

Engaging Critical Pedagogy in the Current English Language Classroom: Challenges and Opportunities

-Dipak Kumar Bohara

Article History:

Received Date: January 27, 2024

Reviewed Date: July 25, 2024

Accepted Date: August 28, 2024

Corresponding Author:

Dipak Kumar Bohara

Email: dkbohara1215@gmail.com

Article DOI:

<https://doi.org/10.3126/jonk.v2i1.91283>

Copyright Information:

Copyright 2024 Author/s and Nepal

English Language Teachers'

Association, Karnali Province

Publisher

Nepal English Language Teachers'

Association Karnali Province

Surkhet, Nepal

Email: neltakarnali2019@gmail.com

Abstract

As the world becomes increasingly diverse and interconnected, the importance of cultivating critical perspectives and communication skills in language education is paramount. This study aims to investigate the challenges encountered by teachers and learners in implementing critical pedagogy while exploring the potential benefits it can bring to the language learning process. Drawing on the secondary source of data, the paper offers insights into strategies for addressing challenges and maximising opportunities for a transformative and inclusive ELT classroom. Furthermore, the paper scrutinises the adaptability of Critical Pedagogy to diverse cultural and linguistic contexts, emphasising its potential to enhance language proficiency while nurturing socially responsible global citizens. Practical strategies for educators are discussed, including the incorporation of inclusive materials, fostering dialogue, and promoting student agency. By addressing the challenges head-on and harnessing the opportunities presented, this paper focuses on the meaningful integration of Critical Pedagogy in the English language classroom, promoting a more reflective and socially conscious approach to language education in the current landscape of English language teaching in Nepal.

Keywords: Critical pedagogy, transformative classroom, interactive learning, language proficiency

Introduction

The concept of critical theory was initially attributed to the Frankfurt School of thought (Hawkins & Norton, 2009), which was later rooted in the works of a Brazilian Philosopher

Paulo Freire in his world-famous book '*Pedagogy of the Oppressed*'. It is mainly concerned with social transformation and educational change, which seeks to empower people to challenge the oppressive situation in their lives (Samacá Bohórquez, 2012). The term Critical Pedagogy (CP) can be viewed as a rigorous inquiry about what a teacher has been, what a teacher is and what he/she will be in the future (Samacá Bohórquez, 2012). According to (Giroux, 2020), education is the praxis of liberation, emancipation from oppression, which supports students to develop their own perceptions and positions in the learning environment. Furthermore, speaking in a conference proceeding, the pioneers of critical pedagogy, Giroux et al. (2006, September) presented a valuable framework to address social injustice and promote equality within the field of education. These scholars assert that education is not a neutral entity but rather a platform where power dynamics and societal inequalities persist. Critical pedagogy aims to uplift marginalised individuals and cultivate a more just society. McLaren (2015) argues for the transformative potential of education in addressing social disparities. His approach delves into class struggle and Marxism. McLaren and Giarelli (1995) advocate for critical pedagogy as an avenue to expose students to the social and economic forces shaping their lives, fueling their desire to question established ideologies and strive for societal progress.

Context of the Study

Various national and international studies reveal that due to the global mobility of the students across the world, the classroom dynamics have been so diverse. There seems to be a new wave of thinking regarding the role and goals of education as well as the process of teaching and learning in the educational arena (Hawkins & Norton, 2009, p. 30). With regard to the significance of language, Hawkins and Norton (2009) further argue that "language is not neutral; it explicitly or implicitly conveys meanings, intentions and assumptions". In this ever-evolving landscape of education, the implementation of critical pedagogy in English language teaching has emerged as a topic of great interest and importance. A study in the context of the US by Pinedo et al. (2021) found that the students who enrolled, particularly from marginalised classes, in the courses that applied critical pedagogy remained more engaged in classroom activities and also performed higher Grade Point Average (GPA) than the other students. A similar study in a Canadian university suggested that CP is more relevant in the neoliberal era for restructuring the present education setting in and out of academic institutions (Lawrence, 2015). Another study in the Asian context highlighted that CP as an approach encouraged educators to involve all the stakeholders, such as teachers, parents, students, administrators and government officials to make a meaningful dialogue to rethink and improve the learning environment in the schools (Valdez, 2020). Study in the Nepali context by (Sharma & Phyak, 2017) argued that the ideological tension in teachers' knowledge, teaching philosophies and practices is the starting point for the educational transformation in a multilingual and multicultural context to share common ideas like Nepal. As we navigate the challenges and opportunities of the current ELT classroom, it becomes crucial to explore how this approach can empower both teachers and students. Critical pedagogy encourages a deeper understanding of power dynamics, social justice, and equity within the educational system (Freire, 2020, pp. 360-375). By fostering critical thinking, it aims to create a learning environment that challenges

traditional norms and empowers students to become active participants in their own education. However, implementing CP in English language teaching is not without its obstacles.

Presently, in Nepal, English teacher education takes place through two different approaches. The universities are responsible for conducting pre-service teacher education programs, while the Ministry of Education operates the in-service teacher training programs. The pre-service teacher education programs consist of a four-year B.Ed. program and a four-semester MEd program, with each semester lasting six months. Both the B.Ed. and M.Ed. programs include a one-month practicum at the conclusion of the coursework (Shrestha & Gautam, 2022). Nevertheless, the pre-service teacher education programs conducted by universities have faced criticism for their lack of connection and relevance to real-world classroom challenges, making them incapable of effectively addressing the issues teachers encounter in actual teaching environments.

Critical pedagogy empowers students and redefines the relationship between teacher educator and teacher learners in equitable ways. The modern classrooms are supposed to enhance opportunities for learners. Today's curriculum needs to change the structure and dynamics of class, making the students responsible for the decision-making process, supporting the 'Problem Posing Education' by Freire against 'the banking model of education' (Alam, 2013). These scenes have influenced the curriculum and pedagogical practices in ELTE (English Language Teacher Education) in Nepali universities. Wijngaards-de Meij and Merx (2018) suggest that the curriculum plays a crucial role in shaping the education system and ensuring students develop the necessary competencies for their chosen fields. They further complement their idea that a well-designed curriculum should align with the desired outcomes and cater to the needs of students and the job market. It encompasses the content, structure, and sequencing of courses, as well as the learning objectives and assessment methods.

The curriculum of ELTE programs in Nepal often lacks coherence and alignment with the changing demands of English language teaching. There is a need to update the curriculum to reflect the latest pedagogical approaches, theories, and research findings (Paudel, 2019). The predominant pedagogical approach in ELTE programs in Nepal tends to be traditional, teacher-centred methods. The emphasis on rote learning and grammar instruction often limits students' communicative abilities. Moate and Cox (2015) suggest that incorporating learner-centred and communicative pedagogies can better equip future English language teachers with the necessary skills and knowledge. This study draws upon the challenges faced by educators and the opportunities that arise from embracing this transformative situation.

Methodology

To explore the challenges and opportunities of implementing critical pedagogy in contemporary English language classrooms, this study adopts a qualitative content analysis method (Bowen, G.A. 2009). This approach enables a systematic examination of textual data, such as academic articles, policy documents, and classroom narratives, to uncover recurring themes and patterns relevant to pedagogical practices. As outlined by Denzin and Lincoln (2018) qualitative inquiry is inherently interpretive and reflexive, allowing researchers to engage deeply with the real-life situation of the classroom. The process of data collection involved an extensive literature review across peer-reviewed journals, books, and institutional

reports, guided by the principles of rigorous qualitative synthesis. Cohen et al. (2005) emphasise the importance of triangulating sources to enhance validity and depth in educational research. Furthermore, thematic analysis was employed following Braun and Clarke's (2006) six-phase framework, which includes familiarisation with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This method facilitated the identification of nuanced pedagogical tensions and transformative opportunities within English language teaching. The integration of these analytical strategies ensures a comprehensive and critical engagement with the literature, aligning with the emancipatory goals of critical pedagogy.

Result and Discussion

This section aims to contribute to the ongoing discourse on fostering critical thinking and social consciousness within the realm of English language education through a synthesis of empirical findings, pedagogical insights, and practical considerations.

Current Policies, Programs and Praxis

Tribhuvan University, as the main academic institution, takes on the responsibility of providing pre-service training for lower secondary and secondary teachers, offering a comprehensive range of teacher education programs, such as a 3-year B.Ed. Program, Master's, M.Phil., and PhD programs (Pradhan, 2011). Similarly, Purbanchal University has recently introduced a B.Ed. and M.Ed. Program and Kathmandu University offer M.Ed., M.Phil. and PhD programs. Several educational researchers reported that there has been a mismatch between educational systems, policies, language teaching and the students they teach. For example, the National Curriculum Framework (NCF) for ELTE provides guidelines for the development of teacher education programs. It outlines the core competencies, knowledge, and skills that English language teachers should possess. The NCF emphasises learner-centred and communicative approaches, promoting the use of interactive teaching methods and integrating technology in language instruction (CDC, 2007). However, the research shows that the policies and practices do not match when we observe on the ground.

Since teachers are the key agents to address the educational inequality, they need to play a crucial role to empower the marginalised students by reconstructing learners' belief system (Sawant, 2016). Moreover, they need to respect and encourage students of diverse languages. The Language-in-Education Policy recognises the importance of multilingualism in Nepal and supports the use of multiple languages in education. It encourages the integration of English language teaching across the curriculum to enhance students' proficiency and communicative abilities. The policy emphasises the training and professional development of English language teachers to implement effective language instruction. Various universities and teacher training institutions in Nepal offer the B.Ed. in English program. It provides foundational knowledge in the English language and literature, pedagogical theories, and teaching methodologies. The program includes practical teaching experiences through internships or teaching practice, which allow prospective teachers to apply their knowledge in real classroom settings.

Several universities in Nepal offer postgraduate programs, such as the Master of Education (M.Ed.) in English Language Education, focusing on advanced theoretical knowledge and research in ELTE. These programs aim to develop teachers' research skills, critical thinking, and pedagogical expertise. They often require the completion of a thesis or research project related to ELTE. The government, in collaboration with various organisations and institutions, conducts in-service training programs for practising English language teachers. In addition to this, these programs aim to upgrade teachers' skills, provide professional development opportunities, and familiarise them with new teaching methodologies and materials. In-service training programs are often conducted during vacations or on weekends to accommodate teachers' schedules.

The current research has focused on social justice to address institutional as well as individual differentials. However, the study reveals that even though there are provisions requiring teacher preparation for diversity and inclusion, both pre-service university courses and in-service teacher training programs fail to adequately equip teachers in addressing social justice issues in diverse classrooms (Koirala, 2021). Instead, teacher education programs primarily concentrate on generic teaching skills, English language proficiency, instructional methods, and designing teaching materials. The current policies and programs in Nepal emphasise communicative approaches to English language teaching, promoting student-centred and interactive methodologies (Henri et al., 2017). This shift from traditional rote learning methods encourages active engagement, language production, and meaningful communication among learners.

The policies and programs recognise the potential of technology in enhancing English language teaching and learning. Efforts are being made to integrate technology into ELTE programs with multimedia resources, online platforms, and computer-assisted language learning (CALL) tools (Paudel, 2021). This allows for greater access to authentic materials and interactive language practice.

Critical Pedagogy: Teachers' and Students' Roles

McLaren (2015) suggests that the teacher's role in the classroom is that of a facilitator and guide who aids students in developing critical awareness and engaging in transformative action. The teacher is responsible for cultivating a classroom environment that fosters dialogue, critical inquiry, and social analysis. He further underscores the significance of teachers as activists who challenge oppressive structures and strive for societal change. In this approach, teaching practices encompass integrating social issues into the curriculum, encouraging student's society, and nurturing a sense of unity and collective action.

Apple (2012) conceptualises the teacher's role as that of a critical analyst and activist who examines how education perpetuates social inequalities and strives for transformative change. He further explains that the teacher critically examines the curriculum, textbooks, and educational policies to uncover biases and inequities, challenging prevailing educational practices. Interestingly, he emphasises the role of the teacher as a change maker, dismantling oppressive structures and advancing social justice. In this approach, teaching practices entail critically analyzing and transforming curriculum and pedagogy to address societal issues and promote equity. Furthermore, the teacher serves as a model for critical thinking, challenging

oppressive power structures, and advocating for social justice. Giroux (2020) emphasises the significance of teachers as public intellectuals who analyse and critique social issues while encouraging students to do the same. In this approach, teaching practices encompass integrating critical pedagogy into the curriculum, promoting media literacy, and encouraging students to question dominant narratives.

Giroux (2020) emphasises the cultivation of critical consciousness and the promotion of active citizenship as essential educational outcomes for students. Students are regarded as active participants in their education, engaging in critical thinking and analysis of power structures. He promotes student-centred learning approaches that foster critical thinking, encourage collaborative learning, and involve students in projects addressing social issues. The implications of his perspectives for teaching and learning practices encompass creating inclusive and democratic classroom spaces, encouraging critical analysis of media and popular culture, and promoting civic engagement. In addition to this, Apple (2012) emphasises the development of critical consciousness and a critical understanding of power dynamics in education. Students are perceived as active learners who engage in critical thinking and analysis of educational practices. He advocates for student-centred learning approaches that foster critical engagement with the curriculum, encourage questioning of knowledge, and promote a sense of agency and advocacy. The implications of his perspectives for teaching and learning practices include critically examining and transforming curriculum materials, creating inclusive and equitable classroom environments, and fostering student agency and activism.

While exploring the scholarly debate on critical pedagogy, all emphasise the importance of teachers as critical intellectuals who challenge oppressive structures and promote social justice (Apple, 2012; Giroux, 2020; McLaren, 2015). They also highlight the agency of students in critically engaging with knowledge, questioning prevailing ideologies, and taking action. The implications of their views for teaching and learning practices encompass creating democratic and inclusive classroom environments, integrating social issues into the curriculum, fostering critical thinking and analysis, and promoting student agency and activism.

Challenges of Implementing Critical Pedagogy

One of the primary challenges in implementing CP in English language teaching is the lack of awareness and understanding among educators (Joseph Jeyaraj & Harland, 2016). Many teachers may not be familiar with the principles and practices of critical pedagogy, or they may have misconceptions about its purpose and effectiveness. This lack of awareness can hinder the adoption and implementation of critical pedagogy in the classroom. Educators need access to professional development opportunities and resources that can help them gain a deeper understanding of critical pedagogy and its potential impact on English language teaching (Loughran, 2002). The study further emphasises that only experiencing alone does not help to reflect upon the existing situation, and it necessitates a kind of revolution to transform the legacy of existing situations.

Another significant challenge is the resistance (Chlapoutaki & Dinas, 2016) from traditional teaching methods and curriculum. A study in Hong Kong clearly illustrates that the education system, particularly in many traditional settings, often emphasises rote learning, memorisation, and standardised testing (Lin, 2012). For example, the administrative culture

does not seem to be supportive of promoting creative and innovative tasks in school as extracurricular activities. These practices do not align with the principles of critical pedagogy, which seeks to promote critical thinking, creativity, and students as change makers in society. The deep-rooted nature of traditional teaching methods and curriculum can make it difficult for educators to implement critical pedagogy effectively. Overcoming this resistance requires a shift in mindset and a willingness to challenge and reevaluate established norms and practices in English language teaching.

Implementing critical pedagogy in English language teaching may also face challenges due to the workload for teachers. For instance, teachers need to perform an unnecessarily heavy load of internal and external paperwork for evaluation, and they won't get time to think about any innovative and creative work in the classroom (Lin, 2009; Lin, 2012). In addition, the study further suggests that there are challenges due to language proficiency and cultural barriers. English language learners, especially those in multilingual and multicultural contexts, may struggle with the language demands of critical pedagogy. Understanding and engaging with complex texts and discussions can be challenging for students who are still developing their English language skills. Additionally, cultural differences may impact students' ability to comprehend and participate fully in critical pedagogy activities. Teachers need to be mindful of these barriers and find ways to scaffold instruction and create inclusive learning environments that support all students.

In many educational systems, there is an overemphasis on standardised testing and accountability measures. This focus on measurable outcomes can be a significant barrier to implementing critical pedagogy in English language teaching. Critical pedagogy prioritises process-oriented learning, critical thinking, and reflection, which may not align with the narrow focus on test scores and predetermined curriculum objectives. Educators may feel pressured to prioritise test preparation and content coverage, limiting their ability to fully embrace and implement critical pedagogy in the classroom (Chlapoutaki & Dinas, 2016). Addressing this challenge requires a shift in educational policy and a broader recognition of the value of critical pedagogy beyond standardised test results.

Opportunities for Implementing Critical Pedagogy

One of the significant opportunities of implementing critical pedagogy in English language teaching is the fostering of critical thinking and problem-solving skills among students. According to Pessoa and de Urzêda Freitas (2012), the language classroom is considered the best platform for genuine interaction and critical awareness since CP is not just theories, but a new paradigm of thinking, living and doing. CP encourages students to question, analyse, and evaluate information and ideas. By engaging in critical dialogue and reflection, students develop the ability to think critically and make informed decisions. Wink (2005) illustrates that CP helps to reflect our past and future by empowering us to learn, relearn and unlearn regarding our perceived understanding of teaching and learning. These skills are essential not only for language proficiency but also for success in the 21st-century workforce, where critical thinking and problem-solving are highly valued.

As has been claimed by Pennycook (2004), the classroom is a miniature society for reflecting, reproducing and reshaping the whole world. It promotes inclusivity and social

justice in the classroom. By examining power dynamics and social inequalities, educators can create a learning environment that values diversity and challenges oppressive systems. It also provides an opportunity for teachers to reflect on their classroom practices, student interactions, and the effectiveness of methodologies and strategies that suit their students' contexts (Shor & Freire, 1987). The same study further suggested that CP offers an opportunity to foster a collaborative learning environment where both teachers and students actively participate in the co-creation of knowledge through dialogic pedagogy. An English language teaching classroom can be a good platform for creating a wide diversity of ideas where learners and teachers have the opportunity to interact spontaneously, recreate their own world and develop a collective identity for social justice, equity, and human rights (Giroux et al., 1989, p. xii). Through critical pedagogy, students can develop an understanding of their own identities and the experiences of others, fostering empathy, respect, and a commitment to social change.

Implementing critical pedagogy in English language teaching can enhance student engagement and motivation. By incorporating real-world issues and contexts into the curriculum, educators can make learning more relevant and meaningful for students (Wood, 2000). Critical pedagogy encourages active participation and student agency, empowering students to take ownership of their learning. This increased engagement and motivation can lead to improved language acquisition and overall academic success.

Strategies for Implementing Critical Pedagogy in ELT

To overcome challenges and maximise the benefits of critical pedagogy, it is vital to offer professional development opportunities for teachers. Educators require access to training, workshops, and resources that deepen their understanding of critical pedagogy principles, instructional strategies, and assessment techniques. By investing in teacher professional development, educational institutions can enable teachers to implement critical pedagogy effectively in English language teaching.

Implementing critical pedagogy requires collaboration among teachers, parents, and the community (Fobes & Kaufman, 2008). Engaging stakeholders in the educational process fosters a shared understanding of critical pedagogy's goals and benefits. Collaboration can take the form of parent-teacher meetings, community involvement in classroom activities, and partnerships with local organisations. By involving all stakeholders, critical pedagogy can be integrated holistically into the English language teaching curriculum and create a supportive network for students' learning and growth.

Technology and multimedia resources offer valuable tools for implementing critical pedagogy in English language teaching. Kincheloe and Steinberg (1998) emphasised that on interactive online platforms, digital resources and multimedia materials can enhance engagement, provide authentic language experiences, and facilitate critical thinking activities of the learners. They further suggested that teachers should incorporate videos, podcasts, and online discussions to promote reflection and encourage students to explore different perspectives. By leveraging technology, educators can create dynamic and interactive learning environments that align with the principles of critical pedagogy.

Conclusion

In light of the evolving dynamics within contemporary English Language Teaching (ELT), the application of critical pedagogy offers substantial promise for transformative educational engagement. By addressing the challenges of awareness, resistance, language proficiency, and standardised testing, educators can unlock the transformative power of critical pedagogy. The opportunities of fostering critical thinking, promoting inclusivity and social justice, and enhancing student engagement provide a promising path forward. By providing professional development opportunities, fostering collaboration, and incorporating technology, teachers can create vibrant and empowering learning environments. As Freire (2018) reminds us, teachers do not just teach subjects in a classroom, but teach them the issues of social injustice, inequality, and hegemonic power so that they can easily tackle the oppressed situations in society. Introducing critical pedagogy in English language teaching is a necessary step towards shaping the future of education and equipping students with the skills and knowledge they need to thrive in an ever-changing world.

References

- Alam, M. (2013). Banking model of education in teacher-centered class: A critical assessment. *Research on Humanities and Social Sciences*, 3(15), 27–31.
- Apple, M.W. (2012). Cultural politics and the text. In *Knowledge, power, and education* (pp. 168–185). Routledge.
- Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706QP063OA>
- CDC. (2007). *National Curriculum Framework*. Ministry of Education, Science and Technology.
- Cohen, L., Manion, L., & Morrison, K. (2005). *Research Method in Education* (5th ed.). Routledge Falmer.
- Chlapoutaki, E., & Dinas, K.D. (2016). Obstacles in implementing critical pedagogy. *Multilingual Academic Journal of Education and Social Sciences*, 4(1), 88–94. <https://doi.org/10.6007/MAJESS/v4-i1/7356>
- Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). sage.
- Fobes, C., & Kaufman, P. (2008). Critical pedagogy in the sociology classroom: Challenges and concerns. *Teaching Sociology*, 36(1), 26–33.
- Freire, P. (2018). *Teachers as cultural workers: Letters to those who dare teach*. Routledge.
- Freire, P. (2020). Pedagogy of the oppressed. In *Toward a Sociology of Education* (pp. 360–375). Routledge.
- Giroux, H. (2020). *Critical pedagogy*. Springer.
- Giroux, H., McLaren, P., & Apple, M.W. (2006, September). 6th National Congress on Research in Education and Pedagogy. *Centro Compensar, Bogotá*

- Giroux, H.A., McLaren, P.L., McLaren, P., & Peter, M. (1989). *Critical pedagogy, the state, and cultural struggle*. Suny Press.
- Hawkins, M., & Norton, B. (2009). *Critical language teacher education* (Vol. 30).
- Henri, M., Johnson, M.D., & Nepal, B. (2017). A review of competency-based learning: Tools, assessments, and recommendations. *Journal of engineering education, 106*(4), 607-638. <https://doi.org/10.1002/jee.20180>
- Joseph Jeyaraj, J., & Harland, T. (2016). Teaching with critical pedagogy in ELT: The problems of indoctrination and risk. *Pedagogy, culture & society, 24*(4), 587-598. <https://doi.org/10.1080/14681366.2016.1196722>
- Kincheloe, J.L., & Steinberg, S.R. (1998). *Unauthorised methods: Strategies for critical teaching*. Psychology Press.
- Koirala, K.P. (2021). Multicultural classroom teaching in Nepal: perspectives and practices of a secondary-level science teacher. *Cultural Studies of Science Education, 16*(4), 1163-1182.
- Lawrence, M. (2015). Beyond the Neoliberal Imaginary: Investigating the Role of Critical Pedagogy in Higher Education. *Journal for Critical Education Policy Studies (JCEPS), 13*(2).
- Lin, A. (2009). Local interpretation of global management discourses in higher education in Hong Kong: Potential impact on academic culture. *Inter-Asia Cultural Studies, 10*(2), 260-274.
- Lin, A.M. (2012). Critical practice in English language education in Hong Kong: Challenges and possibilities. *Critical ELT practices in Asia, 71-83*.
- Loughran, J.J. (2002). Effective reflective practice: In search of meaning in learning about teaching. *Journal of Teacher Education, 53*(1), 33-43.
- McLaren, P. (2015). *Life in schools: An introduction to critical pedagogy in the foundations of education*. Routledge.
- McLaren, P., & Giarelli, J.M. (1995). *Critical theory and educational research*. SUNY Press.
- Moate, R.M., & Cox, J.A. (2015). Learner-Centred Pedagogy: Considerations for Application in a Didactic Course. *Professional Counselor, 5*(3), 379-389. <https://doi.org/10.15241/rmm.5.3.379>
- Paudel, P. (2019). University teachers' attitudes towards the English language curriculum of the M.Ed. semester system. *Journal of NELTA, 24*(1-2), 107-125.
- Paudel, P. (2021). Information and Communication Technology in Foreign Language Classes in English: Roles and Practices. *International Journal of Technology in Education and Science, 5*(1), 37-55. <https://doi.org/10.46328/ijtes.179>
- Pennycook, A. (2004). Critical moments in a TESOL praxicum. *Critical pedagogies and language learning*.
- Pessoa, R.R., & de Urzêda Freitas, M.T. (2012). Challenges in critical language teaching. *Tesol quarterly, 46*(4), 753-776.
- Pinedo, A., Vossoughi, N., & Lewis, N.A. (2021). Critical Pedagogy and Children's Beneficial Development. *Policy Insights from the Behavioural and Brain Sciences, 8*(2), 183-191. <https://doi.org/10.1177/23727322211033000>
- Pradhan, L. (2011). Teacher education in Nepal. *Journal of Educational and Social Research, 1*(5), 75-80.

- Samacá Bohórquez, Y. (2012). On Rethinking Our Classrooms: A Critical Pedagogy View. *How*, 19(1), 194–208.
- Sawant, D. (2016). Role of IQAC in maintaining quality standards in teaching, learning and evaluation. *Pacific Science Review B: Humanities and Social Sciences*, 2(2), 66–69.
- Sharma, B.K., & Phyak, P. (2017, 2017/07/03). Criticality as Ideological Becoming: Developing English Teachers for Critical Pedagogy in Nepal. *Critical Inquiry in Language Studies*, 14(2-3), 210-238. <https://doi.org/10.1080/15427587.2017.1285204>
- Shor, I., & Freire, P. (1987). *A pedagogy for liberation: Dialogues on transforming education*. Greenwood Publishing Group.
- Shrestha, P., & Gautam, G.R. (2022). *English language teaching, learning and assessment in Nepal: Policies and practices in the school education system*. British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/2022-04/ELT%20learning%20and%20assessment%20in%20Nepal_April%202022_new2.pdf
- Valdez, P.N. (2020). Research in Critical Pedagogy: Implications for English Language Classrooms in Asia. *PASAA: Journal of Language Teaching and Learning in Thailand*, 60, 222-236.
- Wijngaards-de Meij, L., & Merx, S. (2018, 2018/07/03). Improving curriculum alignment and achieving learning goals by making the curriculum visible. *International Journal for Academic Development*, 23(3), 219-231. <https://doi.org/10.1080/1360144X.2018.1462187>
- Wink, J. (2005). Critical pedagogy: Notes from the real world.
- Wood, K. (2000). The experience of learning to teach: Changing student teachers' ways of understanding teaching. *Journal of Curriculum Studies*, 32(1), 75-93. <https://doi.org/10.1080/002202700182862>

Dipak Kumar Bohara is a teacher and educator with over two decades of experience in the field of English Language Teaching (ELT), working in various roles from schools to universities. His academic contributions have been published in reputable journals, including Springer Nature, KMC Journal, and the Gandaki Journal. His recent scholarly work explores the challenges and opportunities of implementing critical pedagogy in the ELT arena.