

**PRACTICING CRITICAL PEDAGOGY FOR HIGHER EDUCATION
IN EFL CONTEXT: BENEFITS AND CHALLENGES****Slamet Wahyudi Yulianto^{1*}, Bachrudin Musthafa², Gin Gin Gustine³**¹ slamet.wahyudi.y@gmail.com, ² dinmusthafa@upi.edu, ³gustine@upi.edu¹UNIVERSITAS SUBANG^{2,3}UNIVERSITAS PENDIDIKAN INDONESIA**ABSTRACT**

There is a lack of study focusing on the payoffs and pitfalls of integrating CP principles in EFL classrooms especially in the Indonesian higher education context. This case study research was performed to unearth the benefits and challenges of integrating the four CP principles consisting of dialogue, problem-posing, praxis, and conscientization in the tertiary education EFL context. The two EFL lecturers teaching in different higher education institutions Subang and Bandung, West Java Province were selected as the participants of this study. The data were collected using interview guideline and classroom observation sheet. The obtained data were then analyzed through transcribing, coding, categorizing, interpreting, comparing, and concluding. The result showed that there are two benefits and two challenges perceived by the participants. While the two benefits are improving students' English proficiency and increasing their social awareness, the two challenges are students' unwillingness to participate during the classroom discussions and predetermined curriculum. It is recommended for policy makers to promote the integration of CP in the EFL classrooms especially in the higher education institutions and for further researchers to conduct the identical study focusing on how the EFL educators practicing CP principles overcome challenges they face.

Keywords: Benefits, Challenges, CP principles, EFL classrooms, Indonesian lecturers

A. INTRODUCTION

Since the last two decades, critical pedagogy (CP), has been called to be integrated into the practice of English as a Foreign Language (EFL) in Indonesia, especially in the higher education context (Alwasilah, 2004; Emilia, 2005; Hayati, 2010; Larson, 2014; Mambu, 2022). In the language education context, Aliakbari et al., (2011) identify CP as an approach to language teaching and learning that is concerned with transforming relations of the oppressive power that leads to the liberation of people. The application of CP in language teaching is often labelled as Critical Language Pedagogy (CLP) first introduced by Crookes (2012) that aims to develop language learners' critical consciousness so that they can employ knowledge and skills acquired from language learning to better their personal and social

lives as well contribute to improve justice and equality of in their surrounding communities (Piosang, 2018). In other words, CP is a language teaching-learning approach that is based on the acceptance of its socio-political implications and aims at transforming society by relating the grammatical knowledge and wider social problems.

Implementing CP principles in the English language teaching-learning activities, as it is revealed by Mahmoodabari & Khodabakhsh (2015), is qualitatively and quantitatively proven successful in helping the process as well as achieving the outcomes. Moreover, it is also mentioned by Zarei & Dobakhti (2023) that the practice of CP principles in the foreign language classroom can increase the students' speaking skills and guide them to transformational activities. The subsequent sections are provided to elaborate the CP principles in detail.

1. Critical Pedagogy Principles

This research, to contextualize CP theories and practices in the Indonesian EFL classrooms at higher education level, and extracted from the key points, and aspects, along with principles of CP articulated by its major theorists, decided to formulate four CP principles. Those four principles are dialogue, problem-posing, praxis, and conscientization. As a preview, the upcoming Figure 1 illustrates the connection among the four CP principles formulated in the present research.

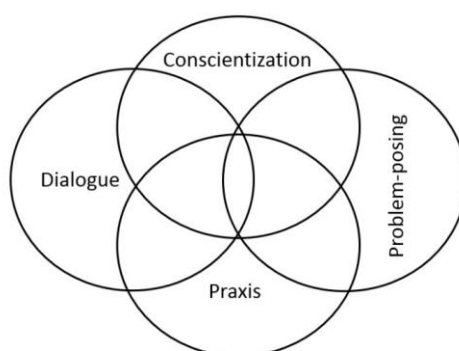


Figure 1 CP Principles

Dialogue is crucial to be executed to generate the ideal teaching-learning atmosphere for teachers and students can learn from each other. Moreover, the dialogue has the potential to avoid the existence of threatening and dominating teachers for the teacher-student dialogic relation is based on hope, love, and faith (Freire & Shor, 1987; Freire, 2005; Dale & Hyslop-Margison, 2010). It should be implemented as a two-way process (Freire, 2005) for every classroom activity. Problem-posing is an encounter of what is called the banking education system by Freire (2005a). It is one way of bringing dialogic education into the classroom (Paat, 2011). It can be performed by presenting questions about everyday life problems related to the lesson by both teacher and students (Shor, 1996). Furthermore, she states that problem-posing can be performed to encourage the emergence of a critical learning process. Freire (2005a) states that the application of CP lies in praxis. Praxis is a social action-reflection recursive activity in transforming the world (McLaren, 2015; Freire, 2005; Freire & Macedo, 2005). In the classroom, praxis has different forms of implementation in different contexts of classrooms. Praxis is another basic PC principle stated by Freire (2005a) and developed by other CP theorists and practitioners. In a simple word, it can be stated that praxis is the integration of action and reflection. In order to comprehensively understand CP,

conscientization is one of the key basic principles that cannot be missed. Sharma & Phyak (2017) simply define the term as the competence to think critically about the aspects of power, privilege, and oppression of social issues. Another definition of conscientization is also provided by Alibakhshi & Mezasin (2013) who mention that it is the activity of raising students' critical consciousness upon the inequality and injustice in their surrounding society.

2. Practicing CP Principles in Indonesian Higher Education EFL Classrooms

Bearing in mind the aforementioned elaboration and taking into account the context of higher education in Indonesia, twelve classroom activities can be executed to integrate the four CP principles in the practice of teaching EFL. Those twelve classroom activities are categorized based on the CP principles. Each CP principle is represented by three doable classroom activities that have been carefully selected considering the teaching context. The following table 1 displays the CP principles, their classroom practices, and the references.

Table 1. Practicing CP Principles in Teaching EFL for Higher Education Students

CP Principle	Classroom Practice
Dialogue	Negotiating classroom decision
	Encouraging & appreciating students' opinions
	Using students' L1
Problem-posing	Presenting & discussing students' real problems
	Connecting learning materials to students' life
	Using students' prior knowledge, experience, & local culture
Praxis	Inviting students to take action based on classroom discussion
	Assisting students to reflect on their learning activity
	Encouraging students to continually act and reflect
Conscientization	Incorporating problematic sociocultural and political issues
	Asking students to think critically
	Promoting justice and equality

The practice of CP cannot be treated as one fixed unchangeable package of the teaching and learning process. On the contrary, it has to be flexible as well as ready to be aligned with the real context and events occurring inside the classroom (Freire & Shor, 1987; Canagarajah, 1999; Pennycook, 1999; Emilia, 2005; Mochinski & Mochinski, 2008; Kaufman, 2010; Jeyaraj & Harland 2016; Puspita & Mambu, 2020). It is fundamental to be aware that in performing those twelve activities, various roles of teachers can be played as suggested by Santana-Williamson (2000) and Giroux & Giroux (2006) mainly consisting of curriculum negotiator, students' needs assessor, problem poser, model provider, dialogue facilitator, and critical awareness raiser. However, regarding the risk that is possibly attached to the application of CP for EFL lecturers including being alienated from the common educational practices and community, Olivera & Martinez (2023) warn that CP has to be implemented carefully and measurably.

3. Benefits and Challenges of Practicing CP Principles in EFL Classrooms

Researching on the application of CP in the context of English classrooms in South Africa, Nkealah & Simango (2023) revealed that the major challenges faced by critical pedagogues come from the education system including test-driven teaching practices, the ignored students' prior knowledge as the effect of textbook-centered approach, and restricted allocated time for innovation. Meanwhile, the Columbian EFL teachers who are eager to implement CP have to deal with difficulties caused by the stigma they receive due to the misunderstanding the government and society have regarding the transformative nature of CP, restricted curriculum, crowded classrooms, and lack of resources (Olivera & Martinez, 2023; Herrera-Molina & Portilla-Quintero, 2021).

Other researchers, Kavenuke & Muthanna (2021) uncovered that practicing CP in Tanzanian higher education EFL classrooms is hard because of the large size of the class, the use of lecturing style, and limited resources. In the context of English classes at the three universities in the United Arab Emirates, the four participating EFL lecturers mentioned that there are institutional and cultural constraints including their lack of knowledge regarding CP and how to implement it (Raddawi & Troudi, 2018). Moreover, in the Indian EFL context, Kareepadath (2018) concluded that the major challenges the Indian EFL teachers in practicing CP come from rigid a curriculum in addition to the strict school environment. Meanwhile from Israel, it is reported that the biggest challenges EFL teachers face in practicing dialogue as one of the CP principles are coming from students especially their inability to convey their arguments, their difficulty in dealing with silence, and their views that teachers have to be neutral (Halabi, 2017). Additionally, in Pakistan, researching 10 EFL lecturers' practice of CP, Anjum et al. (2021) unearthed that there are challenges to CP implementation including limited allocated time, fully loaded pre-set syllabus, passive students, and crowded classes.

Furthermore, still concerning the implementation of dialogue specifically in the context of tertiary education EFL classroom, Tolman (2019) concluded that lack of pedagogical training and limited allocated time are two major constraints the EFL teachers have to confront. Looking from the Iranian EFL teachers' perspectives, Safari & Rashidi (2015) categorized two main challenges they face in an attempt of implementing CP that are challenges from students and challenges from teachers. The challenges coming from students include having no clue how to think critically and having no background knowledge as well as the interest about the discussed topics. Meanwhile challenges coming from teachers are do not understand CP nor know how to practice it, cannot access the necessary resources, and are used to perform conventional teaching practices.

Meanwhile, in Indonesian EFL context, three research reported the challenges face by teachers in applying CP. First research, conducted by Santoso & Christianti (2021), concluded three challenges have to be dealt by EFL teachers willing to implement CP including conservative views that are resistant to the critical practices, common EFL teaching that are expected to be objective and apolitical, and restricted curriculum. In the second research, Puspita & Mambu (2020) discovered that the predetermined rigid curriculum and limited space for innovations are two major constraints for EFL educators in practicing CP.

In addition to that, it is discovered by Yulianto (2015, 2020) that there are numerous challenges and benefits of CP implementation in two different EFL contexts. Performing case study design highlighting the use of CP principles at the EFL reading class for tertiary education students in one of private universities in Bandung, Yulianto (2015) discovered two benefits and three challenges. While two benefits are students acquiring new experience and students developing their language proficiency, the three challenges are lack of learn materials, classroom unpredictable nature, and the students' silent culture. In the meantime, when implementing CP in teaching EFL for the twelfth-grade students at one of public senior high school students in Subang, Yulianto (2020) concluded that there are three pitfalls and four payoffs. Those pitfalls are restricted curriculum, lack of English proficiency, and cultural challenges. Whereas the payoffs are developing English language competence, obtaining new experience, acquiring new knowledge, and increasing language awareness. Bearing in mind the aforementioned elaboration and being aware of the lack of research on CP in the Indonesian higher education EFL context, this study was conducted to uncover the benefits as well as the challenges perceived by the EFL lecturers teaching General English courses at two different study program in two different tertiary education institutions when practicing several of or the whole those twelve classroom activities derived from the four CP principles.

B. METHOD

A qualitative case study design was employed to answer the formulated research questions regarding the benefits and challenges of practicing the CP principles in higher education EFL classrooms. Two EFL lecturers having various degrees of familiarity towards CP principles and teaching General English in different universities in Subang and Bandung were purposively selected as the participants of this research. The research had been conducted from June to November 2022. For the purpose of ethical issues, the names of participants are displayed in pseudonyms and the names of their institutions are no mentioned in the present research. The data necessary to answer the questions were obtained through conducting semi-structured video conference interviews and non-participatory overt offline classroom observations. The interviews were performed twice for each participant before and after the classroom observation sessions using Zoom application and audio-visually recorded. In the meantime, the classroom observations were executed for times for each participant. The data collection instruments consisting of interview guideline and observation sheet were constructed by considering the related theories as well as accommodating the identical instruments developed by relevant previous researchers. The first draft of instruments was and validated with experts' judgement and performing a pilot study.

The data analyses were performed both during and after collecting the data based on how the data were collected (Bogdan, & Biklen, 1997; Silverman, 2005; Creswell & Poth, 2018; Yin, 2018). After the interview and classroom observation data recordings were transcribed, the systematic inductive analysis was performed following the five-phase analysis procedure consisting reading, coding, categorizing, interpreting, and concluding (Miles & Huberan, 1994; Yin, 2011). The classroom observation data were analyzed to discover the observed challenges in and benefits of performing CP principles-based EFL classroom activities. In performing so, the classroom activities recorded in the observation sheets were coded, calculated, and thematically classified into the four main categories of CP principles that are dialogue, problem-posing, praxis, and critical consciousness.

C. FINDINGS AND DISCUSSION

It is discovered after analyzing the collected data in the form of interview transcripts and classroom observation sheets that there are two benefits obtained from integrating CP principles in their teaching practices. Additionally, that there are two challenges faced by the participants when practicing their affirmative views on CP principles in their classrooms. The unearthed two benefits are improving students' English language proficiency and increasing students' social as well as political awareness. Meanwhile, the two obstacles are students' passivity during classroom interactions and the predetermined curriculum. The upcoming sections delineated those two benefits and two challenges in detail.

1. Benefits

It is uncovered that there are two benefits of moderately practicing CP in the tertiary education EFL classrooms perceived by the two participants and observed during the classroom observation sessions. Those are improving students' English language proficiency and increasing students' social awareness.

Improving Students' English Language Proficiency

The first benefit of somewhat incorporating the four CP principles in teaching EFL for higher education students is improving students' English proficiency. The data obtained from both participating EFL lecturers using interviews and classroom observations demonstrate that this is mainly applied to the two oracy skills consisting of listening and speaking, along with vocabulary mastery. This is most probably due to the massive number of spoken interactions carried out in the classroom and group discussions during the observed meetings especially in Andi's class. In the meantime, the increased students' English proficiency also occurred for reading comprehension skills, particularly in Meli's, one participant teaching EFL at one private university in Subang, class. It is observed as the result of the intense guided activities in reading the selected and brought English written texts about the discussed topics she and her students agreed upon before. The different aspects of students' improved English language proficiency were possibly because of different focuses given by both participants in their classrooms. It is unearthed after analyzing the interview and classroom observation data that the General English courses taught by Andi and Meli had dissimilar emphases; while Andi focused on the oracy skills, Meli gave special attention to the literacy skills.

It was evident in the classroom observation data that two-way communication can easily be spotted throughout Andi's, another participant teaching EFL at one state university in Bandung, classes. This was beneficial in helping his students practice and improve their spoken English skills including vocabulary, accuracy, fluency, and pronunciation. The below excerpt taken from the first interview with Andi conducted on June 22, 2022, illustrates how Andi believed that dialogue is unquestionably necessary for every EFL classroom context to obtain the desired effectiveness.

So for me, classroom is effective when the interaction is done in two way. (Andi's first interview, 22nd of June, 2022)

The aforementioned Andi's statement demonstrates that he had a strong agreement towards dialogue as one condition for the classroom to be successful in fulfilling the aims of the lesson. This view amplifies the conclusion made by Anari & Zamanian (2014) who unearthed that there is a positive significant relationship between CP implementation and teaching effectiveness. The students' improved speaking skills in Andi's classroom confirms

what has been mentioned by Zarei & Dobakhti (2023) that the application of CP principles in EFL classrooms can assist students in developing their English language proficiency in general and their speaking skills in particular.

Additionally, as the topics discussed in Meli's classroom were selected by considering the relevance to her students, the students' English-speaking skill improvement was possibly supported by their willingness to perform self-evaluation and self-improvement after being aware that the classroom talks they participated in were related to lived experience. It is in accordance with what has been stated previously by Brown & Sekimoto (2017) that Students learn more efficiently when learning content is connected to their personalities and living experiences through CP. This is also in line with the findings discovered by Herrera-Molina & Portilla-Quintero (2021) in their research that because the topics were relevant to them, CP not only helped students build their critical thinking skills but also inspired them to study the language.

In addition to that, it is still in Meli's classroom, that the students' English language improvement was not only applied to their speaking skills but also to the students' reading comprehension. This students' reading comprehension development was evident in the claim made by Meli during the second interview and in the classroom observation data collected from the first until the fourth meetings. The improvement was most possibly one of the domino effects of the increased students' vocabulary mastery. The following piece of interview transcript with Meli conducted on the 16th of June, 2022, illustrates how she selected and prepared the reading text materials as well as how those materials were utilized during the lessons.

I often adapted the authentic news texts or other written texts. When there were unfamiliar phrases, I explained those referred to what. The most difficult thing was how to pronounce. I told them the easier to pronounce synonyms. That's it. Those were also parts of a learning process. (Meli's first interview, 16th of June, 2022)

One possible way of interpreting the preceding Meli's excerpt is that the selected authentic reading materials were employed by her even though unfamiliar words or phrases were found. The excerpt demonstrates that Meli viewed those unfamiliar words in the reading text as an opportunity for her students to new English vocabulary by referring to the more known terminologies. It was observed that during the four first meetings of her course, Meli and her students explored the brought reading materials and connected them with their daily lived experience in making sense of the written texts. It is evident in the classroom observation data that the result of the executed activity was the developed students' reading competence as indicated in the content and the way they answered the posted questions about the discussed texts. The findings uncovered in Meli's classroom are close to the result of research conducted by Yulianto (2015) who claimed that one of the main acknowledged benefits of implementing CP in EFL classroom is developing the four core English language skills consisting of listening, speaking, reading, and writing, along with students' vocabulary mastery.

It can be concluded that the students' improved English language proficiency strengthens the claim mentioned by Benites (2012) that the application of CP in the EFL classrooms should be able to increase students' English communicative skills. Moreover, it is revealed by Sharma & Phyak (2017) that the use of social and political issues, as it was found in

Meli's classroom, demonstrates that the incorporation of CP in the EFL classrooms does not substitute the English language lesson, but supports it. They further declare that the EFL classrooms incorporating CP principles have to address both the English language and students' social competencies.

Increasing Students' Social Awareness

It is evident in the data set that practicing CP principles-based EFL classroom activities, even though partially was beneficial mainly for raising students' awareness regarding their personal and social conditions. This most possibly is one of the consequences of the execution of selecting and discussing the related-to-student problematic topics democratically and critically as has been unearthed by Kohnke (2019) who found that incorporating well-selected topics in the EFL classrooms that are close to students was effective in improving students' critical awareness about the social issues and realities.

It is uncovered after analyzing the obtained data that the two participating EFL lecturers acknowledged this benefit during both the first and second rounds of interviews. During the first interview carried out on 22nd of June, 2022, when being asked about the process undertaken, the responses the students gave, and the result of bringing controversial social issues, Andi stated:

There was no any resistance from the students. (they) think more critical in more open-minded way. It because what I brought were the general topics about, for instance, the public policies. Those were the social issues widely discussed by people, by community members, that were controversial and problematic but we discussed them academically. (Andi's first interview, 22nd of June, 2022)

As is indicated in the excerpt that Andi expressed the common events happened in his classroom where generally there was no resistance from his students upon the incorporation of debatable controversial widely-discussed problematic social issues especially mostly connected to public policies. This acceptance was also unearthed in the research performed by Jeyaraj & Harland (2019) in the Malaysian EFL higher education context where students actively participated during the classroom discussion about social and political issues. Still, at the same interview session, Andi further explained that openness was only the first intended response from his students. The next addressed direction of bringing and analyzing related-to-his-student social problems, as stated by Andi, was raising the students' social sensitivity, critical thinking, open-mindedness, and willingness to participate in social transformation. It is then evident in classroom interaction during the observed sessions that Andi's intentions were achieved.

Another participating lecturer, Meli, during the first interview undertaken on June 16, 2022, mentioned that the discussed topics were effective in facilitating her students to be aware of their own along with their communities' experiences and problems. It can be inferred from the subsequent excerpt.

The interaction was maybe when I explained I gave the examples that were connected to their experience that made them more (socially) sensitive. It was possibly the moment when some of them laughed, (because of) they were insinuated. (Meli's first interview, June 16th, 2022)

The preceding interview transcript with Meli demonstrates that the relatable examples of English language daily uses were intentionally brought to help students develop their ownership of the learning process. The interactions constructed during her classes, Meli stated, were to some extent helpful in making the students more socially sensitive. It is further elaborated that without explicitly mentioning the actors nor the doers, when being told by Meli about a specific social phenomenon, the lack of reading interest, for example, numerous students were observed smiling and nodding confirming that it existed. This Meli's classroom situation is identical to what has been discovered by Mambu (2022) when witnessing participating EFL teachers and their students in his research co-produced learning materials focusing on relatable real-life social and political problems. The dialogue process through involving students in discussing real-life-related-to-student-matter activities executed by Meli and the responding EFL teachers in Mambu's research was fundamental to be performed in CP as those can help the students become more active participants in society (Ozaydinhk & Saglik, 2021). It is mainly because, as has been acknowledged by Armitage (2013), those activities facilitate students to practice their critical thinking, decision-making, and problem-solving skills in particular cultural, social, and political contexts.

It is expected that in the future, as mentioned by Santana-Williamson (2000), the repeated and recursive discussions analyzing social and political realities can make students realize that they can promote social change by questioning the commonly taken-for-granted phenomena. Regarding the addressed social changes as one of the ultimate purposes of incorporating CP in the EFL classrooms (Kusmayati et al., 2018; Piosang, 2018; Khan, 2020), Andi, a participating lecturer teaching General English for Machine Engineering students elaborates that it has to be started from the nearest and smallest thing after students developed their social critical awareness. The following piece of the second interview transcript with him conducted on the 15th of October, 2022, illustrates how Andi viewed his students' increased social awareness has to be followed by real impactful action to transform society.

After finishing the classroom learning, they could do simple things outside classrooms. It could be in their families, in their surrounding communities, in their campus environment. (Andi's second interview, October 15, 2022)

Highlighting the aforementioned interview transcript with Andi, it can be inferred that he fully realized that raising his students' social awareness in the classroom is not the end, yet it is just the beginning of the long journey to transform society. Andi's recognition upon the early stage of further collective action after attending his classroom and being socially more aware is relevant to the ultimate purpose of critical education as stated by Atai & Moradi (2016) is to prepare students to be the agents of social change through activism. Therefore, to be able to contribute to society and bring social changes, DeGenaro & Raddawi (2017), Halabi (2017), and Santoso & Christianti (2012) mention, students have to be treated as the part of larger community members and political actors by leading them acquiring broader views regarding both social as well as political issues in recognizing, challenging, and transforming realities.

2. Challenges

In addition to the aforementioned benefits, it is also evident in the interview and classroom observation data that there are two challenges faced by the two participating EFL lecturers when fairly practicing their positive views of the CP principles in their teaching. It has been

reported by numerous scholars that the implementation of CP in the EFL classroom is often restricted by the limitations related to students (Safari & Rashidi, 2015; Halabi, 2017). The two discovered constraints of integrating CP principles in the participants' EFL classrooms are students' unwillingness during the classroom discussions and the predetermined curriculum. Those two challenges are elaborated in the following sections.

Unwillingness to Participate

The first challenge is the students' reluctance to take participation in both group and classroom discussions. This first obstacle is represented in the students' unwillingness to express their opinion or ask questions. Both research participants explicitly stated that the students' unwillingness to take part in discussing the brought topics is often felt as the foremost burden they have in practicing CP principles-based classroom activities. During the second interview conducted after the classroom observation sessions on the fourth of November 2022, Meli mentioned one of the major challenges she often had to deal with when communicating with the students in her classroom. The following piece of her answer provides the common interactional issue she had.

There is a tendency that when I do not ask questions, the students tend to keep silent.
(Meli's second interview, 4th of November, 2022)

This students' unwillingness to take initiation in classroom interaction indicated in the preceding excerpt occurred several times during the classroom observation sessions. The students were silent even when Meli triggered her students to ask questions about both the learning materials or the topics discussed in her class meetings. It was observed only after several times of encouraging through asking questions or directly pointing specific students' names to respond and actively participate that the planned discussions both in the group as well as the whole classroom were executed.

Another participating lecturer, Andi, also during the second interview with him conducted on the October 15, 2022, revealed the fact that almost in every meeting, there were always a few numbers of students who were passive and reluctant to participate in the learning activities including classroom discussions. As an EFL lecturer who often focuses on spoken English skills in his teaching, classroom and group discussions are one of the foremost activities in his class. The following excerpt illustrates the obstacle Andi had to deal with when bringing up the topic of 'school from home.'

There are actually always passive students, for example, back then when the topic, if I am not mistaken, was school from home. (Andi's second interview, 15th of October, 2022)

It can be inferred from the above statement that Andi recognized that he was often restricted by the existence of students' passivity when discussing the topics in his classroom. This possibly indicates one of the constraints in implementing CP in EFL classrooms discovered by Breuing (2005) namely students' resistance. It is also evident from the four meeting classroom observations, that there several students demonstrated their unwillingness to participate in classroom discussions even when the intervention was made by Andi by requesting them to respond to his questions or offering them to ask him questions. However, a few numbers of students were observed somewhat active while interacting with their peers

in small group discussions that were intentionally designed by Andi to give every student the opportunity to participate in discussing particular topics.

This challenge perceived by the participating EFL lecturers in practicing their CP principles-based teaching activities caused the designed lesson plans cannot be executed smoothly. It is specifically because the allocated teaching duration was often spent only to make sure that students interact appropriately during the class. This is viewed as essential by both participants as they teach the English language in which interacting with each other is a main part of the learning activity. There are numerous possible causes of this reluctance including fear of making mistakes, low level of English proficiency, unmotivated feelings, and students' unfamiliarity with the topics as well as the concept of CP (Abednia & Izadinia, 2013). It is evident in the research conducted by Zhang (2008) in the Singaporean EFL context that although the participating students were firstly resistant to the application of CP-based EFL lessons, they could gradually demonstrate their enthusiasm after receiving the well-planned measured interventions.

Predetermined Curriculum

This barrier limits the practice of CP incorporation in both research participants' observed classrooms indirectly. It means that by having the crowded curriculum, both participating lecturers could not ideally focus their teaching practice on their affirmative views regarding CP principles as it often requires the necessary free space to anticipate the possibly occurring unpredictable events (Freire & Shor, 1987). Furthermore, their fully loaded curriculum was also worsened by the pre-determined assessment and scoring systems. The pre-determined curriculum can be the major limiting factor for the practice of CP in EFL for it demands academic freedom in designing the curriculum content (Breuing, 2005; Akbari, 2008; Kareepadath, 2018). Additionally, Kim (2017) recognizes that this top-down policy in the form of rigidly determining EFL curriculum in higher education can be a major limiting factor restricting classroom CP implementation.

The following recording transcript produced by Meli in the first meeting performed on September 21, 2022, during the syllabus overview demonstrates how restricting her teaching content is viewed from the CP perspective.

The emphasize is given to the writing skill starting from writing order. So we learn writing first, from the writing order. After being able to compose sentences, and you have enough vocabulary, your confidence is raised, you will have the courage to speak later. So what we are going to learn this semester is the elements of writing. Starting from what articles and prepositions are and what pronoun is. We will learn collective noun, pas tense, and so on. Basic tenses. So before talking about the sentence examples, I will explain first and we discuss in the beginning of the lesson about the meaning of particular terms. There will indeed be reading, listening, and speaking. Those are additional activities. About the scoring systems and criteria, I include four components; attendance, project, mid test, and final test. The contribution from attendance, according to the standard university policy, is 10%. (Meli's first meeting, 21st of September, 2022)

Highlighting the previously displayed Meli's utterance, it can be interpreted that although the room for negotiation was provided, it was limited to the topics only and not the English language aspects she had to teach and deliver. Moreover, the restriction attached to her syllabus also emerged in the way how her students were assessed. It happened because, as

Meli elaborated then in the post-classroom observation interview carried out on the fourth of November, 2022, most of the teaching content in her course was designed and mandated by the Law Study Program in which she taught her General English course. The restriction of the assessment system as one aspect of the predetermined curriculum challenge in practicing CP was also recognized by Clark (2018) when studying the practice of eleven higher education EFL critical pedagogues.

The subsequent illustration of how the fully loaded course syllabus limits the practice of CP principles implementation in the EFL classrooms was also perceived and faced by Andi, another participating lecturer teaching General English to the Machine Engineering students. It was observed during the second (August 31, 2022), third (September 7, 2022), and fourth (September 14, 2022) meetings that Andi numerous times stopped, without discouraging his students' enthusiasms, the active discussions on the brought burning related-to-his-student social issues to continue his classroom agenda.

This was confirmed by Andi in the second round of interviews conducted on the 15th of October, 2022, by stating, "*Iya. Itu sengaja memang karena harus ada materi lain yang saya sampaikan dan kepada mereka* [Yes. It was intentional for I had to deliver another English learning material to them]." It was probably another reason for the incomprehensive reflection of Andi's positive attitude towards CP principles. The predetermined curriculum as the limiting factor in implementing CP was also faced by 35 EFL participating teachers in the research conducted by Ordem & Ulum (2019). It is reported that those teachers tend to strictly follow the curriculum and use the textbooks designed and promoted by the government.

Considering the aforementioned data elaboration and interpretation, the challenge of a predetermined curriculum is in line with what has been discovered before by previous distinguished CP scholars. Kareepadath (2018) found that one of the major limiting factors of CP implementation in Indian EFL classrooms is the standardized curriculum. The next researchers, Raddawi & Troudi (2018), find that limited academic freedom received by teachers is one of the main major constraints in practicing CP in EFL classrooms. In the meantime, emphasizing on the application of negotiation as the practice of dialogue, Jeyaraj & Harland (2019) unearth that it seems impossible to be done when the syllabus or course outline is fixed. Puspita & Mambu (2020) researched how secondary school EFL teachers integrated CP in their classrooms, and concluded that the governments' predetermined curriculum is one of the main problems that make the implementation of it in Indonesian high schools is difficult to achieve. Additionally, executing research in the context of Pakistani EFL higher education classrooms, Anjum et al. (2021) unearth that the fixed rigid syllabus is one of the major CP implementation challenges. Herrera-Molina & Portilla-Quintero (2021) conclude that one of the major challenges of applying CP in the field of ELT is curriculum content that is too crowded and offers no necessary free space. Lastly, conducting research focusing on the CP implementation in South African English classrooms, Nkealah & Simango (2023) found that one of the limiting factors is the lack of necessary space and time for innovation in the existing official curriculum document which is often demotivating.

D. CONCLUSION

Taking into account the presented elaboration in the previous sections, it can be concluded that there are two benefits and two challenges perceived by the participants. While the two benefits are improving students' English proficiency and increasing their social awareness, the two challenges are students' unwillingness to participate during the classroom discussions and predetermined curriculum. Considering the discovered findings, EFL educators, especially those who teach higher education students, are advocated to explore the applicability of CP principles in their own teaching contexts along with to anticipate the potential challenges they may face during the implementation. Additionally, it is recommended for policy makers to promote the integration of CP in the EFL classrooms especially in the higher education institutions by organizing the trainings and providing the necessary space for the EFL educators to apply CP principles. However, it is acknowledged that this study has several limitations especially related to the homogenous participants and the restricted allocated data collection period. The limitation also lies in the types of data collected for this study as it is realized that the claimed student' English language proficiency development has to be triangulated with the more valid and reliable proficiency test result data. Furthermore, it is also suggested for further researchers to conduct the identical study focusing on how the EFL educators practicing CP principles overcome challenges they face.

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