

**CRITICAL TEACHING IN TESOL: A RETROSPECTIVE ANALYSIS OF THE PROBLEMS OF PROGRAMMING AND OPPORTUNITY**

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**KEYWORDS:**

Critical pedagogies, English Language Teaching, Teachers role, Students role, Problems

**ABSTRACT**

This study examines the problems instructors, and students face while doing critical work in the TESOL sector. It is possible to quickly study several articles written a few years ago to see the usefulness of this topic by examining those written at the time. The abstract of an article by (Joseph Jeyaraj & Harland, 2016) Jeyaraj and Tony Harland from 2016 titled "Teaching with Critical Pedagogy in ELT: the Problems of Indoctrination and Risk" shows reports about higher education experiences in English that are familiar with the relative environment of the pedagogues. The objective was to identify the main difficulties with critical pedagogy. Thirteen instructors from higher education institutions from across the globe were interviewed to understand this practice better, and all had a clear objective for social justice. The second piece is titled "Becoming a Critical Language Teacher" and was authored by (MORGAN, 2014) r, as the item's abstract assumed. The author seeks a specific lesson in critical abilities to address the difficulties of applying critical theories with Western roots in Chinese contexts. This article's last section looks at the effects of this activity on various perceptions of the crisis in language education. The third article, titled "Challenges in Critical Language Teaching," written by (Goiânia, Goiás, in 2012), is focused on the idea that language teachers must become fully knowledgeable of academic voice, subject choice, and length, and the idea of language as a social practice to adopt critical education. The last one, "Being and Becoming TESOL Educators: Embodied Learning via Practicum," by Martin Andrew and Oksana Razoumova in 2017, explained that during placement exercises in terms of increasing learners' knowledge and skills, increasing their reliance and self-confidence, and helping them to grow as educators and individuals, their professional and social identities. The researchers employed several reliable, practical materials instead of inaccurate survey data. These findings highlight how important during the preparation phase; instructors should be prepared to deal with regular and unexpected discoveries. They should also execute and demonstrate practical work, promote the value of embodied learning, and adopt it as a practice.

**INTRODUCTION**

Progressive differentiation, where critical education is seen to reflect an outdated and overly decisive program of Liberation Modernism, (Pennycook, 2006), in which teachers are involved in exposing the "truth" of the text and the "false consciousness" and reproducing the

social inequalities it transmits. This brief piece is the only place I've found this difference between the words (critical training vs critical literature), notably for their social and political history. Our understanding of these concepts is that they include critical training as well as critical assertions, long-term trends in applied linguistics and ELT, modernist components, and organizational constructive (Crookes, 2010); Luke, 2013; (MORGAN, 2014); Norton; (MORGAN, 2014); (Pennycook, 2006). Both sentences are possible and might be used. When used in the classroom, where the supply of lessons and sample materials is also essential, the hyperfly reflection and self-hesitation may be sufficient. This may also serve as the necessary foundation for the professional development of language instructors (Casanave, 2004). Getting into teaching According to (Graham & Phelps, 2003) and Phelps' (2003) multi-process composition, humans are involved in society's intellectual, social, emotional, and aesthetic activities. Practice is recognized as a significant and social experience in teaching English to speakers of other languages (TESOL) teacher training in which teachers control exercises in the program and become members of the international community (Ishi-hara, 2005; Wenger, 1998).

In conventional classrooms, the student is the consumer of the information being transferred by the instructor. However, under the new strategy, the teacher is a change in the change and chooses the ideal circumstances for the interchange of ideas, leading to each person learning from each other and every one teaching each other. According to (Freire, 1998), the connection between instructors and students should be flexible so that learning may occur in both ways; teachers can be both students and teachers (Giroux, 1990). The "benefits of banking" are anticipated to take classes into account. For our objectives regarding issues with public schools, we use the idea and methods of critical pedagogy as a way of thinking and confronting ideologies and historical repression (Breuing, 2011). Education forecasts intrinsic motivation, which includes instructors' and students' intrinsic drive for learning (Moore & Kuol, 2005). The purpose of teaching and learning is more essential than scores and other metrics in educational architecture. An ongoing common sense issue is very helpful in conjunction with this thinking. It is important to remember that education is not intended to address a dramatic and urgent issue. Education will demonstrate that a political problem concerns the necessity for robots when social change is the main emphasis. Everything is influenced by this kind of system, including the curriculum, supplies, instructors, and students (Ruiz & Fernandez-Balboa, 2005).

However, (Pennycook, 2006) argues that uneven power dynamics do not shackle individuals and that an effective strategy for critical thinking in education "needs some vision both of what a preferable state of affairs [might] be and of how one might start work towards it" (p. 335). The author continues, "To envisage possibilities of change requires a way of thinking about how people can act differently" (p. 335). According to (Hall & Du Gay, 2006), this idea is founded on language instruction in post-modern structures, a period that concentrated on twentieth-century dwellings and was dispersed in contemporary living. By listening to the postmodern philosophy of the interconnected society, (Kumaravadivelu, 2006) is the postmodern philosophy to appreciate the interchange. There are several definitions and variations of critical activity, thus it may be difficult to establish one that is reliable and serves the objective of critical education without being one-dimensional (Gur-Ze'ev, 1998;

(Kincheloe, 2004). I see critical education as having its roots in what students think of them based on their daily lives to prevent over-increasing. Sharing these experiences and their connection to their social and political spheres will start the critical education process with students investigating its renal reality.

## RESEARCH METHODS

This method is utilized in "becoming a critical language teacher." Uncoordinated information raised more questions than answers. It seemed authentic. Analyze this paper's results using the chosen publications. "Teaching and Critical Pedagogy in ELT: The Problems of Indoctrination and Risk" was a qualitative study of 13 ELT professors—college teachers. Table 1 includes Canada, Hong Kong, Korea, Malaysia, New Zealand, the US, the UK, and Turkey. They taught extensively in South Africa, Macedonia, Poland, Nepal, Indonesia, and Hungary. Since critical education is not the primary method, participants read journals, books, and book chapters. Google Scholar searched the literature for "Important Education" + "English Language Teaching" + "Higher Education ." Critical Language Teaching," plus "English for Scientific Purposes," and "TESOL and Critical Measures ."ELT researchers worldwide. Critical education. Seek criticism. We contacted 14 prospects. Seven people suggested four additional researchers. Two other renowned education critics declined teaching offers. Interviews provide most data. Except for New Zealand, participants were contacted via phone and Skype owing to their dispersion: few self-reports and interviews. Open-ended interviews included teaching: teaching, learning, and critical education interview questions. The conversation focuses on critical education critics from the study's two opposing groups.

## RESULTS AND DISCUSSION

Policymakers, material creators, curriculum designers, and instructors should consider the issue by examining the publications utilized in this review article. Some programs could still have the resources to change their curricula or materials to suit students' requirements, advantages, and experiences. Sometimes it is essential to take a closer look at the programs since they portray critical education as being necessary and non-critical rather than as being criticized. Four tables in the file display the levels of various training programs that we may view for more details. They demonstrate vital replacements instead of using them as significant and non-essential replacements. Four tables in the file display the levels of various training programs that we may view for more details. In light of this, let us concentrate on the following query: Is English seen as a sign of cultural understanding or dominance? The concept of transforming English norms and disorders is present in the final goal. People of various cultures express their identities, and language is no exception to the purpose of achieving the goal. Cultures are working toward obtaining their actual identities. A distinct language, such as EFL or ESL, has a separate identity.

Publishing pedagogical criticism is more appropriate because research is regarded as a high-level education in higher education. Research in practice assists teachers in obtaining more significant insights into their experiences (Eilertsen & Rorrison, 2011). As researchers, teachers might assert that knowledge and skill in a few fields have paralyzed them in two ways. They must also be questioned about obstacles and concepts that require crucial training while

participating in the study. McArthur (2010) emphasizes that the key to the great idea of critical education is to use focal texts outside of the traditional classroom setting. As a result, public research is permitted to generate novel theoretical and practical concepts, and the environment fosters debates of novel viewpoints and methods that exercise credibility.

Although it is feasible to concentrate on big thinking, education, experts, and professionals, (Crovitz, 2006) contend that critical training may be raised in surroundings with linguistic bias and that it is weak that all biases can be eliminated, neutralized, and held responsible. Therefore, critical education may not be desired, just like any other teaching strategy. Protecting this may begin with the teacher's conscience and essential issues, and then it can be ensured that some people are sensitive to others. Participants in the current study's practical research on training internships may be included in the answer, with the primary assessment of student's experiences and the coordination of study-related teaching. A legitimate classmate will likely be invited to join the partnership to address difficulties with belonging, interaction, and risk.

The colleague examination, however, may be more than just a means of exchanging information and skills since it can foster a sense of community inside and outside an institution. We are not sure whether it can be claimed to be "I think" just. Is there a dialogue going on? What results from these conversations if there is no idea? It is advisable to avoid discussing the idea if part of it applies. Let us consult a book. Everyone expresses their opinions, so what do we think? What are the outcomes of the lesson? It is comparable to a weighty class topic. We continue to support spreading awareness. These articles discuss difficulties in addressing important subjects in English lessons based on the teacher's, his colleagues, and students' reflections. The data shows that students were generally happy with their language growth throughout the TR-encouraged discussion activities. The choice and duration of the subjects, the idea of language, student status, and scientific sounds, on the other hand, came across as social activity. However, there is also a significant examination of student experiences and research on teaching coordination. A legitimate classmate will likely be invited to join the partnership to address difficulties with belonging, interaction, and risk. The colleague examination, however, may be more than just a means of exchanging information and skills since it can foster a sense of community inside and outside an institution. We are unsure whether it can be claimed to be "I think" just. Is there a dialogue going on? What results from these conversations if there is no idea? It is advisable to avoid discussing the idea if part of it applies. Let us consult a book.

Everyone expresses their opinions, so what do we think? What are the outcomes of the lesson? It is comparable to a weighty class topic. We continue to support spreading awareness. The investigation revealed that although professors should be cautious not to impose prevailing ideas on pupils when dealing with explanations or scientific texts, students often highlight these opinions when presented with challenges (Ellsworth, 1989). "Being and Becoming TESOL Educators: Embodied Learning via Practicum" employs qualitative approaches due to its nature: Personal scientists and teacher professional development myths. Epistemology improves. First, it inspires researchers to construct narratives based on experience, "changing the experience through narrative" (Barkhuizen, 2011, p. 6), and helps participants regard their empirical training monitoring polls as legitimate data. Participants' tales demonstrate "how

conscious and reflective persons re-present and re-story their memories of events and experiences" (Mishler, 2006, p. 36). The second benefit of narratively processing this data is that it shows working instructors' "critical" moments (Pennycook, 2006); Farrell, 2004), "Cognitive strategy Notes" (Barnett, 2004, p. 247), and "Summary Surprise" (Sandelowski, 2000, p. 337) in delicate situations or escalating confrontations.

On the other hand, students should comprehend that lectures and behaviors of individuals contribute to the creation of social inequities and should constantly be questioned. This knowledge should also be understood that meanings are not the only method to grasp anything. This begs the question: Is it a teacher? A similar query surfaces in scientific sounds: Do teachers utilize academic texts to influence pupils to alter their behavior and speech to promote social equality? Given that they contribute to and reinforce hegemonic beliefs in the social order, we have learned from this experience that language classrooms may be a space for genuine engagement and critical knowledge. As language instructors, we have also seen that this presents a chance to utilize language to go against the grain, that is, to circumscribe the boundaries that ordinarily restrict faculty activity both within and outside the classroom. However, we will approach it differently if we schedule these seminars for the future.

Everyone is taken into account, and work involving critical language training may be a fantastic chance for instructors to fulfill their roles and those of students in the community. However, such an approach necessitates contemplation on how language may develop and produce socially unequal interactions globally, in addition to introducing subjects like racism, gender, and gender in the classroom. Therefore, critical language education is not just a set of predetermined ideas or methods but a way of thinking, living, and doing. We will strive to engage the kids' critical thinking when discussing subjects in class. We strive to be more empathetic and less pushy than we already are. Depressions assert that even when we believe they do so to represent a dominant perspective, they give lessons and new meanings. We include this as one of our advice for language instructors who plan to carry out initiatives of this kind in the future. We may utilize and work more on our interactions with students, aiming to demonstrate, enhance, and personalize talks and our own and their aims.

Future studies may trust this personal data with the reports of observers and the advantages of video classes in the triangular training of instructors (and their learning researchers). With greater responsibilities regarding the chores of lesson preparation, hidden speech feedback between the regulating instructor and the training of the training should be stopped. We suggest the following inquiries for our future work based on the scope of our modest intervention: What behaviors do instructors use to relate learning? How do instructors who have received training continue in their careers? The design of the certificate, which is uncompromising, planning technicians, a program that is prepared some distance from the field in which it is applied, and the expectation that teachers repeat from a period later have all been criticized as having a repressive effect on development and change as teachers. This is the chance to design and participate in developing an educational strategy that works with various strengths, advantages, values, belief systems, and experiences, which inspires ownership and pride and follows the requirements of the people who live in the communities where classes are held. According to Blackburn (2000, 13), one of the biggest dangers of critical pedagogy is that it "can be used as a very delicate Trojan horse, which seems to be a gift to the poor, but it



can easily contain a secret command." However, this research did not show such a result, and all instructors had adjustment-reduction procedures, one of which excluded personal viewpoints.

## CONCLUSION

This study's critical pedagogy was aware of the prize and was accordingly circumspect in their instruction. Students were aware that they were not impartial and sought to formally state their attitudes and convictions on teaching modern social issues in language. Since then, they have worked to ensure that critical thinking and critical teaching go hand in hand and to free the students' minds. Even when learners were making an effort to pursue their interests throughout this process, they kept their opinions to themselves. It is not the goal of critical pedagogy to control and inculcate learners, the topic of dialogue and decision-making is predefined. However, it is critiqued and discussed in certain circumstances as misused, as seen in the literature. As a result, extreme caution must be used, and each instructor must choose the constraints of the technique and what they believe is best for the learners. Students must take responsibility for their education and accept the year's discourse, concepts, and consequences. An excellent mind-activator is language. This is a practical technique to get the brain to think critically. Creativity is sometimes something that language courses lack; therefore, to address this gap, people as social institutions must be able to link the classroom to their community, activate their actions, think about the issues they confront, and attempt to alter the situation. It refers to "going" past words. Three primary forms of classroom activities are used. In this study, We attempted to gain a valuable understanding of the theory's applicability from critical pedagogy. However (Shor, 1987), as Shor correctly observes: "teachers are more interested in practice than in theory" (Freire, 1998), and given the practical nature of the teaching profession, the future is essential to research focuses on what is specifically relevant to teaching. We observed the instructors who appreciated the chance to share instructional strategies with their colleagues. Instructors need more chances to consider and discuss their performance with other instructors. Such dialogues can improve their achievements and failures by using crucial education and training elements. Teachers need additional chances to take stock of their performance and converse with other educators about their successes and setbacks. Critical pedagogy allows for the use of paintings to enhance such dialogues.

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