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**Critical Pedagogy and its Implementation at the University of Abd Elhamid
Ibn Badis University, and Mostaganem**

Dissertation Submitted in Partial Fulfillment for the Requirement of a Master Degree in
Didactics and Applied Linguistics

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Dedication

I dedicate this work to all members of my family for their continuous encouragement.

To my parents in particular for their unconditional love and for being a constant source of support.

To my friends who helped and supported me directly or indirectly to finish this work.

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Abstract

Raising the oppressed and marginalized learners' awareness of their role and position in society, and encouraging them to improve their life conditions in order to participate in building a just and democratic society are the main aims of the higher education. One potential way of achieving these goals is adapting critical pedagogy as an approach of teaching. In this prospect, our foremost purpose is to investigate Mostaganem University teachers' awareness of the meaning of critical pedagogy and its main aspects, and to examine whether the curriculum is designed according the features of that pedagogy. To accomplish this study, an interview, classroom observation and a syllabi analysis were the instruments used to collect qualitative data. The obtained data indicated that critical pedagogy is not common among the teachers and is not implemented as an approach of teaching. The study tried to put forward a set of recommendations about the importance of implementing critical pedagogy aspects in teaching learners.

Key words: oppressed, marginalized, awareness, just, democratic society, critical pedagogy, education, critical pedagogy.

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General Introduction

General Introduction

General Introduction

Education is a pillar of every country in the world, and it is the source of success to every student since it gives them samples of problem solving in order to prepare them for their future lives. What teachers have to know, that learners are required to be prepared to face the challenges of life efficiently, because education improves one's knowledge, skills and develops his personality and attitudes to improve his life conditions. So, he will be able to take a better and informed decision with the use of his knowledge. Most noteworthy, it makes a person independent, when someone is educated enough he will not have to depend on anyone else, but he will be self-sufficient to earn for himself and lead a good life.

To reach that point, the teachers need to adopt the learner-centered approach in teaching English, that is to say; engaging them in the learning process and making them the prime centerpiece of the teaching practices. And fostering critical thinking skills is one way to achieve the active learning in classroom, which helps students to judge the credibility of the sources, the teachers' knowledge and do not take any information for granted. In addition, it is important that teachers relate what is taught in the classroom with real life; and with what is happening in the society to raise the learners' critical consciousness and awareness about the political matters and the social inequalities, in order to be empowered and to work toward more just society. One way can facilitate the realization of these practices by adopting critical pedagogy as an approach of teaching.

The source of motivation for this work is the observation of the teachers, the fact that they still use the conventional approach instead of the learner centered method. In which the teachers are the pillar of knowledge and the learners are the receivers, they base their teaching on repetition and memorization, so in this way the student get the passive role in the educational process. In other words, the educators do not treat the students as humans; who have different needs; interests and learning styles, but they adopt one-size-fits-all approach. Moreover, the learners are not engaged in debates and discussions to construct their knowledge.

In order to examine this topic, the present study attempts to answer the research questions that we put forward as follows:

- Are the teachers aware about the meaning of critical pedagogy and its principles?
- Do teachers apply aspects of critical pedagogy?

General Introduction

- Does the content of the syllabi introduce the features of critical pedagogy?

The present study is about the Status Quo of the Aspects of Critical Pedagogy and Its Implications at the University. The hypotheses that will support this research topic are proposed as follows:

- The teachers may not be aware about critical pedagogy as an approach of teaching
- Maybe some teachers apply aspects of critical pedagogy
- The content of syllabi may not introduce the features of critical pedagogy

The general purpose behind the present research derives from our desire to raise the teachers' awareness of the meaning of critical pedagogy as an approach of teaching, and the importance of implementing its aspects in their teaching practices. Specifically, the study aims at highlighting the teachers' role in raising the students' critical awareness and consciousness about the political matters and the social inequalities that help to humanize and empower learners, so they will be able to transform and improve their life conditions.

Theoretically, various theories guided this research. First, education should be based on the problem based model as an alternative for the traditional ways of teaching, which means teaching learners by engaging problematic issues from their lives and think critically about solutions for these problems. Second, education is political; it seeks to prepare citizens that participate in democratic society through incorporating teaching about the political matters. Finally, critical pedagogy aims at empowering learners and avoiding marginalization; it helps the oppressive learners to be aware of the need to understand the causes that effect their position in society and to change their life conditions.

The study was conducted with first year master students and the teachers at the department of English, Abdelhamid Ibn Badis University-Mostaganem during the academic year 2019-2020. Concerning the research methodology, three methods are adopted to collect qualitative data. For the purpose of increasing the credibility to this study, a triangulation approach is opted for by using three data collection tools. The first instrument to be used is a classroom observation to have a deeper insights into the students' and teachers' practices in the classroom. An interview is conducted with the teachers to check whether they are aware or not of the meaning of that pedagogy and if they implement its aspects in their teaching. Finally, in order to investigate if the educational content introduces the feature of critical pedagogy, a syllabi analysis is used.

General Introduction

The present dissertation is composed of a general introduction and three main chapters. The general introduction intends to explain the aim of the research and to provide a brief discussion of the topic. The first chapter is devoted to the theoretical background of the present study. The second chapter aims at presenting the research methodology, the methods and approaches used in undertaking this research in addition to the various data collection instruments used to investigate the status quo of the aspects of critical pedagogy and its implementation at the university. The last chapter presents the analysis and interpretation of the data obtained through classroom observation, interview and syllabi analysis as data collection tools used in the study. In addition, it provides a set of recommendations that may enhance the adopting of critical pedagogy.

Chapter One: Critical Pedagogy Theoretical Foundations

Chapter One: Theoretical Foundations of Critical Pedagogy

1.1.Introduction

This chapter is concerned with investigating the theoretical background of critical pedagogy. First, it starts with the definitions of this approach. It also sheds lights on the educational aims of this pedagogy and its key tenets used to achieve the desired goals. This chapter highlights the way that this approach can be implemented in classrooms and how it could affect learners' academic achievement. The last part of the chapter provides a brief criticism received against the principles of critical pedagogy.

1.2.Definition of the Concept Critique

Before defining pedagogy, first we should identify the meaning of critique (*kritik*) itself. It means how people conceptualize what is perceived in their daily life, and connects it to a deeper, realistic, and logical knowledge, rather than making judgment or refusing to accept something. That is to say, how subjects are related to objects (Thompson, 2017).

1.3.Definition of Pedagogy

Pedagogy is a contested key term in teaching learning process. (Bhowmik, Banerjee, & Banerjee, 2013, p. 01) Define pedagogy as the “*art and the science of teaching*”. Furthermore, it is considered as any intentional task or an action that seeks to improve others' abilities to learn (Watkins & Mortimore, 1999, p. 03). According to (Bernstein, 2000, p. 75) pedagogy “*is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice, and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator*”. That is to say, pedagogy is the process in which the teacher is aware of how he uses knowledge, skills, and strategies in order to achieve the learning objectives.

Several studies emphasize the relationship between teaching and pedagogy by outlining the difference between them. As (Alexander, 2008, p. 06) argues, teaching is “*an act*” while pedagogy is “*both acts and discourse*”. That means teaching is part of pedagogy. Pedagogy does not simply describe the activity of teaching, but it reflects the production of broader social and cultural values within the learning process. It comprises teachers' ideas, beliefs, attitudes, knowledge, and understanding about the curriculum, teaching learning process, and the students, which have an impact on their teaching practices. This is actually what teachers think, do, and say in the classroom.

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1.4. Definition of Critical Pedagogy

Critical pedagogy (henceforth CP) is a language teaching and learning approach. According to (Aliakbari & Faraji, 2011) critical pedagogy was first described by the Brazilian philosopher and educator Paulo Freire as a reflection of critical theory of Frankfurt school. Then it was developed by other authors including Wolfgang Klafki, Michael Apple, Peter McLaren, Ira Shor and Henry Giroux. It has also other names like: Critical Work, Transformative Pedagogy, Participatory Approach, Emancipatory Literacy, Critical Education, Pedagogies of Resistance, Liberatory Teaching, and Radical Pedagogy (Eliana, 2000).

Critical pedagogy seeks to encourage dominated people to question and challenge the power structures within the status quo. *"This pedagogy makes oppression and its causes an object of reflection by the oppressed, and from that reflection will come their necessary engagement in the struggle for their liberation"* (Freire, 2005, p. 48). So, through questioning authority, oppressed people may think critically about their position and role in society, and refuse the ideologies imposed on them by oppressors, consequently they will be empowered and emancipated. In such approach, pedagogues argue that critical pedagogy rejects the idea that one's thoughts, language use, communication, learning processes are neutral and objective, but they are affected by and within social relationships (Hawkins & Norton, 2009). Similarly, (Wallerstein & Auerbach, 2004, p. 07) state:

Freire's central premise is that education is never neutral. Whether it occurs in a classroom or in a community setting, the interaction of educator and student or community member does not take place in a vacuum. People bring with them their cultural resources and identities, experiences of social discrimination and life pressures, resistances to oppression, and strengths in survival.

This means that this philosophy seeks to combine the education with social context. Also the learning content should be relevant to the students' existential situations and their real life experiences.

Critical pedagogy plays a vital role in challenging the dominant forces in society which dehumanize people and try to keep them passive. *"CP of Freire like critical theory tries to transform oppressed people and to save them from being objects of education to subjects of their own autonomy and emancipation"* (Aliakbari & Faraji, 2011, p. 77). In other

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words ,the Freireian pedagogy offers to the students the opportunity to discover the relationship between their society and their educational content .Also it allows them to question the others' accepted hypotheses ,which means not taking them for granted, as a result students are empowered, develop self-awareness and self-actualization to improve their life conditions(Mahmoudi, Khoshnood, & Babaei, 2014), additionally, (Freire, 2005, p. 52) claims *“to resolve the oppressor-oppressed contradiction .to achieve that goal, the oppressed must confront reality critically, simultaneously, objectifying and acting upon the reality.”*

One of the most important characteristics of critical pedagogy is political aspect of education .because students' historical, social, political and economic situation should be included in the educational content (Eliana, 2000). (Freire, 2005, p. 89) also believes that” *education is a political activity that its mission is to analyze the social relations, such analysis results in political selection .in other words, actual education develops people's political consciousness”*. So, applying the pedagogical practices of this emancipatory education encourages the oppressive and marginalized people to be citizens who are critical, just, self-reflective, creative, knowledgeable , behave in a socially responsible way(Giroux, 2011).In the same meaning, it can be said that the aim of education is not only to find jobs but to enable the individuals to take control of their lives, manage power and develop just judgments (ibid).

1.5.The Origins of Critical Pedagogy

Critical pedagogy is a movement, which is generally associated with the work of Frankfurt school. It is considered as a tradition of critical thinking. Critical thinking is one of the major concepts that were existed among intellectuals of different generations before the emergence of critical theory as a theoretical field. It helped people to view the world differently by questioning reality and do not take things for granted. After that, critical theory came into view (Abraham, 2014).

Critical theory of the society is a way of thinking, it intends to *“transform”* not only understand, this means that, it is the process of modifying our knowledge constructed about the objective world, society, institutions, and culture. But at the same time it changes the essence of the subject in a *“practical sense”* (Thompson, 2017, p. 02).As long as, its central objective as a form of thinking is to conceive the relationship between thoughts and actions, that should be totally logical and critical. Since thoughts are responsible for a radical change in the society, and for creating new structures of human activities (Schroyer, 1973).

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In the same meaning,(Fuchs, 2015, p. 01)notes “*critical theory is an approach that studies society in a dialectical way by analyzing political economic, domination, exploitation, and ideologies*”. This philosophy focuses on explaining and understanding the society, how the world works, and overcoming the social structures and assumptions in which the human beings are oppressed and dominated. According to (Fuchs, 2015) Critical theory adopts the dialectical reasoning as an approach of analysis which means:

- Critical theory is a critique of the political economy: it analyses the aspects of society from political-economic view, which means analysis of labor, power structures, ideologies, the interaction of exploitation and domination, crises, social struggle.
- Critical theory is a critique of domination and exploitation: it uncovers and challenges all the beliefs and ideologies that are imposed on people in society that keep them oppressed and dominated.
- Critical theory is critique of ideology: ideologies are set of thought that are shaped by humans. These ideologies are forced by powerful groups on people to serve their self-interests.
- Critical theory for just and fair society: it seeks to explain the causes, conditions, potentials, and limits of struggles to create fair and just society.

As mentioned before, critical theory aims at empowering individuals in society, through giving them the right to control their politic, economic, and culture which means “*power relations in a society*” in order to end their oppression. On the other hand, critical pedagogy sees education as an approach to create critical participants who works for social change. In other words, CP reflects on the nexus between an individual and a society (Niknezhad, 2015, p. 1534).

1.6.The Educational Aims of Emancipatory Pedagogy

According to the critical theorists, the educational programs should lead to the social change and transformation not only teaching to the students particular skills like: reading, speaking, writing, and listening. Consequently these programs should be designed according to the learners’ needs; interests; backgrounds, and it must create dialogic relationship between teachers and students (Degener, 2001).(Giroux, 2011)Defines critical pedagogy as an approach that relates education into a given contexts for example: social, political, and historical. It focuses on the way that knowledge, power, desire and experience are created under specific circumstances. Also it seeks to achieve some educational objectives which are

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demonstration of humanization, raising students' critical consciousness and awareness, and implementing a problem-posing education system (Nouri & SAjjAdi, 2014).

1.6.1. Humanization

It seeks to humanize and empower learners by treating them as humans rather than object who have voice and choice and they are able to change their life conditions into better one (Aliakbari & Faraji, 2011). (Freire, 2005, p. 03) Claims “*to be a human is to engage in relationships with others and with the world*”. It is to experience that world as an objective reality, independent of oneself, capable of being known.

(Freire, 2005) States that the process of humanization could be achieved through true dialogue which is founded under specific conditions:

- 1) **Love:** true dialogue cannot be present without profound love for the world and for community .the identification of the world requires creation and co-creation and this cannot be introduced without love.
- 2) **Humility:** True dialogue cannot exist without humility, the operation of re-creating the world cannot be accomplished with arrogance ,because dialogue is an encounter between people ,so how can someone dialogue others if he ignores them
- 3) **Faith:** true dialogue needs strong faith in human being. They need faith in their ability to construct and re-construct, to produce and re-produce and Faith in their occupation to be more fully humans.
- 4) **Trust:** it cannot be produced without love, humility, and faith, the dialogues will have closer relationship in identifying the world .Mutual trust is established by dialogue with others, and people cannot create trust if their actions do not coexist with their words.
- 5) **Hope:** true dialogue cannot be present without hope ,hopelessness means ignoring ,avoiding the world and escaping from it .Dialoguers should fight and work hard with hope, then they can wait results to come of their efforts
- 6) **Critical thinking:** true dialogue requires critical thinking, it means not to take things for granted, thinking that sees the world as fixed reality, but as changeable one.

1.6.2. Critical Conscientization

Penny cook (1999) notes that “*Nothing will change unless people know things need to*” as Cited in (Eliana, 2000). As first step in critical pedagogy is that education should generate

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conscientization; it is a vital element in Freire's work. Its main aim is to raise the educators' and learners' critical thinking and awareness about the contexts they are living in, so, they will be able to challenge and question the common assumptions and beliefs in society to promote change (Eliana, 2000).

(Freire, 2005) Presents three stages of consciousness:

- The first level is intransitive, people think their world fixed and the change can happen only through miracles or magic, also they accept injustices done to them.
- The second level is semi transitive, people are aware about their problems but they do not make any relationship between the outsider world and their problems, they believe that problems are accidental, their actions often are careless.
- The last level is critical consciousness, people consider their problems as structural problems, and they make connection between their problems and the social contexts. In addition they analyze reality and do not accept things for granted.

Critical consciousness can be realized through dialogue between teachers and students in problem-posing education which encourages students to ask questions, to be creative, involving actively in constructing their own knowledge. Similarly (Wink, 1997) claims, It *“moves us from the passivity of 'yeah-but-we-can't-do-that' to the power of 'we- gotta -do- the - best -we- can - where -we- are - with - what - we've got”* as cited in (Eliana, 2000).

1.6.3. Establishing Problem-Based Education

Teachers in classrooms use different approaches for language teaching and learning. For example, communicative language teaching, task-based approach, audio-lingual method. But these approaches do not serve the students needs, they focus only on methodology(how); also they do not relate the educational content with the social context(Sima, 2008). It is one among the most common problems that teachers experience in classrooms; it is named by Paulo Freire as the banking concept of education (Shokouhi & Pashaie, 2015). As an alternative, Freire proposes problem-posing education to serve the critical pedagogy objectives.

1.6.3.1. The Banking Concept of Education

(Joldersma, 2001, p. 132)states that in the banking concept *“pedagogy is the process of depositing pre-selected and ready-made knowledge into the empty mental vault and*

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withdrawing it at the appropriate time “this model of knowledge considers students as tabula rasa, in other words; in educational setting students are treated as containers filled by teachers, their role is to receive, memorize and repeat knowledge(Freire, 2005).This encourages students to be passive, they will wait for teacher to provide them with knowledge, consequently, learners will believe that only teachers have the power, authority and they are the only source of knowledge(Joldersma, 2001). As (Freire, 2005, p. 71)argues that “*education is suffering from narration sickness*”.

(Freire, 2005, p. 73)Imagines the negative image of the banking concept of education:

- a) *The teacher teaches and the students are taught;*
- b) *The teacher knows everything and the students know nothing;*
- c) *The teacher thinks and the students are taught about;*
- d) *The teacher talks and the students listen- meekly;*
- e) *The teacher disciplines and the students are disciplined;*
- f) *The teacher chooses and enforces his choice, and the students comply;*
- g) *the teacher acts and the students have the illusion of acting through the action of the teacher:*
- h) *the teacher chooses the program content, and the students (who were not consulted) adapt to it;*
- i) *the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;*
- j) *The teacher is the Subject of the learning process, while the pupils are mere objects.*

In which the teacher teaches and the students learn ,the teacher speaks and the students listen modestly , also teacher sets rules than the students are obedient ,teacher is active and knows everything but the students are passive , the teacher imposes authority and learners follow without questioning ,the teacher selects the learning content and learners are imposed to it. Which means that the educational content is not constructed according to the learners’ needs and interests, in addition they are not allowed to construct their own knowledge.” *Being a good student would mean being receptive to the depositing process, retaining it, and being able to give it back quickly and perfectly*”(Joldersma, 2001, p. 132).As(Freire, 2005, p. 72) mentions “*the teacher presents himself to his students as their necessary opposite, by considering their ignorance absolute, he justifies his own existence*” (2005, p.72).

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The banking concept of education prevents students from making their own choices and acting based on these choices; as a result they will accept the world as a fixed and static reality (Freire, 2005). In other words “*it inhibits creative power and submerges consciousness*” (Sima, 2008, p. 277). It dehumanizes students; they will not be able to reflect critically on the world around them, they do not have the opportunity to express themselves as productive and active members in the classroom. So learners will have the assumption that teachers have all the power in the classroom and they do not have the right to challenge this authority. As (Joldersma, 2001, p. 132) notes “*the model of knowledge in banking education is dehumanizing, because it creates oppressive epistemological passivity in students*”.

1.6.3.2. The Problem-Posing Education

Paulo Freire criticized the banking concept of education, in which students are considered as blank slates who are spoon-fed by teachers with knowledge. (Smyth, 2011) States that, problem posing aims to question the accepted knowledge given by teachers for learners, who receive it as truth and reality. In contrast to the other methods of teaching the content and the organization of learning process are suggested by teacher, but in this model of education the content is created from the learners’ real lives which are related to historical, political, and social context which help them to understand these contexts (Wallerstein & Auerbach, 2004).

In this process, teachers’ activity is not only teaching pupils but also they are involved in the learning process through dialogue with learners (Freire, 2005)

- First, teacher presents for learners problematized issues from real life.
- Second, he asks them to reflect critically about these issues to identify the real problems, than they suggest hypotheses to fix them.
- Finally they discuss solutions and alternatives to the problems. This means that they learn from each other.

In this way learners will believe that they can question and challenge the world. Educators’ actions must involve mental activities such as: understanding, thinking, and reasoning instead of being narrative whether they are planning for lessons or debating with students (ibid).

He said in another way that teachers need to rethink about their reflection according to the students’ way of thinking. When it comes to learning, both teachers and learners are involved, as a result there is no one has the total authority in classroom (ibid). Similarly, (Sima, 2008, p. 280) claims “*knowledge must be shared through authentic dialogue with an emphasis on conscious-raising and anti-authoritarian teaching*”. Therefore reality will be

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unveiled and will not be alienated to students (Freire, 2005), thus they will contribute actively and positively, this leads the students to think critically about their situation in society (Aliakbari & Faraji, 2011). As a result it deprives the oppressors the opportunity to impose their ideologies through applying the banking concept of education that serve their self-interests.

1.7. The Educational Principles of Critical Pedagogy

The critical pedagogues share the same principles that guide their work. These key tents of pedagogy of the oppressed “*take seriously the notion of human differences either in a micro context such as schools or in a macro one the so-called society*” (Shakouri & Abkenar, 2012, p. 21). As put first, CP aims at radical change and social transformation, to empower oppressed individuals referring to their variations; beliefs; way of thinking and social class, through education that should be critical, political, and dialogic.

1.7.1. Critical Pedagogy and Politics

Thinkers of critical pedagogy argued that politics is one of the main features of Paulo Preire’s education. (Benesch, 1993; Wink, 1997) state that education is not objective, but there are political principles that affect the educational materials for example: schooling, tests, curriculum and books design. In addition they affect teaching and learning process in classrooms, what are methods used to teach and test students, how learners should be taught and the nature of relationship between teacher and students as Cited in (Eliana, 2000).

It is all about problem of power that has control inside communities and even inside schools, because the goal of dominant groups in society is to spread their ideologies that serve their needs by imposing specific approaches that control the learning of marginalizes classes. Those people who handle authority do not care about changing the status quo; students then do not benefit from it and cannot question this dominant authority (Auerbach, 1993) as cited in (ibid).

Education improves people’s political awareness. When students in schools are alert to ask critical questions, such as: “*what*”; “*why*”; “*how*”; “*for whom*”, then the educators try to answer these questions with his learners (Danilova et al. 2004) as cited in (Mahmoudi, Khoshnood, & Babaei, 2014). In another way (Giroux, 1997, p.265) notes that education can raise the political awareness of learners, by teaching students to take risk, challenge those

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with power, honor critical traditions, and be reflective about how authority is used in the classroom. as Cited in (Aliakbari & Faraji, 2011).

1.7.2. Critical Pedagogy and Marginalization

The purpose of liberatory education is to empower, it means avoiding marginalization. Nayestani (2009) affirms *“it is possible to free people from silence culture and the trap of ignorance only through education and awareness”* as Cited in (Mahmoudi, Khoshnood, & Babaei, 2014, p. 87). Furthermore, (Freire, 2005)notes critical pedagogy deals with marginalized people as full humans, also, it allows them to return back their voices and identities, as a result they will be able to reflect critically about their position, role in society and they will contribute actively in social change.

In classrooms empowering oppressed students can be realized, when teachers care about learners’ needs and interests, through dialogue, allowing them to express their opinions about the approaches or methods they prefer to be taught with, how they can be tested and they participate in designing course content. Therefore they will reject the assumptions that authority and power are for educators only (Eliana, 2000).

Since the educational content should be related to the students’ social context, teachers need to present for students situations and issues from their real life, as a form of problems, than they ask learners to reflect critically about these problems to find solutions and suggest alternatives for them. Rather than overloading students with irrelevant knowledge, as a consequence, they will foster critical thinking and they will try to change the world by implementing this kind of thinking in the outsider world to liberate themselves from domination (ibid).

1.7.3. Critical Pedagogy and Dialogue

When people communicate with each other, they need dialogue. This means an *“encounter between men, mediated by the world in order to name the world”*(Freire, 2005, p. 69).People need exchanging ideas, opinions, thoughts, rather than transferring message from one person to another(Madero, 2017).According to (Freire, 2005>true education is based on dialogue, and dialogue cannot be realized without communication.

In classrooms when teachers use dialogic approach, students will have the opportunity to give their voice instead of receiving knowledge imposed on them by their educators without questioning (Gieve, 1998). Furthermore, (Freire, 2005)claims that as educators, we should not force students to accept our view of the world but dialoguing with students about

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their point of view and ours. Likewise Shor (1992) believes that in dialogic process there should be equilibrium between teachers' control and learners' input. In other words, promoting a dialogue requires that all members have the chance to speak, to be heard and to be respected by others.

Through dialogue in critical pedagogy learners will construct a critical and subjective relationship with their world and their teachers (Heaney, 1998) as cited in (Aliakbari & Faraji, 2011). Additionally, students will be empowered and liberated when they have the freedom to give their voice (Robertson, 1998) cited in (ibid). They will reflect critically about their actions, situations and they will think about what to do in their future. (Peterson, 2003) as cited in (Nouri & SAjjAdi, 2014).

1.7.4. Critical Pedagogy and Praxis

“Critical pedagogy starts with the idea of praxis. Praxis involves theorizing practice and practicing theory” (Freire, 2005, p. 205). The term praxis means an active relationship between reflection and action, which means that word and work are interrelated with each other (Joldersma, 2001). Since the nature of human acts is a combination between action and reflection, that is to say praxis. It attempts for radical change of the world, but it needs theory to apply it (Freire, 2005). Also, it is one of the main features of liberatory education; it seeks for social transformation by connecting theory and practice (Boyce, 1996) as cited in (Aliakbari & Faraji, 2011), because the oppressors in society could dominate the other people by ignoring their true praxis and preventing them from representing their own words and thoughts.

The practice of praxis demands the application of group of methods and procedures to establish comfortable learning atmosphere for students, which reinforce them to enhance their world conditions (Keesing-Styles, 2003). Additionally, Teachers should establish their individual praxis to implement it in classrooms. Through critical analysis of each element during the teaching process, based on this analysis they will plan their actions (Hinchey, 2004). Admitting the importance of praxis, (Sima, 2008) notes that the practice of praxis will be accomplished by dialogic approach.

1.7.5. Critical Pedagogy in the Classroom

Education is a way to liberate individuals from oppression and the Freirian education can provide the learners with the tools to better and strength themselves, in which *“learners have a right to construct their worlds. In which, they enter into the process of learning not by*

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acquiring facts, but by co-creating their knowledge and reality in social exchange with others” (Wallerstein & Auerbach, 2004, p. 08).

1.7.5.1. Curriculum and Materials

Curriculum in critical pedagogy refuses the assumption that one methodology or approach can fit all types of students (Degener, 2001). As (Giroux, 1997, Shor, 1992) maintain that curriculum would not be based on one program, because during the process of designing curriculum; designers take into consideration the students’ needs, interest, and choices. In the other hand (Giroux & McLaren, 1992) point out that the content is based on authentic situations and experiences from students’ lives. As cited in (ibid).

In addition, teachers must respect, understand their learners’ differences in term of culture and language, and they need to pay attention to these differences when generating programs. (Giroux & McLaren, 1992) as cited in (ibid). Furthermore (Freire, 1993; Shor, 1992) state the selection of classroom activities and materials depends on the issues and problems which students are suffering from. These activities help learners to take the right actions to solve them. Cited in (ibid).

Through using these authentic materials students will be able to read the world. That is to say, understanding the deep meaning instead surface-level meaning; it helps them to make decision about what should they do improve their lives (ibid). Moreover, because of these transformative practices learners will learn new skills and techniques to reflect critically about their social, economic, political realities. In addition, they will seek for social transformation and working against domination and oppression (Giroux & McLaren, 1992) as cited in (ibid).

1.7.5.2. The Role of the Teacher

The teacher has a great impact on the program; teaching methods used in teaching and learning process and on students; because he spends long periods of time with the students (Degener, 2001).He also maintains that in this approach teachers should learn about the community for example: shared values, dreams, most common issues. Also he needs to know more about the institutions that have the control in society and who will talk to the community, such as: doctors, educators, social workers, businesspeople to understand how they use literacy in their daily life.

In this sort of education, educators are considered as problem posers (Aliakbari & Faraji, 2011). Similarly, Dewey (1963) believes that through problem-posing education students will be involved actively in learning process. As cited in (ibid). In other words,

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(Giroux, 2011) considers teachers as transformative intellectuals who have the skills to transform unjust society. Their role is to learn from learners, encourage their viewpoints, and make them engage as part of dialogical process (Sima, 2008).

According to Paulo Freire (1998) classroom experiences encourages student to perform positively in classroom, learn from each other, develop critical consciousness that help them to test their power, effectiveness and justice in their educational and social context. as cited in (Aliakbari & Faraji, 2011). In similar point of view Crabtree and Sapp (2004) claim self-reflection is one of the main characteristics of the critical educator; it is when they reflect critically about their authority in classroom, motivation, ideology and pedagogy, so it enables them to overcome teaching obstacles (Higgins, 1996) as cited in (ibid).

1.7.5.3. The Role of Student

Giroux (1997) states that students are active agents with teachers in classroom, they participate in creating the program and curricular when they share their opinions, ideas, and thoughts. So they will learn how to question the accepted beliefs in community as cited in (Aliakbari & Faraji, 2011). According to (Lipman, 1988) critical learners are able to criticize, refuse, and carry out a judgment about an idea and to present strong arguments to defend their opinions. Cited in (ibid).

(Degener, 2001) Believes that in critical pedagogy learners must develop a critical consciousness instead of impulsive consciousness, so they will develop self-awareness, self-reflection about their role and position in society, thus they will be empowered and could think about their world using their own words to transform their lives.

Guthrie (2003) maintains in critical pedagogy teachers cannot impose his authority in classroom, his role is to facilitate learning, guide students by giving them instructions. In the other hand, students should not be passive waiting for teacher to provide them with knowledge, but they must be active, construct and re-construct their knowledge. This means that, both teacher and learners learn from each other. As cited in (Aliakbari & Faraji, 2011). As (Freire, 2005) argues “*no one teaches another, nor is anyone self taught, men teach each other, mediated by the teacher*” (p. 67).

1.7.5.4. The Relationship between Teacher and Student

Critical pedagogy views teachers and learners as partners, in this partnership teacher are not allowed to use their authority in classroom. In contrast the banking system of education conceptualizes relationship between teachers and learners as antagonistic, the

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teacher is the source of knowledge and he knows everything but students do not know anything. They are treated as objects rather than subjects (Shokouhi & Pashaie, 2015). In addition, both students and learners should be involved in dialogical process in which they can discuss and exchange ideas about program and curriculum, so the students will understand that they can share power with teachers in classrooms. As a result students will feel comfortable to express themselves (Degener, 2001).

The teacher needs to raise his students critical reflection through implementing problem posing, he listens to them; what they have as issues in their real life than he represents for them these issues as problematized problems. Learners must think about them to improve them by suggesting solutions or alternatives, or make decision about what kind of actions they should take. In the other hand, through problem posing education, dialogue, reflection (praxis) the learners can get a deep understanding about the oppression and practiced by oppressors than they will try to liberate themselves from domination (ibid).

1.8. The Criticism of Critical Pedagogy

Many are those who rise against critical pedagogy. First, Usher and Edwards (1994) state that it failed to build a balanced relationship between theory and practice and how it should be implemented in classrooms teaching as cited in (Eliana, 2000). Even some scholars who are critical pedagogue criticized it for example: Pennycook (1999), he mentions that critical pedagogy needs to focus on the idea that education is neutral and back away from the assumption that education is political as cited in (Eliana, 2000).

Also, Canagarajah (1999) notes that it is difficult and complex to be understood by non-initiates; moreover, it narrows all the problems of education to ideology only. Additionally, Johnston (1999) maintains that language used in critical pedagogues is complex and not easily understood by others. But Canagarajah (1999) defends critical pedagogy; he claimed that all these reactions are expected since it is a paradigm shift from two different views of pedagogy the pedagogues should define pedagogical issues in a different way from modernist view which means that there is one answer to all the problems, into post-modernist view cited in (Eliana, 2000).

1.9. Conclusion

The literature view of the present study provided an overview of critical pedagogy and its role in empowering the marginalized people in society. Moreover it the role of this sort of education in improving the oppressed people critical awareness and consciousness oppressed,

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this will help them to question and challenge the dominant groups in society. The next chapter will describe the practical part of this research to see the extent to which the status quo of the aspects of critical pedagogy and its implementation at the university.

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2.1.Introduction

While the previous chapter of this dissertation aimed at investigating the theoretical background about critical pedagogy. The present chapter is devoted to the research methodology and data collection tools. It describes the approaches followed, the context of the study and the sample population; the case of English teachers, department of English in Mostaganem University. Moreover, it carried out using: interview for teachers, classroom observation and the analysis of the syllabi.

2.2.Research Methodology

Research is a word composed of two parts: re + search. This means to search again. It is defined as “*a process of steps used to collect and analyze information to increase our understanding of a topic or issue*” (Creswell, 2012, p. 03). It is studying a subject in details in order to discover new information, facts, revising accepted theories and laws and removing existing misconceptions. According to (Leedy & Ormrod, 2001) research is an intellectual process of collecting, analyzing and interpreting data to gain new knowledge. It is systematic in following specific frameworks and guidelines to reach particular objectives. Undoubtedly, the central role of research is to discover solutions for problems and answers for questions to find out the truth. But it is not a random process; it requires following particular methodology.

For (Wheeldon & Ahlberg, 2012, p. 05) a methodology is “*the design, strategy, or plan of action required to gather and analyze data*”. In any research methodology is important, it describes the framework and the approaches used to conduct the research. (Kothari, 2004) States that it enables the researcher to justify the raisons for choosing the appropriate and effective methods and the nature of data collected to conduct the study. Moreover, well conducted research is based on the right choose of methodology, and the use of the appropriate approaches and methods for investigation for the study. As (Yin, 2003, p. 30) notes “*colloquially a research design is an action plan for getting from here to there, where ‘here’ may be defined as the initial set of questions to be answered, and ‘there’ is some set of conclusions (answers) about these questions*” . In the same meaning (Denzin & Lincoln, 2005) said the research methodology, strategy and methods are determined by the research question, nature of data collected and the subject being examined.

2.3.Research approaches

In our research, we opted for qualitative approach. According to (Creswell, 2007, p. 15) it is “*an inquiry process of understanding based on distinct methodological traditions of inquiry that explore asocial or human problem. The researcher builds a complex, holistic*

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picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting". That is, qualitative approach is a set of tools that aims to gain the participant's perspectives, points of view and attitudes concerning a particular subject (Kothari, 2004). In similar vein, (Vanderstoep & Johnston, 2009, p. 03) claim that "*the main advantage of qualitative data is that it provides a richer and more in-depth understanding of the population under study*". It enables the researcher to attain detailed data about the topic being investigated.

In order to enhance the quality of the research, it is very important to choose triangulate during the research work. (Honorene, 2017, p. 91) Defines triangulation as "*a powerful technique that facilitates validation of data through cross verification from two or more sources*". It is a strategy to increase the validity and credibility of research findings, through using different data collection instruments. In addition, (Berg, 2001) asserts that triangulation means using multiple data sources, methods within the study of single phenomenon or subject. In research using triangulation provides comprehensive understanding of the phenomenon under study to enhance the validity of the results. However, when the researcher opts for different research instruments to confirm if the results are similar or different; having similar findings means validation of data through cross verification from multiple sources.

2.4. The Research Objectives

This survey aims to provide data that can help to examine the status quo of critical pedagogy and its implications at the university. This includes if the teachers are aware about the meaning of critical pedagogy and its principles and if they apply these principles in their teaching. In addition, the study also seeks to discover if the content of the syllabi introduces the features of this pedagogy.

2.5. The Procedure

The present study was carried out with the teachers and the first year master student at the department of English at Abdelhamid Ibn Badis Universtiy. Mostaganem. The first instrument used was classroom observation for both students and teachers, than we conducted an individual interview with ten teachers, and syllabi analysis for three modules.

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2.6. The Context of the Study

The study was conducted at the department of English at Abdelhamid Ibn Badis University, Mostaganem. During the academic year 2019_2020, with the teachers and the first year master students. As far as, our research is concerned with investigating the status quo of critical pedagogy and its implications at the university, through classroom observation for five teaches to check if they apply the principles of critical pedagogy, also syllabi analysis for three modules to see if the content introduces the features of this pedagogy.

2.7. Participants

In research it is very important to choose the group of informants that fits the purpose of the study, (Fraenkel, Wallen, & Hyun, 2012, p. 91) define the sample in research study as “*the group on which the information is obtained*”. In the same vein, the sample is a set of participants or informants selected from large population, this group of respondents are considered as representative of that population. (Martínez-Mesa, González-Chica, Duquia, Bonamigo, & Bastos, 2016).

As far as, our research is concerned, and for the purpose of checking the hypotheses mentioned previously, a sample was selected for this study. The sample is composed of ten teachers and first year master students of LMD master students who belong to English department at Abdelhamid Ibn Badis University. This particular group of teachers was chosen as informants to respond to the research instrument addressed for them.

2.8. Data Collection Instruments

This research required using variety of tools in order to collect much information about the topic. Three instruments were used to gather data: classroom observation, teachers’ interview and syllabi analysis.

2.8.1. Classroom Observation

Observation is an approach for data collection; it is very challenging method for gathering systematic information about people, places and things. Observational research is used when the researcher observes an ongoing behavior. According to (Cardwell, 2013, p. 159) “*observation is a general term used to describe any situation in which an observer records behavior that is exhibited by participant. The term “observation” may be used as a technique of gathering information*”. It is a procedure used to describe the area under study. It is a clarification or an explanation of what and how the research should be done. The

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classroom observation gives the researcher a rich understanding of the students' and teachers' behavior and attitudes in their naturalistic environment.

Similarly (Pandey & Pandey, 2015, p. 64) claims "*Observation seeks to ascertain what people think and do by watching them in action as they express themselves in various situations and activities*". It is the most commonly used technique of data collection in research; it is used for evaluating the different aspects of a person like: his performance, behavior, attitudes and interests. Using classroom observation tool gives the researcher the opportunity to live the situation and observe closely the techniques and strategies and the different aspects and situations inside the classroom. Since the topic under study deals with educators and learners inside the classroom, it was required to use systematic observation checklist to see real life situations.

2.8.2. Description of the Observation

The focus of the observation was on both teachers and students but much more on teachers and what are the methods and approaches they use to present the lectures. We attended twenty sessions; it was divided for five teachers of first master students in order to be part of the situation and to observe the teaching-learning process with its real situations. This observation tool was done according to a particular checklist; the checklist is divided to two parts: the first part consists of set of items to be observed concerning the teachers, the second part deals with the learners' role during learning process. The observation was carefully planned to gather accurate data.

2.8.2.1. The Teachers' Role:

- **Being flexible:** teachers should be flexible; they have to adapt their teaching methods according to the learners' specific features (needs, interests, learning styles). In general it is being able to acclimate themselves to changing roles, job responsibilities, materials and schedules, to give the learners the best learning experience that they could possibly get.
- **Raising the learners' critical awareness and consciousness:** teachers help students to raise their critical awareness and consciousness. That to say, encouraging them to reflect on their world and to self-assess. To develop their own understanding of whom they are, their place and role in society to transform their lives.
- **Developing students' critical thinking skills:** teachers help the learners to develop their critical thinking skills, since they are considered as problem posers, which mean

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learning through solving problems and practical application of the knowledge they gained.

- **Should not be the only source of knowledge:** teachers are not the only source of knowledge; they need to shift from teacher centered approach to learner centered approach. The teachers' role is to guide their students and help them to construct their own knowledge.
- **The authority of the teacher in the classroom:** teachers should not be authoritative in the classroom; they need to be open to relating what they know through interaction with their students. They give the learners the opportunity to express their opinions, ideas, take risks, share the responsibly with their teachers. In other words, creating a changeable relationship between teacher and students, that is, the learners are teachers and the teachers are learners.
- **Encouraging students to be active learners:** humanization is one of the most important objectives of this education, which means, Teachers in classrooms sees all the students as humans and at the same social level, both high-class and low-class deserve to be equal in learning and education. They should teach students to learn, think, act in more independent way, and help them to create more learning opportunities for themselves.
- **Raising their awareness about politics and social inequalities:** teachers should make students aware of inequalities and politics in society. Since the main aim of critical pedagogy is to prepare citizens for participating in a democratic society, the critical educators need to understand the relationship between politics and education, acknowledge the political nature of education and include it in their lessons and plans. In the other hand, they should teach students to take risks, challenge those with power and question how authority is used in society.
- **The authenticity of materials:** the learning content is derived from learners' real life; the teachers must include the student's experiences in their teaching. Also they must encourage them to act as active participants in their own education.
- **Establishing dialogic environment:** teachers' role is not to teach only but they also learn when they are involved in dialogue with their learners, the teacher should establish a dialogic environment in the classroom. How they interact with each other, share ideas, having discussions. The educators must open their minds to what learners have to say.

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2.8.2.2. The students' role:

- **Being active learners:** students should take the role of active learners, they learn; apply; and process knowledge, they should share their ideas, engage in discussions, think, create and solve problems rather than passively listen to lecture, to construct their understanding about what they learned.
- **Possessing the right to make decisions:** students possess the power and right to make decision, that is to say; they share responsibilities in classroom with their teachers, also they can contribute their own ideas to learn how to endeavor ambiguities and challenge assumptions. And they can co-create syllabus with their teachers to ensure that their needs and interests are given primary importance.
- **Producing their own learning materials:** learners produce their own learning materials; they are allowed to suggest learning materials that fit their learning styles or their interests. Also both teachers and learners would together negotiate the curriculum and materials of the class. They need to see themselves as sharing power with their teachers.

2.8.3. Interview

In order to accredit to more credibility to our data collected from classroom observation, we opted for the interview as second data collection tool, to obtain detailed data from our participants. In qualitative research interview is defined by (Easwaramoorthy & Fataneh, 2006, p. 01) as “*an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions*”. It can be direct (face to face) contact or indirect through phone or emails in which the interviewee can have both oral and written type of information (ibid). According to (Kvale, 1983, p. 174) “*an interview, whose purpose, is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena*” it is used by the researchers to obtain specific information related to the study. Similarly to (Cohen, Manion, & Morrison, 2007, p. 29) where they add that interviewing is “*a valuable technique or exploring the development and negotiation of meanings in an exceedingly natural setting*”.

According to (Babbie, 2012) interview can be grouped into three types; the structured (standardized) interview, the semi structured (semi standardized) interview and the unstructured (unstandardized) interview.

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The first type is the structured interview. It consists of direct, specific and pre-determined questions in specific order and they cannot be modified. Also, the interviewer is not allowed to add or delete some questions. This type of interview helps the researcher to gain uniform data from the interviewees and it requires less time. One advantage is ambiguity when the interviewees provide misleading information, because there is no possibility of deletion or addition of other question to guide them.

The second type is the semi structured interview. The questions are pre-established, but the interviewer can ask other questions when he needs more explanation. It is useful when there is a need to collect in depth information. But the researcher may face some difficulties in comparing data and analyzing the open-ended questions.

The third type is the unstructured interview. The interviewer has no pre-drafted questions, he asks only few questions to engage the interviewees in open, informal and spontaneous discussion. Freedom in asking questions and flexibility are the main features of unstructured interviews. It is useful in generating open-ended or qualitative data and more detailed information on the topic from the informants. However, it is considered time consuming and the results are difficult to analyze.

2.8.3.1. Description of the Teachers' Interview

As far as our research is concerned, we conducted a structured interview with ten teachers who belong to English department, Abd Alhamid Ibn Badis University. This tool is used to obtain qualitative information from the informants, and to validate or invalidate the findings gathered from classroom observation. The aim behind opting for interview with teachers was to investigate if the teachers are aware about the meaning of critical pedagogy and its principles, and if they apply these principles in their teaching methods. It is a set of pre-established questions. In addition, since it is face to face interview and the answers are given immediately, the teachers are provided with explanation and simplification when it is needed. The interview is composed of ten questions which are related to the topic under study.

The first question in the interview targets to know the teachers' methods or techniques to make the educational content more authentic and relevant to the students' real life. The participants were asked whether they include the students' realities and personal experiences in classroom lessons. It is required from our informants to provide more explanation about these methods if their answer was yes.

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The second question aims to investigate the teachers' perception about acknowledging the political nature of education and making the social justice an explicit focus in the classroom, to empower the oppressive learners through educational practices. The teachers are asked whether they incorporate learning about social justice and politics to raise the learners' awareness in the classroom lessons.

The other question included in the interview is concerning about the teachers' awareness about deconstructing the idea that knowledge is neutral, and they can not teach language in isolation but they need to relate it into a meaningful context. The respondents are required to highlight whether the knowledge being taught in the classroom is constructed according to meaningful contexts such as: social, political, historical and economic contexts.

The fourth question seeks to discover to what extent the teacher is aware about improving the students' critical thinking. What are the approaches adopted by the teacher to teach his learners critical thinking skills, which help them to evaluate and analyze their different subjects critically and to seek improvement in each level in their lives.

The fifth question in this interview intends to know the informants' point of view, about the curriculum programs and materials to be studied if they are framed according to the students' needs, interests and the use of learners' experiences and realities of their lives. The interviewees are asked about their opinions, if they think that the Algerian curriculum content and the books are considered as authentic materials according to their teaching experience.

Another question that makes part in our interview concerns the relationship between the teacher and the students, how they can share the responsibilities and authority in the classroom. The critical educators should deconstruct the teacher-learner hierarchy, in which the teacher is not the only source of knowledge and the students are recipients rather than creators. They have to learn from each other and involve in dialogic interaction.

The seventh question targets to know the teaching practices that they handle every day with their students to achieve the learning objectives. So the respondents are asked to mention the activities they use in the classroom, in which these teaching practices should be adequate to the learners' features (needs, interests, learning styles) and the lessons goals.

The other question seeks to discover the way the teachers take into consideration their learners' suggestions concerning the learning content, and do not impose on them ready made programs. They are required to highlight the way the students can be involved in selecting the topics that are focused on in the learning process.

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The ninth and the last questions in the present interview concern the teachers' awareness about the meaning of critical pedagogy as an approach of teaching. Also they were asked to provide more details and explication for example: how different is from pedagogy, its main features.

2.8.4. Syllabi Analysis

The syllabi analysis was the very last data collection tool used to gain deeper information about the study conducted. It was concerned the syllabus content of three modules, the selected syllabi were analyzed according to specific items and variables. These items included:

- **The curriculum content:** the curriculum or syllabus should be designed based on the learners' everyday life and experiences. In addition the educators would understand, respect and legitimize the languages and cultures of their students. So, when the learners reflect on their situations from their real life, they help the teacher to identify their needs, what to be studied and how.
- **Using authentic materials:** the use of authentic materials such as TV, commercials and video movie; help learners to make the relationship between their knowledge and the reality of the society and its problems, to have actions to change it and improve it.
- **It should be transformative:** it allows the learners to acquire necessary strategies and skills to be social critics through placing the social and political critiques at the center of the curriculum. So they will be able to make decisions which affect their social, political and economic realities.
- **The themes should be selected:** it must be based on the idea that no one methodology can work for all populations, because all the programs are designed according to the students' needs and interests. So each learner is able to pick up themes that are focused on in the teaching process.

2.8.4.1. The Selected Syllabi

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2.8.4.1.1. Cognitive Sciences Syllabus

Table 2.1: Cognitive studies syllabus (master 01)

First Semester	Second Semester
1. Introduction to cognitive sciences	1. critical thinking
2. Cognition and cognitive skills	2. attention
3. Child language	3. consciousness
4. Language production and language comprehension	4. Reasoning
5. memory	5. logic and thought
	6. thought and knowledge

The syllabus started with basic notions where the students attempt to understand the term cognitive sciences. The next point covered in the syllabus is the definition of cognition and cognitive skills, with variety of definitions generated by different scholars and how it is perceived from different perspectives. The third point sheds light on child language and its definition, steps and the difference between adult language and child language. This part gives an insight of the difference between language production and language comprehension, the definitions and which one occurs first. Memory is the fourth point to be covered in this syllabus; this part seeks to present deeper understanding of memory, what are the main characteristics and types. The next lesson in this syllabus targets to investigate the meaning of critical thinking and its main features. Additionally, the relationship between critical thinking and learning in other words what does it mean to be an active learner. The next three phases in this syllabus target attention, consciousness and reasoning, it starts with presenting explanations of these lessons, how do they function and their characteristics are highlighted. The last two points that the syllabus tackle are logic and thought, thought and knowledge. These parts start with an overview of these concepts, how do they differ from each other and they highlight their main features.

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2.8.4.1.2. Didactics Syllabus

Table 2.2: Didactics syllabus (master 01)

First Semester	Second Semester
<ul style="list-style-type: none">I. the lesson<ul style="list-style-type: none">1. lesson preparation2. planning lessonII. classroom interaction<ul style="list-style-type: none">1. types2. group and pair workIII. classroom management<ul style="list-style-type: none">1. definitions and importance2. dealing with discipline issues	<ul style="list-style-type: none">I. Teaching receptive skills<ul style="list-style-type: none">1. Listening2. ReadingII. Teaching productive skills<ul style="list-style-type: none">1. Speaking2. Writing

The first lesson in the syllabus of the first semester aims at providing deeper understanding of the term lesson. Additionally, it allows the students to learn about the lesson preparation with its different stages and steps. The second part of this lesson targets planning lesson, it starts with providing the meaning of planning lesson, then it introduces its different features, steps, stages and methods. The next point is an attempt to understand the notion classroom interaction with its types. This phase seeks to highlight the difference between group and pair works in the classroom, and the type of activities that fit each type. Another point, that the syllabus encloses concerns classroom management, and its definitions and importance. Moreover, it investigates the different methods and approaches the teacher can apply in the classroom to deal with discipline issues. The first and the second lesson to be covered in the syllabus of second semester aims at providing a deeper understanding of how to teach receptive skills(listening and speaking) and productive skills(speaking and writing).

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2.8.4.1.3. Didactics and Applied Linguistics Syllabus

Table 2.3: Didactics and applied linguistics syllabus (master 01)

First Semester	Second Semester
<ol style="list-style-type: none">1. What is applied linguistics(AL)2. Early and recent implications in AL<ol style="list-style-type: none">A. AL as an interdisciplinary research area (language teaching, translation, language therapy)B. AL is a scientific approach to foreign language teaching3. AL today<ol style="list-style-type: none">A. Implications vs. subject matterB. English for special purposesC. Language and communication problemsD. language disordersE. Language policy and language planning	<ol style="list-style-type: none">F. Language literacy issues4. Language learning vs. language acquisition5. AL curricular6. Language, thought and culture7. Language and gender8. Language and politics9. Language and law10. AL and institutional problems, factors relevant to ELT11. Fashions in language methodology12. Language testing

The syllabus of this module begins with explaining the meaning of applied linguistics, by providing a set of definitions generated by different scholars and how it views from different perspectives. The next point covered in the syllabus investigates the early and recent implications of applied linguistics as a scientific approach and interdisciplinary research area. The third phase sheds light on the relationship between language and applied linguistics nowadays, and how applied linguistics works to find solutions for problems related to language. The other part of second semester syllabus is concern with relationship between applied linguistics and the different fields of study.

2.9. Conclusion

Through this chapter, we have highlighted the methods we have dealt with to undertake our study. Moreover we have provided some various definitions of the research methodology followed in conducting this research, the context in which the investigation was carried out and the participants that took part in the fulfillment of the present research work,

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this chapter also tackled the data collection instruments used to gather information which are classroom observation, interview, and syllabi analysis. The coming chapter will be devoted to the data analysis, discussion of the findings and recommendations.

Chapter Three: Data Analysis and Recommendations

3.1. Introduction

The previous chapters dealt with the theoretical part to provide the reader with an insight about the topic under study, followed by the practical part that aimed at presenting the research methodology including the population, research approaches and data collection tools which have been used to obtain needed information to reach our research objectives, Followed by explanation of the methodological procedures and their description. The present chapter presents the analysis and interpretation of the data obtained through the classroom observation, the teachers' interview and the syllabi analysis as instruments used in this investigation. Finally some suggestions and recommendations will be laid out by the end of this chapter.

3.2. Data Analysis Process

In order to collect data from the informants; three data collection tools were used in this investigation, particularly interview, classroom observation and syllabi analysis. We attempt now to analyze those data and discuss them; in addition we highlighted the limitations and the shortcomings faced during this research. The analysis will cover only the most important questions that are linked directly to the research questions we attempt to answer and the hypotheses that are to be validated or invalidated.

3.2.1. Analysis of the Classroom Observation

Our observation took place in different sessions with teachers and students of first year master. It targets both teachers and learners in order to take notes of all the aspects in their naturalistic setting (the classroom). However, the focus of the observation was on teachers more than students. We will mention only the most important notes about each item during twenty classroom observation sessions as follow:

3.2.1.1. The Teachers' Role

Teachers' Flexibility

During the classroom observation sessions, it was noticed that most teachers were not flexible. They did not adjust their teaching methods and approaches according to their learners' specific features (needs, interests, learning styles); most of them were just following the traditional way of teaching, that is to say teacher centered approach. They were standing in front of the students to explain the lesson and the learners were taking notes. We noticed that only one teacher who changed his teaching approach when she noticed that the students had problems in writing techniques, so the teacher decided to give the lecture in written form.

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Then they were asked to read it and make and make an outline for the main ideas to understand how essays are structured, after that they have to discuss them and write a summary of the lecture in a form of essay using their own words.

Raising the Learners' Critical Awareness and Consciousness

What was observed was that the teachers in the classroom did not help the learners to raise their critical awareness and consciousness; they were limited to the lecture only. They did not establish a dialogic environment with learners to help them to reflect critically on their world and to develop their own understanding of whom they are, their role and place in the society to overcome the unfavorable conditions in their lives.

Developing the Learners' Critical Thinking

Although developing learners' critical thinking skills is one of the key goals of critical pedagogy. We noticed that the teachers did not present the lesson in form of problems and ask the students to find and suggest solutions to solve these problems, in order to practice and apply their acquired knowledge. They emphasized on repetition and memorization that takes the opportunity of thinking from learners. However, we observed a teacher in which the lectures were presented in form of discussions, that is to say the learners choose one of the lessons suggested by the teacher, and then they should look for the information, express their own ideas and examples and discuss them with their classmates.

Teachers Should Not Be the Only Source of Knowledge

We observed that the most teachers were transferring the knowledge from their minds to the students' minds. In other words, they used to explain the lectures using their own examples and dictate for them the main ideas, or they gave them the lectures in written form (handouts) and the students followed silently without questioning the teachers' knowledge and evaluating the arguments or viewpoints. In the other hand, one teacher used different approach; she asked the learners to present the lectures as discussions. In which the learners worked in groups, they have to choose one title among the syllabus and look for needed information for the discussion with their classmates. When they finished the teacher re-explain the most important elements to make them clear for learners.

The Authority of Teacher in Classroom

It was noticed that just one teacher who was not authoritative in classroom for example; she authorized the students to choose one title among the lectures to present and discuss it with their classmates. Also they were allowed to express their ideas, take risks and share responsibility with their teachers to create a changeable relationship between the teacher

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and learners. However the other teachers were just explaining lecture to finish on time or they were just reading them from papers for the learners.

Teachers Must Encourage Students to Be Active Participants

Through classroom observation, we remarked that only one teacher give the learners the opportunity to learn and think in more independent way. For example; they were asked to prepare presentations about specific topics to discuss them in the classroom with the other learners. The others used to introduce the lessons for their students in the traditional way of teaching. In which the educators explain and the learners receive and memorize, sometimes they did not even interact with the teacher or ask questions about the content.

Raising the Learners' Awareness about Inequalities and Politics in Society

Although making the students aware about inequalities and politics in their society is the main aim of critical pedagogy, but we did not notice any instances of exchanging ideas or opinions about the social inequalities or politics. The teachers' explanations was narrowed and limited only to the syllabus content.

The Authenticity of the Educational Content

It was observed that the learning content was authentic (derived from real life) for instance; the lectures were about language learning and acquisition, logic and critical thinking. In which the teachers tried to include students' experiences from their real life in their teaching process, they asked the students to share their example and experiences from their real life with classmates for more understanding.

Establishing Dialogic Environment in Classroom

What was observed that sometimes the teachers attempted to involve in dialogue with the learners to encourage them to share their opinions and ideas through asking some questions related to the lecture, but the learners rarely participated or provided further points of view. However the other teachers did not ask questions during lecturing or they ask the students to check if they memorized the previous lectures.

3.2.1.2. The Students' Role

They Need To Be Active Learners

Through classroom observation we remarked that the students were very passive, they rarely asked their teachers questions about the lesson. In addition they did not notice any instances of exchanging ideas or opinions, even during discussion they were supposed to discuss the topics with their classmates but they were just reading the information from papers

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and the other students were silently listening without asking questions or adding details or sharing their understanding of the topics discussed.

They Possess the Power and Right to Make Decisions

It was observed that the learners did not have the right and power to make decisions; they were following their teachers' decisions without questioning. On the other hand, it was remarked that only one teacher give the students the opportunity to choose the topics they want to present in form of discussions.

They Produce Their Own Learning Materials

We noticed that only one teacher allowed the students to produce their own learning materials through presentations. They were able to choose the topics they wanted to present; also they were able to use the data show or any other sources of information. However, the other teachers produced to their students their own materials and prepared syllabus.

3.2.2. Discussion of the Observation

From the obtained data from classroom observation, the previously stated hypothesis has not been proved, in which just one teacher who applied some aspects of critical pedagogy. Among those aspects, the ability to be flexible and adjust her way of teaching according to the learners needs, developing the students' critical thinking skills, should not be authoritative and the only source of knowledge in the classroom, using authentic materials and establishing dialogic environment with learners in order to encourage them to be active participants in their learning process. However, it is suggested that the other teachers' failure is due to several reasons. The fact that they were used to teach using traditional methods of teaching, in other word they are considered as the only source of knowledge, they introduce and explain the lectures and the students passively receive the information, so it was difficult for them to be accustomed to such new techniques.

It was widely seen that the teachers did not raise the learners' critical awareness and consciousness, to be empowered to reflect on their world and to assess themselves to build their own understanding about their place and role in the society. In addition, the teachers did not make students aware about the inequalities and the political aspects in their society. For the reason that they were limited by the educational content, since they were using the traditional methods of teaching, in which their role is to transmit the knowledge from their minds to the learners' minds. So they did not want to waste time talking or giving examples about inadequate topics. Accordingly, they had no idea how to interact with the students to

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develop their critical awareness and consciousness about the status quo of inequalities and politics in the society.

The last point is that in critical pedagogy the learners need to be active participants in the learning process, they have the power and right to make decisions in classroom and they can produce or present their own leaning materials. However, the classroom observation revealed that the students were very passive; they were just listening to the teacher and taking notes. Although, when they had the opportunity to present and discuss the lectures with their classmates they were reading the information from papers or they learned them by heart. Since, they were not adapted to be active learners and critical thinkers, because the educational system is based on the traditional methods of teaching.

3.2.3. Analysis of the Teachers' Interview

In addition to the classroom observation, we opted for an interview with the teachers to disclose their feedback about critical pedagogy, its definition and its main principles. To analyze and discuss the teachers' answers in the interview, we attempt to review the most important questions that are directly related to the research questions.

Question 01: do you include the students' experiences from their real life into your teaching, if yes how?

The vast majority of the informants replied positive answers; they stated that they involve the learners' experiences and situations from their real life. However, only few of them (10%) told that they did not include them. they justify their answers as follows:

“Yes, through asking them about their previous learning experiences; because going back to this is going to help the students to visualize that content within a context”.

“Yes, most of the time; because I think it is the most appealing way to make them relate what they are learning to real life. And the easiest way is to make them think about examples”.

“Yes, I always include my students' experiences in my teaching process; simply because they are university students and they are adult enough. I ask them questions about how do they feel about situations and their point of view, because we are dealing now with constructive learning”.

“Sometimes, for example in writing techniques I ask them to write an essay about a personal event which had an impact on them”.

Question 02: do you incorporate learning about social justice, inequalities and political aspects in society to raise the learners' awareness in your teaching process?

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The responses obtained from the teachers showed that the majority included teaching about social justice and inequalities in society, and they did not teach about politics. While the other four teachers claimed that they did not incorporate them in the teaching process.

“We tend to discuss social justice and inequalities in society quite often, because it is very important to feel they are equal that here they are all learners and rewarding goes to the hard workers. They are evaluated or judged over any social differences and someone is better than the other”.

“I do ask learners about what is happening in our country, how they feel about social justices and inequalities to check their awareness because they are adult”.

“No, because I m afraid of their reactions sometimes the students do not really understand your point of view, they try to interpreted the way they want. So, we avoid all that”.

“Social justice and inequalities in society yes I do, but politics no; I do not want to get in trouble”.

Question 03: is the knowledge being taught in the classroom constructed according to meaningful contexts (historical, social, political and economic)?

The answers obtained from the informants showed that only three of them noted that they did not relate the knowledge being taught in their classrooms to adequate contexts.

“I try personally to combine and to relate all what is taught in classroom with their experiences in life, what is happening in the world”.

“Sometimes yes; sometimes no, because here we are dealing with a target culture (British and American cultures), sometimes we are fare from we do not discuss such topics because we are Algerians and we are focusing on the target culture”.

“Yes most of the time, because the main aim of education is raising good citizens. So sometimes they needed to be reminded they are citizens and they are playing role in society. So this is the best way to relate learning to real life”.

“Yes, in teaching civilization and history I have to think about things related to history, but also related to society and country. Sometimes when you speak about something the students did not experience before, they will not understand it unless you bring examples from their real life situations”.

Question 04: as a teacher how do you improve your students’ critical thinking skills?

Given the fact that the aim of this question was to investigate the role of the teacher in enhancing the learners’ critical thinking skills, all the teachers noted that they asked them questions that need reflection, presentations and through debates.

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“First of all I advise them to question, to check and to examine everything and do not take them for granted, also through presentations and negotiating and interacting with the rest of the class”.

“Critical thinking is really challenging; first you need to make sure that they are thinking because sometimes they are just listening. Critical thinking can be developed through role plays then moving to situations when they need to work as problem solvers”.

“Through the kind of questions I address; I always put them in the picture, I give them situations and asking them to act, how they would do things more properly in this situation, through the questioning process raising their curiosity”.

“Well; simply I improve their critical thinking skills through the type of questions I ask. So I always give them questions that need reflection, question gap”.

Question 06: how can the teacher share the responsibility and authority in classroom with the students?

Among the total number of the informants, only three of them stated that they do not share responsibilities and authority in classroom with their learners. While 70% of teachers showed that they only ask them about the topics they want to learn or they ask them to search for the knowledge and present it.

“The teacher shares the responsibilities in classroom with students through choosing topics, making presentations in classroom; but still the authority for the teachers”.

“We need to make the learners holding the responsibility of their learning; they need to be ready to perform as researchers, critical thinkers, problem solvers and the teachers guide and assist. Also they are engaged in decision making for example suggesting for them syllabus and asking them at this level what topics do you think are not appealing for them”.

“I always clarify to my students that I am not here to give pieces of information but you should search”

“Personally when I give them the syllabus I ask them to select the topics and read about them”.

Question 07: what is the kind of activities do you use in you teaching to achieve the learning objectives?

The answers obtained from teachers revealed that majority of them used presentations, debated and group work.

“Maybe; projects, presentations and classroom interaction”.

“We debate; we raise questions to explain things, present”.

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“I always promote those which make the learner work like: presentations”.

“In my lectures there are no specific activities except question reflection, arguments and debates”.

Question 08: how can students be involved in selecting topics that are focused on in the teaching process?

The majority of the informants claimed that they involve their students in selecting the topics or syllabus through asking them. While only four teachers who did not ask their learners about their points of view.

“For example through group discussion to ask them about their interests or you can give them a questionnaire or surveys to find out about their interests and then you can include them in your decision making”.

“Well; just by asking them to propose”

“You have first to give them the choice, ask them, give them the freedom to choose do not impose on them”.

“Generally speaking the syllabus is already done by the teacher, but sometimes during the lecture the teacher can detect that there is a missing point or gap, so he add it”.

Question 09: are you familiar with the concept critical pedagogy?

The responses obtained from teachers showed that they could not define the concept critical pedagogy; they just tried to guess its meaning according to the meaning of critical and the meaning of pedagogy. However, only two teachers stated that they did not know its meaning.

“I am familiar with critical thinking and critical pedagogy is the kind of pedagogy that improves critical thinking at learners. And here I believe that this is critical pedagogy”.

“Well critical pedagogy is the kind of pedagogy that promotes critical thinking in students”.

“Critical pedagogy is the one that makes the student at the center, critical thinker, producer and very active”.

“Critical pedagogy is teaching critically, teaching with critical minds and questioning everything”.

3.2.4. Discussion of the Results

The analysis of the responses obtained in the interview indicates that the teachers' answers confirmed the previously stated hypothesis, in which the teachers are not aware about critical pedagogy as an approach of teaching. However, they applied some aspects in their teaching; most of them maintained that they incorporated the learners' experiences from their

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real life in the learning content in order to relate the knowledge being taught in the classroom with the appropriate context. Few teachers who had shown positive responses concerning involving teaching about social justice and inequalities in society, but they shown negative responses on including the political aspects. They acknowledged that they mentioned them only when there was an event or something happening in the society.

Additionally, the majority of the teachers noted that they made a relationship between the knowledge being taught in the classroom and the social, political, historical and economic contexts. As a result, the learners will relate learning to the real life. It should be noted that though teachers claimed that they improve their students' critical thinking skills through debates, asking questions to reflect on them and problem solving. But the classroom observation revealed that the majority of them were using the traditional methods of teaching, in other words they provided the students with the needed knowledge and they received it passively.

Concerning the way that the teachers shared the responsibilities and authority in classroom with the students, the vast majority of our informants stated that it was through asking the students about their opinions to involve them in selecting the topics that are focused on in the educational process. Moreover, sometimes they were asked to look for information about those selected topics or to prepare presentation for classroom discussions with their classmates. When it comes to the meaning of critical pedagogy the answers revealed that the teachers were not aware about its meaning, but they attempted to guess the meaning according to the words critical and pedagogy; in which they related it to critical thinking only.

3.2.5. The Analysis of the Syllabi Content

In addition to classroom observation and the teachers' responses, it was very important to analyze the syllabi content to check if the educational content introduces the features of critical pedagogy.

The Curriculum Content

What was noticed that the lectures included in the syllabi were derived from the students' experiences from their everyday life; because when the students reflect on their situations and experiences helps the teacher to identify their needs and interests and to set the learning objectives. For example when the lessons are about child language, group and pair work or language disorders the students can provide their own examples and they can make a relationship between the knowledge taught and the reality in everyday life.

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Using Authentic Materials

Through classroom observation it was remarked that the teachers did not use authentic materials to teach the students, the majority based their teaching on the traditional way in which they were explaining and transferring the information and knowledge and the learners were listening passively. The other teachers preferred to use data show to present the lesson instead of using papers, or they used presentation; in other words the learners looked for information and presented it in front of their classmates.

It Should Be Transformative

Since the main role of critical pedagogy is to empower the marginalized groups of students, so the social and the political critiques should be placed at the center of the curriculum. Concerning the selected syllabi, they did not incorporate those social and political critiques that encourage the learners to reflect and work against the oppressive conditions in their lives. However, only one syllabus included some lectures such as: language and politics and language and communication problems; but they were not discussed in the appropriate way.

The Themes Should Be Selected

When it comes to the themes they should be selected according to the learners' needs and interests, also they must be selected and provided by both the teacher and students in order to relate the knowledge with the context in which they was taken place. But, through observation it was noticed that the syllabi were already done by the teachers; they did not include their students' opinions concerning the themes they wanted to learn. Sometimes they were allowed to pick up one topic and prepare a presentation about it.

3.2.6. Discussion of the Results

The analysis of the syllabi content revealed that the majority of the syllabi validated the earlier stated hypothesis in which the content of syllabi may not introduce the features of critical pedagogy. However, the only feature that was present is that the content was designed based on the learners' everyday life: that gave them the opportunity to relate what they learned with the suitable contexts to improve their learning. In addition, the teachers did not present that content to the students using authentic materials, they based their teaching only on the board or the handouts, may be because they used to teach using the old-fashioned way of teaching that was delivered through recitation and memorization.

Most importantly, the content of syllabi was not transformative; it did not include the social and political critiques that allowed the students to relate their knowledge with the

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reality of the society and its problems. In this way they will be able to make dissections and have actions to change and improve it. When it comes to selecting themes, they were already suggested by the teachers without taking into consideration their opinions, needs and Interests.

3.3.General Discussion of the Results

From the analysis of obtained data; from the classroom observation, interview and syllabi analysis we have reached the following conclusions:

First, the teachers did not apply the aspects of critical pedagogy, however only one teacher who applied some perspectives of that pedagogy. Which are: being flexible, improving the students' critical thinking skills. Allowing them to be active participants in their learning and deriving the learning content from the learners' everyday life.

Secondly, since the main goal of critical pedagogy is empowering the oppressed students, raising their critical awareness and consciousness and preparing citizens for participating in democratic society; but the teachers did not include learning about social justice and the inequalities and political matters in society.

Thirdly, the obtained results revealed the learners did not act as active participants in constructing their learning, they were very passive and the most of the time they were depending on the teachers to provide with knowledge, because they used to receive the information passively from the teachers' mind to their minds.

Moreover, all the participants' responses showed that they are not aware about critical pedagogy as an approach of teaching; they tried to figure out its meaning through the meanings of critical and pedagogy. All their answers were that it is an approach that improves the students' critical thinking.

Finally, from the analysis of the syllabi content; the results exhibited that the curriculum did not introduces all the features of critical pedagogy. Despite the fact that it was derived from the students' everyday life and situations, it was not transformative and it did not included the social and political critiques to encourage the students to reflect on their world and to transform their lives. Also, the teachers did not use authentic materials to teach that syllabi to the learners and they did not include the students in selecting the themes that they want to learn about.

3.4.Recommendations

The result obtained from our informants' responses, classroom observation and syllabi analysis were of great importance to the present research. They revealed that the teachers are not aware about the critical pedagogy as an approach of teaching and its meaning and they do not apply its aspects in their teaching, also the curriculum does not introduce the features of that pedagogy. So the present research suggests and recommends the following:

The Teachers' Role

Being Flexible

Teachers are a necessary part of critical pedagogy, because they spend the most time with learners; so they have the greatest impact on students, the programs and the way of teaching them. Also, within the same classroom there are different students with different needs, interests and learning styles; as a result the teachers should adapt their teaching methods according to these features. Within the same perspective, the teacher should bring authentic materials to the classroom in order to provide real and authentic context for language leaning and use.

Empowering the Learners

One of the most important principles of critical pedagogy is to empower marginalized students, help them to develop their own understanding of whom they are, their role and place in society to change and transform their conditions and lives. When they reflect critically on their experiences and situations from their everyday life, to understand the causes and reasons that affect them to happen; consequently they will think about what they should do when they face the same situation in the future.

Developing the Students' Critical Thinking Skills

In critical pedagogy the teachers are considered as problem posers, they should apply problem posing model of education instead of banking model. In which the educators present to the students problems and situations from their real life; then they ask them to think critically about that issues to find solutions for these problems through critical examination and analysis, as a result they will be able to figure out the types of action they need to take in order to improve their life conditions. In addition, teachers should use the activities that require thinking, reflection, reasoning and debates.

Avoiding Traditional Way of Teaching

The teachers need to avoid the conventional education (the banking model of education), that is to say they should not base their teaching on memorization and repetition

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but it is preferable to give them the opportunity to think and reflect critically about the educational content, so they will be able to construct their own knowledge and they will act as active participants in the learning process. Moreover, in classrooms the teachers must be an authority on their subject matters, and at the same time they have to encourage their students to express their opinions, exchange the ideas with each others, question the knowledge presented in the classroom and they should be involved in selecting the topics focused on in the educational process according to their needs, interests and learning styles. In other words it should exchangeable relationship between learners and teachers, in which they learn from each others.

Incorporating Teaching about Political Aspects, Inequalities in Society and Social Justice

The main role of the oppressors and dominant groups in the society is to spread their ideologies among the citizens for example through the schools and curricula, so the educators need to understand that the educational content is affected by politics. In addition their role is to raise the students' critical consciousness and awareness about what is happening in society to encourage students to take risks, question the power in society and the accepted political assumptions. As a result, it focuses on strengthening the teachers' and students' knowledge about social and political realities. Also, they will have the opportunity to participate in their self formation as citizens who are to participate in democratic society.

Establishing Dialogic Environment

Through dialogue the learners will be able to develop their own knowledge by themselves; also they will have the opportunity to learn how to express their ideas, opinions, how to respect and criticize the others' points of view when participating in debates and discussions. Also, it facilitates communication between teachers and students, and it allows learners to understand that teachers are not authoritative and they can question the educators' knowledge and their way of teaching. And it is very important to practice praxis in the educational process.

3.5.Limitations

Although the process of the research was systematically organized and the purpose of the study has been reached. Some limitations were presented while conducting the interview and the classroom observation.

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- First, in the teachers' interview, some teachers could not understand very well the questions or the key words, also sometimes they did not provide us with enough information when they were answering the questions.
- Second, the time was not sufficient. However, we aimed to attend more lectures but it was not the case because of the quarantine.

3.6. The Conclusion

The last chapter in this dissertation was devoted to the analysis of the information gathered from the informants. The obtained results helped to answer the research questions generated previously. It has been remarked that the teachers are not aware of the meaning and the features of critical pedagogy as an approach of teaching and they do not apply its aspects in their teaching, in addition the educational content and the syllabi do not introduce all the features of that pedagogy. In the end of the chapter, we provided some recommendations that may help the teachers to understand the main features of critical pedagogy.

General Conclusion

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General Conclusion

The ultimate goal of teaching is to encourage the learners to be involved in the learning process and to act as active agents in constructing their knowledge. In addition, it gives them the opportunity to be empowered and to improve their lives through raising their awareness and consciousness by incorporating teaching about the political matters and inequalities in society. However, the most learners at the university are still passive recipients of knowledge and the most teachers are still using the conventional ways of teaching. In order to help students to become independent; the teachers should apply the aspects of critical pedagogy in their teaching practices, to establish active learning and to lead them toward social change.

The present research has focused on three main goals. The most important objective was to examine the teachers' awareness of the meaning of critical pedagogy as an approach of teaching. Moreover, it attempted to investigate whether the teachers apply its aspects in their teaching or not. Also, it examined if the educational content introduces the features of this pedagogy.

The present dissertation is composed of three chapters. The first chapter was concerned with the theoretical part of the work, and it highlighted the definitions of critical theory and critical pedagogy. Then, it presents the main aims of that pedagogy, that is to say demonstration of critical awareness and consciousness, humanization and problem posing model of education through engaging both the learners and students to analyze and reflect critically about the political matters and issues in society. In order to prepare citizens that participates in creating just and democratic society.

The second chapter was for the practical part of the research. It started with providing a theoretical description of the research methodology, it was very important to take a triangulation method to undertake this research in order to collect data from participants who included the first year master students and their teachers at the English department at Mostaganem University. First, we conducted a classroom observation to check the teachers' practices in the classroom. An interview was conducted with the teachers to investigate their awareness of the meaning of critical pedagogy as an approach of teaching. The last method was a syllabi analysis of the educational content to examine whether they introduce the features of that pedagogy.

The last chapter dealt with the analysis and interpretation of the results. First we analyzed and discussed the gathered data from classroom observation, in addition the most

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important responses of the teachers through interview. Then, we analyzed the information obtained from syllabi analysis. Finally, a general discussion of all the results was provided briefly followed by a set of recommendations that seek to provide some practical solutions that may help to adapt critical pedagogy as an approach of teaching.

Based on the analysis of the data gathered, the results suggest that critical pedagogy is not applied as a teaching method, in which the majority of teachers are still using the traditional ways of teaching; this means that the teachers own the knowledge and they deposit it in the learners' minds. In such a system the learners are considered receivers, who receive the knowledge from their teachers for granted and without asking questions, they base their learning on repetition and memorization which deprive them from thinking and being active participants who are able to construct their learning. Furthermore, the results have revealed that the teachers do not raise the learners' awareness and critical consciousness to empower them by exposing political matters and social inequalities within education, on the one hand, and incorporating the learners' situations from their everyday life to encourage them to reflect critically about these situations, on the other. In addition, through the observation and the syllabi analysis we have concluded that the educational content is not designed according to critical pedagogy features, also the students were not involved in selecting the themes focused on in the learning process.

Accordingly, the previously proposed hypotheses have been proved. We assumed that the teachers are not aware of the meaning of critical pedagogy as an approach of teaching. Also, we expected that the majority of the teachers do not apply the aspects of critical pedagogy in their teaching. Finally, we estimated that the learning content do not introduces the features of that pedagogy.

By ways of concluding, it should be confessed that this research was an attempt to answer a limited number of questions. Therefore, apart from critical pedagogy, we suggested that there are other dimensions of implementing critical pedagogy to be investigated in further research. Given the fact that, the core of critical pedagogy is preparing citizens who participate in creating just and democratic society. However, it is advisable to take into consideration the limitations and the proposed recommendations to have more rich results.

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Appendices

Appendices

Appendix (1): Checklist Observation

Teacher:

date:

time:

Class observed:

critical pedagogy	available	Not available	example
I. The role of the teacher			
1. Teachers should be flexible; they adapt their teaching methods according to the students' specific features (needs, interests, learning styles...)			
2. Teachers help students to develop their own understanding of whom they are, and their place and role in society			
3. Teachers help the learners to develop their critical thinking skills			
4. Teachers are not the only source of knowledge			
5. Teachers should not be authoritative in the classroom			
6. Teachers should teach students to learn, think, act in more independent way, and help them to create more learning opportunities for themselves			
7. Teachers should make students aware of inequalities in society			
8. The learning content is derived from learners' real life			

9. Teachers role is not to teach only but they also learn when they are involved in dialogue with their learners			
II. The role of students			
1. Students should take the role of active learners, they learn; apply; and process knowledge			
2. Students possess the power and right to make decision			
3. Learners produce their own learning materials			

Appendix (2): Teachers' Interview

- 1) Do you include students' experiences into your teaching, if yes how?
- 2) Do you incorporate learning about social justice and politics to raise the learners' awareness in your teaching process?
- 3) Does the knowledge being taught in the classroom is constructed according to a meaningful contexts, such as : social, political, economic, and historical contexts
- 4) As a teacher how do you improve your students' critical thinking skills?
- 5) Do you think that the Algerian curriculum content and the books are considered as authentic materials?
- 6) How can teachers share the responsibilities and authority in classroom with their students?
- 7) What is the kind of activities do you use in your teaching process to achieve the learning objectives?
- 8) How can students be involved in selecting topics that are focused on in the teaching process?
- 9) How could you define the critical pedagogy?
- 10) How different is it from pedagogy, its main features?

Appendix (3): Checklist for Syllabi Analysis

III. The educational content and materials	Available	Not available	example
1. Curriculum content is derived from learners' personal situations			
2. It Uses authentic materials			
3. It should be transformative			
4. Students should be involved in selecting topics that are focused on in the teaching process			