

**CRITICAL PEDAGOGY PRINCIPLE-BASED CLASSROOM
ACTIVITIES: INDONESIAN EFL LECTURERS' ATTITUDES AND
PRACTICES**

(A Case Study at Two Higher Education Institutions in West Java)

A DISSERTATION

Submitted as a Partial Fulfillment of the Requirement for the Degree of Doctor in
English Language Education



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Sebuah disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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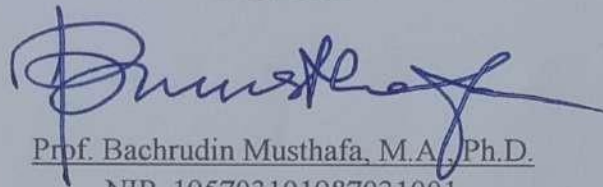
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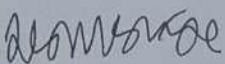
A Dissertation entitled
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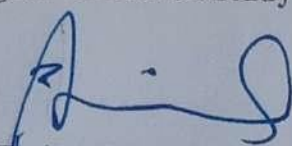
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DECLARATION

Hereby, the writer declares that this dissertation, entitled *Critical Pedagogy Principle-Based Classroom Activities: Indonesian EFL Lecturers' Attitudes and Practices*, submitted in partial fulfillment of the requirements for the Doctoral Degree in English Education, is an original work of the writer under the supervision of Prof. Bachrudin Musthafa, M.A., Ph.D. and Gin Gin Gustine, M.A., Ph.D. Any ideas or statements from various sources used in this dissertation are properly acknowledged.

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ABSTRACT

Employing a case study as the research design, this research aims at uncovering (1) the attitudes of Indonesian lecturers of English as a foreign language (EFL) toward the four critical pedagogy (CP) principles and how the attitudes are reflected in their actual teaching practices, and (2) the challenges along with benefits of implementing the principles perceived by the lecturers. There are four CP principles studied in this research. They are dialogue, problem-posing, praxis, and critical consciousness. Two EFL lecturers teaching in two higher education institutions in Subang and Bandung were purposively selected as the participants of this research. Data were collected through distributing questionnaires, conducting interviews, and performing classroom observations during the 2022/2023 academic year. The collected data were then analyzed using thematic analysis. It is evident that there are three findings of this research. Firstly, dialogue is the most favorable and implemented CP principle among the four. Secondly, participating EFL lecturers in both universities have positive attitudes towards CP principles yet their teaching practices do not comprehensively reflect their beliefs. Lastly, there are four challenges and two benefits identified by the participants of this study. The four challenges are students' reluctance to take part, students' unfamiliarity with the discussed topics, predetermined curriculum, and lecturers' unfamiliarity with how CP principles can be integrated in their teaching practices. Meanwhile the two identified benefits are students' developed social awareness and their improved English language proficiency. It is recommended that educational policy makers support the integration of CP in the EFL curriculum and classroom practices by conducting trainings along with providing more space for EFL lecturers to develop their professional competence.

Keywords: Attitudes, classroom activities, critical pedagogy principles, EFL lecturers, practices

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