Critical Pedagogy at the Undergraduate Level Classrooms in Bangladesh: Theory and Practice

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ABSTRACT

This study was attempted to understand the intensity of teachers' affiliation with Paulo Freire's theory – critical pedagogy' and see the propensity for using the major principles of it at the undergraduate level classrooms in Bangladesh. It also focused on comprehending how and to what extent learners responded to the basic tenets of critical pedagogy. The study found that critical pedagogy was persistently used in multidisciplinary classroom situations in Bangladesh though the teachers were not oriented with adequate institutional training. By increasing learners' awareness of critical thinking, offering inclusive classroom situations, maximizing students' active participations and promoting learners' intent to fight against any authority in the classrooms, promoting social-justices etc., teachers showed constructive reflections of critical pedagogy even in the EFL context of the post independent Bangladesh. A set of questionnaire including 23 independent variables was used for data collection. Thirty two teachers from eleven departments of Islamic University, Bangladesh were chosen for sampling. A mixed method comprising of qualitative and quantitative ones was used for study. Sources were cited sincerely.

KEYWORDS - *Critical pedagogy, banking model, critical thinking, Islamic University, EFL & ESL contexts.*

I. INTRODUCTION

In the recent process of Teaching-learning, whether it is ELT or other disciplines, critical pedagogy shows noticeable influences both in the classrooms and real life situations around the world. Rooted in the works of the Brazilian educator, Paulo Freire (1970) its appeal and application among the teachers and learners in Bangladesh also appears to be an imperative phenomenon. Kumaravadivelu (2006) observes that the post-modern era propounds a new relationship between teachers, theorizers, and learners with a view to developing the intensity of skills, knowledge, and autonomy. Critical pedagogy in this connection adds a dramatic shift in the academic settings with a sign of emancipation (cited in Marzi Suzani, S. 2018, p. 118). It is critical pedagogy that stands in opposite to the traditional 'banking model' in education and attempts transforming students from being the mere objects of passive recipients in education to autonomous subjects of learning from their own needs and interests (Freire, 1970). While contributing to the introduction chapter of Paulo Freire's *Pedagogy of the Opressed* in the year 2000 Donaldo Macedo rightly observed:

> Paulo Freire's invigourating critique of the dominant banking model of education leads to his democratic proposals of problem-posing education where "men and women develop their power to perceive critically the way they exist in the world, with which and in which they find themselves; they come to see the world not as a static reality but as a reality in the process of transformation (2005. p. 12).

Here the learners master how to think critically, maintain the balance of power irrespective of castes, colour, gender, learning styles, ethnicity, religion etc. Besides, they learn how to voice against the authority either inside or outside the classrooms, empower themselves or promote societal justices etc. As a result they not only find themselves fit for communicating either in a local or global setting, being able to use their skills and knowledge of a *lingua-franca*, they also show the courage to achieve the goals and objectives they set for a world of change. Critical pedagogy, which equips them to develop a sort of critical consciousness, comes out as an inevitable learning outcome from critical thinking. For higher levels of education or achieving the fundamental goals of learning, critical thinking is considered to be central

(Kuhn, 1999; Keeley and Shemberg, 1995 qtd in Moon Jennifer, 2008, p. 6). Jennifer argues on the importance of critical thinking at the undergraduate level education referring to the study of Phillips and Bond in 2004. In addition, critical thinking can be taken as an experience which might be assisting the students and staffs towards developing an independent and scholarly approach applicable for their own fields of works and identities (ibid, p.7).

Since the prevailing education system in the post independent Bangladesh has been endowed with an EFL context, the implication of critical pedagogy can in no way be ignored. It might lead and nourish critical thinking among the learners. As a result, they could be able to go through a process of revitalization and renovation and find them in the main stream of the present Bangladesh, which has been now metaphorically identified as *Digital Bangladesh*. Learners in the undergraduate levels would be content with the language skills: listening, speaking, reading and writing, and found themselves confident at using it either as a 'library language' or a *lingua franca* would not suffice. They need to be devised with the 'critical or scholarly use of a language' too. Teachers' roles in this regard therefore should be acknowledging it and mentoring the learners accordingly. Their efforts should extend to strengthen learners ability for autonomous thinking, creating an environment of societal justices, upholding equity, promoting humanitarian activisms and so on. Critical pedagogy thus signals a positive change in all spheres of life either at an individual or collective level.

II. RATIONALE OF THE STUDY

Around the globe, in the present perspective of education, educators, theorizers, teachers think that students should identify themselves as the agents of change. It is expected that they will come out to be the citizens who live in a system of participatory democracy, an individual whose personal behaviours and life style should help them confront the social crises related to such issues as globalization, violence, and then environment and so on (Rebecca T. Peters, 2012, p. 215). It is conjectured that the traditional systems of education, fundamentally narrative in characteristics, have very little to do with where education seeks for social justices, equity, emancipation and finds way out to reduce the social crises associated either with an individual one or at the public levels. While analyzing the prevailing system of education Paulo Freire (1970, pp. 71-72) reveals it "suffering from narration sicknesses". The teacher-student relationship in the traditional system of education either in the classrooms or out of the classrooms involves a narrating Subject (the teacher) and patient, listening

objects (the students). His analysis on the traditional way of education however has well defined as 'banking model' since education has been an act of depositing, in which the students are depositories and the teacher is the depositor. Instead of communicating, a teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. Here in this connection it is assumed that being a variant of 'listening objects' it becomes difficult for the students to meet most of the essential goals of education, especially which can uphold social justice, ethical dignity, political awareness and humanitarian affinity etc.

The aims and goals of education as propounded by the Government of the People's Republic of Bangladesh in 2010 put forth thirty fundamental aspects which imply a sort of transforming intent both for its recipients and its facilitators (National Education Policy 2020, p.1). The prevailing education system needs to comply with its transforming motifs which stand for those learners who intend to cultivate 'creativity and thinking faculties'. It is also important to ensure a congenial atmosphere for a real life oriented unhindered, scientific, socio-politically and ethically elevated education for all. Any deviation from it as a matter of fact means a disassociation from the national education policy of Bangladesh. Bangladesh strongly recommends an education policy which determines establishing a society free from discrimination and resisting the use of education as a commodity to reap profits (ibid).

Generating new ideas, innovating knowledge as well as developing a skilled man power etc., converge the main purposes of Higher education in Bangladesh (ibid, p. 23). Critical pedagogy in this regard can play a 'catalytic' role for the students of Bangladesh. Kumaravadivelu (2006) quoting from Shor (1992, p. 15) acknowledges the critical pedagogists who call for –

> "…empowering education that relates personal growth to public life by developing strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change; …and one that helps students explore the subject matter in its sociopolitical, historical contexts with critical themes integrated into student language and experience" (p. 72).

Kumaravadivelu's proposition here also has aptly been reflected when the education policy of Bangladesh has been emphasizing on an unhindered practice of intellectual exercises and growth of free thinking, integration of learners' skills, knowledge and

real life based experiences with higher education, identification of the problems either of the society or state along with attainable solutions to them through a process of re-structuring and renovation (National Education Policy 2020, p.1). Therefore, critical pedagogy does never entail anything disassociating from the prevailing education system, on the contrary it may abound with incentives either for an academic or real life perspective.

Bangladesh, the then East Bengal, being a vital part of the undivided India, bears a long history of teaching and learning English from its colonial past. After the partition in 1947, Bangladesh, the then East Pakistan, endorsed teaching and learning English since Pakistan found it to be an official language and effective means of communication in its diverse multilingual perspective (Islam, Nurul. M. and Hashim Azirah, 2019, pp. 247-255). Even after the emergence of sovereign Bangladesh in 1971, English teaching and learning carries equal importance, though Bengali as a language attains hierarchy through some constitutional reforms. It came as an inevitable event on the basis of long cherished aspirations of the people of this land manifested through the glorious Language Movement in 1952. On the backdrop of this glorious history, the constitution of the People's Republic of Bangladesh 1972 includes Article (3) which leads Bengali to attain the status of the state language. To accelerate the directives of the 1972 constitution, The Bengali Language Introduction Act was passed in 1987 (Cited in Islam, Nurul. M. and Hashim Azirah, 2019, pp. 251). As a result Bengali took over domains (e.g. education, administration, law, etc.) that previously belonged to English. Meanwhile Bangladesh turns to a monolingual country, yet acknowledges the exceptional varieties from the tribal language communities, namely – Monipuri, Chakma, Santal, Garo, Rakhain, Tipra.

It is true that from the primary to tertiary levels English has been taught as a compulsory basis course (Khatun, 1992, pp. 65-66). The reformed education policy of the University Grand Commission of Bangladesh has also suggested English courses mandatory in the undergraduate level in all disciplines irrespective of public and private universities. In addition, the National Education Policy (2010) of Bangladesh has made English courses compulsory including 100 marks or 03 credits in all the degree (undergraduate) levels colleges around Bangladesh (p. 32, clause: 09). Despite all these attributions, English has little to hold its status as the Second Language or *Lingua Franca* now; to a certain extent it signifies an EFL condition overtly. The acronym, EFL, generally signifies such a variety of English which has been developed in a country as an external influence rather than via a body of 'settlers'. For the *EFL* speakers, English is an *inter*-national language, not at all an intra-national one. The learners in an *EFL* context move on to effective global communication either in economics or cultural exchanges (Rajend, Mesthrie and Rakesh M. Bhatt, 2008, p. 5).

In a multilingual nation, English can be a common media for creative writing, official documentations, academic sharing, academic writing up or publications etc. The context in this connection of course implies an ESL one whereas Bangladesh shows a trend of discretionary or voluntary use of English. ESL which stands for such a variety of English typically arose in those countries where English was introduced in the colonial era in either face-to-face communication or more usually via the education system of a country. In an ESL country there is, or had once been, a sizable number of speakers of English and scholars who could master them producing creative writings in English. English indeed holds in such a situation a strong ground and plays a key role in education, government and education *(ibid)*. It is obvious that these instances are least found in Bangladesh; yet countries, namely – Sri Lanka, Kenya, and Nigeria etc., cannot but posses all of the characteristics found in an ESL setting.

In the post independent Bangladesh, government has taken appropriate initiatives while honouring and incorporating public demands for English in educational, technical and communicative purposes at one hand and measuring its values for the global use (Nurul, Islam, M. and Hashim A. 2019, pp. 252). This study therefore found it feasible and determined to carry out the results coping with its objectives accordingly.

III. REVIEW OF LITERATURE
Critical pedagogy, being a problem posing method of teaching, stands for 'emancipation', promotes critical thinking paying little interests in the 'banking model'(Freire, 1970, pp. 52-53). Elisavat. C. and Kostas D. Dinas (2016, pp. 88-94) suggest that a teacher could better renounce authority in the classroom and "stand out" of the system and guide his learners with reflections, flexibility and knowledge. However this is such an attempt that does not flourish in the 'vacuum', it necessitates an appropriate education policy, politically oriented yet opted for creating identities either in an individual or national level. Piosang, Tristant L. (2018, pp.103-109) points how language learning process in the classroom environment can be enhanced with the implementation of 'critical language pedagogy'. His study determines six principles of 'critical language pedagogy' such as, a

practical process, a student centered approach, a democratic tool, a highly dialogical process, an emancipator of authority. The researcher concludes suggesting that these principles would guide the teachers to know how they could incorporate 'critical pedagogy' for language teaching-learning process.

Critical pedagogy as Manish K. (2015) found created the spaces for the multiple voices and multiple identities and instigated transferring language learning into an agent of social change in the ELT classrooms. Nevertheless he suggested for extending spaces to multi-modalities and multiple voices to evolve a meaningful implementation of critical pedagogy (pp. 91-95). Mohammad Aliakbari and Elham Faraji (2011, pp. 77-85) again acknowledged the transformative features of critical pedagogy while exploring some of the major traits: 'liberating and problem posing education', teacher and student role, praxis and the reflection on the world, and dialogism and therefore suggested it for ELT classrooms. Mary Breunig (2009) conducted a study upon the seventeen self-identified critical pedagogues, in part, to address the gap between the theory and application of critical pedagogy in the classrooms oriented with social-justices (pp. 247-262). It revealed that the participants who were involved in using dialogues, pair work or group work, syllabus constructions and some other experimental classroom activities got well articulated. The paper eventually called for the critical pedagogues widening the justice-oriented critical praxis which could turn the learners articulating effectively within the post-secondary classroom practice.

Abdolmajid Goljani, et al., (2018) focused on critical pedagogy based instructions on 'altering EFL teachers' viewpoints'. The study witnessed a tremendous change in the attitudes of the teachers in terms of teaching techniques and incorporating the cultural notes (pp. 212-220). While conducting a research on 'the probable applicability of critical pedagogy in Bangladeshi classrooms', Ahmed Raju (2018, pp. 54-69) signaled a positive result. His approach was multi-disciplinary and he found the teacher-respondents not equipped with adequate formal training or prior experiences with critical pedagogy, yet their classroom aptitudes got congenial with the basic tenets of critical pedagogy.

IV. OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS
A. OBJECTIVES OF THE STUDY
The objectives of the study were 'to understand the level of teachers' affiliation with Paulo Freire's theory – critical pedagogy' and 'to see the propensity for applying the major principles of critical

pedagogy in the undergraduate level classrooms'. It also determined to comprehend 'how and to what extent learners responded to it.

B. Research Questions
The critical pedagogy that Paulo Freire (1970) propounded was mainly designed for the adult learners of the peasant class in the context of Brazil. Yet its purposes were not only to attain freedom in the social, economical sphere but also necessitated the freedom of thinking critically. This study however was endeavoured to conduct on the teachers working at the undergraduate level classroom in Islamic University, Bangladesh. In pertinence to the research objectives, the study posed some questions as followed:

    i. What conceptual views did the teachers possess as regard critical pedagogy?
    ii. To what extent did Bangladeshi teachers practice critical pedagogy in the multidisciplinary contexts?
    iii. How did the learners reflect with the tenets used by their teachers in the classrooms?

V. METHODOLOGY
A. METHODS
The present study involves both qualitative and quantitative methods. While developing its conceptual framework a qualitative method was followed. The phases which include data collection, data analysis and the results obtained clearly determine a quantitative one. Therefore it can be said that while conducting the study a mixed method was used sincerely.

B. PARTICIPANTS
This study was conducted upon thirty two teachers including 11 professors, 13 associate professors, 05 assistant professor and 03 lecturers from eleven departments of Islamic University, Kushtia-7003, Bangladesh. The teacher-respondents were from the departments of English under the Faculty of Humanities, Economics under the Faculty of Social Sciences, Law under the Faculty of Law, Management, Accounting and Information Systems and Finance and Banking under the Faculty of Business Administration, Mathematics under the Faculty of Sciences, Applied Chemistry and Chemical Engineering, Computer Science and Engineering, Information and Communication Technology under the Faculty of Engineering and Technology, Applied Nutrition and Food Technology under the Faculty of Biological Engineering.

C. Instruments

A set of questionnaire, developed by the researchers, was employed while collecting data for the research work. It included 32 items on a Liker Scale ranging from 'Strongly agree' to 'Strongly disagree' and coded 1 to 5. The questionnaire emphasized on developing variables suitable for the multidisciplinary undergraduate classrooms in the context of Bangladesh. The variables employed the questionnaire upheld some of the basic features of critical pedagogy. Despite the variables being independent, they were restructured in some distinct clusters which were named as follows: i) factor one: critical thinking and critical consciousness including variables 1 to 4; ii) factor two: democratic teaching-learning setting consisting of the variables 5 to 7; iii) factor three: learners to be the agents for change comprising of the variables 8 to 11; iv) factor four: problem posing curriculum and classroom activism including variables 12 to 15; v) factor five: inclusive classroom environment consisting of the variables 16 to 17; vi) factor six: teacher centered versus learner centered classroom setting including the variables 18 to 19 and vii) factor seven: activity oriented teaching learning strategies comprising the variables 20 to 23. All types of data were processed through computer-based Statistical Package for Social Science (SPSS) developed by Nie et al., (1975). Before feeding the data into computer, all of them were converted into numerical codes and the details of these coding were recorded in a code book. The descriptive statistics, mean, reliability analysis etc., were used for this research work.

D. PROCEDURES OF THE STUDY

The respondents of the study were chosen from eleven departments of Islamic University, Kushtia-7003, Bangladesh. Teachers who were willing to respond for this research works were taken into consideration for sampling. While data collection, respondents were requested to use their names, initial signatures and date as an optional basis. The category of the respondents and their respective departments were recorded by the researchers carefully. The respondents could provide unbiased data on the basis of their classroom experiences as they were given full freedom for their choices.

VI. LIMITATION OF THE STUDY

This paper confined its area only to the theoretical and practical aspects of critical pedagogy at the undergraduate level classroom environment in Islamic University, Bangladesh. Islamic University, set up in 1979, however appeared as the first public university in the post independent Bangladesh in one of the south-west districts of Bangladesh named Kushtia (*IU Diary* 2020, p. 16). From among the 33

departments prevailing here, only 11 departments were chosen for the study. Besides, only 32 teachers out of a total 416 (www.iu.ac.bd.) participated as the respondents whereas more teachers from other departments could be included. It could also include some other neighbouring universities irrespective of private or public ones. Besides, either the outcomes or challenges of critical pedagogy in the context of Bangladesh could be chosen for research area.

VII. FINDINGS AND DISCUSSIONS
A. RELIABILITY EMERGED

It is assumed that the objectives of the study were coping with the strategies of language teaching-learning process in a multidisciplinary context. The questionnaire developed to collect the precious information and opinions as regard their perception of critical pedagogy and its use in the classroom situations were validated through a reliability test as shown in **Table-1**:

Cronbach's Alpha	No of Items
.743	23

(Table 1: Reliability analysis of 23 variables)

It is seen from **Table-1** that the Cronbach's alpha value (α) was found 0.743 from 23 variables, which was higher than the minimum acceptable level 0.70 suggested by Nunnally (1978).

B. FACTORS REVEALING CRITICAL PEDAGOGY IN PRACTICE
a) FACTOR ONE: CRITICAL THINKING AND CRITICAL CONSCIOUSNESS

This factor illuminated the fundamental essence of critical pedagogy which installs the skills and knowledge among the learners and made them consistent with critical thinking and critical consciousness as an essential basis. Respondents' perceptions and practicality in this connection appeared to be very suggestive. The descriptive statistical analysis of (variables 1 to 4) the respondents' opinions were shown in **Table 2.1**:

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1.	56.3	31.3	6.3	6.3	0
2.	37.5	59.4	0	3.1	0
3.	34.4	34.4	9.4	15.6	6.3
4.	65.6	31.3	3.1	0	0

(Table 2.1: Descriptive statistics for participants' responses to factor one.)

As shown in the **Table 2.1**: 56.3% teachers strongly believed in the process of infusing critical consciousness into their students so that they could master the art of critical thinking which would in turn make them a critically thinking nation. As to the same variable 31.3% respondents agreed, 6.3% remained undecided, another 6.3% disagreed and 0% respondents disagreed strongly. As regard the second variable 37.5% respondents strongly agreed while 59.4% of them agreed. Both for the 'Undecided' and 'Strongly disagree' points 0% respondents were found while 3.1% of them disagreed. The third variable recorded 34.4% participants for 'Strongly agree', another 34.4% for 'Agree', 9.4% for 'Undecided', 15.6% for 'Disagree' and 6.3% for 'Strongly disagree' points. The fourth variable under the first factor found 65.6% respondents for 'Strongly agree' point, 31.3% for 'Agree' points and only 3.1 for 'Undecided' point. Upon the points 'Disagree' and 'Strongly disagree' respondents were found 0% respectively.

C. b) FACTOR TWO: DEMOCRATIC TEACHING-LEARNING SETTING

Teachers using critical pedagogy in the classrooms generally created an environment where they could mentor each and every learner as a model for democratic setting. Learners learnt how to voice against any sort of polarization, reduced gaps among the fellows, mitigated the power imbalance and upheld social justice etc. The statistical analysis of the second factor as shown in the **Table 2.2**: could well establish not only the respondents' awareness of a democratic setting for their learners, its applicability could also be comprehended.

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
5.	43.8	46.9	6.3	3.1	0
6.	28.1	59.4	9.4	0	3.1
7.	34.4	34.4	18.8	12.5	0

(Table 2.2: Descriptive statistics for participants' responses to factor two.)

The variable 5 as shown in the **Table 2.2** obtained 43.8% teachers' opinions for 'Strongly Agree' and 46.9% responses for 'Agree' points. 'Strongly Disagree' point could record 0% opinions while the 'Undecided' and 'Disagree' points obtained teachers' responses respectively 6.3% and 3.1% only. Respondents under variable 6 provided 28.4% opinions for 'Strongly Agree', 59.4% for 'Agree', 9.4% for 'Undecided' and 3.1% for 'Strongly Disagree' points. But 0% respondents were found for 'Disagree' point. As regard the variable 7, 34.4% participants responded

for 'Strongly Agree', another 34.4% for 'Agree' points respectively while 18.8% responded went for 'Undecided' and 12.5% for 'Disagree' points. For 'Strongly Disagree' 0% teachers responded. This analysis therefore determined a positive impression of teachers' theoretical knowledge and use of critical pedagogy in the undergraduate level classrooms in Bangladesh towards setting a democratic classroom teaching-learning system which would turn learners to be representatives for democracy even in real life situations.

c) FACTOR THREE: LEARNERS TO BE THE AGENTS FOR CHANGE

Turning learners to be the agents for change, in the societal perspectives, retained one of the key principles for critical pedagogy. The variables ranging 4 to 11 here manifested the factor for the learners who attained such a refinement that eventually turned them as the agents for change in society. The results and findings as obtained were shown in **Table 2.3** as follows:

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
8.	50	43.8	6.3	0	0
9.	6.3	15.6	21.9	28.1	28.1
10.	21.9	56.3	15.6	6.3	0
11.	21.9	53.1	15.6	6.3	3.1

(Table 2.3: Descriptive statistics for participants' responses to factor three.)

As shown in the above table 2.3: for variable 8, 50% respondents answered in favour of the point 'Strongly Agree' and 43.8% for 'Agree' point while 6.3% remained undecided. For 'Disagree' and 'Strongly Disagree' the respondents were found 0% respectively. This factor therefore demonstrated teachers' positive views of critical pedagogy in the perspective of Bangladesh.

d) FACTOR FOUR: PROBLEM POSING CURRICULUM AND CLASSROOM ACTIVISM

Critical pedagogy has been widely acclaimed for its problem posing curriculum and classroom activism. The variables stretching from 12 to 15 manifested a satisfactory implication of this factor. Results were shown in the following **Table 2.4**:

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
12.	65.6	31.3	3.1	0	0
13.	21.9	50.0	12.5	15.6	0

| 14. | 59.4 | 31.3 | 3.1 | 6.3 | 0 |
| 15. | 53.1 | 40.6 | 3.1 | 3.1 | 0 |

(Table 2.4: Descriptive statistics for participants' responses to factor four.)

As it is shown in **Table 2.4**, the variable 12, 56.6% participants strongly agreed, 31.3% of them agreed, 3.1% remained undecided while 0% respondents went for 'Disagree' and 'Strongly Disagree' points. 21.9% participants were found to comply with the 'Strongly Agree' point for variable 13 and 50.0% of them were recorded for 'Agree' point. 0% respondents strongly disagreed while the 15.6% went for 'Disagree' and 12.5% participants remained undecided. For variable 14, 59% respondents were shown under 'Strongly Agree' and 31.3% for 'Agree' points. For 'Strongly Disagree' the participants were 0% while 3.1% respondents remained undecided and 6.3% disagreed with the point. Variable 15, recorded that 53.1% respondents strongly agreed, 40.6% agreed, 3.1% remained undecided, another 3.1% respondents disagreed while 0% participants strongly disagreed.

e) FACTOR FIVE: INCLUSIVE CLASSROOM ENVIRONMENT

Accepting the variations irrespective of castes, creeds, races, religious beliefs, gender, ethnicity etc., appears to be one of the major features of critical pedagogy. This very trend of critical pedagogy sets an inclusive classroom environment which leads the path of emancipation eventually. Factor five in this connection signaled a constructive result as it was shown in the following **Table 2.5.**

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
16.	53.1	28.1	12.5	6.3	0
17.	12.5	53.1	18.8	9.4	6.3

(Table 2.5: Descriptive statistics for participants' responses to factor five.)

While analyzing the variable 16, the result showed that 53.1% participants strongly agreed, 28.1% of them agreed, 6.3% participants disagreed. On the contrary 0% respondents strongly disagreed and 6.3% of them remained undecided. For variable 17, 12.5% participants were found for 'Strongly Agree' and 53.1% for 'Agree' points respectively. The respondents who remained undecided were of 18.8%. For 'Disagree' and 'Strongly Disagree' points respectively 9.4% and 6.3%% respondents were found.

f) FACTOR SIX: TEACHER CENTERED VS LEARNER CENTERED CLASSROOM SETTING

Critical pedagogy promotes students' autonomy in the classroom setting diminishing the authority in the class. It endorses exposing students' dissatisfactions, encourages sharing among the students and develops a constructive relationship between students and teachers. Thus it upholds a transforming quality of education turning an authoritative classroom to a learners' centered one. The results and findings for factor six could be demonstrated in the **Table 2.6** as follows:

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
18.	18.8	59.4	9.4	12.5	0
19.	28.1	53.1	9.4	9.4	0
20.	43.8	40.6	6.3	9.4	0

(Table 2.6: Descriptive statistics for participants' responses to factor six.)

The result for the variable 18 in Table 2.6 showed that 18.8% teachers strongly agreed, 59.4% teachers agreed, 12.5% teachers disagreed while 9.4% remained undecided. For 'Strongly Disagree' teachers' responses were 0%. Variable 19 recorded 28.1% respondents for 'Strongly Agree', 53.1% for 'Agree' while 9.4% responded for 'Disagree' points respectively. Nevertheless 0% respondents were 0%. As it is shown in the variable 20, 43.8% teachers strongly agreed, 40.6% of them agreed, 9.4% teachers disagreed while 6.3% of them remained undecided. There were 0% respondents for 'Strongly disagree' point. Therefore this factor authenticated students' autonomy even in the multidisciplinary classroom situations.

g) FACTOR VII: ACTIVITY ORIENTED TEACHING LEARNING STRATEGIES

Factor seven stands for the classrooms where the teachers let the learners the paces for 'learning by doing' or 'activity oriented' setting. Such a setting however reveals an essential characteristic of critical pedagogy. The results found from variables ranging from 21 to 23 under this factor were shown in **Table 2.7:**

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
21.	50.0	43.8	3.1	0	3.1
22.	50.0	34.4	15.6	0	0
23.	34.4	53.1	9.4	3.1	0

(Table 2.7: Descriptive statistics for participants' responses to factor seven.)

Variable 21 of factor seven showed that 50.0% respondents strongly agreed, 43.8% participants agreed, 3.1% of them strongly disagreed. 3.1% respondents were found undecided while there were 0% respondents for 'Disagree' point. The results for variable 22 manifested that 50.0% respondents strongly agreed, 34.4% of them agreed, while 15.6% remained undecided. For 'Disagree' and 'Strongly Disagree' points the results were 0% respectively. As for variable 23, 34.4% participants were found for 'Strongly Agree', 53.1% responded for 'Agree', and for 'Disagree' there were 3.1% respondents. Participants who strongly disagreed were of 0% while 3.1% respondents remained undecided. Hence the results clearly demonstrated that teachers here believed in 'activity oriented' or 'learning by doing' approaches in the classrooms. Factor seven thus manifested a satisfactory cultivation of Freire's principles effectively.

VII. CONCLUSION

This study intended to understand the intensity of teachers' affiliation with Paulo Freire's theory and its practice at the undergraduate level classrooms in Islamic University, Bangladesh. An attempt was made to comprehend learners' responses to it. Given that critical pedagogy was used mainly for teaching and learning languages, yet this study found its adhesion to multidisciplinary fields. The questionnaire included 32 variables, which were restructured into seven factors in pertinence with the major principles of critical pedagogy. It was found that the factors, employed here, made the major findings and suggestions authentic as well as comprehendible. The results of the study showed that the teachers remained not only consistent with Freire's theoretical perspectives, their constructive aptitudes while practicing them in the classrooms proved effective. The study indeed found a 'learner centered classroom setting' instead of a 'banking model' in the prevailing education system. Teachers accepted the variations in the classrooms and endorsed learners' autonomy irrespective of gender, castes, colour, race, religious beliefs, ethnicity etc. The teachers could guide the learners practicing social justices and equity, believing in the transforming and liberating quality of education etc. The learners on the other hand felt free sharing their dissatisfactions, opinions, thoughts etc., with their teachers. Nevertheless, the research could better shed off some its lacunas, especially in terms of its sample size, number of departments, involvements of the beneficiaries etc. It could also focus on some other

areas of study such as, researching the outcomes of the classroom practices in real life situations, exploring the challenges towards implementing this theory either in the post graduate or other levels, understanding learners' levels of aptitudes towards handling with the major aspects of critical pedagogy etc. On the whole, it can be stated that the paper found a substantial and effective implication of Paulo Freire's critical pedagogy at the undergraduate level classrooms in Bangladesh.

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APPENDIX

SL	Variables
1.	I infuse critical consciousness into my students so that they can become critically thinking citizens.
2.	I tell my students to question their world inside and outside of the classrooms.
3.	I suggest the learners to be skeptical towards commonly accepted norms and traditions.
4.	I ask my learners to find the justification for learning anything.
5.	I explain how to fight against any oppression in society.
6.	In my class I incorporate lessons on 'social justices' to promote social progress.
7.	I believe in teachers' knowledge and skills towards reducing inequalities in society.
8.	I think that transforming the society into a constructive one comprises one of the fundamental purposes of education.
9.	I want to turn my students into politically oriented individuals.
10.	I think my classroom can serve as a model for democracy.
11.	I regard my students as the complete ones who possess complex real life experiences.
12.	I prefer such a curriculum that reflects students' interests.
13.	I think that curriculum should have social and political reflections too.
14.	I enjoy teaching most when I find my students playing both the roles of educators and learners in the classroom.
15.	In the classroom I maximize students' involvement and empower them through constructive feedback.
16.	In my class I always accept the variations irrespective of class, race, and gender and so on.
17.	I encourage the marginalized students to provide active voice in political, societal, and economic spheres of the country.
18.	I encourage the learners to voice against an authoritative classroom.
19.	I let my students to share on any topics and express their thoughts accordingly.
20.	I encourage the students to express their dissatisfactions in the classroom.
21.	I give my learners 'pair work', 'group work', 'project work' etc., so that they can learn from each other.
22.	I create environment where learners can establish constructive debates on any relevant issues.
23.	I inspire the learners to personalize the classroom experiences and utilize those either in local or global perspectives.

SL	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
1.	56.3	31.3	6.3	6.3	0
2.	37.5	59.4	0	3.1	0
3.	34.4	34.4	9.4	15.6	6.3
4.	65.6	31.3	3.1	0	0
5.	43.8	46.9	6.3	3.1	0
6.	28.1	59.4	9.4	0	3.1
7.	34.4	34.4	18.8	12.5	0
8.	50	43.8	6.3	0	0
9.	6.3	15.6	21.9	28.1	28.1
10.	21.9	56.3	15.6	6.3	0
11.	21.9	53.1	15.6	6.3	3.1
12.	65.6	31.3	3.1	0	0
13.	21.9	50.0	12.5	15.6	0
14.	59.4	31.3	3.1	6.3	0
15.	53.1	40.6	3.1	3.1	0
16.	53.1	28.1	12.5	6.3	0
17.	12.5	53.1	18.8	9.4	6.3
18.	18.8	59.4	9.4	12.5	0
19.	28.1	53.1	9.4	9.4	0
20.	43.8	40.6	6.3	9.4	0
21.	50.0	43.8	3.1	0	3.1
22.	50.0	34.4	15.6	0	0
23.	34.4	53.1	9.4	3.1	0