

TEACHERS' PERCEPTIONS ON CRITICAL PEDAGOGY FOR PROMOTING GENDER EQUALITY IN ENGLISH LANGUAGE LEARNING

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

**Submitted by
Lalshwari Rai**

**Central Department of Education
Department of English Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

2020

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**T.U. Regd. No. 9-2-29-1349-2007
Forth Semester Examination
Symbol No: 7228537/073**

**Date of Approval of the
Thesis Proposal: 29-05-2019
Date of Submission: 18-03-2020**

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: 15-03-2020

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Dedication

Affectionately

dedicated to

*My husband and my parents who have devoted their whole life to make me
what I am today.*

Acknowledgements

I would like to express my sincere gratitude to my thesis supervisor **Dr. Purna Bahadur Kadel**, Reader, Department of English Education T.U. Kritipur, Kathmandu for his invaluable guidance, constructive suggestions, co-operation, constant encouragement and continuous inspiration for completing to my thesis. This research would have been impossible without his effective guidance and suggestions.

I would also like to extend my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head Department of English Education and for his constant support. I am heartily thankful to **Dr. Ganga Ram Gautam**, Open Distance Education Centre (ODEC) for his invaluable suggestions and compliments. Similarly I am highly grateful to **Mr. Khem Raj Joshi**, teaching assistant, Department of English Education for the invaluable suggestion for my thesis.

I am equally grateful to **Prof. Dr. Anjana Bhattarai, Prof. Dr. Tara Dutta Bhatta, Dr. Ram Ekwal Singh, Dr. Prem Phyak, Mr. Resham Acharya, Mr. Guru Prasad Paudel**, Department of English Education, Tribhuvan University, Kritipur, Kathmandu for supporting me on the completion of this study. Similarly I am thankful to administrators and teachers of those schools for providing that valuable time and authentic data to accomplish this study.

I would like to express my deepest gratitude to my husband **Yogendra Rai** who always supported me for my study and my parents whom blessings, encouragement and inspiration to the whole journey of my study.

Finally, I am very much grateful to my friends **Ananda Rai, Ramesh Rai, Laxmi Ahikari, Kabita Khadka, Sangita Lama Begha** who helped and supported me to complete this study.

Lalshwari Rai

Abstract

This research study entitled **Teachers' Perceptions on Critical Pedagogy for Promoting Gender Equality** was carried out to identify the teachers' perceptions on how the critical pedagogy promotes the gender equality and to analyze the teachers' gender equality friendly teaching learning activities inside the classroom. This study followed the quantitative research method. I used simple non-random sampling procedure and questionnaire was a tool for collecting data. Sample of populations were forty English teachers who have been teaching at basic and secondary level in Kathmandu district. Researcher analyzed and interpreted data by using statistical tools and descriptively. The major findings of the research was that critical pedagogy can promote the gender equality by providing gender friendly environment inside their teaching process, critical pedagogy supports that gender related issues as well as it helps to maintain the gender equality in the learning process. If the teachers create gender friendly environment in the class, it helps to get quality achievement to the students in their learning of language

This thesis consists of the five chapters. Each chapter is an important of this study. The first chapter is introducing part. It includes background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitations of the study, and operational definitions of key terms. Similarly, the second chapter consists of review all the related theoretical and empirical literatures, their implications on the study and conceptual framework of the whole study. Likewise, the third chapter consists of the methodological procedures, population, sample of population sampling procedures; research tool, data collection procedure, data analysis and interpretation procedure and ethical considerations. Then, the fourth chapter deals with the analysis and interpretations of data. Finally, fifth chapter deals with findings, conclusions of the study and recommendations of the study.

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List of Abbreviation and Symbol

ELT	English language teaching
ELTL	English language teaching and learning
CP	Critical pedagogy
ELL	English language learning
UNICEF	United Nation International Children Education Fund
UNESCO	United Nations Educational, Scientific and Cultural organization

Chapter I

Introduction

This is the study on "Teachers' Perceptions on Critical Pedagogy for promoting gender equality in English language Learning." This section of study consists of background of study statement of the problem, objectives of the study, research questions, significance of the study delimitation of the study and definition of the key terms.

Background of the Study

Critical Pedagogy (CP) and language teaching/learning are interconnected in the field of education. Language is way of communication. So, Joshi (2071, p. 3) writes "language is a good means of exchanging ideas, thoughts and feelings. Moreover, it is a social relation and identity by sharing their feelings, ideas and emotions to each other's". It is taken as the strongest means of human communication. On the other hand, Critical pedagogy refers to an alternate approach to traditional pedagogic practices which shares the students' oppression in the language teaching and learning process. Language teaching and learning is a process which adapts different theories, approaches and techniques. Among them, CP is an important approach to language education. On the other hand, CP also relates with not only language teaching but relates with gender equality. Gender equality means that women and men, girls and boys enjoy the same rights, resources, opportunities and protections. It does not only require that girls and boys be the same or that they be treated exactly alike and they have to equal rights. CP with gender studies discuss how instructors of gender studies work in various ways to create good conditions for learning, for all students and it brings out difficult issues in learning process. CP in language curriculum theory and instructional practice that supports and advances teaching and the study of languages in ways that would promote social justice and equality.

Critical pedagogy is taken as an approach of language teaching because of it relates the school context as well as social context which help empowering the learners to think and act critically with the aim of transforming their life conditions. That's why Kincheloe (2008, p. 2) says,

critical pedagogy is not only simply concerned with offering students new ways to think critically and act with authority as agents in the classroom; it is also concerned with providing students with the skills and knowledge necessary for them to question deep seated assumptions and myths that legitimate the most archaic and disempowering social practices that structure every aspects of society and to take responsibility for intervening in the world they inhabitant.

Therefore, CP can aware the teachers and students for their social life connecting with language, power and society. Similarly, "students can think critically about knowledge they gain and what it means expand their sense of agency as part of a broader project of increasing both the scope of their freedoms and the operations of democracy" Giroux (2011, p. 81). CP suggest that students self-directed and critical thinkers in their knowledge. We have to give them to think freely about their knowledge. CP is not only related with the students but it relates the teacher as well. CP encourages to teachers to consider their practice critically and complexities of the educational process through various views and perceptions. Moreover, critical pedagogies also shares and end of academic success for each student demonstrated in the preparation and experience of children to be active. Critical language educator also relates knowledge of grammar and vocabulary to knowledge of social problems and how act in solve problems begin to make more connections between education, learning and consumptions. In this sense, McLaren & Sandlin (2009, p. 16) writes,

Educators mostly related what kinds of consumers are being created or how consumers' resistances works as a space of critical public pedagogy

of consumers would construct consumptions as a site where power ideology gender and social class circular and shape one another.

CP is not only concerned with language teaching and learning but it relates with gender equality, race, class, and social justices. In this case, Ellsworth (1992) suggest that the term critical is a repressive myth that perpetuates relations of domination and hides the actual political agendas viz. anti-racism, anti-sexualism, anti-alitism, anti-heterosexism, anti- ableism, anti-classism and anti-neoconservation. It asserts that critical pedagogy relates with the domination, contradictions, gender equality which are related to the social justice and language. The term social justice is based on one or more critics of present day that reflects the interests of the working class, woman, on heterosexuals, ethnics, minorities and marginalized people. So the Giroux (1992, p. 81) says,

Critical educators is small sensitive his/her role as a change agent and pedagogical practices. Critical educator realizes that pedagogy offers an opportunity to more beyond the particularistic politics of class, ethnicity, race and gender to develop a radical democratic politics that stresses difference within unity central to such a politics and pedagogy is a notion of community developed around shared connections of social justice, rights and entitlement.

Therefore, Teachers have to give equal rights all the students in the classroom as well as they have to provide the democratic class while teaching and learning of English language. For this "Critical Pedagogy needs a language that allows for competing solidarities and political vocabularies that do not reduce the issues of power, justice, struggle and inequality to a single script" (Giroux 1997 , p. 220). In this sense, CP helps to minimize the suppression, inequality of students and provides equitable educations in the process of language. Therefore, CP and language teaching /learning are inseparable in the conditions of education.

Statement of Problem

Critical Pedagogy and English language have reciprocal relations with each other's. Moreover, CP is an important approach to teaching/learning of English language. Various traditional teaching methods, techniques and approaches have been using and practicing in the field of education. Some methods such as Audio-lingual, Grammar translation method, teacher centered techniques, lecturing method have been implementing through the ages. After that many language approaches are emerged in the education. For this, Functional approach, Project based language teaching, Post method pedagogy and Critical pedagogy. Recent time, CP is the most appropriate approach in the language teaching/learning process. It tries to maintain power relations, gender equality, social justice, democratic distribution, oppression. "Critical pedagogy developed out of recognition that education was important not only for gainful employment but also for creating the formative culture of beliefs, practices and social relations that enable individuals to wield power, learn how to govern and nurture a democratic society that takes equality, justice, shared values and freedom seriously". Giroux (2011, P. 7). That is why it should be implemented in education. However, teachers are always using old and traditional methods, techniques yet. It does not sufficient for teaching/learning language in modern era. Unfortunately, the policy makers, syllabus designers, curriculum planner and teachers often ignore questions concerning how they perceive their classrooms, how students make sense of what they are presented and how knowledge is mediated between teachers and students. Even though, there is treated gender equally in the class, most of the girls are suppressed in the education because of their shyness, irregular class, treating as unintelligible as boys, exploitation. There are few ELT teachers who are trying to practice the critical pedagogy but the most of the teachers are using old and traditional methods and approaches. In this reason, critical pedagogy came against those dominate approaches. Critical pedagogy tries to maintain the learning as well as social relations with power, equality and oppression.

Rationale of the Study

The study mainly concerned with the teachers' perceptions on how the critical pedagogy promotes the gender equality in ELT. This study is expected to be significant to those who are interested in teaching and learning in general and to English teachers in particular. It will be more useful for the teachers, students, syllabus designers, researchers, language learners, text book writers. It will be useful for all who are interested about this area and study. It will be more beneficial to those who want to know the critical pedagogy and want apply it for the social justice. Furthermore, this study will be fruitful to the researchers who will choose about area of critical pedagogy. It is useful for students to understand the role of critical pedagogy in learning and raising the questions for maintaining the oppressions. Similarly, for teachers, it provides the equal justice of students for raising the questions. For curriculum designer, it provides critical awareness for content integration. It is significant for policy maker for inclusive participation in the education system.

Objectives of the Study

The objectives of this study were as follows:

-) To identify the teachers' perceptions on how the critical pedagogy promotes gender equality in English language learning.
-) To analyze the teachers' gender equality friendly teaching learning activities inside the classroom.
-) To suggest some pedagogical implications.

Research Questions

The following were the research questions of the study.

-) How do the teachers think that the critical pedagogy promotes gender in English language?

-) What do teachers do the activities for maintaining the gender equality inside the classroom?
-) What are the things that the teachers should do for creating the gender friendly environment inside the classroom?

Delimitations of the Study

This study was limited to English language teachers who have been teaching at basic and secondary level of public schools and private schools. Forty teachers were selected from basic and secondary level. After then, data collection was collected through questionnaire. The design of this research study was survey. Finally, data were analyzed and interpreted by using quantitative method.

Operational Definition of the Key Terms

The key terms that have been used in this study were as follows:

Critical Pedagogy: Critical pedagogy is a teaching approach which suggests the biasfree teaching and learning in ELT.

Gender Equality: gender equality means here boys and girls equality in teaching and learning process.

ELT: English language teaching

Chapter II

Review of Related Literature

This chapter consists of review of related theoretical and empirical literature and implication of reviewed literature and conceptual framework of the study.

Review of Related Theoretical Literature

Literature review is the continuous process of the research study. It is important for the researchers and research study to know the whole research area and study. It helps the researcher to be familiar the existing knowledge in the area of the study. According to Creswell (2013), "Literature review is a summary of journal articles, books and others documents that describes the past and current status of information on the topic of your research." Therefore, researchers have to understand about the both theoretical and imperial review of the study so that they should be completed their research effectively as well as easily.

Introduction of Critical Pedagogy. Critical Pedagogy is an approach to education which is inspired by critical theory and other radical philosophies, which attends to help students' questions and challenge posited domination. More respectively, CP is not only an approach to education for giving rights to ask questioning by teachers but it is also about encouraging students to take risks, act on their sense the world as an objects of both critical analysis and transformations. CP is first introduced by Paulo Freire through his books "Pedagogy of the Oppressed". Similarly, many scholars had contributed in CP such as Giroux, Luice, Mclareu and Simon. Critical approach to education aims at raising students' critical consciousness about various forms of domination and oppression and helping students to become agent for social change. CP is known as various names. "The orientation towards critical approach to

education is called by different names in different circles including pedagogy of resistance, laboratory teaching, radical pedagogy, post modern pedagogy, border pedagogy and pedagogy of possibility”. Canagarajah (1999, p. 19). In general, it is used opposite to the traditional mainstream pedagogy in the process of teaching and learning language. Especially, it is used for teaching approach in the field of education which suggests that students also responsible in learning. CP involves in making fair and careful judgments about good and bad aspects of the existing approaches to education, teaching method and teaching materials produced and prescribed by the authority or center. It is one of the best approaches of teaching and learning language for empowering the students. More especially, It considers how the traditional educational practices can be modified, changed, developed and support learners, learning and social change. Many teaching approaches and techniques have been using in the field of education however those are not fully useful approaches in English language. “Critical pedagogy asserts that the students can engage their own learning form a position of agency and in so doing can actively participate in narrating their identities through a culture of questioning that opens up a space of translating between the private and the public while changing the forms of self and social recognition”. (Giroux, p.14) CP and teachers, students are well connected in the language learning. It gives to the student's opportunity of questioning and being active. For this, Giroux (2011) suggests that critical pedagogy could afford students the opportunity to read, write and learn from a position of agency to engage in a culture of question that demands for more than competing in role learning.

Summary of Pedagogy of the Oppressed. The pedagogy of the oppressed by Paulo Freire contributes on critical pedagogy. Freire asserts the oppression, humanization, dialogic relation, concept of banking education, contradiction through his book. He asserts that this is only possible through a critical pedagogy that creates a bond between the teachers and the students. The presence of exploitation, oppression, violence and domination replaces the

humanization and liberation. Humanization is an important for human however dehumanization replaces the humanization. The author asserts that dehumanization is an indication of those who have deprived of humanity from others. Author further asserts that dehumanization is a product of historical oppression. Likewise, Friere asserts about the banking concept of education in which teachers deposit knowledge into the minds of their students. Teachers are pillars of knowledge, they know everything and students know nothing. Teacher deposit knowledge and in students and never ask them to question that knowledge. The teacher thinks the students comply with it. A teacher is authority and students are obedient to authority. Students are receivers of knowledge, they receive and memorize. So education is depositing money in a bank. Authors focus on the dialogue. Dialogue consists of the word which relates with praxis which is the combination of reflection and action. Freire talks of dialogue through which students make awakening of critical consciousness. So, Dialogic is epistemological relation focusing individual lived experience. Freire believed that education is part of a project of freedom in its broadcast sense and political because it offered students the conditions for self-reflections self-managed students to critically empowering and engage with the world so they could act on it. The further it talks about Anti dialogical action, which is a way of changing culture that serves the interests of oppressors. The most important aspects of anti-dialogical action is conquest.

Characteristics of Critical Pedagogy. Critical pedagogy is connected learning to social change. CP is fully concerned with the democratic role of teacher and students in the process of teaching/learning English language. Critical pedagogy attempts to understand how power works through the production, distribution and consumption of knowledge within particular institutional contexts and seeks to constitute students as informed subjects and social change. According to Kincheloe (2008, p. 3) characteristics of critical pedagogy are as follows:

) Grounded on a social and educational vision of justice and equality.

-) Constructed on the belief that education is inherently political.
-) Constructed those schools do not heard students for their failure or strip students of the knowledge they bring to the classroom.
-) Enhanced through the use of generative themes to read the word and the world and the process of problems posing educational use of issues that are central to student's lines as grounding for the curriculum.
-) Centers on the notion that teaches teachers should be researchers here teachers learn to produce their own knowledge.
-) Interested on maintaining delicate balance between social changes and cultivating the intellect.
-) Concern with the margins of society the experiences and need of individuals faced with oppression and subjugation.
-) Constructed on the awareness that science can be used as 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.

Critical Pedagogy and Language Learning. Critical pedagogy is a teaching approach in language learning. It ignores the old or traditional teaching methods. CP is a teaching approach attempts to help students' questions and challenge domination and beliefs and practices that dominate. This is to say that it is a theory and practices of helping students achieve critical consciousness. CP and LG learning are inseparable in the context of education. Language learning is not easy task for the students. Various languages are learning and teaching as a second language and foreign language in Nepal. Different approaches have been applying for language learning but CP is the most relevant approach among others. CP can aware the teachers and students both are equal responsible to achieve better goals of learning. CP encourages the teachers to consider critically in their educational profession and students to be active and critical consciousness about the knowledge as

well as it helps to the students to be active citizens in a fully democratic society. ESL pedagogy, through the perception that society is actually unequal and unfair. Critical approaches to second educators of English as a second language who belief in critical pedagogy find it significant to adapt the theory of critical pedagogy into their curriculum and syllabus, particularly as ESL mostly deals with racial and language minorities. According to the studies conducted on second language learners identifies by Norton (2003) suggests some second language learner, without social communication and linguistic competences and often with damaged identities face hardships living in a new country. SL specialists began to take up Freire's work from the late 1970s. Many specialists had contributed on critical pedagogy and language learning. In this sense, Crawford derived principles for language critical pedagogy from Freire's work and these illustrate core values in critical pedagogy as well as alerting teachers to some of the challenges of implementing it. They include the purpose of education is to develop critical thinking by presenting student's situation to them as a problem so that they can perceive, reflect act on it.

-) The content of curriculum derives from the life situation of the learners as expressed in the themes of their reality.
-) The learners produce their own learning materials.
-) The task of planning is first to organize generative themes and second to organize subject matters as it relates to those themes.
-) The teachers participate as a learner among learners.
-) The teacher contributes his/her ideas, experiences, opinions and perceptions to the dialogical process of teaching.

In the language teaching and learning with the critical pedagogy, teachers, students and classroom play the vital roles in the ELT students in English language classroom debuted from Friere (1970), Norton &Toohey (2004) are as follows:

Autonomous Learner. In critical pedagogy, students should create the environment in their own way for learning. They should direct own goal based on their interest and curiosity the role of students and the teachers in the learning empowering the student aim and interest in language learning. The learning is the interest if the students and is to seek to address the curiosity of the learner that is not gained in teacher directed classroom.

Change Agent. According to critical theorists and approaches, students are change agent. The role of students in the 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. When the role of students in critical classroom are considered the assumptions those are not only will an educator create a classroom 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 responsibility to critical committed themselves to this efforts the students opportunity fulfill their prescribed roles as an agent or social change.

Critical Thinker. Critical thinking is the ability to think clearly about what to do and what to believe an abject and other subject matter. So students are critical thinker in critical pedagogy and language learning because they can think critically and they answer logically and creatively. Students need to lactate themselves within the critical classroom in the same way the teacher does, exploring their own epistemologies and bias.

Active Participants. Students are active participants in critical pedagogy. They are responsible for their learning. They are also active that means students should contribute to classroom discussions with peers and teachers. They should participate in different tasks. So students construct their own knowledge about their learning and apply it to their education.

Reflective Practitioner. The students thinking should be reflected with respect for diverse viewpoints and individual differences, subjectivity. Sensitivity is making judgments on own behavior and others' reasoning, self-corrective inquiry, examining, analyzing and interpreting from different aspects of any situation or event.

Similarly, student role is an important in learning. Students should be responsive for better achievement. Some others main important roles are:

Involvement. Students should involve in every activity in the school. Teachers have to include the students each class work, project for equal involvement.

Good Behavior. Students should have good behaviors in the learning class. Students should be responsive, caring, sharing with the teacher and friends.

In the same way, teachers also play crucial role in the language learning. The teachers' roles, according to Harmer (2008), are as follows:

Controller. A teacher is a controller in the class in a sense that the one can control the situations of the classes. The class can be misguided in his absence, so the teachers have to play the role of controller.

Promoter. The teacher is a promoter in the class. The promoter is a person who promotes the situations of the students in the class. So the teacher has to boost up the existing situation of the pupil. The teacher has to improve students by encouraging them.

Assessor. A teacher is an assessor for the students. The students should be told what they are doing and what they have to do. At the same time the teacher has to provide the value to the students.

Resource. Teacher is a good resource of students. There must be the answers of all the possible queries of the teacher fulfill the necessities of the students.

Facilitator. Teacher is a facilitator. Teacher should facilitate their students in learning. Teacher can do important role in school as facilitator. Teacher facilitates to students our subject material, subject content, group work and peer work.

Classroom also is connected with the language teaching and learning. Classroom should be neat and tidy. Classroom should be well managed in the learning process. So, especially classroom should be democratic, learner centered and interactive.

Democratic Environment. Classroom has democratic environment for teaching and learning of language. Teacher should create the democratic learning in the classroom. All teachers have the key to provide a good environment for the students. The teacher must create a warm and protective environment.

Interactive Classroom. The language classroom is rich in language for learners, quite apart from the language that is the supposed focus of their language from what they hear like the discussions, the dialogues, the comments, students and students. So classroom should be interactive in the language teaching and learning.

Learner-Centered Classroom. A teacher carries a big responsibility in the class. One reason is that all students depend on the teachers. Everything the teachers say will have an impact on the students. In this sense teacher create a learner centered classroom, in which teacher and students have equal responsibility for learning. Teacher tries to give equal activities for the students and tries to engage the students themselves in the learning. Teacher can use

many learners' centered techniques such as group work, peer work, discussion method to make class effective and learner centered classroom.

Implication of Critical Pedagogy for Language Teaching and Learning. The critical approach to second language teaching relates language learning to social reform or change. It doesn't deal with the raising questions for their oppression but it deals with whole education activities. According to Sharma (2015), some of the implication of critical pedagogy for language teaching and learning can be used as follows:

-) Language learning cannot be isolated from the students' emotions, imaginations and institutions.
-) The language teaching syllabuses, textbooks and other materials prepared in or for one society or country are not necessarily appropriate in other societies or countries because such matters shape and are shaped by socio-political realities that may be unique to reach society.
-) Language learning cannot be isolated from the social practices and cultural traditions of the learner's community.
-) Language learning is always accompanied with the hidden assumptions and values in the learners' community.
-) Language learning takes place through negotiation. Therefore, both teachers and students should involve in the learning process.
-) Teachers and learners are equally responsible for teaching/learning language.

Context of Critical Pedagogy in Nepal. CP is an approach to teaching and learning in our context of Nepal. CP is used to refer to the opposite of traditional approach to education. Most of the teachers used traditional approach such as teacher centered method, grammar translation method, lecture memorizing in Nepal. "The dominant approaches, methods and techniques used in ELT classrooms in Nepal are: the grammar translation method lecturing, paragraphing, drilling, reading and repeating from the text book.

Memorizing, questions and answers, monolingual language instructions, single sessions, same materials and same methods are delivery” (Thapaliya, 2012). CP came against these all traditional method and techniques in over the world. Recently, Nepal has been trying to apply the CP in the classroom. In this sense, many innovative techniques and methods such as communication methods, task based method, project based method, students centered method and techniques like group work, pair work, discussing have been used in teaching process. “The teachers can develop their schools into a mini democratic community through critical or radical approach to teaching so that the students can develop critical consciousness in them and play an agentive role: Firstly; to change or reform the education system itself, second to bring social change in the community” (Sharma, 2015). That means Nepalese teachers used CP for developing the critical consciousness to change or social transformation. In the present context of Nepal, the educationalists in general and ELT exports in particular are favor of innovative approaches to teaching and learning. Some of CAS, portfolio, case study, action research, and project based and content based method are nearly innovated for effective education. ELT curriculum and textbooks reflect local, social, political, cultural and geographical settings in Nepal.

Gender in English Language Teaching and Learning. Gender is defined in general male and female in the society. More specifically, gender is seen as “a system of culturally constructed relations of power, produced and reproduced in interaction between and among men and women” Norton &Toohey (1991, p.176). Similarly, from the point of view of post structuralist, ‘gender foreground sociohistoric, cross-cultural and cross linguistics differences in gender construction emphasizing the fact that normative masculinities and feminities as well as beliefs and ideas about gender relations vary across culture as well as over the time within a culture. So, various views and interpretations about gender although it is understood as male and female which culturally constructed in the society.

Gender in English language learning/teaching is viewed different perspectives. Feminist and critical research see the three main areas such as gendered inequalities in access to material and symbolic resources, gendered nature of linguistics interaction and sexual harassment as a discursive and social practice. ETL has various issues and problems of gender inequality about the gender with ethnicity, race, class, age, sexuality or disability which are related as individual's access to materials and symbolic resources. Furthermore, feminist and critical pedagogies address these inequalities in three ways: first by creating language and programs responding to the needs of particular learners such as working class immigrant women; second, by acknowledging and exploring gender inequalities and discourse of resistance in classroom reading and discussions; and third, by examining access difficulties that prevent particular learners from taking advantages of educational opportunities (Norton and Toohey, 2004).

There are many access problems that may arise in contexts where language classes, professional training and their educational and linguistics resources. Similarly, another important area is gendered nature of linguistic interaction. Two main approaches to the study of classroom interaction can be distinguished in the field of education such as differences in the amount and quality of talk between boys and girls or men and women, another is discursive practices particular men and women have the right to speak and to define meaning and which remain invisible. Sexual harassment as a social and discursive practice that may restrict women's movement in the target language speakers and promote resentment and resistance to the target language (Ehrlich, 2001). Ehrlich and Polany argue that refusals and other gendered speech acts should find a legitimate place in foreign language classroom. Likewise, Goldstein shows how issues of sexual harassment and assault can be incorporated in ESL texts that provide women learning English with the language they need to respond to sexual harassment. Therefore, for the

overcome of it, CP plays the significant role for giving emphasis on equality of gender.

Gender Equality. Gender equality is that woman and men the same rights and opportunities across all sectors of society by economically, educationally, culturally are equally valued. It means that men and woman have equal power and opportunities for financial, educational and personal. UNICEF says gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike." Similarly, UNESCO says " Gender Equality means that women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society.

Here, gender equality in education. Moreover, specially gender equality in English language learning. Teacher should create gender friendly learning environment. It should be done some activities for maintaining gender equality in ELT.

Encouragement. Encouragement is integral element of gender equality. Teacher should encourage the students for learning. School and programs that embody an encouraging attitude follow six practices (Carlson, Sperry and Dinkmeyer,1992) are as follows :

-) Make relationships a priority
-) Conduct respectful dialogue
-) Practice encouragement daily
-) Make decisions through shared involvement

) Have fun on a regular basis

So, encouragement is key element in restructuring and improving learning.

Empowerment. Empowerment is an element of gender equality in learning. Empowerment means here equal access to knowledge and information. According to UNESCO says " Empowerment is about people - both women and men- taking control over their lives: setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions including international cooperation agencies can support processes that can nurture self-empowerment of individuals or groups". So, educational empowerment is their all-round development by giving their rights, opportunities, choices providing the free and compulsory education.

Participation. Participation is an important in gender equality. Participation is necessary in the teaching and learning. Engagement is the students by the intellectually, culturally, socially, in learning of English language. The multiple forms of engagement should aim to offer a safe space in which students can learn to recognize and acknowledge existing gender discourses and explore alternative discourses, identities and futures.

Critical Pedagogy, Teachers and Students. Critical pedagogy is concerned with teachers and students as well as teaching/learning process of English language. A teacher is a person who provides education for pupils. The language teachers are the real modifies of knowledge but teacher is viewed as a problem posers in CP. Giroux (1998) stated teachers as transformer existing inequalities in the society CP and teachers or students have strong relationship in the process of teaching/learning of English language. Teacher and students both have significant role in the CP. Teachers also play important role in the

CP. The teacher must empower his/her students by raising their awareness of reproducing process of an inequalities status. Teacher role must be transformative. Similarly, CP also plays vital role to the students. It helps to think critically and develop a critical consciousness to the students. CP maintains the equitable distribution knowledge and gender equality among the students. Students relates to the CP to being active and critical thinker. Student's role to CP is active participants in that together with teachers, developing critical consciousness and encourage to being an active agent for social transformation. Students, a Giroux (1997) puts, they are active participants in that together with the teacher, they correct the curricular and that they share ideas and learn to challenge assumptions. Similarly, according to Degener (2001), students contribute to curricular decisions and determine areas of study and the associated reading materials. Freire (1970), proposed in that there is a fluid relationship between teachers and students that is, teachers are learners and learners are teachers. Therefore, learners are not recipients of knowledge rather they became creators. View of CP, students is not the depositors, but creators of knowledge. "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world with the world, and with each other's". Freire (1997 , p. 72). In the context of critical pedagogy, students are self-created about the knowledge. Teachers and students have equal responsibility getting the knowledge. Finally, some of the important role of students with the critical pedagogy is experiential learners, independent learners, autonomous learners, critical thinker and social change agent. Similarly, some of the main role of teachers with the critical pedagogy are facilitator, promoter, and transformative intellectual and monitor as well. In this way, critical pedagogy, teachers and students are interconnected in the field of education.

Review of Related Empirical Literature

Each and every research study needs the knowledge and idea of the previous which have been done on the basis of the certain objectives to achieve. There are many research studies have been done in this field as well, that's provide the guidelines and direction to conduct research study in different phase of time.

There are many research studies have been conducted in this field. Much national and international research had done among them some of the related researches are reviewed for the evidence for the present research study such as:

Mahon (2014) conducted a research entitled "Critical pedagogy praxis in Higher Education). This study aim was to explore possibilities and challenges for the enactment of critical pedagogical Praxis in higher education. The research was conducted using a participatory academics teacher talk group, teacher talk group members and two students. That means sample of population of this research were co-participants, colleague participants and students participants. This research showed that critical pedagogical praxis was prefigured by a complex combination of the practices.

Bouden (2015) conducted the research "faculty perspectives on critical pedagogy and social justice" was to attempt to gain a greater understanding of interpretations and attitudes of higher education faculty in educations programs teaching critical pedagogy, social justice and student empowerment. He collected data through interviews with twenty faculty members. He used qualitative research design named grounded theory methods to collect data in the forms of interviews and observations tools. He used convenience sampling procedure for choosing the sample of population. Major findings of this study was critical pedagogy and social justice interconnected in the classroom. The major premise of this study is that the practice of critical pedagogy is for some faculty the practice of social justice and students' empowerment.

Acharya (2016) conducted a research entitled “Student’s Perception on Critical Pedagogy as Method of Students Empowerment” was an attempt to find out the perceptions of master level students on critical pedagogy. He used survey research design. He selected thirty students as a sample by using purposive non-random sampling procedure among the Tribhuvan University students as population. He used questionnaire as a tool of data collection. The key findings of the study showed that there should be democratic learning environment focusing humanism and learner autonomy for empowering the students.

Khadka (2017) conducted the research “Use of Critical Pedagogy at Higher Secondary Level EFL Classroom”. His study of main objective was to find out the use of CP in terms of role of teachers, motion of CP, role of learners at higher secondary level EFL classroom. He had used mix research design to fulfill the objectives of the study. Moreover, he has used primary and secondary sources of data. Population of the study is all the teachers of English teachers in the higher secondary level in Kathmandu district and sample of population are ten teachers who were selected purposive non-random sampling procedures from different five schools. He used questionnaire and observation checklist as the tools to obtain the information for the study. The study found the use of CP based on role of teachers in CP as a manager or organizer, resource person and rapport builder.

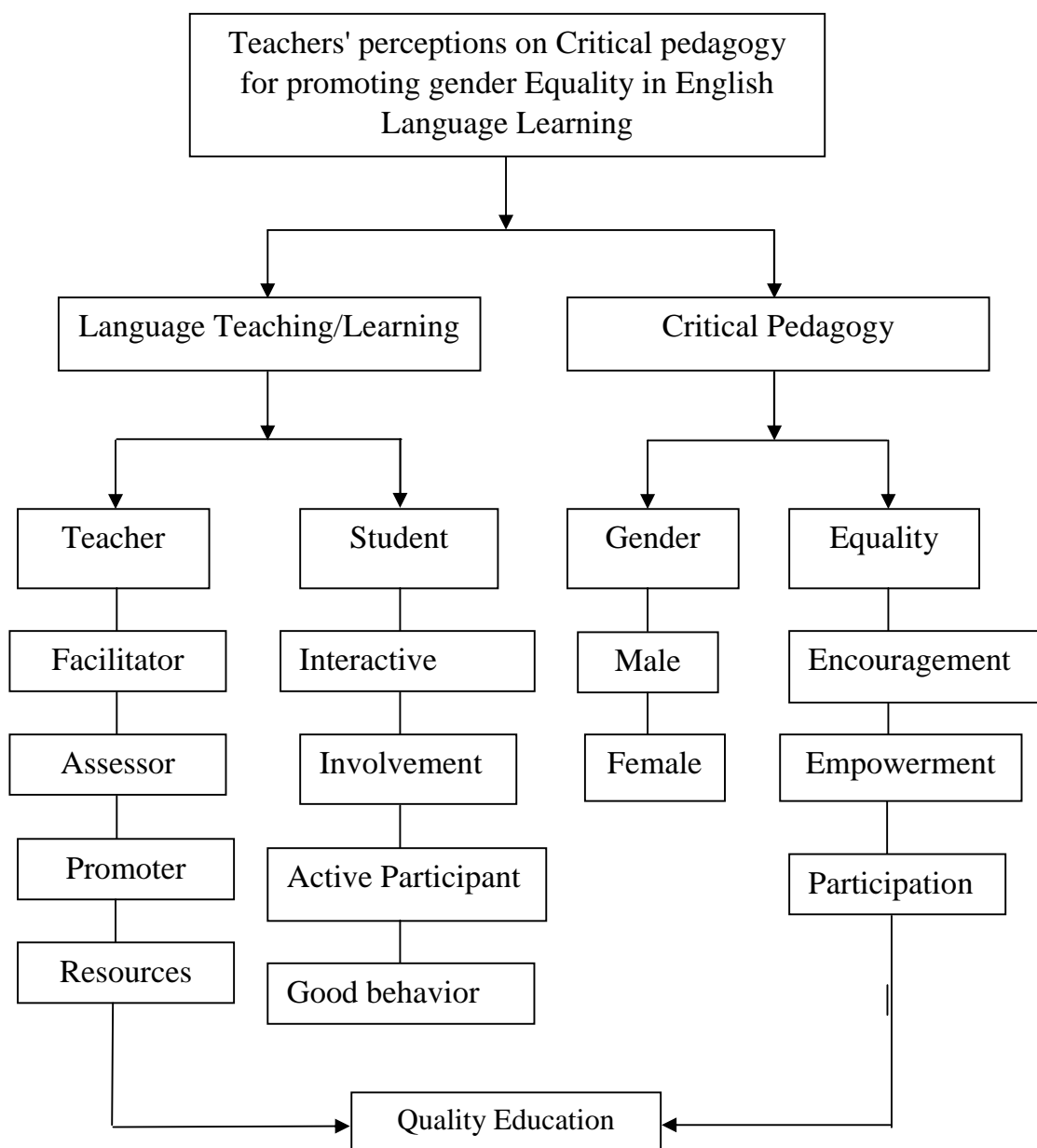
Sah (2017) carried out a research entitled “Explorations of the Strategies Used by Teachers to Address Critical Pedagogy”. His purpose of the study was to explore the strategies used by teachers to address critical pedagogy in ELT classes. In order to fulfill objectives of the study, he had collected data from thirty bachelor level English teachers by non-random purposive sampling strategy. He used mix method research design. A set of questionnaire and interview were used as the tools of study. This study found that the majority of the teachers address the critical pedagogy by making the judicious use of first language, basing teaching on learner's local language.

Implications of the Review for the Study

Literature review is an integral part of any research study for completing the study successfully and effectively. It helps the researcher to complete the thesis effectively. It is more important for the researchers which help to identify area of the study, selection of objectives, methods, procedures, data collection and interpretation and all aspects of study. It helps to develop the basic knowledge and of researcher's research study. A literature review is "an important chapter in the thesis, where its purpose is to provide the background to and justification for the research undertaken (Bruce, 1094, p.218). Similarly, the writer "extracts and synthesizes the main points, issues, findings and research methods which emerge from a critical review of readings" (Nunan, 1992, p.217). In this regards, both theoretical and imperial review are fruitful to this researchers for understanding the research study. The researchers easily identify his/her research destination and fulfillment. Therefore, it helped me to understand my whole research area. It directed to me the selecting the topic, research area, population of the study, sampling procedure and research design.

Conceptual Framework

Conceptual framework refers to a visual presentation of key variables, factors or concepts and their relationship among each other. In the way, I prepared the conceptual framework in terms of variables in my research study.



Chapter III

Methodology

This chapter deals with the design and method of the study. Population, sample and sampling strategy, area of the study, sources of data, data collection procedures, data analysis and interpretation and ethical considerations of the study. In this study, I followed the following methodology to fulfill the objectives of the study.

Design and Methods of Study

Research is always concerned with the investigation and enquiry of knowledge and information. Research is conducted by using different methods and designs. A research design is an overall plan and strategy for structure of research. It constitutes the blueprint for the collection, measurement and analysis of data. It is necessary because it gives direction to the researcher to do effective research. Kumar (2009, p. 84) “A research design is a plan for structure and strategy of investigating to convinced as to obtain answer to the research question or problem”. Similarly, Leedy (1997, p.195) defines research design as a plan for a study, providing the overall framework for collecting data. Therefore, there are various types of research designs and methods in the field of research. Among the different researches, this research will be conducted as a design of survey. Survey research is an old and the most commonly used in research study.

According to Kerlinker (1986, as cited in Ojha and Bhandari 2013, p. 201); Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables. (p. 202).

Survey research design is a superficial and more important research design to study and obtain the opinion, attitudes and beliefs. It requires responses directly from respondents of large population in general. Similarly, Kapur(2018)says "survey research studies large and small populations by selecting the sample chosen from those populations. The main purpose of this method is to discover the relative incidence, distributions and interrelations of sociological and psychological variables." Therefore, I had selected survey research design for my research study which provided and directed me to complete the research effectively.

Identifying Population, Sample and Sampling Procedures

Population refers to the people or participants of the research study. “A research population is generally a large collection of individuals or objects that is the main focus of a scientific query” (as cited Maharjan 2017, p. 63).

A sample of population is simply a subset on representative of the population. In this sense, the populations of the study were basic and secondary level English teachers who have been teaching at Public School and private schools of Kathmandu District. The researcher took forty teachers from schools by using simple non random sampling procedure for collecting data.

Research Tools

In this research study, questionnaire was used as the research tool for data collection which contained nineteen different statements with their alternatives to be chosen. The questionnaire included open-ended and close-ended questions to collect data.

Sources of Data

Researchers used both primary and secondary sources of data.

Primary Sources of Data. In this study, the researcher collected data from forty English teachers from basic and secondary level by providing questionnaire. So questionnaire is primary sources of this study.

Secondary Sources of Data. Secondary sources of this study were different types online and offline resources such as books, articles, journals and theses which were related my study.

Data Collection Tools and Techniques

Tools and techniques are important for the research study to collect the data. The major tool of this study was the questionnaire for getting the data and information.

Data Collection Procedures

The data were collected through the following process:

-) Researcher chose the forty schools in Kathmandu district.
-) Then, researcher asked for permission from the authority to go with my study.
-) After that, the researcher met the participants to build up rapport with them for informing all the study.
-) As per the requirement, researcher provided the consent paper to participants and for their comfortable.
-) Subsequently, researcher clarified the research topic, area of study and objectives to the participants.
-) According to quantitative research, researcher distributed the questionnaires to the participants on their basis of teaching practices and knowledge.

Data Analysis and Interpretation

In this study, I analyzed the data being based on my research objectives the collected data were analyzed percentage, interpreted and presented descriptively with the help of statistical tools and tables.

Ethical Considerations

Regarding the ethical considerations researcher got permission with supervisor for the betterment of study. Researcher followed the rules and norms of research. At first, I informed the participants about the purpose of the study. After that, researcher distributed consent form.

Chapter IV

Results and Discussion

This chapter is concerned with the analysis and interpretation of data.

Analysis of Data and Interpretation of Results

The researcher has analyzed and interpreted the responses of secondary and basic level English teachers who have been teaching in both public and private schools. The researcher collected the data through simple non-random sampling procedure. The researcher used the survey design for the study. Here, obtained data were analyzed and interpreted on the basis of participants' own attitudes. The analyses of the responses are mentioned as follow with sub-headings.

Teachers' Perceptions on CP for Promoting Gender Equality.

Perception is ability to notice and understand things. Here, teachers had perceptions on the critical pedagogy and gender equality. Critical pedagogy is new innovative approach in ELT. It is not only the approach to teach English language but it suggests the equality in teaching. Teacher' perception on whether the critical pedagogy promotes the gender equality or not. Critical pedagogy, language teaching-learning and gender equality are interconnected in this study. So it is tried to find teacher' perception whether CP can promote the gender equality in English language learning or not.

Gender Factors in English Language Learning. As gender affects the activities in different sectors, it also affects in the ELL class. In this study, participants were asked the questions about gender factor in English Language Learning. Participants gave their opinions which is presented as follow in the table:

Table 1

Gender Factor in ELL

S.N.	Alternatives	No. of respondents	Percentage
1	Strongly agree	0	0%
2	Agree	18	45%
3	Undecided	8	20%
4	Disagree	12	30%
5	Strongly disagree	2	5%

This data shows that among the forty participants, 45% (18) of the respondents were agreed in gender factor in English Language Learning and 20% (8) of the respondents were not decided on it. Similarly, 30% (12) of the respondents disagreed with the statement and 5% (2) of the respondents strongly disagreed on the statement.

In this sense, from the above presented data, it can be inferred that there is gender factor which can hinder to learn language. Because of gender factor, there is some differences of achievement of language among the students. So, it is a factor of ELL that cannot ignore while teaching. Teacher should be aware the gender inequality in their classroom.

Critical Pedagogy for Quality in Education. Quality education includes the effective contents of education, democratic learning environment, appropriate teaching methods and techniques as well as students' extra activities which supports to product positive outcomes. Critical pedagogy focuses on quality education. It creates the biasfree environment for learning as well as helps to include all the students for quality education. As the participants gave their opinion in different ways, the following table can make us considered on their different opinions:

Table 2

Critical Pedagogy for Quality Education

S.N.	Alternatives	No. of respondents	Percentage
1	Strongly agree	6	15%
2	Agree	30	75%
3	Undecided	4	10%
4	Disagree	0	0%
5	Strongly disagree	0	0%

The respondents were asked to questions related to critical pedagogy leads to the quality education. Majority of the respondents (i.e. 75%) agreed on the statement and 15% (6) of the respondents were strongly agreed on it. In the same way, 10% (4) of the respondents couldn't decide with the statement.

So, most of the respondents accepted that if critical pedagogy is applied in the class, it becomes a milestone for quality education. It should be applied in teaching and learning of English language to achieve the quality education and proficiency. It is fruitful to boost up the education by providing gender friendly learning.

Critical Pedagogy can Promote Gender Equality. Critical pedagogy is an approach to English language teaching and learning. It came against the traditional teaching methods such as teacher centered method, lecture method and explanation method etc. that teachers have been trying to use in the teaching sectors. If there is gender factor, it tries to solve the problems. So, participants put their views as the following table shows it:

Table 3

Critical Pedagogy can Promote Gender Equality

S.N.	Reasons	No. of Respondents	Percentage
1	It allows all the students to be involved in any teaching learning activities that happen in the classroom	0	0%
2	It supports the teachers to let all students to be active in any activities without bias.	4	10%
3	Teacher who follows critical pedagogy inside the classroom is always aware of gender equality	6	15%
4	All of the above	30	75%

Regarding the mentioned data, the data shows that most of the respondents (i.e. 75%) (30) chose the option 'All of the above' and 15% (6) of the respondents chose the reason 'Teacher who follows critical pedagogy inside the classroom is always aware of gender equality'. Then, 10% of the respondents chose the reason 'It supports the teachers to let all students to be active in any activities without bias'. None of the respondents chose 'it allows all the students to be involved in any teaching learning activities that happen to the classroom'. It can be informed that almost all the participants accepted that critical pedagogy can promote gender equality'.

Critical pedagogy relates with equality that can promote gender equality in learning class. It can aware the teacher to gender related problem in their teaching. So, almost all the teachers accepted that critical pedagogy can promote gender equality in learning as well as the teachers had been trying to replace the old teaching method and technique by trying to use critical pedagogy in the teaching subject.

Gender Related Problem in ELT. Gender problem affects in the negative way to the ELT class. It is an aspect of teaching and learning process. If the class has gender related problem, it should be eradicated for maintaining equality. To find out whether participants faced the gender related problem or how they faced the gender related problem in their classroom, this study tried to find out it. The opinion of the participants is presented in the following.

Table 4

Gender Related Problem

S.N.	Alternatives	No. of Respondents	Percentage
1	Always	0	0%
2	Sometime	16	40%
3	Never	24	60%

In the responses of above mentioned statement, 40% (16) of the respondents faced sometime gender related problems in ELT class and 60% (24) of the respondents never faced the gender related problem in their classroom. And none of the respondents responded the alternatives ‘Always’.

So, it can be analyzed that there is less gender related problem in ELT classes. It cannot be ignored the gender equality in the teaching process. Some students are afraid to speak in the class whether they have queries or they have some fear to raise their voices in the class even though most of the teachers have never found the gender related issues in their teaching class.

Critical Pedagogy to Overcome Gender Related Problem in ELT.

Critical pedagogy can maintain the equality. It is against of the inequality and domination. Many educationists focused on critical pedagogy that should be implemented in teaching process as an approach to reduce traditional methods and techniques and to overcome gender related problem if the class has facing.

In this sense, whether it helps to overcome gender related problem or not. The following table shows:

Table 5

Critical Pedagogy can Overcome the Gender Related Problem

S.N.	Alternatives	No. of Respondents	Percentage
1	Strongly agree	9	22.5%
2	Agree	27	67.5%
3	Undecided	4	10%
4	Disagree	0	0%
5	Strongly disagree	0	0%

CP supports to overcome gender related problem in ELT, data shows that among the forty participants (22.5%) (9) strongly agreed on it and 67.5% (27) of the respondents agreed with the statement. Then, only 10% (4) of the respondents were undecided on the statement.

So, it is analyzed that critical pedagogy can overcome the gender related problems in ELT classes. Most of the teachers agreed that critical pedagogy can reduce the gender problems. If the teacher have faced such kinds of problems in their class it should be better to apply CP in their class.

Teachers' Practices on Gender Friendly Teaching Learning Activities Inside the Classroom. Teacher is very responsible person in teaching. Even, students are responsible in learning. Teacher should practice gender friendly teaching process for effective teaching learning activities. Gender friendly teaching refers to the ignorance of the bias and discrimination while teaching. Teachers practice the strategies and resources for developing gender friendly teaching learning environments. Some of the sub headings to the topic are presented as follows:

Extra- curricular Activities in School for Gender Equality. Extra-curricular activities are those activities which are done by the students not being guided by the planned curriculum but help the planned curriculum. It can develop the students' skills. It also helps for the student's equality by making them participated in every activity that schools provide to them. Let's consider the following table to know the participants' perceptions toward the extra - curricular activities for the gender equality in school:

Table 6

Extracurricular Activities for Gender Equality

S.N.	Alternatives	No. of Respondents	Percentage
1	Frequently	32	80%
2	Sometimes	7	17.5%
3	Rarely	1	2.5%
4	Seldom	0	0%

In this study, as the participants were asked to respond whether the school curriculum involves the gender equality activities or not. Majority of the respondents 'i.e. 80%' agreed the school provides extra curriculum activities frequently and 17.5% (7) of the respondents agreed that school provides extra-curricular activities sometime whereas only 2.5% (1) of the respondents agreed that school provides that kind of activities rarely.

So, the above data shows that most of the schools use extracurricular activities for gender equality. Even teachers also make the students participated equally in each and every extra activity. The most of the teachers had positive attitudes that extracurricular activities maintain the equality by involving every student.

Opportunities for Involving Students in Interaction without Gender Biasness. Teacher should be aware about the gender issues. Teachers have to provide oppression free environment inside the classroom. In our context, teachers have been using only teacher centered methods and techniques in their teaching profession. Students should be engaged in interaction without any bias not only focuses on teacher talk method. In this regard, participants have given their opinions as the following table shows:

Table 7

Involving Students in Interaction without Gender Biasness

S.N.	Alternatives	No. of Respondents	Percentage
1	Frequently	28	70%
2	Sometimes	12	30%
3	Rarely	0	0%
4	Seldom	0	0%

The respondents were asked that if they are involving their students in interaction without gender biasness. Most of the respondents 'i.e. 70%' agreed that they involve in interaction frequently and 30% (12) of the respondents agreed that they involve their students in interaction sometimes without gender biasness.

Interaction can play significant role in the learning process. All students should be equally participated in interaction. So, most of the teachers made to involve their students in interaction for maintaining the gender equality.

Explaining Gender Friendly Examples in Subject Contents. Teacher should not use bias languages in the class. Teacher should be careful to use the examples. If the teacher uses bias languages or examples while explaining the subject contents in class in that case students feel negative way. Mostly; teachers have to use neutral languages in their teaching class so that students

can feel easy in learning. In this regards, participants were given their opinions as the following tables.

Table 8

Gender Friendly Examples in Subject Contents

S.N.	Alternatives	No. of Respondents	Percentage
1	Always	24	60%
2	Sometimes	16	40%
3	Never	0	0%

This data shows that among the forty participants, 60% (24) of the respondents agreed that teachers always use gender friendly examples while explaining the subject contents and 40% (16) of the respondents agreed that teachers use sometimes gender friendly examples while teaching and learning of English language inside the classroom.

Teacher should not speak language that is biased. It should be explained the gender friendly examples while teaching subject contents. So, it can be inferred that most of the teachers use the gender friendly examples for encouraging the students for their better achievement. They have never used bias languages in the class that makes students in injustice.

Teachers' Motivation to Apply CP in ELT. Teachers are motivated to follow critical pedagogy's norms. Critical pedagogy is a recent approach in ELT. It is more relevant in teaching nowadays. So, Teachers are motivated to follow the principles and techniques of critical pedagogy in their teaching. It helps to the teacher to use new techniques for the effective teaching and learning.

Table 9

Teachers' Motivation to Apply CP in ELT

S.N.	Alternatives	No. of Respondents	Percentage
1	Strongly agree	8	20%
2	Agree	13	32.5%
3	Undecided	10	25%
4	Disagree	9	22.5%
5	Strongly disagree	0	0%

This data shows that among the forty participants, 20% (8) of the respondents strongly agreed and 32.5% (13) of the respondents just agreed on it. Likewise, 25% (10) of the respondents couldn't decide whether they follow CP in ELT class. In the same way, 22.5% (9) of the respondents were disagreed with the statement.

Critical pedagogy supports the teachers that teaching should be applied equally and in the bias free way to all the students. Although, it is not still practiced in real classroom, teachers are motivated to follow the critical pedagogy in their teaching. So, it can be analyzed that teachers are generally motivated to apply CP in ELT classes.

Teachers' Performance for the Gender Friendly Classroom. Teachers' performance should be active in the class. Traditional teachers always use lecture method and techniques in teaching, It seems teacher and students both inactive in learning while a teacher applies it in the classroom. Most of the learning achievement depend on teachers' performance but here teacher performance not only should be active but should be gender friendly as well. Teachers treat the students equally in teaching. Let's consider the following table:

Table 10

Teachers' Performance for the Gender Friendly Classroom

S.N.	Alternatives	No. of Respondents	Percentage
1	Frequently	20	50%
2	Sometimes	20	50%
3	Rarely	0	0%
4	Seldom	0	0%

The respondents were asked how they perform themselves for the gender friendly classroom. 50% (20) of the respondents agreed that the teachers performed in the biasfree way in the classroom frequently and 50% (20) of the respondents were agreed that they performed their activities in gender friendly way sometimes.

Therefore, it can be generalized that the teachers' performance should be active in the class. Teacher performance should be gender friendly. It is showed that teacher performed biasfree and actively on the bases of situation.

Students' Achievement after Gender Friendly Teaching Learning Process. Student can learn better if the environment of class is away from oppression and domination. Teacher should be aware of the domination in the teaching and learning process.

Table 11

Students' Achievement after Gender Friendly Teaching

S.N.	Alternatives	No. of Respondents	Percentage
1	Yes	33	82.5%
2	No	7	17.5%

In the responses of above statement, majority of the respondents 'i.e.82.5%' were found to be agreed that students can achieve better if the

teachers provide the gender friendly teaching. On the other hand, only 17.5% of the respondents were disagreed on it. So, it was found that most of the teachers agreed that positive differences after gender friendly teaching.

Critical Pedagogy Allows Student Centered Method. Critical pedagogy is an approach to education which suggest the oppressed free and biasfree teaching and learning process inside the classroom. On the other hand, student centered is a method in which different techniques and activities are followed based on students' involvement. Asking about the question to the participants if they follow the students centered method that critical pedagogy allows. Their opinion is presented as the table shows:

Table 12

Critical Pedagogy Allows the Student Centered Method

S.N.	Alternatives	No. of Respondents	Percentage
1	Frequently	13	32.5%
2	Sometimes	10	25%
3	Rarely	17	42.5%
4	Seldom	0	0%

This data shows that among the forty respondents, 32.5% (13) of the respondents followed the student centered method frequently in the class and 25% (10) of the respondents follow the student centered method sometimes. In the same way, 42.5% (17) of the respondents follow that method rarely. Although, critical pedagogy allows them to follow the student centered method in the class, this data shows that teacher is less motivated to apply critical pedagogy that support the student centered method in learning.

Analysis of the Open-ended Questions Responses. This topic deals with the perception through collected data based on their own opinions. Forty participants were asked to collect the information about how critical pedagogy promotes the gender equality. The responses of the participants are presented in the following sub-heading.

Critical Pedagogy can Promote Gender Equality. Critical pedagogy is newly emerged approach to education. It provides the teaching and learning of English without oppression. Participants were asked the question 'How do you think the critical pedagogy can promote the gender equality while teaching your subject?'. Most of the responses founded to be positive regarding their own opinions on the question. They stated that critical pedagogy is itself an approach for equality and it helps the teachers to make their classroom biasfree and fear free class. Furthermore, it helps the question different aspects of gender related assumptions and issues and gives new insight on how to promote gender equality. They assume that critical pedagogy should be applied in the class because it suggests the teacher how to teach the students without biasness as well as students should be active in the class. It suggests that new techniques that both teacher and students have to be active in the class. In this sense, one of the respondents R₁ argues that it is, "*Critical pedagogy does promote gender equality by helping us change our deeply rooted beliefs, values, assumptions and practices which ultimately help us change in our teaching practices.*"

It means CP can aware the teachers for changing the teaching practices that time demand and it discourages to follow the old traditional method, techniques and practices in teaching.

Empower the Especially Female. It is the better way to treat the all students in equally by encouraging and empowering them. It should empower more female than the male.as prove it, one of the respondents R₂ claims that, “*A teacher needs to make his/her students aware of the point that there is a thing wrong in being male or female. He /she should be careful what would make feel proud of their gender.*”

Therefore, it is better to accept that gender is itself not a problem but creating male and female is a big problem in the class so the teacher should be careful that what them to feel proud of their gender. Just like that one of the respondents R₃ who opined that, “*Critical pedagogy encourages the teachers to impart knowledge without biasness and makes students able to be a member of an inclusive society. Moreover, it liberates students from oppression and empowers them*”.

It means, CP can aware the teachers about gender inequality in the process of teaching and suggest them to join in the teaching without biasness to empower the female mostly. Teachers should be responsible while doing class project and discussions in a group depend on gender equality. Teacher have to lead to the students to empower in their rights as well.

Participation in Every Aspect. Participation plays the significant role in equality. Everyone should be given opportunity to participate and involve in every aspect of society. To support this, one of the respondent said that there should be equal participation of both male and female so that they act as two parts of same coin in every aspect of society. Regarding this view, there should be participated in every part so that equality itself justified in the all aspects. In the same way, another respondent R₄ believed that, “*It is helpful for equal participation of male and female student that help students to be involved into interaction equally in teaching and learning process which help to promote the gender issues.*”

As above opinion, students should participate in interaction equally that it also helps to reduce in inequality in the class. It is useful for to promote the gender equality in teaching process. Similarly, another respondent R₅ informed that, "*Critical pedagogy emphasizes to promote the gender equality. It can aware the teacher through the positive change.*"

It means that critical pedagogy is surely related to the gender equality through positive change. Moreover, it suggests the teacher to change their every activity that is related to their profession which is demotivated the students. They have to change in their thoughts as well for equality. In the same way, R₆ said that:

It provides gender equality as the approach itself is found on students to gain necessary social skills by active participation and to make students critically conscious. The teacher should be aware the learning implies on challenging the domination and makes each and every student about the rights and abilities, self-aware and self-confidence.

It proves that CP supports to the students to be critical that makes them to face the challenges of every aspect and dealt with the solution that can help them to self-confidence to get their rights in learning. So, critical pedagogy makes the students confident to justify their problems in the class freely.

Possible Activities that Teacher can Practice for Creating Gender Friendly Environment in Classroom. In the questionnaire, the participants were asked the question 'what are the possible activities that the teachers can do for creating the gender friendly environment inside the classroom? For this question, respondents have given various opinions. According their own opinions different activities can be done inside the classroom while creating gender friendly environment some possible activities are:

) treating all students equally in the learning process

-) giving equal opportunities to participate in discussion and other activities
-) creating mixed gender groups for the learning process
-) by hearing equal expectations in terms of behavior and academically activities for all the students
-) providing non dominated languages in the class
-) prohibiting discriminatory behavior in the class
-) inspiring the students to participate each and every activity that school provides them
-) encouraging the students equally in their class works, homework and their learning achievement
-) Discouraging the feeling of superiority and inferiority among the boys and girls.

Results

The findings are listed based on the data analysis and interpretations. The findings of the study are as follow:

-) In this study, it is found that the gender factors English language learning as most of the respondents i.e. 45% responded.
-) It is found that majority of the respondents 'i.e. 75%' responded that critical pedagogy leads to the quality education.
-) It is found that majority of the respondents 'i.e. 75%' accepted that critical pedagogy can promote the gender equality.
-) It is found that a large majority of teachers 'i.e. 60%' never found the gender related problem inside their classroom while teaching the English language.
-) Teachers accepted that the critical pedagogy can support to overcome the gender issues as the most of the respondents 'i.e. 67.5%' responded.

-) Teachers and school provide the extra curriculum activities for maintaining the gender equality as majority of respondents 'i.e. 80%' responded it.
-) Teachers and students are involved in interaction to maintain equality as well as quality achievement as the majority of respondents 'i.e. 70%' responded it.
-) Teachers use examples which are related to gender friendly teaching.
-) Traditional teachers were not applied then critical pedagogy in the class but now it is found that teachers generally motivated to apply critical pedagogy in the ELT.
-) Teachers should treat equally to their students for better achievement. The majority of teachers '82.5%' accepted that students can achieve better after gender friendly teaching and learning.
-) Teachers should be student centered method in teaching process. So, CP also suggests to use the student centered method even though most of the teachers use student centered rarely in the class. More especially, it is less useful for gender equality.
-) It is found that almost all the teachers believed that critical pedagogy can promote the gender equality by providing equal justice, biasfree or ignoring the dominated behavior among the students.
-) Teachers are motivated to apply critical pedagogy in the class but it is not yet implemented in the school level.

Chapter V

Conclusion and Implication

This chapter deals with the conclusions and implication of the study on the basis of analysis and interpretation of analyzed data.

Conclusion

This is the study of Teachers' perceptions on critical pedagogy for promoting gender equality in English language learning. In this study, I used survey research design and simple non-random sampling procedures. This study is based on quantitative research to identify teacher's perceptions on how the critical pedagogy promotes gender equality in English language. It is found that if the teacher should create the gender friendly environments it helps to maintain the gender equality inside the classroom and to get better achievement as well. Similarly, it found that critical pedagogy can promote the gender equality by providing equal participation and to empower the female in every aspect of education.

Critical pedagogy is emerged against the traditional methods and techniques so that it would be help to change the old practices in the field of education. It suggests the teaching and learning should be biasfree. In this sense, Critical pedagogy helps to promote the gender equality inside the classroom by helping to provide the equal participation to the students. Teachers should make their teaching enjoyable, friendly and fear free for better achievement. So, this study mainly focused on critical pedagogy promotes gender equality. This study found that critical pedagogy suggests to promote gender equality by providing equal opportunities to participate every activity to all of the students. All the teachers treated their students equally in every activity of classroom. Similarly, teacher should create gender friendly environment for better learning. Teachers have to avoid the term superiority

and inferiority in the ELT. In this study, as majority of the teachers accepted that critical pedagogy is originated for equality and maintain the domination and discrimination. So, gender equality is an issue of the entire sector in the society. It should be focused in education field as well. If the critical pedagogy is applied in the education sector, it will definitely help to achieve the quality education.

Implication

On the basis of the aforementioned findings, the following recommendations have been made. The researcher made some recommendations the three sub-heading based on the study.

Policy Related. Policy is a general rule to systematic the functions and to achieve the goals of educations. Here, it has some policy related recommendations:

-) Critical pedagogy still exists in theory. It should make policy to practice in real classroom.
-) Gender equality is an essential part of teaching and learning. So, it is recommended that teacher should be aware of inequality.
-) All the teachers believe that critical pedagogy can promote the gender equality. So it should be applied in real classroom.
-) Training agencies should provide different training packages on critical pedagogy for empowering students' learning.

Practice Related. From the findings of this study, I include some recommendation related to practice level.

-) Teachers should treat students equally in the classroom.
-) Teacher should encourage and inspire the learners while teaching.
-) Teachers provide the equal participation among the boys and girls.

-) All the learners should get chance to participate in extra curriculum activities.
-) Teachers have to avoid dominated language words inside the class.
-) Teacher provides the gender friendly environment in their classroom.

Further Research Related. Here, under this title, the researcher suggests some possible researchable areas for further study regarding critical pedagogy. They can be critical pedagogy for quality education, use of critical pedagogy in English language, learners' achievement in gender friendly environment.

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Appendix I

Participant Consent Form

Supervisor

Dr. Purna Bahadur Kadel, Professor

Teachers' Perceptions on critical pedagogy for promoting gender equality in English language learning

I agree to take part in this research study. In giving my consent, I state that:

1. I understand the purpose of the study, what I will be asked to do, and risks/ benefits involved.
2. I have read the Participation Information Statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
3. I have got answers to any questions that I had about the study and I am happy with the answers.
4. I understand that my participation is completely voluntary.
5. I understand that I can withdraw from this study at any time before I submit the response to the given questionnaire.
6. I understand that personal information about me that is collected over the course of this study will be limited to this use or other research related usages as authorized by Tribhuvan University.
7. I understand that personal information about me that is collected over the course of this study will be kept more confidential in the secure position of the researcher.
8. I understand that the data I will provide will not be used to evaluate my performance anyway.
9. I understand that personal information about me will not only be told to others with my permission, except as required by law.
10. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

Completing questionnaires

Yes

No

Name:

Signature:

Appendix II

Dear sir / Madam

This questionnaire is prepared to collect information for my research entitled, "Teachers' Perception on Critical Pedagogy for Promoting Gender Equality in English Language Learning" under the supervision of **Dr. Purna Bahadur Kadel**, Professor , Faculty of English education, T.U., Kritipur. You are kindly requested to give your response through the following questionnaire. The correct information provided by you will be great help for completing my research. I shall appreciate your personal opinions. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher

Lalshwari Rai

Questionnaire

Demographic information

Name of the participant:

School's name:

Teaching level:

Date:

A. Please go through all the questions and respond the best alternatives as you get.

1. How long have you been in teaching profession?
 - a. Below 1 year
 - b. 1-5 years
 - c. 6-10 years
 - d. 10 years above
2. I have morestudents in my class.
 - a. Male
 - b. Female
3. My school provides the equal opportunities for all the students to be participated in every program as it is conscious about the gender equality.
 - a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Seldom
4. Have you ever faced the gender related problem while teaching inside the classroom?
 - a. Always
 - b. Sometimes
 - c. Never

5. I generally find my class
 - a. Male- students dominated
 - b. Female- students dominated
 - c. Without gender related problem
 - d. I don't know what gender equality is
6. Gender factors English language learning.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
7. My students are more active inside the classroom.
 - a. Male
 - b. Female
8. I think critical pedagogy supports the teachers to overcome the problem which are gender related while teaching English language.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
9. Critical pedagogy promotes gender equality in learning because
 - a. It allows all the students to be involved in any teaching learning activities that happen in the classroom
 - b. It supports the teachers to let all students to be active in any activities without any bias
 - c. The teacher who follows critical pedagogy inside the classroom is always aware of gender equality
 - d. all of the above

10. Critical pedagogy leads the quality education.
 - a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
 - e. Strongly disagree
11. I involve my male and female students into interaction equally while teaching my subject.
 - a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Seldom
12. The way of using or speaking the language by boys and girls is different.
 - a. Yes
 - b. No
13. I provide more opportunities to less interactive and active students into the different activities which supposed to happen inside the classroom.
 - a. Frequently
 - b. Sometimes
 - c. Rarely
 - d. Seldom
14. I am careful while providing them with the gender friendly examples while explaining the subjects' contents
 - a. Always
 - b. Sometimes
 - c. Never
15. I change my tone of voice and way of presenting myself differently to my male and female students.
 - a. Yes
 - b. No

16. I follow student-centered teaching method as critical pedagogy allows me.
- Frequently
 - Sometimes
 - Rarely
 - Seldom
17. I change my roles inside the classroom in accordance to the situations instead of following the traditional role of teaching by standing still in front of the classroom.
- Always
 - Sometimes
 - Never
18. I think my students feel satisfied while I follow the critical pedagogy while teaching them so I am always motivated to follow it.
- Strongly agree
 - Agree
 - Undecided
 - Disagree
 - Strongly disagree
19. I comparatively find the positive difference regarding the students' achievement after following the gender friendly teaching learning process.
- Yes
 - No

B. Please opine the following questions.

1. How do you think the critical pedagogy can promote the gender equality while teaching your subject?

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2. What are the possible activities that the teachers can do for creating the gender friendly environment inside the classroom?

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Thank You!