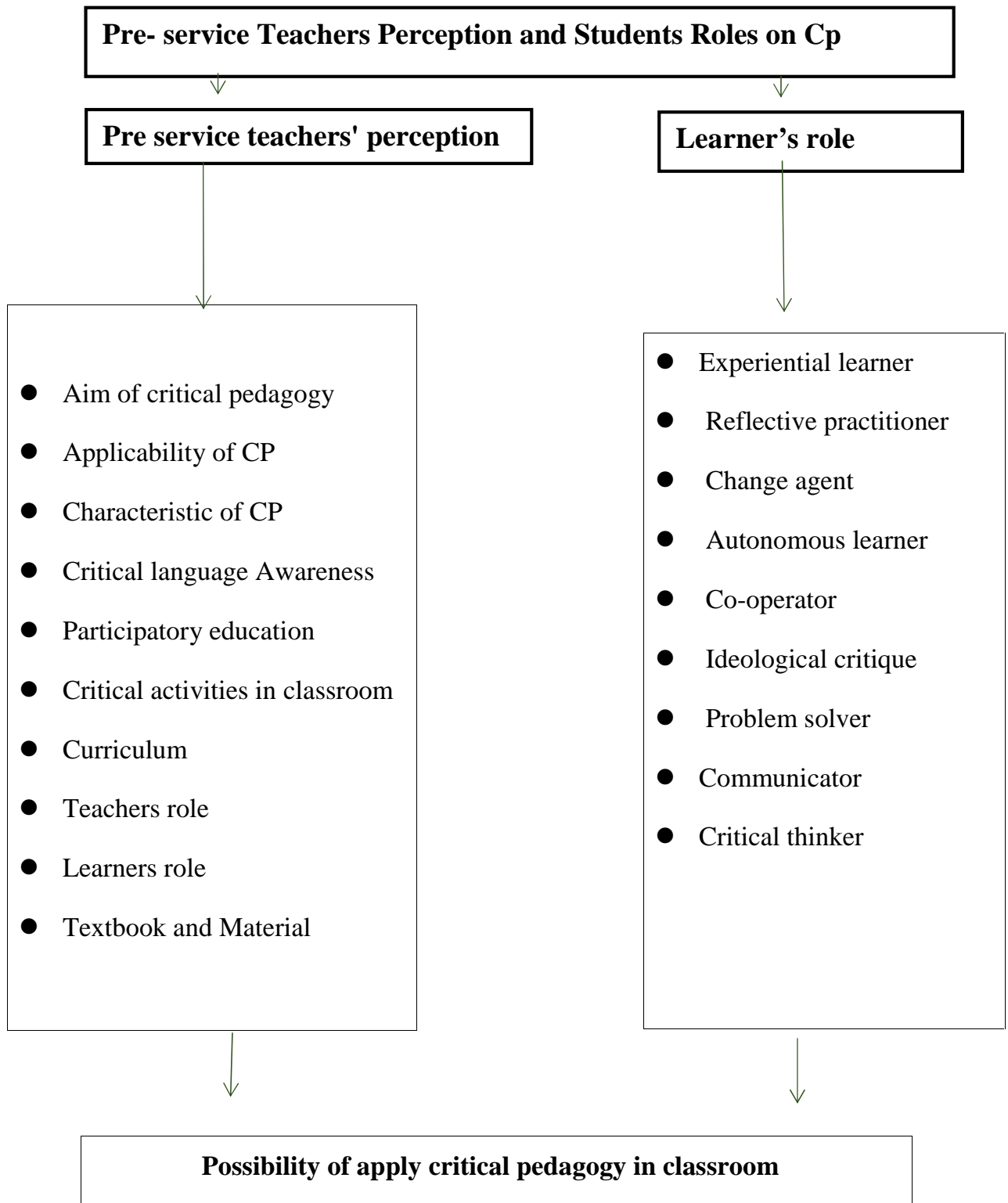
To be specific, I reviewed different research works, articles books which are related to present work all the review are related to critical pedagogy. After reviewing those works, I got information on English language teaching for critical pedagogical perspective. I became able to point out the theoretical perspectives and methodological dimensions to strengthen my study ahead.

Moreover, I updated myself with research process methodological tools, which seems to be effective in my study. I got many of the ideas about how to conduct the study, what design of the study to adopt to achieve the stated objectives etc. The review also provided clear-cut idea about critical pedagogy and its practical use. Freires pedagogy of the oppressed has contributed to frame the problem of education system and need of critical pedagogy. Theoretical literature helps me to develop philosophical background of the study my study. Similarly, Girouxs, Pennycooks work on critical pedagogy have provided theoretical background of the research and practice of critical pedagogy. The empirical research, Connagarajah articles helps to visualize the conceptual framework. Similarly, Phyaks article helps to make the objectives. Paudels article helps me to develop statement of the problem. In the same way Ali Akhbari and Farazi article help me to prepare questionnaire.

In conclusion, I got a lot of ideas and concepts about this study. After reading the previous thesis, i was able to decide the design, specific objectives of the study, determine end select the research tools, data collection procedure, ideas to analysis and interpret the data.

2.4 Conceptual Framework

Conceptual framework is the representation of the various variables of the researches. Those variables are presented as bellows.



CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

3.1 Design and Method of the Study

There are many designs for carrying out the research. Research design is determined by the topic selected, objectives to be met and problems to be addressed. To meet the objectives I decided to adopt the survey research design. I conducted research in the natural setting.

Survey is a brief research. It really hands out the opinion, belief and attitudes. My study was based on survey design, which tries to find out the perception of pre-service teachers perceptions on using critical pedagogy in ELT class. According to Nunan(1978) “The main purpose of survey research is to obtain a snapshot of conditions and attitudes and or event at a single point of time” survey research has wide and inclusive coverage and data is collected once from multiple respondents. Survey usually address the large group of population.

Research is a systematic process of inquiry to solve any kinds of problems. Kumar (2011, p. 2) states that research is systematic process, formulating questions, collecting relevant data relating to such questions, analyzing the interpreting the data and making the data publicly accessible. Similarly, a research design is detailed plan of the investigation. It is detailed procedures of testing the hypothesis and analyzing the obtained data. Thus, research design is an essential part of any research.

I adopted both approaches; quantitative and qualitative in general and survey design in particular. Survey research is the most popular design of research in social science including in the field of education. Cohen, Manion and Morrison (2010, p. 205) opine "typically surveys gathers data at a particular point in time with the describing the nature of existing condition or identifying standards against which existing condition can be compared or determining the

relationship that exist between specific events." They further states that surveys are useful for gathering information to find out the preservice teachers perception on using critical pedagogy. Therefore, this research design is most suitable to explore student's understanding based on their experience.

Survey designs use systematic method for gathering the data to meet the objectives of study. Cohen, Manion and Morrison (2010) states "by method we mean that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation for exploration and prediction". Surveys vary in scope from large scale governmental investigation to small-scale studies carried out by a single researcher. The collection of information in survey typically involves one or more data gathering technique. Questionnaire were used for gathering the information or data from the respondents. The researcher designed two sets of questionnaire to gather the necessary data from the field. One set of questionnaire was used to gather information about the attitudes of respondents towards critical pedagogy and another set of questionnaire was used to gather the data about the application of critical pedagogy. I sought to find out how the pre service teachers perceive the use of critical pedagogy and what is their attitudes on possibility of applying critical pedagogy in the classroom.

3.2 Population, Sample and Sampling Strategy

The sample for this research study was 40-pre service ELT teachers selected from Tribhuvan University. The samples were selected by using quota random sampling strategy.

3.3 Research Tools and techniques

To meet the objectives of this study, questionnaire was used as main research tool. The questionnaire was used to explore the perception of pre service teachers on using critical pedagogy in ELT class. The questionnaire includes both closed- ended and open-ended questions.

3.4 Source of the Data

Both primary and secondary sources of data were used to collect information of the research.

3.4.1 Primary Source

The primary source of this research were forty selected pre service teachers of University campus, Department of English Education, T.U., Kirtipur who are studying in the 3rd and 4th semester.

3.4.2 Secondary Sources

The secondary source of data were the related books, articles, and journals written in the field of critical pedagogy. I reviewed available related literature for the secondary sources of data. I used books, articles journals on critical pedagogy. Freire(1970) pedagogy of oppressed, Giroux(1997) Schooling and struggle for public life, Nortens and toohey (2004) Critical pedagogy and language learning, Cooks(2010) Practicality and relevance of second language teaching journal, Phyaaks(2010) towards local literacy, globalization and Nepalese ELT, Paudels(2014) teachers attitude towards critical pedagogy and its practice in ELT classroom etc.

3.5 Data Collection Procedures

At first, I visited University campus, informed participants of the study, and explained briefly about my research study and its objectives. I distributed questionnaire to the participants selecting by using quota random sampling procedures. Then, requested them to complete the questionnaire within one hour. Finally, I collected the questionnaire and thanked the respondents for their cooperation and information.

3.6 Data Analysis and Interpretation Procedures

Data were analyzed and interpreted deceptively and statistically. Pre-service Teacher's responses in item of questionnaire were tabulated using statistical tools like frequency count and percentage. Interpretation was made by critical reflection on the trend of the data and rethinking perceptions. The perceptions of the pre-service teachers were presented thematically.

3.7 Ethical Consideration

The study was conducted following all kinds of ethical code and conduct from the beginning to end. In the process of data collection, I clearly informed my purpose to my respondents. Privacy was maintained. Therefore, I have not published anything that influenced the prestige of the respondents. The finding of study was not harmful to the respondents. Moreover to make writing more formal and academic all the process of academics were followed, references were written in APA format. To avoid the plagiarism proper citation and references were given and all the activities in the study were done under the suggestion of guide to make it more ethical and valid research. To fulfil my research the following ethics were conducted.

- a. Approval from the higher of authority.
- b. Kept it safe from plagiarism.
- c. All ideas generated in this research my own ideas.
- d. Clarifying the purpose of the research.
- e. Citation and acknowledgement.
- f. Data were analyzed by no prejudice on controlling age, gender, race.
- g. Sound rapport with respondents.

CHAPTER FOUR

ANALYSIS OF DATA AND INTERPRETATION OF RESULT

In this chapter, the data collected through questionnaire is analyzed and interpreted by using various qualitative and quantitative approach of data analysis.

4.1 Analysis and Interpretation of the Data

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The data were collected by using two sets of questionnaire including close ended and open-ended questions in a questionnaire for Pre service Teachers. Quantitative data have been interpreted in statistical form using table, and qualitative data and qualitative data have been interpreted the descriptive and narrative form.

To achieve the intended objectives of the study, I collected the data from the Pre service teachers by using questionnaire with close and open-ended questions. The data were collected from pre service teachers who were studying in semester system at University Campus Kirtipur. There were two sets of questionnaire: 35 were close-ended questions and five were open-ended. In closed ended questionnaire, multiple choice and yes/no questions were used. The questionnaire were given to the pre service teachers of M.Ed 3rd and 4th semester from University Campus Kirtipur. The questionnaires were designed to obtain both qualitative and quantitative data from the respondents. Therefore, the qualitative data have been summarized descriptively and in a narrative form and quantitative data has been presented using the statistical tools like frequency and percentage in the table.

Since the questionnaires was divided in to two sections, the data collected through questionnaires was analyzed and interpreted in the categorized headings.

4.1.1 Perception towards Aim of Critical Pedagogy

I tried to explore the pre service teachers' perception towards aim of critical pedagogy in the following four items. They all responded differently in the parameters given in the questionnaire in the following tables:

Table 1: Perception towards aim of critical pedagogy

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
1.	Aim of critical pedagogy to provide democratic learning environment for students	-	-	-	-	-	-	12	30	28	70	40	100	-	-
2.	Critical pedagogy makes students critical conscious in learning.	2	5	-	-	2	5	25	62.5	10	25	35	87.5	3	7.5
3	Critical pedagogy eradicates all forms of oppression and injustices.	2	5	-	-	2	5	23	57.5	8	20	31	77.5	2	5
4	Students experience should be incorporated for the construction of the reflective knowledge of language and literature in ELT pedagogy	-	-	-	-	-	-	25	62.5	12	30	37	92.5	3	7.5

In the table no one, four statements related to the aim of critical pedagogy are presented with number of participants and percentage. In the first item, related

to the democratic learning environment, 100% respondents agreed (70% strongly agreed, 30% agreed). Analysis of the above table showed that none of the respondents disagreed with the statement. These responses showed majority of the pre service teachers were in favour democratic learning environment. Therefore, above data showed teachers have positive attitude towards democratic learning environment.

In the item no two, related to students critical conscious, 87.5% respondents agreed (62.5 % agreed and 25% strongly agreed), 7.5% respondents undecided and 5% respondents disagreed. There was no any respondents who strongly disagreed. It is clearly showed that majority of the pre service teachers were in favors of the critical pedagogy. However, a few, i.e. (7.5 %) pre service teachers were unaware of it. Few of the teachers were in doubt on critical conscious of the students.

In item no three, related to the oppression and injustice, 77.5% respondents agreed (20% strongly agreed, 57.5% agreed), 5% respondents disagreed, not any respondents strongly disagreed and 5% respondents undecided. Thus, it is clear that most of the pre service teachers believed that critical pedagogy eradicate oppression and injustice. . However, few of the pre service teachers showed neutral position on the oppression and injustice of the critical pedagogy.

In item no four, related to students experience, 92.5% respondents agreed (30% strongly agreed, 62.5% agreed), 7.5 % respondents undecided. However not any respondents disagreed. It showed that most of the teachers were in sure that Critical pedagogy could address students' experience. Thus, the scale showed that most of the pre service teachers have positive attitude towards the aim of critical pedagogy. Few of the respondents had neutral view.

4.1.2 Perception on Critical Classroom

In critical classroom students actively interact with the reality of knowledge and construct their own philosophy of learning. To find out the pre service

teachers perception on critical classroom five items questions were included, teachers were responded accordingly.

Table 2: Perceptions On critical classroom

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
5.	In English language classroom teacher should provide the freedom in interaction so that student will actively participated in language learning.	2	5	-	-	2	5	26	65	10	25	36	90	2	5
6.	In language learning classroom it is necessary to learn language with culture more fruit full for the student	1	2.5	1	2.5	2	5	25	62.5	10	25	35	87.5	3	7.5
7.	Classroom management with students' inclusion, equality, diversity is one of the way of empowering in language learning.	1	2.5	1	2.5	2	5	24	60	12	30	36	90	2	5
8.	In language classroom, home culture student lived experiences should be emphasized rather than teaching about target language culture.	2	5	2	5	4	10	26	65	8	20	36	90	2	5
9.	In critical classroom teacher should explore the ideology of the students rather than imposing their ideology.	1	2.5	-	-	1	2.5	28	70	10	25	38	95	1	2.5

In this section, five items were given regarding critical classroom. Above table, In the statements, 90% respondents agreed (25% strongly agreed, 65% agreed), 5% respondents disagreed with the statement. These responses showed that

majority of the pre service teachers were in favors of interaction and active participants of the learners in the classroom. Minority of the teachers were disagreed and 5% of the respondents were in doubt. Therefore, the above scale showed teachers were sure that teachers should focus on interaction and freedom of students in critical classroom.

Item no six, related to language with culture, 87.5 % respondents agreed (62.5 % agreed and 25% strongly agreed), 7.5% respondents undecided, 2.5% respondents disagreed and 2.5% respondents strongly disagreed. It is clearly showed that majority of the teachers in favour of the culture with language learning is fruitful. However, a few, i.e. (7.5%) pre service teachers unaware of it. Few of the teachers were in doubt and disagreed with the statements.

In item no seven, related to the students inclusion, equality and diversity, 90% agreed (30% strongly agreed, 60% agreed), 5% respondents disagreed, 5% respondents undecided. The majority of the respondents agreed it means inclusion, equality and students diversity should be addressed in critical classroom. Agreed (20% strongly agreed, 65% agreed), 5 % respondents undecided.

In item no eight, related to home culture and lived experience, 90% respondents However, 10% respondents were disagreed. It can be said that most of the teachers, i.e. (90 %) shows positive attitude regarding home culture and lived experience of the students is necessary in classroom. Thus, most of the teachers were in favors of students' experience. Minority of the respondents had neutral view.

In item no nine, related to ideology of the students, 95% respondents agreed (70% strongly agreed, 25% agreed), 2.5 % respondents undecided. However, 2.5% respondents disagreed. It can be said that most of the teachers, i.e., 95% showed positive attitude regarding exploring the students ideology rather than imposing their ideology in the classroom. Minority of the pre-service teachers had neutral view. Majority of the pre-service teachers showed their positive attitude to explore the students' ideology in the critical classroom.

4.1.3 Perception on Curriculum

Curriculum is a plan of institution, which helps to fulfill the objectives of education. In critical pedagogy, curriculum should be focused the learners need and interest. To take the pre-service open-ion regarding the curriculum, two items were provided to the respondents.

Table 3: Perceptions on curriculum

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
10.	The curriculum should be incorporate students interests, need and experience in order to make the curriculum child centered.	-	-	-	-	-	-	26	65	14	35	40	100	-	-
11.	Demand of local curriculum is essential to make the curriculum flexible and need based.	-	-	-	-	-	-	27	67.5	12	30	39	97.5	1	2.5

According to the table, almost all of the pre-service teachers, i.e. 100% agreed with the first statement in the table. No any respondents disagreed with the statement. Thus, it showed that majority of the teachers believed that learners interest, need and experience should be incorporated in the curriculum to make it learner centered. Similarly, in the next statement, majority of the pre service teachers, i.e. 97.5% agreed that demand of local curriculum is essential to make the curriculum flexible. Only. 2.5 % respondents were in doubt and unsure about this statement. The analysis showed that student need, interest are center in the local curriculum.

4.1.4 Perceptions on Textbook and Materials

Textbook and materials should be localized to make the curriculum flexible. To take the view of pre service teachers, three items were given and they have responded as follows:

Table 4: Perceptions on textbook and material

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
12.	Teacher should link the content with local culture is necessary for the students better understanding.	2	5	-	-	2	5	26	65	10	25	36	90	2	5
13.	Text book and curriculum are the sole material for language learning	9	22.5	10	25	19	47.5	13	32.5	5	12.5	18	45	3	7.5
14.	Teacher should use local material to fulfill the interests and needs of the diverse learner.	2	5	-	-	2	5	26	65	6	15	28	80	6	15

Above table included three questions related to the textbook and material. In the response of first statement in the table, almost all respondents, i.e. 90% agreed that teacher should link the content with local culture. Only few teachers, i.e. (5%) unsure about it. Likewise in the second statement few teachers, i.e. (45%) were agreed and most of teachers, i.e., (47.5 %) disagreed with the statement. Only few pre-service teachers, i.e. (7.5 %) unsure about it. Similarly, in the third statement, the majority of the teachers, i.e. 80% believed that use of local materials in the classroom could address students need effectively. Only few teachers, i.e. (15%) unsure with this statement and only 5% teachers disagreed. After the analysis, I found that most of the pre-service teachers were in favors of using local curriculum for better understanding.

4.1.5 Perception on Teachers Role

Teacher is not only the knowledge provider but also knowledge producer in critical classroom. To obtain the pre service teachers perception about role of teachers' four items were included, teachers have given following response on the statement given.

Table 5: Perceptions on teachers' role

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
15.	English language teachers cannot handle learner-centered classroom so that it is difficult to achieve the objectives of the lesson.	23	57	10	25	33	82	4	10	-	-	4	10	3	7.5
16.	Teacher should consider about the students social background, personal interest and teachers' ideology affects language learning.	2	5	-	-	-	-	34	85	2	5	36	90	2	5
17.	Traditional and novice teachers take critical pedagogy difficult to implement in the ELT class and prefer to follow usual method in teaching.	4	10	4	20	8	20	24	60	4	10	28	70	4	10
18	Teacher should apply context sensitive approach in the ELT class to address the diverse students need.	2	5	2	5	4	10	26	65	8	20	34	85	2	5

Above table included four items related to teachers' role on critical pedagogy. In the response of first statement in the table, i.e. (10%) of the respondents agreed that teachers cannot handle learner centered techniques in the classroom. Most of the pre-service teachers, I.e. (82%) disagreed. Only 7.5% teachers were unsure about it. Likewise, in the second statement 90% respondents agreed that teacher should considered the students background, personal interest, teachers ideology affects in language learning. Only few pre-service teachers, i.e. (5%) were unsure about it. Similarly, in the third statement, the majority of the teachers, i.e. (70%) agreed that teachers take critical pedagogy difficult to implement in the ELT classes and they prefers to use usual method in teaching. Only few teachers, i.e. (20%) respondents disagreed with this statement and 10% teachers were unsure about it. Similarly, in the fourth statement, 85% pre- service teachers agreed that teacher should apply context sensitive approach in the ELT classes to address the diverse students need. Only, few teachers, i.e. (10%) disagreed with the statements and 5% respondents were unsure about the statements. The pre services teachers had positive attitude to implement critical pedagogy.

4.2 Perceptions on Roles of the Students

The role of students in critical pedagogy is essential to meet their individual need, interest and demand. Students' perceptions in the following aspects have been presented as follows.

4.2.1 Role as a Dialogue Creator

In language, classroom dialogue is the best way of interacting with each other that gives the liberation to the students. Response given by the pre service teachers in the following items has been presented in the following table.

Table 6: Role as a Dialogue Creator

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
19.	Dialogue and interaction between teacher and students empower students' performance.	-	-	-	-	-	-	26	65	14	35	40	100	-	-
20.	Language is not simply means of expression or communication; rather it is a practice that is construct and constructed by, the ways language learners understand themselves, their surroundings, their histories, and their possibilities for the future.	2	7.5	-	-	2	7.5	30	75	6	15	36	90	2	5

According to the table, almost all of the pre service teachers, i.e.(100%)agreed with the first statement in the table. Not any teachers disagreed with the statement. Thus, it showed that most of the teachers believe that dialogue and interaction between teachers and students empowers learners' ability. Similarly, in the next statement, majority of the pre service teachers, i.e. (90%)agreed that language is not simply means of expression or communication; rather it is a practice that is construct and constructed by, the ways language learners

understand themselves, their surroundings, their histories, and their possibilities for future. Only few teachers, i.e. (7.5 %) are disagreed and 5% were unsure about this statement. The analysis shows that student's role is a dialogue creator. Interaction between teachers and students is essential for empowering the learners' ability in critical pedagogy.

4.2.2 Role as an Autonomous Learner

In critical pedagogy, students should be self - directed in their learning. Students should be given freedom and responsibility so that they can make up their mind to learn themselves. The responses given by the pre -service teachers has been given in the following table:

Table 7: Role as an Autonomous Learner

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
21.	Critical pedagogy helps the students to develop learner autonomy to meet their interests and own space for the language learning.	2	5	-	-	2	5	26	65	9	22.5	35	87.5	3	7.5
22.	Classroom should be full of interaction and dialogue and teachers role as facilitators.	-	-	-	-	-	-	17	42.5	22	55	39	97.5	1	2.5

According to the table, most of teachers, i.e. (87.5 %) agreed with the first statement in the table. 5% respondents disagreed with the statement and 7.5%

teachers unsure about it. Thus, it shows that majority of the teachers believed that critical pedagogy helps the students to develop learner autonomy.

Similarly, in the next statement, majority of the teachers, i.e. (97.5%) agreed that class should be full of interaction and dialogue in which teachers should play the role of facilitators. Only few teachers, i.e. (2.5 %) were unsure about this statement. The analysis showed that most of the teachers showed positive attitudes on learners' autonomy.

4.2.3 Role as a Reflective Learner

In critical pedagogy, students are considered to be as reflective practitioner. Thus, reflection is one of the best technique for self-development of learners' ability with their experience.

Table 8: Role as a reflective learner

S.N	Questions	Responses													
		Disagree					Agree					Undecided			
		D		SD		Total		A		SA				Total	
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
23.	Reflection of the students helps to nurture their potentiality and ethnographic representation in the classroom.	2		-	-	2	5	26	65	18	45	34	85	4	10

In this section, reflection and culture, 85% teachers agreed (45% strongly agreed, 26% agreed), 10% respondents were undecided, 5% respondents disagreed. It clearly showed students' reflection helps them to strengthen their language and promote their culture.

4.2.4 Role as a Change Agent

In critical pedagogy, learners are considered as a change agent who can change themselves and society. Learning is not a static it is a dynamic process. Thus, students should change traditional society and trends of learning. Perceptions of the pre - service teachers has been given in the following table.

Table 9: Role as change agent

S. N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
24	Student should use their linguistic skills and knowledge in the society for problem solving, decision making and critical thinking.	2	5	-	-	2	5	22	55	10	25	32	80	6	15

This section deals with linguistic skills for solving problem and decision making, 80 % respondents agreed (25% strongly agreed, 55% agreed), 15% respondents undecided and 5% respondents disagreed. It can be generalized that language learner should use their optimum knowledge and skills for changing the society by analyzing the problem, searching the new innovative idea for social and linguistic promotion.

4.2.5 Role as a Collaborator

In collaborative learning students can get many opportunities to share their experience with each other. Group work, pair work, discussion provide real learning environment where students interest and needs are addressed. Pre-service teachers' perceptions on the collaboration has been given in the following table.

Table 10: Role as a collaborator

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
25.	Collaboration between teachers and students is essential for the meaningful learning.	2	5	-	-	2	5	32	80	6	15	38	95	-	-
26.	Assignment and students presentation in the classroom develop their confidence and creativity in language learning.	-	-	-	-	-	-	26	65	14	35	40	100	-	-
27.	Collaboration develops the think, pair and share culture that brings harmony among the students and teachers.	2	5	-	-	2	5	25	62.5	11	27.5	36	90	2	5

The above table includes three items related to students' role on critical pedagogy. In the response of first statement, 95% respondents agreed (15% strongly agreed and 80% agreed), only 5% respondents disagreed. It can be generalized that majority of the pre service teachers were in favour of the collaboration with the teachers and students.

In the second statement no 26, almost all of the respondents, i.e. (100%) agreed that assignment and students presentation in the classroom develop their confidence and creativity in language learning. However, no any respondents disagreed. It can be generalized that almost all of the respondents were in favour of assignment and students presentation. Similarly, in the third statement, majority of the teachers, i.e.(90%) agreed, 27.5% respondents strongly agreed, 62.5% agreed, 5% disagreed and 5% were undecided about the

statement in the scale. from this result it can be generalized that the majority of the pre service teachers were advocated that there should be think, pair and share culture in language classroom.

4.2.5 Role as Critique

In critical pedagogy, students' knowledge should not be taken for granted rather they should criticize the reality. They should develop their creativity by criticizing and get the opportunity to put their view on language learning. The responses given by the respondents have been given in the following table.

Table 11: Role as a critique

S.N	Questions	Responses													
		Disagree						Agree						Undecided	
		D		SD		Total		A		SA		Total			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%
28.	The learner should question the existed teaching approach and locate their roles in language learning.	2	5	-	-	2	5	26	65	8	20	34	85	4	10
29.	The Student should raise voice against strong discipline of the classroom.	1	2.5	-	-	1	2.5	28	70	10	25	38	85	1	2.5
30.	The students should not take knowledge of language as taken from granted rather concertize the reality.	2	5	-	-	2	5	24	60	12	30	36	90	2	5

The table no eleven, includes three items related to students role as critique in critical pedagogy. In the response of first statement, 85% respondents agreed, 20% strongly agreed, 65% agreed, 5% respondents disagreed and 10% respondents were unsure about it. It can be generalized the majority of the pre-service agreed that learner should question the existed teaching approach and locate their roles in language learning.

In the second statement, 85% agreed, 25% strongly agreed, 70% agreed, 2.5% disagreed and not any respondents strongly disagreed. Few, i.e. (2.5%) respondents were unsure about it. It can be generalized that majority of the pre service teachers agreed that Students should raise voice against strong discipline of the classroom.

Similarly, in the third statement, the majority of the respondents, i.e. (90%) agreed (30% strongly agreed and 60% agreed), 5% disagreed and 5% of them were undecided about the statement in the scale. From this it can be generalized that the majority of the pre service teachers were advocated that the students should not take knowledge of language as taken from granted rather concertize the reality. Few of the respondents were unsure about the statement.

4.3 Perceptions on the Application of Critical Pedagogy in the ELT Classroom

Use of critical pedagogy in ELT classes is essential in language learning. In critical pedagogy students, interest and needs are highly focused. They should give freedom to participate in collaborative learning. The responses of the respondents has been given in the table no. 12:

Table 12: Application of critical pedagogy in ELT classroom

S.N	Questions	Yes		N0	
		F	%	F	%
31.	Will critical pedagogy be used in your classroom?	36	90	4	10
32.	Are you in support of critical pedagogy?	40	100	-	-
33.	Is critical pedagogy beneficial for ELT students?	34	84	6	15
34.	Do you think critical pedagogy is democratic approach?	32	80	8	20
35.	Do the critical pedagogy address all the students' interest?	21	52.5	19	47.5

In this table item no 31, related to the use of critical pedagogy in classroom, 90% respondents were in favour of the applying critical pedagogy in ELT classes. However, 10% respondents disagreed with the statement.

Item no 32, related to support of critical pedagogy, 100% respondents were in support of critical pedagogy. In the same way item no 33, related to benefit of critical for ELT students, 84 % respondents agreed and few 15% did not agree. The result showed that majority of respondents were in support of using critical pedagogy in ELT class.

Item no 34, related to the democratic approach, 80% respondents agreed and 20% disagreed. It showed that most of respondents showed that critical pedagogy is democratic approach.

Item no 35 related to addressing students' interest, 52.5 % respondents agreed and 47.5% disagreed. It showed that half- percent respondents have positive attitude towards address students' interest in critical pedagogy. However, near to 50 % respondents did not agree that critical pedagogy addresses all the students' interest. From the above table, it can be generalized that majority of the respondents were in support of applying critical pedagogy in the ELT

classes and few of the respondents were not support of applying critical pedagogy in the ELT classes

4.4 Responses of the Pre-service Teachers Collected from the Open Ended Questions

This topic deals with the perceptions collected from open-ended questions where forty students were asked five open -ended questions to collect the information about the perceptions of students on critical pedagogy. Responses of the per-service teachers have been presented thematically in the following way.

4.4.1 Pre-service Teachers Perception on Defining Critical Pedagogy

I tried to find out the perception of pre-service teachers on definition of the critical pedagogy. Question was, “*How do you define critical pedagogy?*” In response of this question, respondents presented their opinion as below:

T2 replied, “*Critical pedagogy is an innovative approach of language teaching which provides freedom.*”

T15 stated, “*It is method of language teaching which addresses all the problems as it focuses on the students need and interest.*”

T20 opined, “*It is philosophy of education which combines education with critical theory which makes students critically conscious of learning.*”

T36 replied, “*It is philosophy against mainstream pedagogy focuses on the issue of inequality, social class.*”

From the above opinions of the respondents, It is generalized that out of forty respondents most of the respondents clearly defined critical pedagogy. Majority of the pre-service teachers focused learners need, interest, equality and freedom of learning in critical pedagogy. They opined the critical pedagogy is an

innovative approach, which makes students critically conscious on learning, and it is against of mainstream pedagogy.

4.4.2 Pre Service Teachers Perceptions on Benefit of Using Critical Pedagogy in ELT Classes

Use of critical pedagogy in ELT classes in Nepalese context is difficult job due to the cultural diversity among students in the classroom. Teachers should play vita role to maintain equity and justice among the students in ELT classes. Thus, in critical pedagogy students are given justice and freedom in the classroom. Respondents have given following benefit of using critical pedagogy in ELT classes.

-) It is a child friendly approach of teaching so; it helps to make students creative.
-) It emphasizes the role of students to teach students to think about social in justice.
-) It helps to develop critical consciousness.
-) It helps students became critically conscious to actively participate in transform and inclusive democratic community.
-) It makes the students self-directed learner.
-) It attempts to minimize the suffering of the students.
-) It oppose the banking system of knowledge where students themselves are knowledge builder.
-) It mediates the gap between theory and practice.
-) It creates child centered learning environment.
-) It addresses students' interest and needs.
-) It eradicates all form of oppression and injustice.
-) Students will easily share their views and put their opinion.

4.4.3 Perception on the Practice of Critical Pedagogy at Present in ELT classes

I tried to find out the pre service teachers perception towards the practice of critical pedagogy at present day. The question was, “*Do you think critical pedagogy is fully practiced in ELT classes? Share your experience.*” In response of this question, respondents presented their views as below:

T21 stated, “*No I don't think critical pedagogy fully practiced in Nepalese context. In our context most of the teachers use lecture method, in our society there is a belief that whatever teacher said and taught that is universal and true. Because of that culture most, most of the teachers don't allow them to ask questions.*”

T33 said “*I think the essence of critical pedagogy does not seems to be practiced in ELT classes because the classes are confined to curriculum and syllabus and there are strict classroom disciplines which the students are forced to follow.*”

T19 stated, “*Yes, It can be fully practiced in ELT classes because it fight against racism, sexism, and inequality.*”

Similarly, T24 opined, “*No, I do-not think critical pedagogy is fully practiced in ELT classes. 100% in equality and discrimination cannot be maintain in the classroom so that it cannot be fully practiced.*”

T49 stated “*No, critical pedagogy is not fully practiced in ELT classes. Because all the students' level, interest are not equal.*”

From their opinions, it can be generalized that most of the pre-service teachers found that critical pedagogy is difficult to practice fully in ELT classes. Their views showed that teachers are still using lecture method due to the diversity of the students. In the same way, few of the pre-service teachers believed that critical pedagogy could be fully practiced in which students get opportunity to

share their opinion and maintain social justice among them. They also stated teachers should change their perceptions on addressing students questioning and provide them opportunity to share their opinion freely in the classroom.

4.4.4 Pre-service Teachers Perceptions on Adopting Critical Pedagogy in Higher Level

In order to find out the pre service teachers perception on adopting critical pedagogy in higher level. The question was, “*Is it possible to adopt critical pedagogy in higher level education? If yes, how?*” In response of these questions, respondents presented their views differently. They are as below:

T14 said, “*We can use critical pedagogy for that government should provide training regarding child friendly teaching and critical pedagogy.*”

T26 stated “*Teachers should teach by respecting the ideas of the students and curriculum should be need based which can be fruitful in real life.*”

Similarly, T38 said, “*Critical pedagogy is possible to adopt in higher level. Teacher should be skillful and students' interest should be addressed by the teacher. It will be possible to adopt critical pedagogy in Nepalese context*”

From the above opinions, it showed that critical pedagogy is a best way of language teaching approach, which can develop creativity of the students. Majority of the pre service teachers were in favors of adopting critical pedagogy in higher level. They opined that teachers should respect the student's ideas, interests and curriculum should be need based to adopt critical pedagogy.

4.4.5 Pre-service Teachers Perception on Implementing Critical Pedagogy in the Classroom

I tried to find out the pre-service teachers perception on implementing critical pedagogy in their classroom. The question was, “*How would you implement critical pedagogy in a classroom if you were the instructor?*” In response to this question, respondents presented their views as below:

T8 stated, *“If I were the instructor i would consider the need and interests of the students and starting teaching depending upon the students' level and context.*

T11 said *“If I got the chance to be an instructor, I will tried to implement critical pedagogy as much as possible. I want to be child friendly teacher so; I will respect the ideas of the students, interests of the students. I love questions, so I will encourage students to ask question in my class. I will make democratic environment to implement critical pedagogy.”*

T30 opined, *“If I were the instructor, I would try to implement it. I will allow them to express their views. I will maintain social equality among the students and address their need and interest according to the context.”*

From their above stated opinion, It can be generalized that majority of the pre service teachers have positive attitude to implement critical pedagogy. They said it is possible to implement critical pedagogy if the students' interests need and the teachers will respect ideas. They also in support of maintaining social equality and child friendly learning environment in the classroom. Thus. Their view showed there is a possibility of implement critical pedagogy in ELT classes.

CHAPTER – FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Finding of the Study

The present study aimed at finding out and exploring the pre -service teachers' perceptions on using critical pedagogy in ELT classes. I collected data trough questionnaire as research tools. Information and data collected were analyzed and interpreted by qualitative and quantitative approaches. From the analysis and interpretation of the data and information, I came to find out the following major findings, which are presented as below.

- Majority of the respondents advocated that critical pedagogy is a democratic approach of language teaching.
- The study showed that that majority of the pre service teachers (i.e., 77.5%) believed that critical pedagogy helps to eradicate oppression and injustice in education.
- A good majority of the teachers (i.e., 92.5%) was sure that experience of the students should be addressed to enhance their learning.
- More than 85% advocated for students inclusion, equality, should be addressed in critical pedagogy.
- More than (i.e., 85%) advocated that there is a need of local English language teaching curriculum that addressed the curriculum of the children's needs and interest.
- More than 70% preservice teachers in favour of dialogue. It means dialogue is best way of developing students creativity.
- Majority of the pre- service teachers (i.e., 85%) were in favors of reflection. It means reflection is the self-actualization of the knowledge.
- More than 87% pre service teachers advocated the students as a change agent. It means role of the students is to transform the class-based society.
- Majority of the pre service teachers were in favour of intercultural approach in language learning. It means teachers should teach not only content but also culture in ELT class.
- Most of the teachers were in favour of collaborative learning. It means collaboration as students' role for making meaning in-group in a local context.
- Most of the preservice teachers were in favour of handling learner-centered techniques in ELT classes.
- Most of the pre service teachers were in favour of applying critical pedagogy. They showed their positive attitude towards using critical pedagogy in ELT classes.
- More than (i.e., 70%) pre service teachers were sure that novice teachers can implement critical pedagogy.

- A good majority of the teachers were found to be sure in applying of critical pedagogy in ELT classes. They showed that there is a need of critical pedagogy to address hydrogenous students interests and demand.
- Most of the pre service teachers were not sure that critical pedagogy fully practiced in Nepalese context because of large group classes.

5.2 Conclusion

The present study entitled ‘Pre-service teachers perceptions on using critical pedagogy in ELT classes’ aim at finding out and exploring attitude and perceptions of the pre-service teachers on using critical pedagogy in ELT classes, and it tried to find out the applicability of the critical pedagogy. I wanted to see how the pre-service teachers perceive and what their attitudes on apply of critical pedagogy are. This research based on the mixed research design, which seek to explore the data using qualitative and quantitative tools. The finding showed that pre-service teachers have positive attitude to implement critical pedagogy in ELT classroom. However, few of the participants who indicated that they lack in understanding of critical pedagogy still they said they were in favour of its use even-though they could not define the concept. To draw the opinion of the pre-service teachers' questionnaire were categorized in to different parameter, I.e., aim of critical pedagogy, learners' role, teachers' role, critical classroom, and curriculum, textbook. From the responses of the respondents finding has been drown.

Critical pedagogy as the autonomous and students participatory approach for addressing the students' social, political, and cultural issues and problems. It is the demand of the present day world in the field of English language teaching. Regarding the implementation of critical pedagogy teachers should change their perceptions. In context of Nepal, most of the teachers are using traditional methods and techniques in ELT classes. English language teachers are not just knowledge provider they are also knowledge producer. This is only possible if the teachers should considered as a change agent. For this, it is necessary to

update their knowledge according to the demand of time. I believe that pre-service teachers lack some pedagogical practice but they are energetic and they have also new knowledge and strategy for teaching. Therefore, it is possible to implement critical pedagogy in English language teaching.

In conclusion, this research study helps the ELT teachers who are teaching through traditional teacher techniques in the ELT classroom and makes them critically aware about teaching learning activity and their responsibility. It is also significant for policy maker for inclusive participation in teaching learning it helps to design democratic and student friendly curriculum and materials. Further, it directs the teachers for applicable lesson plan and suitable teaching method. Thus, the practice of using critical pedagogy in language teaching is growing day by day because of critical awareness among the stakeholders. So critical pedagogy has been a demanding method in present day and all teachers in teaching and learning the language should employ it.

5.3 Recommendations

This research work entitled 'Pre-service teachers' perceptions on using critical pedagogy in ELT classes' has made an attempt to find out pre service teachers perception on application of critical pedagogy in English language teaching. It explore the pre service teachers' attitude on the implementation of critical pedagogy. Based on the findings, appropriate recommendations are suggested for policy level, practice level and further research level.

5.3.1 Policy Related

Policy is a general rule to systematize the functions and to achieve the goals of education. In Nepal, government and authorized people are policy makers in the field of language education. The recommendations of the study at this level are as follows.

- Curriculum should be designed according to need, interest, demand of the perspectives of the consumers.
- Critical pedagogy should not be limited in education faculty, it should be taught in Art and management faculty.
- Universities established in Nepal should take responsibility for producing competent English Language teachers. Thus, these universities should develop their curriculum paying attention to the effectiveness to of the critical pedagogy.
- While designing the curriculum, student-centered techniques should be incorporated for making critical pedagogy more effective.
- The course designer should design the curriculum local need based.

5.3.2 Practice Related

Plans and policy do not work themselves until and unless they are implemented effectively. Therefore, to implement the findings of this research i would like to recommend the following practice related recommendations.

- Teachers should create child friendly environment inside the classroom and provide Justice among the diverse students from various socio-cultural background.
- Teacher need to focus on collaboration and interaction.
- Students should use local material in language learning.
- English language teachers should have enough knowledge of all existing methods and should not limited on only limited methods.
- Students need, interest and their cultural background should be addressed in the language classroom.
- Teaching and learning activities should be students centered and it should develop learner autonomy.

5.3.3 Further Research Related

The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has many limitations. It has limitations in terms of study population, sample, and data collection tools. Therefore, further researches can be conducted concerning the limitations of this research. So, some of other related areas are recommended for further study.

- The current study was limited to M.Ed. pre service teachers. Therefore, other areas and level should be further investigated in the field critical pedagogy.
- The study mainly focused on pre service teachers perceptions to the use and applicability of critical pedagogy. Thus, further research study focus to the practice, views effectiveness etc.
- This research is based on survey design; further research can be carried out based on other design.
- This research study attempted to see the perceptions of pre service teachers; so, further researches should be done to see the in-service teachers' views.

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Appendix I
Participant Consent Form

Faculty of Education, Tribhuvan University

Department of English Education

Kirtipur, Kathmandu, Nepal

Supervisor: Prof. Dr Anju Giri

**PRE-SERVICE TEACHERS PERCEPTION ON USING CRITICAL
PEDAGOGY IN ELT CLASSES.**

I ..., agree to take part in this research study. In giving my consent, I state that:
I understand the purpose of my study, what I will be asked to do, and any
risks/ benefits involved.

- 1) I have read the participant information statement and have been able to
discuss my involvement in the study with the researchers if I wished to do.
- 2) I have answers to any questions that I had about the study and I am happy
with the answers.
- 3) I understand that being in this study is voluntary.
- 4) I understand that my real name will not be used in the study.
- 5) I understand that personal information about me that is collected over the
course of this project will be stored securely and will only be used for
purposes that I have agreed to. I understand that information about me will
only be told to others with my permission, except as required by law. I
understand that the result of this study may be published and that
publications will not contain my name or any identifiable information about
me.

I consent to:

Completing questionnaire a) Yes b) No

Signature

Name

Date

Appendix II

PARTICIPANT INFORMATION STATEMENT

Faculty of Education

Department of English Education

T. U. Kirtipur, Kathmandu, Nepal

Thesis Supervisor Dr . Anju Giri

Pre-service teachers' perception on using critical pedagogy in ELT classes.

1. What is this study about?

You are requested to take part in a research entitled '**Pre service teachers perception on using critical pedagogy in ELT classes**' which aims to identify the pre-service teachers perception on using critical pedagogy in ELT classes. The study will be helpful to reveal the possibility of applying critical pedagogy in ELT classrooms. Up to now, there have been numerous methods to teach English language but not all methods are child centered and child friendly to address the dignity, freedom and justice of the students in multicultural, sociolinguistics and socio cultural aspects of the learners in ELT classrooms. To address the need and interest of oppressed students for equitable and interactive classroom management of the diverse student is very essential. It can help the students to become critically conscious and empower the learner to challenge the existing knowledge and critically question teachers.

Therefore, it is helpful to make the learners and stakeholders know the practice of critical pedagogy for developing child friendly teaching.

This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please, you are requested to read this sheet sincerely and ask questions about anything that you do not understand or want to know more about the study. Participation in this research is voluntary but appreciated. Therefore, it is up to you whether you wish to take part or not. By giving your consent to take part in this study, you are telling us that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by **Mr. Bharat Ram BK** , as a student of the Master of Education in Central Department of English Education, T. U., Kirtipur, Kathmandu. This study will take place under the supervision of **Dr. Anju Giri**, professor, Central Department of English Education, T. U., Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves a set of questionnaire including close-ended questions altogether, it contains 40 questions only.

4. How much of my time will the study take?

It will take about 1 hour to complete the questionnaire.

5. Who can take part in this study?

The Pre service teachers from Kathmandu valley can participate in this study.

6. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation in this study is voluntary. Your participation in this study will not harm in your career and future. It will help to understand about practice of critical pedagogy and its role In ELT classroom. If you decide to withdraw from study, you are free. But submitting your completed questionnaire is your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Besides from your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will helpful to understand about the critical pedagogy and its role in ELT class. You can be more familiar with the various teaching methods used

in ELT classroom. Furthermore, the study about critical pedagogy will help you to know the role of students in ELT class.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as required by law. Finding of this study may be published, but you will not be individually identifiable in these publications.

10) Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact me, Mr Bharat Ram B.K at 9848771058 or bkbharat92@gmail.com

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education, T. U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concern about the study?

The ethical aspects of this study have been approved by the Tribhuvan University, Department of English Education, Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of research study can contact the researcher.

Appendix III

PRE SERVICE TEACHERS PERCEPTION ON USING CRITICAL PEDAGOGY IN ELT CLASSES.

Dear teachers

This questionnaire for a research tool with a view to gather information for my study research entitled 'Pre service teachers' perception on using critical pedagogy in ELT classes' under the supervision of **Dr. Anju Giri**, professor, Department of English Education, T. U. Kirtipur. Your co-operation in completion of this questionnaire will be of great value to me. I shall appreciate your personal opinions. Please feel free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively use only for the research study.

Researcher

Bharat Ram B.K

M.Ed. Fourth Semester

Department of English Education

T.U, Kirtipur, Kathmandu

Date: March 24, 2018

Part I: personal profile

Please provide your personal information.

Name:

Level

Appendix IV

Tick() on the following alternatives how much you agree or disagree with each of the following.

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided, (U)

Perception on critical pedagogy

Aim of critical pedagogy

1. The aim of critical pedagogy is to provide democratic learning environment for students.

a) SA b) A c) D d) SD e) UD

2. Critical pedagogy makes the students critically conscious in learning.

a) SA b) A c) D d) SD e) UD

3. Critical pedagogy eradicates all forms of oppression and injustices.

a) SA b) A c) D d) SD e) UD

4. Students experiences should be incorporated for the construction of the reflective knowledge of language and literature in the English language pedagogy.

a) SA b) A c) D d) SD e) UD

Critical classroom

5. In English Language Classroom teachers should provide the freedom in interaction so that students will actively participated in language learning.

a) SA b) A c) D d) SD e) UD

6. In language learning classroom it is necessary to learn language with culture is more fruitful for the student.

- a) SA b) A c) D d) SD e) UD

7. Classroom management with students' inclusion, equality, diversity is one of the way of empowering students in language learning.

- a) SA b) A c) D d) SD e) U D

8. In language classroom, home culture and students lived experiences should be emphasized rather than teaching about target language culture.

- a) SA b) A c) D d) SD e) UD

9. In critical classroom, teacher should explore the ideology of the students rather than imposing their ideology.

- a) SA b) A c) D d) SD e) UD

Curriculum

10. The curriculum should be incorporate students interests, need and experience in order to make the curriculum child centered.

- a)SA b) A c) D d) SD e) UD

11. Demand of local curriculum is essential to make the curriculum flexible and need based.

- a) SA b) A c) D d) SD e) UD

Textbook and material

12. Teacher should link the content with local culture is necessary for the students better understanding.

- a) SA b) A c) D d) SD e)U D

13. Text book and curriculum are the sole material for language learning.

- a) SA b) A c) D d) SD e) U D

14. Teacher should use local material to fulfill the interests and needs of the diverse learner.

- a) SA b) A c) D d) SD e) U D

Teachers' role

15. English language teachers cannot handle learner-centered classroom so that it is difficult to achieve the objectives of the lesson.

- a) SA b) A c) D d) SD e) UD

16. Teacher should consider about the students social background, personal interest and teachers' ideology affects language learning.

- a) SA b) A c) D d) SD e) UD

17. Traditional and novice teachers takes critical pedagogy difficult to implement in the ELT class and prefer to follow usual method in teaching.

- a) SA b) A c) D d) SD e)UD

18. Teacher should apply context sensitive approach in the ELT class to address the diverse students need.

- a) SA b) A c) D d) SD e) UD

Role of the students

Dialogue creator

19. Dialogue and interaction between teacher and students empower students performance.

- a) SA b) A c) D d) SD e) UD

20. Language is not simply means of expression or communication; rather it is a practice that is construct and constructed by, the ways language learners understand themselves, their surroundings, their histories, and their possibilities for the future.

- a) SA b) A c) D d) SD e) UD

Autonomous learner

21. Critical pedagogy helps the students to develop learner autonomy to meet their interests and own space for the language learning.

- a) SA b) A c) D d) SD e) UD

22. Classroom should be full of interaction and dialogue and teachers role as a facilitators

- a) SA b) A c) D d) SD e) UD

Reflective learner

23. Reflection of the students helps to nurture their potentiality and ethnographic representation in the classroom.

- a) SA b) A c) D d) SD e) UD

Change agent

24. Student should use their linguistic skills and knowledge in the society for problem solving, decision making and critical thinking.

- a) SA b) A c) D d) SD e) UD

Collaborator

25. Collaboration between teachers and students is essential for the meaningful learning.

- a) SA b) A c) D d) SD e)UD

26. Assignment and students' presentation in the classroom develop their confidence and creativity in language learning.

- a) SA b) A c) D d) SD e)UD

27. Collaboration develops the think pair and share culture that brings harmony among the students and teachers.

- a) SA b) A c) D d) SD e) UD

Critiques

28. The learner should question the existed teaching approach and locate their roles in language learning.

- a) SA b) A c) D d) SD e) UD

29. The Student should raise voice against strong discipline of the classroom.

- a) SA b) A c) D d) SD e) UD

30. The students should not take knowledge of language as taken from granted rather concertize the reality.

- a) SA b) A c) D d) SD e) UD

Tick () on the following alternatives Yes or NO.

31. Will critical pedagogy be used in your classroom?

- a) Yes b) No

32. Are you in support of critical pedagogy?

- a) Yes b) No

32. Is critical pedagogy beneficial for ELT students?

- A) Yes b) No

33. Do you think critical pedagogy is democratic approach?

- a) Yes b) No

34. Is critical pedagogy is applicable in Nepalese ELT classroom?

- a) Yes b) No

35. Do the critical pedagogy address all the students' interest?

- a) Yes b) No

Open-ended question

Write your perception on the following question

36. How do you define critical pedagogy?

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.....
.....

37. What are the benefit of using critical pedagogy in ELT classes? Write some points.

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.....

38. Do you feel critical pedagogy is fully practiced in ELT classes? Share your experience.

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.....

39. Is it possible to adopt Critical pedagogy in context of Nepal at higher level? If yes how?

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40. How and to what extent would you implement critical pedagogy in a classroom if you were the instructor?

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