



## Probability of Critical Pedagogy Engaged Secondary Level EFL Classrooms of Bangladesh

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### Acknowledgement

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প্রগল্ভতা। (Tagore,1892)

**Abstract:** This paper aims to scrutinize the feasibility of the critical pedagogy approach in the secondary level EFL classrooms of Bangladesh. The Researcher has conducted a quantitative and qualitative approach based on two central research questions. Twenty teachers take part in the survey and interview. Two teacher-educators also take part in the discussion for more in-depth information. In total twenty-two, participants take part in the research. Although there are some obstacles, secondary-level English teachers and teacher-educators appreciated implementing a critical thinking approach. Through the exploration procedure of the feasibility of the critical thinking approach, the Researcher concludes that the self-modification of students besides standard and sophisticated thinking strategies in the secondary level Bengali medium school could be plausible by English teachers.

### 1.1 Introduction

Bangladesh's secondary level education system faces many challenges when teaching English as a mandatory subject in Bengali medium classrooms. With the advancement of technology, the English language teaching field is exploring diversity in teaching methods. In-service English teachers of Bengali medium schools are experiencing the same kind of multifariousness. The effectiveness of in-service teachers and teachers' capability in the classroom is questionable in Bangladeshi secondary level education. The questioning approach of students and the fight against domination policy named by Ira Shor as 'Situated pedagogy' as critical literacy reshapes under this crucial approach (SL Macrine, 2009). This paper aims to



discover the applicability of the concept of critical pedagogy, a teaching method in Bengali medium EFL classroom.

### **1.2 Context of the study:**

The Bangladeshi secondary level education system is separate into three significant streams –The National secondary level (secular), The English medium education (EME), and the Madrasa education or religious stream. The Researcher conducted the study for national secondary level English language teachers. The insufficient quality of teachers and the vast majority of students in Bengali medium schools, fewer teachers without any well-academic background are the reasons the Bangladeshi education system could not fulfill its sustainable goals. Besides, The Elite English medium schools are offering far better quality education professionally. These two mediums are dividing the nation into two criteria besides the English teachers into two groups. The study explores the opportunity of the critical pedagogy approach as well as the Bengali medium.

### **Central Research Question**

- How feasible the concept of critical pedagogy is in secondary level EFL classrooms?
- What can be an English language teacher's role while implementing critical pedagogy in secondary level EFL classroom?

### **2.0 Literature Review**

This chapter reviews the literature that is relevant to this study. The relevant literature also points to the gap, the Researcher strives to fill out. The concept of critical pedagogy has been explicating in a manner where power is similarly a strategic tool. It assists with creating just as appropriate the obtaining of information on the students about the subject all alone. Freirean theory based on a principal constituent that learning stands with taking major attempt that reflects on results which are not a materialistic understanding but a cognitive process. (Yeasmin & Rahman, 2012).

### **2.1 Problematic areas of secondary level Bengali medium**

From the time of the Grammar translation technique to the audio-lingual strategy, the professional role as an instructor in the EFL school room has migrated progressively. The past



twenty years have seen developing knowledge with continuous speculations of second language instruction and facilitator training. Although implementing the critical pedagogy approach is challenging. Teachers as feedback providers remain silent to observe how students deal with the lessons and their natural outcome. Although it represents task-based critical thinking, a student-centred learning technique is not always the right way to conduct the class (A. Sultana, 2009).

Coordinating text and practising critical thinking every day needs mastery of proficiencies as this. The situation recognizes as paper-thin hegemony (Ericson, 2008). The classroom is the area where an instructors' direct method represents their weaknesses (Billah M, 2013). The professional authority of teachers matters in the lecture hall. Teachers' preparedness for sharing ideas without prevarication in the class strongly encourage learners to construct their imagination and become conscious about critical pedagogy as well as solve any problematize the situation rather than becoming passive recipients of any text (A.Abednia and M. Izadinia,2012).

## **2.2 Research design:**

The Researcher followed both quantitative and qualitative approaches. The Researcher first conducted a survey, then took an interview. The Researcher conducted an interview and survey among secondary level Bengali medium schools of Dhaka city. In the survey, teachers and teacher educators both participated willingly. There were five interview questions and eight survey questions for teachers and only four interview questions for teacher educators to know the depth of the research. Teachers' perceptions and teacher educator's experiences both enlightened the Researcher to construct the study successfully.

## **2.3 Participants:**

The Researcher collected data through a telephone interview and surveyed through the medium of telephone and social networking site (messenger) where all the participants were from four Bengali medium schools, and two of the teacher, educators, were from renowned teacher training institutions. By maintaining ethics, it was indeed assured to the participants that their identity had been kept anonymous for their sense of confidentiality and satisfaction.



#### **2.4 Sampling of the Research:**

The Researcher had surveyed ten teachers from four Bengali medium schools in Dhaka city before the Pandemic situation started. The rest of the data collection took place through a telephonic interview and Facebook (messenger). Teachers participated in interviews and surveys from the same four Bengali medium schools after the pandemic situation stabilized. Each participant took 20-25 minutes at the interview and survey as the Researcher had to explain the interview questions and survey statements in detail. The Researcher only took interviews of both teacher educators for 15-20 minutes.

#### **2.5 Instrumentation:**

The interview questions had designed in two parts. At first, 16 teachers gave some general information about their academic background, then they were asked for giving an interview over the telephone, video call, and email. Survey questions had designed according to the 'Likert scale' by keeping the same theme which was 'Critical thinking'. The 20 teachers from Bengali medium schools gave their general information then answered in the classroom also the other 15 teachers in telephone and messenger; the Researcher ticked on their behalf. Each statement carried five options. The options were –strongly agree, agree, neutral, disagree and strongly disagree.

#### **Data collection:**

Data was collected from Bengali medium school's English teachers of Dhaka city. The Researcher took permission from the authority before collecting data from teachers. Due to the pandemic situation rest of the data were collected through telephone interviews and social networking sites, and (Facebook Messenger). It was not a suitable situation to conduct a research amid an emergency also teachers were busy because of continuing online classes during Ramadan time. For in-depth information, the the Researcher took the interview and surveyed the 20 English language teachers with well academic background as well as with teacher training experience and two experienced teacher educators and designed survey questions to get as much information.



**Findings:**

Regarding delivering humanistic approach on secondary level EFL classroom:

Regarding statement 1 -showed 14 teachers among 20 teachers, which means 70% teachers emphasized that they strongly support the view of the humanistic approach while 2 replied of being agreed with the statement that represented 10% of teachers’ response. 1 teacher expressed a dilemma of being neutral that showed 5% teachers’ response. 1 teacher disagreed in the topic that explained 5% response and two teachers represent 20% response of being opposed for being unfamiliar with the concept. The mean score of 4.25 pointed out of being strongly agreed with the statement. The standard deviation is 1.37.

No. of teachers	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)	Mean Score	Interpretation Scale Indicate	Standard deviation
20	5*5	7*4		6*2	2*1	3.35	Agree	1.42
Teachers responses in Percentage	25%	35%		30%	10%			

**Teachers’ Response on**

**Statement 2**

*Discuss beyond text book:*

Table-2

Probability of critical pedagogy engaged secondary level EFL classrooms.

In the table-2 data showed five teachers that meant 25% of teacher responded strongly agree. Seven teachers agreed with the statement, which represented 35% of teachers’ positive attitude and six teachers, 30% teachers, showed a negative perspective of disagreeing another



two teachers that are 10%, supported the strongly disagree statement. The Mean score of 3.35 showed Agree option of the interpretation key scale. The standard deviation is 1.42.

There were 20 teachers as participants who took part in the interview. Thirteen female instructors were from the Bengali medium, and seven male facilitators (Profiles are in the methodology section). Their statements have written on notes because they were not comfortable recording their responses. Their interview responses are below in a narrative form-

### **Opinions about student-centred teaching classroom**

Teacher no 1. stated that in the secondary level English as foreign language partaker of lecture room wish to practice new things and usually have inquisitive behaviour to learn something new; however, the junior class is an ideal field to practice critical thinking implementing student-centred classrooms. Teacher no 2. stated that each student wants to be valued by their teacher in the EFL classroom. Teacher no 3. responded by mentioning her experience of teacher training that at the secondary level, a student usually remains on the stage of remembering the volume of Blooms' Taxonomy (Bloom, 1956/2001) a teacher had better inspire them to increase the level up to applying as well as evaluating. Four teachers responded in disagreement by mentioning in the Bangladeshi EFL classroom environment, teacher-centred classrooms are more suitable in the secondary field. Nonetheless, student mostly depends on shadow education. Besides, shadow education in Bangladesh is problematic in the academic development of a learner as it hampers their analytical skill.

### **Opinions about avoiding rigorous learning and inspiring critical thinking**

In this regard instructor, 7. replied he plays a guessing game that is similar to provoke an imaginative idea and extend thinking. Learners' lackness to heeding attention to the textbook contents turns the instructor's efforts pointless. Teacher no 8. replied that encouraging questioning and reducing the anxious nature of students is the first and foremost duty of a teacher. Teacher no 9. showed a positive attitude for avoiding rigorous learning. He stated that apart from learners, the parents of the students also want language learning to be more effective alongside practical. Therefore, avoiding rote learning is indispensable. Teacher no 10 learners for interpersonal learners attending these kinds of classes are uncomplicated. Perceptive thinking



could create a biased environment for those students who are reserved. Teacher no 11 answered rote learning is the biggest obstacle for asking questions to students. Asking a question and expressing understanding in a non-native language is difficult for the native learner. Although EFL language class instructors usually try to stick to the target language.

Sometimes, some teachers also got confused about their questioning about any particular topic. Twinning is important between teacher and student. Teacher no 15 stated that teachers in the Bangladeshi context prefer to maintain formal communication. Only a few allow the open discussion to create a platform for questioning and open discussion inside and outside the class.

### **Opinions about participatory learning technique**

About this concern facilitator, no 16 showed a demotivating attitude toward the participatory learning technique. According to the participant, Bengali medium schools manage strict classroom timing, so the participatory learning technique is quite difficult in a real-life scenario. Teacher no 13 stated that participatory learning needs proper lesson planning and students need guidance. Another two teachers support the idea similarly by mentioning that it is a constructive idea on the learner-centred approach, therefore, encouraging teachers to implement communicative language teaching in their classroom. Six teachers showed positive behaviour about the open-ended question and mentioned peer correction. In the assessment system, the facilitator of the Bengali medium got training in the B. E.D. program; nevertheless, they are not aware of the peer feedback. Besides, regarding feedback, the EFL instructors of the Bengali medium are victims of misconceptions.

Teacher no 15 stated that instructors had a better welcome peer-correction technique. Students need to follow peer correction techniques to develop themselves as critical thinker.

### **Response about promoting classroom democracy**

Regarding this issue teacher, no 11 replied that teaching is a challenging job. From the Grammar Translation Method to Communicative Language Teaching, an instructor's role has migrated noticeably. Moreover, for an English language instructor intelligence development of a learner is a salient factor.



Teacher no 14 responded positively. She thinks if a teacher plays his/her role as facilitator and makes opportunities for autonomous learners' expository ideas would be easy to implement at the secondary level classroom of English language. Teacher no 15 responded negatively by answering that Multi- engaged vocal classrooms become noisier and confusing. For a teacher portraying a dual role indicates teacher identity crisis as well. Nonetheless, he finds himself flexible in lecture-based teaching. According to the teacher no 16, evaluating learning ability by maintaining the journal of learner's growth of analytical skill is training that inspires teachers to be fair. Critical thinking is an alternative if teachers cannot perform their duty accurately. Teacher no 19 stated that for the interpersonal learner critical pedagogy approach helps them in speaking fluently.

Teachers need to focus on four modules of language learning. Regarding this, the teacher no 20 says that Critical pedagogy reduces memorizing the composition and paragraph part, and students will be able to write not only by using their imagination but also by improving their writing. Teacher no 17 replied that the second level is the tender stage of student academic life that why they should focus on learning grammatical rules and applying them correctly in the examination. In his opinion, the tertiary level is most feasible for practising critical thinking. Another three teachers stated in disagreement with using the critical pedagogy approach and said communicative language teaching focuses on meaning entire conversation and fluency, but the GTM method is mandatory as students need good marks.

#### **Responses regarding practical implementation of critical thinking at the secondary level:**

Four of the teachers showed a receiving attitude towards motivating evaluative thinking. Teacher no 14 stated that it is a threat to the direct method of teaching. Teacher no15 added that the secondary level is feasible for implementing critical thinking because, in this phase, students can learn through brainstorming and role playing using a standard English form. Teacher no16 stated that Bengali medium teachers need to acquire a sophisticated way of using English as many students need. However, they will never reach the level of English medium school.

#### **Analysis of teacher -educator opinions on open-ended interview questions:**



There was two teacher educator who took part in a telephone interview. The first participant was male, besides the second participant was female. Both gave opinions from experiences. The Researcher wrote down their statements. They are present in the analysis as participant no-1 and participant no-2.

**i) Opinions about developing classroom facilitator training skills for encouraging critical thinking on secondary level Bengali- medium schools:**

First expressed mixed responses in his opinion part taker -1 stated that classrooms with many students are a big issue. He mentioned his experience and said that a Handon approach (Dewey, John1938) transform into real-life practice by implementing critical pedagogy. According to the second participant, she showed a positive attitude towards developing critical thinking at the secondary level. Participant -2 added that developing critical thinking among students could help teachers to become more skilled and proficient. Moreover, instructors of the secondary level need to receive their training from the government or renowned organizations.

**ii) Responses regarding learner encouragement on raising their voice for questioning rather than memorizing lessons:**

Participant no-1 stated affirmatively and narrated that student involvement is essential as questioning can improve their speaking and listening skills. In this regard, facilitator instructional strategies could represent their quality and what they have achieved after teacher training. Participant no -2 pointed out about sustainability of teachers and quality education.

She assumed that teachers' effectiveness could encourage students to be more creative in imagining besides empowering their voice to raise the question. She mentioned another fact that students need to grasp the English language book EFT contents alongside subject matter. That is why a facilitator teaching method can play a significant role in encouraging learner awareness.

Overall narrative suggested that, Socratic questioning enhances the judgmental ability of a learner. Pedagogic potential among teachers needs guidance from teacher educators in EFL classrooms. However, drilling and memorization is a misleading teaching method brings the disastrous effect in English language learning. The majority of the instructors trust critical pedagogy is a fruitful method of teaching English as a prime subject in the secondary classroom.



Teachers' political point of view and leadership quality will demonstrate rather than explaining through a critical thinking approach. Instructors identification reshape when he/she perform the role of facilitator in overflowing place as well as without being observed by higher authorities.

**Conclusion:**

By all the given responses, opinions, and proven results, the study of the perception comes up with the decision that the critical thinking approach is a reliable teaching technique to edify Bengali medium secondary level school.

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