

# ENGLISH LANGUAGE TEACHING PRACTICE IN THE MIRROR OF CRITICAL PEDAGOGY: THE CASE OF HIGHER EDUCATION PREPARATORY SCHOOLS IN CENTRAL GONDAR TOWN, NORTH WEST ETHIOPIA

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## ABSTRACT

*Critical pedagogy (CP) has brought about positive changes in the field of education by shifting from traditional pedagogy to emancipatory pedagogy. CP which derives its interest from critical theory is a post-modern approach which is relatively a new paradigm in teaching language. However, not much research has been conducted on the perception and practice of EFL teachers with respect to the basic tenets of CP. This article details a descriptive research on the perception and practice of the principles of CP in EFL classroom. The main reason behind this study was to examine the tendency to which Ethiopian EFL teachers in higher education preparatory schools in Central Gondar town apply principles of CP and their perception towards it. In order to fulfill the purpose of the study a validated questionnaire and a structured classroom observation were employed. To this end, a critical language pedagogy questionnaire was adapted from by Macki & Alibakhshi (2011) and Paudel (2014) and piloted that its reliability was found to be 0.82 through Cronbach alpha. The observation checklist was prepared from the literature and reviewed by EFL instructors. Both results found from the questionnaire and observations were analyzed quantitatively. The result revealed that even if EFL teachers do have relatively good perception on the principles of CP their practice was found to be in contrast with their perception. Based on that the researcher recommended that it is a paramount to investigate the factors that hinder them not to practice what they perceive.*

**Key Terms:** *critical pedagogy, banking education, problem posing education, EFL*

## 1. INTRODUCTION

### 1.1. BACKGROUND OF THE STUDY

Critical pedagogy (there after CP) which was inspired by critical theory is a teaching approach traces its roots to Paulo Freire. Freire's work focused on improving the lives of poor people in Brazil. He believed that education and literacy were the key to disrupt the economics-based power structure. In

his seminal work *Pedagogy of the Oppressed* (1970), he asserted that the traditional system of education perpetuated disempowerment (Wink, 2005)

CP as a field encompasses a diverse set of approaches in education that have alternately been called emancipatory, empowering transformative or transgressive education (Hovey, 2004). CP is a natural response to the human condition (Wink, 2005). School the site to save society from catastrophe and it one of the most important institutions through which students can enrich themselves. As McLaren (2003:187) states "schools should be sites for social transformation and emancipation, where students are educated not only to be critical thinkers, but also to view the world as a place where their actions might make the difference". Therefore, CP identifies empowerment as one of its most important tenets and the way to make the values of justice, social responsibility, acceptance, recognition, and respect (McLaren, 2003). Thus, a critical educator is committed to empower the powerless. In this regard, empowerment is the choice for vulnerable and voiceless communities in order to enable them with knowledge and arguments so they can be more critical and aware of their own and others' reality. One of the goals of CP is to create engaged, active, critically thinking citizens (Freire, 1970; Giroux, 1992).

Voice is an important precept on which critical pedagogy rests (Freire, 1970; Giroux, 1992 and Hooks, 1994). Students and teachers already have a voice, but it is a matter of whether or not the context allows for their expression. As she puts it:

*"To engage in dialogue is one of the simplest ways we can begin as teachers, scholars, and critical thinkers to cross boundaries, the barriers that may or may not be erected by race, gender, class, professional standing, and a host of other differences (Hooks, 1994, p. 130)."*

Hook differentiates between CP (a practice of freedom) and education that merely strives to reinforce unequal relations of power, encouraging teachers to believe they have nothing to learn from their students. CP also deconstructs the idea that education is a unilateral relationship between a teacher and the students. It encourages teachers to be as active as they expect their students to be. Therefore, education is redefined as a multilateral relationship where teachers learn as much from their students as students learn from the teacher and each other. For this to happen, it is necessary that we transcend the elitist traditionalism where the teacher knows all and the student does not know anything (Freire, 1985).

CP is a process through which educators and students are invited to ask fundamental questions about "knowledge, justice, equity in their own classroom, school, family, and community" (Wink, 2005:61). In this tradition the teacher works to lead students to question ideologies and practices

considered oppressive, and to encourage liberatory actions and to let individuals respond to the actual conditions of their own lives.

Proponents of CP such as McLaren (2007) and Wink (2005) offer their views on seeing students as partners of dialogic learning. Wink says that “love” is the key, and that teachers should love each kid equally, even though they are misbehaving and seem to degrade the teachers’ exist. Adding to this point Madrid, (1994) affirms that whatever that other might be: someone of a different gender, race, class, national origin; somebody at a greater or lesser distance from the norm; someone outside the set; someone who doesn’t fit into the mental configurations, give our lives order and meaning. CP is essentially pedagogy of love and the manifestation of love is an equal dialogue, which is carried out by means of sympathetic understanding. Freire (1970:77) emphasizes that “dialogue cannot exist in the absence of a profound love for the world and for men”. The teacher who participates in critical dialogue along with the students, contribute them to identify the subjects they consider problematic, and rather than solving problems, reflect back these problems (problem-posing) as the incentive for a process of collaboratively constructed knowledge.

## 1.2. THE PROBLEM

The education conducted in the past did not fully acknowledge the voice of the students as they are considered to know nothing. They instead have to get their mind ready and open for the one-way transmission of information from the teacher to the students which is called the “banking model” or “transmission model” (Wink, 2005: 74). The banking model is a model in which the students are required to memorize materials mechanically given by the teacher so that later they can reproduce the knowledge, especially in the test (Britzman, 2003). When coming to class, the students are asked to open their mind as a “container” to be filled by the teacher, thus “education becomes an act of depositing, in which the students are the depositories and the teacher is the depositor” (Freire, 1970: 58). The assumption is the teacher teaches and the students are taught; the teacher knows everything and the students know nothing and the teacher is the subject of the learning process, while the pupils are mere objects (Freire, 1970).

Unlike the banking model the transformative model is a model to education that is rooted in the experiences of marginalized peoples; that is centered in a critique of structural, economic, and racial oppression; that is focused on dialogue instead of a one way transmission of knowledge; and that is structured to empower individuals and collectives as agents for social change (Hayati, 2010). CP is a viable ELT method that could be rationally implemented (Larson, 2014). Its implementation would result in a move from a *banking approach* to education to a more *transformative approach* (Freire, 1997). The active involvement of the students in classroom and outside the classroom enables them to develop critical thinking skills. Nardos (2000) explains that active learning is likely to be

enjoying, offers opportunity for progress, and thereby fosters positive attitudes towards the subjects. Similarly, Silberman (2006) reminds that real learning is not memorization as most of what we memorize is lost in hours. In order to retain what has been taught, students must put together what they hear and see into a meaningful whole.

The Ethiopian Education and Training Policy and the existing curriculum has widely been advocating active learning approaches (Melese, 2009; MOE, 2002). The curriculum reforms imply a shift from passive-learning to more active education (Leu, 2006). As indicated in the policy document of the Transitional Government of Ethiopia (1994), the previous curriculum design and instructional processes suffered from old and traditional approaches. In order to make the learning-teaching process more relevant to the immediate needs of the students, society, and the nation at large, it is imperative to improve the quality of education in Ethiopia through direct involvement of students in active learning approaches as a means of rectifying the differences in their educational backgrounds. There have been continuous revisions in the instructional approaches to offer quality training and make the active learning practical.

There are some studies conducted regarding CP in relation to EFL internationally. Selcuz & Hursen (2016) examines instructors' views on the principles of CP. The sample includes 66 instructors who worked at the faculty of education of Celal Bayar University. The CP principles scale by Yilmaz (2009) was used to examine the instructors' views on CP by department, seniority, administrative duty (or none), title, and age. The result revealed that their views on CP did not differ by gender and department, but difference was established by title, seniority and age.

Aliakbari & Allahmoradi (2011) also studied Iranian School Teachers' Perceptions of the Principles of CP. A survey conducted on 200 Iranian school teachers' regarding views concerning CP at elementary, secondary, and high school levels. Yilmaz's (2009) Principles of CP scale was adopted and differences in teachers' and views on CP by age, gender, and the level they teach were examined. Data was analyzed using descriptive statistics, t-test, and ANOVA. The results indicated no significant difference between teachers' views concerning the given variables except for gender. Moreover, in spite of teachers' agreement and approval of CP and its principles, the results indicate the absence of CP in the Iranian educational system, which can be attributed to the centralized top-down educational management.

Paudel (2014) also conducted a research on Teachers' Attitudes towards CP and its Practice in ELT Classrooms. A mixed methodological design illustrates a group of Nepali English language teachers' attitudes regarding CP in ELT, focusing on how they employ CP in their classrooms. A sample of 10 teachers was purposively selected from Baitadi and Dadeldhura districts. Five teachers' classes were

observed. The data from the questionnaire revealed that all the teachers are in favor of CP. Quite contrary to it, observation results revealed that they did not embrace CP in their teaching practice.

Noroozisian & Soozabdehfar (2011) studied teaching English through CP: Problems and Attitudes. The study investigated the attitudes and perceptions of language teachers towards teaching English through applying features of CP. The study has been conducted in a small scale with about 10 language teachers from 3 popular institutes in Ardebil, Iran. The research was done through observation and semi-structured interview. The result revealed that there is a positive attitude but most teachers tend not to apply the features of CP.

In fact as far as the researcher's knowledge is concerned no research has been conducted on beliefs and practices of the basic tenets of CP into the ELT classrooms of Ethiopia. In fact there are researches conducted specifically on Peer Assisted Learning (Abiy & Betegiorgies ,2016), Teacher-Student Interaction (Adaba ,2017),Assessment of Student -Centered Learning Methods of Teacher Training College of Hawassa, Ethiopia (Bekele,2016) ,Teachers' Beliefs, Knowledge and Practice of Learner-Centered Approach in Schools of Ethiopia (Yalew,2004), Teachers' Perceptions and Practices of Active Learning in Haramaya University, Eastern Ethiopia: The Case of Faculty of Education (Aschalew,2012) .Each of which are single components of the principles of CP. Even if CP covers a wide range of area regarding socio-cultural components, language and ideology, ethical remarks and educational equity ,learners' requirements and their heterogeneity , students' viewpoints on teaching procedure and first language role and critical thinking ,none investigates these general principles of CP in relation to EFL in Ethiopian context.

Since the ground reality may be different from the above contexts there was a need to examine EFL teachers' attitudes and existing practice of CP in EFL classes in Ethiopian context. The present study differs from the previous ones in that the setting and the participants are different. In addition the design used and the tools are also different.

Researches reveal that teachers' perceptions play an influential role in determining their professional behavior, the way they plan their lessons, the kinds of decisions they make, the way they react towards different methodologies and the specific method they apply in their classrooms (Entwistle et al,2002;Mokiwal & Msila,2013;Shumba,2011;Pecher & Zwaas,2005) .Therefore it is imperative to investigate EFL teachers perception and practice of CP.

### **1.3. OBJECTIVES OF THE STUDY**

The objective of this research is to investigate the perception of EFL teachers on CP and their implementation of it in the language classrooms. To this end the following questions were posed:

1. What is the perception of EFL teachers on the principles of critical pedagogy?
2. Do language teachers implement principles of critical pedagogy in the EFL classes?

The findings of this study hoped to contribute an understanding of the teachers cognition of critical pedagogy and the way how it is implemented in language classes which in return can be an indicator for what to be done in the future on the way that language teachers manage their classroom and tune their instructional practices.

## **2. REVIEW OF RELATED LITERATURE**

### **2.1.WHAT IS CP?**

McLaren (2003) defines CP as a way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relations of the wider community, society, and nation-state. According to Giroux (2004), CP is an educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action. As for Kincheloe (2004), CP is concerned with transforming relations of power that are oppressive and lead to the oppression of people. CP handles education as a political action in order to remove inequality from society and to provide the oppressed with freedom (Kincheloe, 2004; McLaren, 2007).

### **2.2.PRINCIPLES OF CP**

Aliakbari & Faraji (2011) reviewed CP's principles as problem posing education; political educational system; use of authentic materials; paradigm shift in the assumed roles for teachers and students; learners' empowerment; avoidance of marginalization; and development of critical consciousness, praxis, dialogism, and learners' conscientization. This research is conducted based on the above principles of CP. To provide a common background for the research conducted, the principles are briefly introduced.

One principle of CP is problem posing education, introduced as an alternative to banking model education in which the teacher is active and the student is passive in the learning process (Freire, 1970). Problem posing education encourages critical learning and it "aids people in knowing what holds them back and imagining a social order which supports their full humanity" (Shor, 1980:48). One of the teachers' roles in a problem-posing education is to "problematize situations" by presenting to students situations with which they are familiar but in a manner that gets them thinking about those situations in new ways (Freire, 1985: 22).

The use of authentic materials constitutes another principle of CP. The authentic materials help students link their knowledge to the existing problems in society and take necessary actions for their improvement. Ohara, Safe & Crooks (2000) point out that a critical pedagogy lesson plan should be based on authentic materials such as TV programs, commercials, video movies, etc., which are representative of the culture that is to be examined by the students and which serves as the basis for discussion and critical reflection of the culture.

In CP, teachers and students are asked to adopt new roles. In Kanpol's (1999) view, CP seek education by understanding that "authority" has multiple meanings and can be democratically negotiated. The teacher is not the only authority in the classroom. Teachers and students share each other's knowledge.

Praxis is another principle of CP. CP is praxis which constitutes "action and reflection" (Freire, 1985: 155). Praxis involves theorizing practice and practicing theory. Praxis is thinking about what and why you're going to do before you do it and then reflecting on what you did, how you did it, and how it turned out. CP involves an ever evolving working relationship between practice and theory. It is a relationship that is always in progress, involving a constant give-and-take, a back-and-forth dialectical informing of practice by theory and theory by practice. The key in praxis is the ongoing partnership among action, reflection, and dialogue.

For Freire (1970) dialogue is a conversation with a focus and a purpose that shows the object of the study is not the exclusive property of the teacher. Knowledge is not produced somewhere in a textbook and in offices and then transferred to the students. During the dialogical engagement between teacher and students and students themselves, the life experiences of students are underlined through which the students begin to recognize each other as sources of knowledge. While producing and evaluating their learning materials, students are engaged in the decision making process in class, which in turn results in their own decision-making outside the classroom (Auerbach, 1995; Shor, 1996). To have students to decide their own class policy, making an agreement on mode of working, assessment and attendance policy helps promote students participation in decision making and dialogue (Clarke, 1991).

Another principle of CP is conscientization, or raising students' consciousness of the injustices and inequalities surrounding them. Walker (2008) maintains that conscientization cannot exist without praxis; the two exist in unity and express the permanently dialectical characteristics of the way people are and the way they transform the world. He also states that similarly, critical consciousness cannot exist without a sense of historicity. By understanding how the actions of people in the past have led to the current situation of reality, people can then understand how their own actions will have an

impact on the future. Only with historicity and praxis does the attainment of a critical consciousness become a reality.

In an attempt to examine the extent to which teachers' cognition is one such an approach, the present study is intended to describe teachers' implementation of CP in language classes. In so doing it can be identified the extent the teaching-learning process of language resists against or accommodates critical thoughts and ideas.

### 2.3.EFL TEACHERS PRACTICE OF CP

Since 2003, the Government of Ethiopia has officially opted for a seemingly ambitious reform in the structure and content of teacher education and learner-centered learning has become a buzz word for the reform. Employment of learner centered, active learning and problem solving pedagogical approaches and phrases of either educational or political relevance such as: quality, accessibility, relevance, cognitive ability, competence, school experience, etc have been frequently reiterated in various policy documents. Yet, there are complaints by government, parents, teachers and students about the quality of English language teaching at all levels while most of them argue that the very root of the problem is laid in the teaching practices. For the poor performance of Ethiopian students in English language skills, university teachers complain the secondary school teachers; the secondary school teachers in turn complain the primary school teachers. The issue of pushing the problem down ladder of the educational levels than owning and sharing has its own problem and can be the point of discussion elsewhere (Eba,2014).

Success in language learning is impossible and unthinkable without the vital role played by teachers in the classroom. As Palmer (2008) states,

*... the good English classroom will always be a fertile ground for new ideas, have energy about it, be a place where interesting things happen and where there is a creative and reflective approach. This is not to underestimate the sheer hard work involved for teachers and children during periods of change. We can have any number of lists of what ought to be achieved but it is the individual teacher in the classroom who motivates interests and, above all, values and respects their pupils. Some aspects of teaching and learning may be transformed by technology but we will always need the skill and commitment of teachers who are very good models, of confident and articulate speakers, sympathetic listeners and enthusiastic readers and writers.*

Even if the literature recommends creative and reflective approach research findings confirmed that the society mainly value authoritarianism which instills in the students a sense of conformity rather than creativity (Habtamu, 1998 cited in Yalew, 2004). Yalew's research confirmed that teachers are in favor of conventional teaching methodology. The culture is characterized by high degree of power



where teachers are expected to be dominant and know everything: present the lesson dominating the class, strictly manage the class and tell the students what to do, to be considered effective. His finding also revealed that teachers determine what the students should learn, regardless of their preferences, interests, aptitudes and competencies which have little benefit to them. In the same vein Adaba (2017) in his research found out that the teachers in the sample did not teach through pairs and small groups. In addition to this, they did not act as facilitators, advisors and coordinators. It has been also observed that the teachers did not diagnose problems students face unless they are asked for help. The students also did not actively participate during the speaking activities because lack of background knowledge, attitudinal problems, fear of making mistakes, lack of confidence and lack of personal motivation. The finding revealed that communicative activities like storytelling, interview and debating, role play, simulation, language games and information gap activities, dialogues, discussions, presentations and role-plays were not presented during the classroom interaction in speaking sessions.

#### **2.4. PERCEPTION OF EFL TEACHERS ON CP**

In the classroom the traditional lecture format rooted in the banking concept of education provides teachers a safer, more reassuring way to teach (Shor, 1992). Students themselves are socialized from their earliest experiences in school to expect some manifestation of the banking concept of education in their classrooms (Monchinski, 2008). Enough students accommodate themselves to the banking concept which further legitimizes it. Teachers that attempt to bring more democratic methods to the classroom may face not only institutional but student resistance. Pecher & Zwaan (2005), conceptions are one of the key issues in cognitive psychology that are concerned with how people represent knowledge about different objects. According to Entwistle et al. (2002), teachers' conceptions of teaching have their origins in their prior experiences and beliefs, and these conceptions affect their current decisions about how to teach in the classroom. In language teaching in particular, the teachers' prior language learning experiences as pupils and in teacher education are major influences on the teachers' conceptions which ultimately affect their current teaching approach (Mokiwal & Msila, 2013). Shumba (2011) have revealed that teachers' conceptions of teaching have played a major role in shaping their instructional practices in classroom contexts.

### **3. RESEARCH METHOD**

#### **3.1. DESIGN**

A descriptive survey design was employed to attain the aim of the study. Therefore, information gathered here was analyzed quantitatively.

#### **3.2. PARTICIPANTS**

Five M.A. language teachers were randomly chosen from the seven higher education preparatory schools (a total of 35) in Central Gondar town, North-West Ethiopia. They were all interested to participate in the study.

### **3.3. DATA COLLECTION INSTRUMENTS**

The study was conducted through a survey questionnaire and structured observation. The questionnaire was aimed at investigating the perception of EFL teachers on CP. The actual implementation or practice of the principles of CP in the classroom was triggered through observation. The observation checklist was produced based on the literature on principles of CP. The observation , after having agreed with the class teachers , was held only at once in the seven classes with the seven teachers that are randomly selected from the seven schools.

### **3.4. INSTRUMENTATION**

CP questionnaire developed and validated by Macki & Alibakhshi (2011) and Paudel (2014) were adapted and used to collect data for the study. The questionnaire was piloted and reliability was reported to be 0.82 through Cronbach alpha coefficient. Therefore, it was considered as a reliable instrument for collecting data on perception of CP. The questionnaire included 32 Likert scale items which ranged from strongly disagree to strongly agree that are rated 1 to 5. The questionnaire's underlying constructs were examined and 6 factors or components were identified. The factors identified in the questionnaire items were: socio-cultural components( item 1-8),the role of L1 and teaching topics ( items 9-16),ethical remarks and educational equity(items17-20),learners' requirements and their heterogeneity(items 21-25) , teaching procedure ( items 26-29) and critical thinking ( items 30 -32).

The CP observation checklist was developed by the researcher based on the literature which contains 20 items that are related to the items in the questionnaire so that they can help to see if teachers practice what they believes. Then they were evaluated by TEFL instructors and amendments were made based on comments.

### **3.5. PROCEDURE**

The questionnaire was administered to higher education preparatory school EFL teachers enrolled in Central Gondar town, North-West Ethiopia. Before filling out the questionnaire, the EFL teachers were told the purpose of the questionnaire and that their participation was voluntary, besides, the questionnaire had a time limit (20'). They were also asked to answer as honestly as possible. The survey was kept anonymous to counteract the tendency of the participants to answer in a way they think the researchers would like.

One teacher who was randomly selected from the seven schools (seven in total) was observed at once in the actual classes teaching. The observation was held after getting consent with the selected EFL teachers.

## 4. RESULTS

### 4.1. RESULTS FROM THE QUESTIONNAIRE

As indicated in the ‘Methodology’ section of this paper, thirty two items having six factors were used to assess teachers’ perception of CP. The results of the study are summarized in the following table.

*Table 1: Descriptive statistics for responses of factor one: Socio-cultural components*

No	Perception	SD	D	NC	A	SA
1	Learning is a social process and it takes place as a result of social interaction.	0(0%)	6(17.14%)	3(8.57%)	10(28.57%)	16(45.71%)
2	Interaction, discussion, collaboration, sharing and generating ideas should be teaching learning tools in ELT.	4(11.42%)	3(8.57%)	1(2.85%)	13(37.14%)	14(40%)
3	Whatever is said in the class should help improvement of the society.	0(0%)	5(14.28%)	4(11.42%)	13(37.14%)	13(37.14%)
4	Students must realize their knowledge in the society.	2(5.71%)	0(0%)	2(5.71%)	15(42.85%)	16(45.71%)
5	School is an appropriate place for discussing social problems and issues.	5(14.28%)	4(11.42%)	1(2.85%)	12(34.28%)	13(37.14%)
6	The cultural content of ELT materials should be from the countries where English is spoken as a native language.	6(17.14%)	3(8.57%)	3(8.57%)	10(28.57%)	13(37.14%)
7	Students’ local culture should be content of teaching.	4(11.42%)	2(5.71%)	0(0%)	14(40%)	15(42.85%)
8	Educational subjects can be domesticated.	10(28.57%)	14(40%)	0(0%)	5(14.28%)	6(17.14%)

As indicated in the above table 8 items were presented to gather information on the socio cultural components of CP, so based on that under item number 1, 26(74.28%) agreed that they were of the perception that learning is a social process and takes place as a result of social interaction. Similarly

27(77.14%) believed that interaction, collaboration, sharing and generating ideas should be teaching learning tools in ELT as stated in item number 2. In responding to item number 3, 26(74.28%) perceived that whatever is said in the class should help improvement of the society. The purpose of question number 4 was about students realization of their knowledge in the society in that 31(88.56 %) of the respondents had a positive stand on it. Item number 5 which stated that school is an appropriate place for discussing social problems and issues the majority 25(71.42 %) of the respondents agreed to it. In the same vein for item number 6 more than half of the respondents 23(65.71%) stated that cultural content of ELT materials should be from the countries where English is spoken as a native language. As can be understood from the above table under item number 7 29(82.85%) showed agreement to the idea that students' local culture should be content of teaching. Whereas For item number 8 that is educational subjects can be domesticated 24 (68.57%) stated that they disagreed to the issue.

**Table 2: Descriptive statistics for responses of factor two: Role of L1 and Teaching Topics**

No	Perception	SD	D	NC	A	SA
9	English is best taught monolingually (only through English medium) .	5(14.28%)	5(14.28%)	1(2.85%)	10(28.57%)	14(40%)
10	Learning English has priority over learning Lingua Francua.	1(2.85%)	3(8.57%)	5(14.28%)	11(31.42%)	15(42.85%)
11	In English teaching to make students accent close to that of native speaker is the most important point.	4(11.42%)	4(11.42%)	2(5.71%)	12(34.28%)	13(37.14%)
12	In English teaching as a foreign language Ethiopian language must not be used.	5(14.28%)	5(14.28%)	1(2.85%)	10(28.57%)	14(40%)
13	L1 can, sometimes, be used to facilitate communication and comprehension in English classes.	13(37.14%)	12(34.28%)	2(5.71%)	4(11.42%)	4(11.42%)
14	Teacher must be aware of hidden curriculum and ideologies hidden in contents of educational course book.	2(5.71%)	5(14.28%)	4(11.42)	12(34.28%)	12(34.28%)

15	Local and real-life related events and experiences can be good topics in ELT as global topics.	4(11.42%)	3(8.57%)	0(0%)	12(34.28%)	16(45.71%)
16	Global issues and problems (environmental, social, etc. issues) can be a suitable source of English classes.	2(5.71%)	3(8.57%)	0(0%)	15(42.85%)	15(42.85%)

In the above table 8 items were presented to collect information on the role of L1 in the EFL class and the teaching topics. Based on that on item number 9, 24(68.57%) of the respondents agreed that English is best taught monolingually. For item number 10 the majority of the respondents 26 (74.27%) replied that they believed learning English has a priority over learning lingua franca. The purpose of item 11 was to find out if the aim of teaching English is to make students have an accent closer to natives. In that the majority 25(71.42%) agreed to the issue. As per item number 13 respondents 24(68.57%) replied that they believed that in teaching English as a foreign language Ethiopian language must not be used. Item number 14 stated that teacher must be aware of hidden curriculum and ideologies hidden in contents of educational course book. In that 24 (68.56%) agreed to it. In the response given for item number 15, 28(79.71%) of the respondents replied that they believed that local and real-life related events and experiences can be good global topics. As stated in the above table for item number 16, 30 (85.70%) agreed that global issues and problems (environmental, social, etc. issues) can be a suitable source of English classes.

**Table 3: Descriptive statistics for responses of factor three: Ethical Remarks and Educational Equity**

No	Perception	SD	D	NC	A	SA
17	Decisions about educational system are made by executive directors in a top-down process.	4(11.42)	3(8.57%)	10(28.57%)	9(25.71%)	9(25.71%)
18	Teaching methods in the classroom lead to creation and reinforcement of social equalities.	0(0%)	0(0%)	0(0%)	15(42.85%)	20(57.14%)
19	There should be relation between students' abilities and learning	0(0%)	0(0%)	0(0%)	16(45.71%)	19(54.28%)

	styles and the teachers teaching methods and techniques.					
20	Considering diversity in language teaching is an essential issue.	2(5.71%)	3(8.57%)	0(0%)	10(28.57%)	20(57.14%)

The items in table 3 portrayed the results found on ethical remarks and educational equity. Based on that on item number 17, almost half 18(51.42%) of respondents stated that they believed that decisions about educational system are made by executive directors in a top-down process and a considerable number of respondents 10(28.57%) remained giving no comment. For item number 18 and 19, all 35(100%) agreed that teaching methods in the classroom lead to creation and reinforcement of social inequalities and there should be relation between students' abilities and learning styles and the teachers teaching methods and techniques respectively. Item number 20 was about considering diversity in language teaching, 30 (85.71%) of the respondents agreed respectively to it.

**Table 4: Descriptive statistics for responses of factor four: Learners' Requirements and their Heterogeneity**

No	Perception	SD	D	NC	A	SA
21	A teacher Teaching method should be compatible with students' interest.	2(5.71%)	4(11.42%)	0(0%)	15(42.85%)	14(40%)
22	Course book contents must be based on the analysis of students need.	3(8.57%)	1(2.85%)	2(5.71%)	13(37.14%)	16(45.71%)
23	If students are not satisfied with contents and way of teaching, teachers must revise them.	1(2.85%)	1(2.85%)	0(0%)	17(48.57%)	16(45.71%)
24	Learning attitudes and styles of male and female students are different.	3(8.57%)	2(5.71%)	2(5.71%)	14(40%)	14(40%)
25	While teaching in classroom, teachers should make all the students carry out the same activities.	17(48.57%)	16(45.71%)	1(2.85%)	1(2.85%)	0(0%)

As it is seen in the above table for item number 21, 29(82.85%) of them responded that they agreed teachers should use teaching methods compatible with students' interest. The purpose of item number 22 was finding out the perception that course book contents must be based on the analysis of students need and 29(82.85%) of the respondents showed agreement. Item number 23 asked if teachers revise the lesson when students are not satisfied with the content and way of teaching then 33(94.28%) of them agreed to it. With regard to the issue that learning attitudes and styles of male and female students are different on item 24, 28(80%) showed harmony with it. For item number 25 none of them agreed that teachers should make all the students carryout the same activities whereas 33 (94.28%) believed that teachers should make all the students carryout the same activities.

**Table 5: Table 1: Descriptive statistics for responses of factor five: Teaching Procedure**

No	Perception	SD	D	NC	A	SA
26	Tests must be prepared in the way that only to evaluate students	4(11.42%)	3(8.57%)	1(2.85%)	13(37.14%)	14(40%)
27	The only person who must think about students is the teacher, and students do not have qualification and ability to think about their affaires.	12(34.28%)	15(42.85%)	3(8.57%)	2(5.71%)	3(8.57%)
28	Only the teacher must speak in the class and students must only listen	16(45.71%)	14(40%)	0(0%)	2(5.71%)	3(8.57%)
29	It is not necessary for the students to play a role in determining educational materials and resources.	14(40%)	15(42.85%)	0(0%)	3(8.57%)	3(8.57%)

In table five 4 items are included to see the teaching procedure based on that on item number 26, 27 (77.14%) believed that tests must be prepared in the way that only to evaluate students. For item number 27, the only person who must think about students is the teacher, and students do not have qualification and ability to think about their affaires the majority 27(77.13%) stated disagreement to it. Item number 28 that is only the teacher must speak in the class and students must only listen 30(75.71%) showed disagreement. Regarding the unnecessary for the students to play a role in determining educational materials and resources, the majority of the respondents 29(82.85%) showed disagreement.

**Table 6: Table 1: Descriptive statistics for responses of factor six: Critical thinking**

No	Perception	SD	D	NC	A	SA
30	Students must think about what they learn and take practical steps to realize them.	1(2.85 %)	1(2.85 %)	3(8.57 %)	14 (40%)	16(45.71 %)
31	Language is a dynamic process which students learn by doing not only memorization	1(2.85 %)	2(5.71 %)	0(0%)	12(34.28 %)	20(57.14 %)
32	Prior experiences of students provide the basis for learning new subjects and materials.	1(2.85 %)	1(2.85 %)	0 (0%)	13(37.14 %)	20(57.14 %)

Table six showed results gained from the questionnaire on critical thinking. Based on it item number 30 stated that students must think about what they learn and take practical steps to realize them and for that the majority 30(85.71%) of the respondents gave agreement. Regarding item number 31 that is language is a dynamic process which students learn by doing not only memorization 32(91.32%) agreed to it. For item number 32, 33(94.28%) of the respondents believed that prior experiences of students provide the basis for learning new subjects and materials.

#### 4.2. RESULTS FROM THE OBSERVATION

The purpose of conducting observations in EFL classes was to examine the teachers' practice of CP in the actual classroom. Accordingly, observations of grade 11 EFL teachers each one time were conducted. The results are presented in the following table:

**Table 1: Results of Classroom Observation**

No.	Items	Yes	No
1	Students learn through interaction	0 (0%)	7 (100%)
2	Examples given are related to students everyday life	1 (14.28%)	6 (85.71%)
3	Lessons are related to the culture of the learners	1 (14.28%)	6 (85.71%)
4	There is the use of L1 when necessary	1 (14.28%)	6 (85.71%)
5	There is code switching to explain difficult concepts	5 (71.42%)	2 (28.57%)
6	The teacher explain concepts beyond the textbook	1 (14.28%)	6 (85.71%)
7	Global issues and problems are used as resource	1 (14.28%)	6 (85.71%)
8	Participatory teaching method is used	1 (14.28%)	6 (85.71%)
9	The lesson is adopted to the context	0 (0%)	7 (100%)
10	Methods related to the students ability and learning styles are used	1 (14.28%)	6 (85.71%)



11	Examples and contents are adopted to the interests of students	0 (0%)	7 (100%)
12	Both genders are entertained equally in the class	2(28.57%)	5 (71.42%)
13	When students seem confused clarification is given	3 (42.87%)	4 (57.14%)
14	Different tasks are given for different students	0 (0%)	7 (100%)
15	Question and answers are used to assess learning	2 (28.57%)	5 (71.42%)
16	The teacher is the transmitter of knowledge	6 (85.71%)	1 (14.28%)
17	There is a balance between teacher's and students' talk	1(14.28%)	6 (85.71%)
18	Students are asked to reflect on the lesson	1 (14.28%)	6 (85.71%)
19	Schemata is used	2 (28.57%)	5 (71.42%)
20	Students learn by practice	1 (14.28%)	6 (85.71%)

Regarding the socio cultural issues three items were analyzed. For item number one 7(100%) of the observation revealed that the lessons were not interactive and the students were asked to listen what the teacher brings to the class. The item which investigates the examples used in the EFL classroom (item number 2) the majority of the observation 6(85.71) revealed that the examples used were not related to the real world or the everyday life of the learners. With regard to the lessons relation with the culture of the learners (item number 3) the majority of the observation 6(85.71%) revealed that the lessons are unrelated with students culture.

Regarding the role of L1 and teaching topics four items were analyzed. For use of L1 when necessary (Item number 4) only 1 (14.28%) use L1 in ELT classes when necessary and they do not use appropriately. For item number 5 5(71.42%) were seen to code switch while explaining difficult concepts while the remaining 2(28.57%) do not. As to item number 6 the majority, 6 (85.71%), were found that they do not explain concepts beyond the textbook. With respect to the issue of using global issues and problems as resources (item number 7) 6(85.71%) were observed not using them as resources while 1 (14.28%) use them as resources.

Items 8-10 were on ethical remarks and educational equity. With regard to using participatory teaching methods to address equity (item number 8) only 1(14.28%) of the observation revealed that the classes were participatory and almost all 6(85.71%) didn't use participatory teaching methods. To see the degree to which the teachers participate in decision making process the researcher tried to observe if the teacher adopts the lesson to the context (item number 9) and in here in all of the classes observed 7(100%) the teachers were not seen to adopt the lesson. As the methods used in relation to students learning styles and ability (item number 10) only 1 (14.28%) used the method accordingly while the rest did not.

Learners' requirements and their heterogeneity were observed on items 11-14. From the observation for item number 11 it is revealed that all of the respondents did not adopt examples and contents that

are of students interest. With regard to entertaining both genders in the classroom participation (item number 12) only 2 (28.57%) fulfilled that but the rest of the observation 5(71.42%) had that deficiency. In relation to giving clarification when the students seem confused (item number 13) 3 (42.87%) do that but the rest 4(57.14%) did not fulfill that. None of the observation reveals that different tasks are given for different students (item number 14).It seems that the tasks given are all the same for the students.

Items 15-17 were used to examine EFL teachers' classroom practice of teaching procedure. Regarding the use of question and answer to assess learning (item number 15) 2 (28.57%) were observed to use it as a teaching technique whereas 5 (71.42%) did not use it. The checklist item that states the teacher is the transmitter of knowledge (item number 16) in 6 (85.71%) of the observation revealed that the teacher transmits knowledge while the students passively listen and only 1 (14.28%) revealed that there was teacher-student and students-student interaction to construct knowledge. When the balance between students and teachers talk examined (item number 17) the observation showed that only 1(14.28%) showed the balance whereas the rest 6(85.71%) was of teachers' dominated class.

Items 18-20 saw the entertainment of critical thinking in EFL classes. As it is found from the observation for item number 18 only 1(14.28%) of the observation revealed that students are asked to reflect up on the lesson while the rest did not. Regarding using schemata (item number 19) 2 (28.57%) of the observation seen to apply it but 5(71.42%) did not. On the other hand the observation on the issue that students are made to learn through practice (item number 20) only 1(14.28%) of the observation showed that students are let practicing whereas the majority 6(85.71%) did not.

## 5. DISCUSSION AND CONCLUSION

In order to provide answers to the questions posed in this study, quantitative data was drawn upon. The quantitative data gathered through a validated questionnaire paved the way for answering the first research question which accounts for EFL teachers' perception of CP principles. Then, the other quantitative data obtained via observation checklist provided the researcher with information about the actual practice of CP in EFL classrooms.

Regarding the first question that is the perception of EFL teachers' on the principles of CP the majority of the respondents more or less have positive perception to the factors that represent the CP principles. The factors emerged were socio cultural components, the role of L1 and teaching topic, ethical remarks and educational equity, learners' requirement and heterogeneity, teaching procedure and critical thinking.

For the first factor, socio cultural component, the majority perceived that learning is a social process and takes place through interaction, collaboration discussion sharing and generating ideas. This is in line with what Silberman (2006) stated focusing on interaction that is knowledge is not produced with the intentions of somebody's belief but it is generated in the process of interaction between the reader and the writer, and between the teacher and the learner at the time of teaching. In the same vein Moll et.al (*n.d*) as cited in Fekede (2019) added that knowledge is a social construction rooted in the nexus of power relation. Teachers can use their authority to create relationships which, in turn, enhances an education relationship that challenges schooling notions of oppressive race, class, and gender stereotypes. Critical pedagogy requires a classroom environment that is democratic, where viewpoints of students are highlighted through discussion and debate and there is shared power and dialogue among teachers and students (Aliakbari & Allahmoradi, 2011). The majority also had a belief that students must realize their knowledge in the society and whatever is said in the classroom should help in improving the society and schools are the appropriate places to for discussing social issues and problems. Ornstein & Hunkins (1993) agreed to this issue that education is a tool to change and convert the society. In the same vein Bercaw & Stooksberry (2004) agreed that every student must be educated so as to be an active member of the democratic society. Still the majority perceived that students' local culture must be the content of teaching. With this Kincheloe (2008) accepted that CP is a cultural theory which views knowledge as the representation of those who produce and distribute it. Paudel (2014) also added that CP is the approach of appropriating discourse where students own tradition, culture and needs are valued. However the majority of the respondents perceived that ELT materials should be from the countries where English is spoken as a native language and educational subjects can't be domesticated. This belief of respondents contradicts what Freire (1970) called dialogics. Friere called this anti-dialogics and results in cultural invasion.

The second factor is the role of L1 and teaching topics. The majority of the respondents believed that English is best taught mono-lingually and no Ethiopian languages must be used. In addition they believed that students need to be made to have native like accent. Regarding this (Freire, 1970:73) opined that 'without dialogue there is no communication, and without communication, there can be no true education'. An individual's L1 is part of his or her identity, so if the aim is to empower and respect people's voices, the first step is to establish a context in which more of the learners' first language is included in L2 settings as a teaching aid (Fekede, 2019). The result also showed that there is a strong belief that teachers must aware the hidden curriculum and ideologies of educational course book. In contrast McLaren (2003) believed that the hidden curriculum and ideologies keep teachers as slaves to economic and political system, so that they can't follow their interests and creative in the classroom. The finding also showed that local, global, real life related events, experiences issues and problems are suitable for ELT classes. In line with this Pudal (2014) focused on appropriating, connecting and incorporating real life topics in to the classroom. Lissovoy (2008) also agreed that CP

connects students to urgent global questions and to critical reading of power. Davari, Iranmehr and Erfani (2012) also suggested thinking globally and acting locally in perspective of preparing the students for a changing world.

The third factor was ethical remark and educational equity. In that the result showed that half of the respondents stated that there should be a top-down structure in making educational decision. However Phyak (2011) contradicts it saying that in EFL change can occur, not through global top-down imposition, but from a bottom-up, localized perspective. The result also revealed that the teaching methods should lead to social equity and diversity needs to be considered. Similar to it Alibakhshi (2011) posited that if language learners' personality type, attitudes, learning styles, and interests are not given weight in language teaching procedure, learning cannot easily and smoothly take place and learners' achievements will abruptly decrease. In addition, Monchinski (2008) surmised that Knowledge in critical pedagogy is situated and context specific. Regarding the relationship between teachers teaching methods and students ability and learning styles the result showed that the majority shared the idea. Language teaching and learning must be connected to the objectives of educating students, to understand why things are the way they are and how they got to be that way (Simon, 1992). Critical ESL pedagogy is the "pedagogy of hope" (Freire, 1992). Still the majority perceived that teaching methods in class must lead to creation and reinforcement of social equalities. In line with this Giroux (1992) says critical educational theorists attempt to empower the powerless and to transform social inequalities and injustices.

Factor four was about learners' requirement and heterogeneity. In that the result revealed that teaching methods and contents must be of students' interest, learning attitudes and styles. This is consistent with Shore (1992) 'concept of power sharing' which considers students need as an input for curriculum design. In addition Shore remarked that topics should be locally situated and should meet learners' need in the society which they live in. Regarding the activities given the finding showed that the majority believed that similar activity should be given for all the students which is in the opposite pole to Giroux (1992) that is CP offers preferential options for the weak and marginalized students. He further states that critical theorists focus on individualism and autonomy, the liberal democracy.

The fifth factor was the teaching procedure. The result revealed that tests must be prepared only to evaluate students. This idea supports banking model of education, in which students are required to memorize materials mechanically given by the teacher so that later they can reproduce the knowledge especially in the test, which opposes the transformative model (Britzman, 2003). The result also revealed that it is not only the teacher who must think about the students and students do have the ability to think about their affairs. This is explained by Freire (1970) as 'banking model' and 'problem posing education'. The result was in line with problem posing model which contradicts the

idea of considering students as an empty vessel. It was also found that it is not only the teacher that must speak and the students that only listen. In line with this Hayati (2010) stated that the transformative model of education focused on dialogue instead of a one way transmission of knowledge. Nardos (2000) also supported this idea that active learning is enjoyable and offer opportunity for progress, thereby foster positive attitude towards the subject.

The sixth factor was critical thinking. In that the result showed that language is dynamic so students must learn by doing not by memorization. Silberman (2006) supported this idea that real learning is not memorization, so to retain what has been taught students must put together what they hear and see in to a meaningful whole. It was also found that prior experience provide for learning .this is in harmony with Walker(2008) that is critical consciousness cannot exist without historicity and by understanding how the action of people in the past have led to the current situation of reality then understand what their own action impact the future.

In order to answer the second research question, the observation checklist result was analyzed. Results of this section indicated that unlike the perception the practice was not that good. Regarding socio-cultural factor it is proved that the classes were not interactive, lessons weren't related to the students' culture and the examples given were not related to the everyday life of the learners. Davari et.al (2012) suggested that local culture needs to be incorporated in the curriculum. The real-life topics are of importance to see how social actors experience and negotiate cultural difference in their society and how their social relations and identities are shaped and re-shaped (Wise & Velayutham, 2009). With regard to the role of L1 and teaching topic the finding revealed that the majority were not seen to use L1 when necessary .In contrast Freire & Macedo (1987) agreed that in observing one's human right and dignity, the first step is to respect their linguistic human rights. The majority did not use global issues and problems as resources. However, Wise & Velayutham (2009) argued that CP not only values real life local events but also, it connects students to urgent global questions and to a critical reading of power. It is suggested that incorporating real-life concerns and global issues as teaching topic, not only bring interest in students but also make the students updated with the global trends. Ethical remark and educational equity was the third item observed .In that no participatory teaching approach was seen, lessons were not adopted to the context and different teaching methods were not employed. This contradicts with the idea that curriculum in CP is based on the idea that there is no one methodology that can work for all population (Fekede, 2019). CP as a field encompasses a diverse set of approaches in education that have alternately been called emancipatory, empowering transformative or transgressive education (Hovey, 2004).On the factor learners requirement and heterogeneity the observation revealed that examples and contents were not adopted to the students interest and diversity and in terms of gender and ability . This contradicts to Robertson (1994) in a true dialogical relation there is equal opportunity for all members to speak, everyone respects another's right to speak and all ideas are tolerated. With regard to teaching

techniques the teacher was the one who transmit knowledge and there was no balance between teacher's and students' talk. Unlike the finding Freire (1998) claimed that dialogue must balance teacher authority with student input. With respect to critical thinking the observation revealed that there were no reflections, no schema was used and students didn't learn through practice. This is against critical education that is students actively involved in their own education and critical consciousness is brought about not through intellectual effort alone but through praxis: through the authentic union of action and reflection (Freire, 1998;1970).

The finding revealed that EFL teachers' classroom practice is against the Education and Training Policy as the existing curriculum of Ethiopia which call for active-learning. The curriculum reforms initiated imply a shift from passive-learning to more active education (Leu, 2006). In general the finding of this study is consistent with Paudel (2014) and Noroozisian & Soozabdehfar (2011) that even if all the teachers are in favor of principles of CP, quite contrary to it they did not embrace the principles of CP in their actual teaching practices.

## **6. IMPLICATIONS OF THE STUDY**

Findings of this study indicated even if teachers have positive views toward the principles of critical pedagogy, there is an absence of practice of principles of critical pedagogy in the higher education preparatory schools of Gondar town in Ethiopia. It implies a great gap between perception and practice of principles of critical pedagogy. The results of this study can make researchers to find out the hindering factors to practice principles of critical pedagogy that can direct ELT policy makers to consider the requirement for implementing critical pedagogy in ELT education. Other implications of the study can be a call for modifying the educational procedures to problem posing ones to make learners properly involved in the learning process.

## **7. SUGGESTIONS FOR FURTHER RESEARCH**

Driven by the findings valuable recommendations for further studies are put forward. It is suggested that this study can be replicated at a national level including a large number of subjects to heighten the generalizability of the findings. It is also recommended to conduct the same study with other variables added such as gender, experience, qualification which may lead to differences among teachers' perceptions and practices on the principles of CP. It is also a good idea to examine factors that affect the implementation of CP in the EFL classroom. The instruments of this study were limited to a questionnaire to EFL teachers and observation of lessons; further studies can adopt other instruments such as interviewing teachers and students, questionnaire for the students in order to understand their awareness of critical pedagogy and its principles. In addition text books and tests analysis could be made to examine how well principles of CP included in them.

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