

The Manifesting of Critical Pedagogy in a Phenomenological Study Context

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ABSTRACT In 2019, the author completed a dissertative phenomenological study centring on English as a Second Language student lived experiences as they engaged with *Please ASK*, a heuristic created by the author. *Please ASK* aimed to clarify English proper noun article grammar for the students in the study. That is, the heuristic sought to enable the students to know when to use the definite article *the* or no definite article before nouns starting with capital letters—proper nouns. Through purposeful sampling, 11 student participants took part in 5 interviews and a focus group consisting of 6 participants. The research concluded that the heuristic was successful at facilitating participant understanding of the grammar by providing an easier, more expedient way to visualize the grammar. This paper represents further retrospection on *Please ASK*, with a specific look at the heuristic model with respect to pedagogy. *Please ASK* can be viewed as effective with those students partly because of the critical pedagogy behind the model. Freire's critical pedagogy philosophy is used as metalanguage to convey student transformation from a state of oppression and reticence to a state of liberation and empowerment.

Keywords: ESL, *Please ASK* heuristic, critical pedagogy, proper noun grammar, Paolo Freire

Introduction

The author initially searched for a way to help English as a Second Language (hereafter ESL) students to understand article use before proper nouns. *Please ASK*—a grammar heuristic—is the author's attempt to present the grammar in a systematic way, thereby making the grammar easier to digest for language students. The author's dissertation conveyed the effectiveness of the heuristic as exemplified through a student perceived change in understanding of the grammar. However, further reflection on this research revealed more. According to the study, *Please ASK* accomplished its aim; but on a deeper level, the author's concern for the students was what drove the creation of the heuristic and the heuristic's success in the study. This care for students was a manifestation of critical pedagogy, which served as the backdrop to this phenomenological study context. In this way, this paper employs critical pedagogy philosophy, by Paolo Freire (2007a; 2007b), as metalanguage to provide an ancillary view of the study context.

At this juncture, the author thought it best to provide a mapping of the remainder of the paper's structure so as to give the reader a preview of what is to come. The paper first provides a brief background of the author's dissertation (Scott, 2019), with proper noun grammar and the related challenges in comprehension of the grammar that ensued; the *Please ASK* heuristic; and the dissertation research questions. Then, the paper segues into critical pedagogy and provides sample data responses from the study. Three themes emerged from the iterative coding process in the study, and through these three themes Freirean metalanguage is used to convey the workings of critical pedagogy in the study context.

English Grammar in Study Context

Knowledge of grammar is the foundation of the English language (Zhang, 2009). Grammar constitutes the basic building blocks of the English language system. Mastery of grammar serves as the base for language proficiency and a key to communicative competence (Zhang, 2009). Therefore, grammar knowledge exists among all speakers of English, whether as prescriptive grammar knowledge or mental grammar knowledge, in the case of second language learners and native speakers respectively. Grammar's role as described underscores its central role in English language communication (Graus & Coppen, 2015; Larsen-Freeman, 2015; Richards, 1986; Zhang, 2009).

The research study entailed a look into a specific grammar concerning the article system in the English language. Articles in English are directly connected to nouns. According to Oxford Dictionaries (2011), the most commonly written word in English is the word *the*, the definite article. In the same vein, the third most commonly written word in the language is the word *a/an*, the indefinite article. With at least 250,000 words composing the English language, article frequency in English illustrates articles' significant role in grammar.

There are two general categories of nouns—common nouns and proper nouns. A common noun is a noun that designates a person, place, thing, or idea in general (Liljeblad, 2004). Common nouns can also pertain to a specific person, place, thing, or idea and can thus also be denoted by the definite article (*the*). Common nouns' generalized status is exemplified by its always beginning with a lower-case letter. Proper nouns, on the other hand, are nouns of a particular person, place, or thing, thus always beginning with a capital letter and only taking the definite article or null article (absence of any article whatsoever) prior.

Article-before-proper-noun rules have not been presented in a format suggesting any clarity in patterns on when to use the definite article or null article before proper nouns, as with its common noun counterpart. Significant research on the article system before common nouns expressly suggested the need for research into the article system before proper nouns for this reason (Berezowski, 2001; Butler, 2012; Huebner, 1983; Master, 1990, 1997; McEldowney, 1977; Pica, 1983). The author's research attempted to address this apparent inadequacy of article placement rules before proper nouns.

This rule inadequacy can be clarified via an example. Several proper nouns can be considered, especially with respect to definite and null article placement before proper nouns. Kazakhstan is a former Soviet republic located in Eurasia. The country also goes by the name the Republic of Kazakhstan. Notice that in the absence of the preceding term *republic*, Kazakhstan requires the null article. Yet, when *republic* is placed before Kazakhstan, placement of the definite article *the* is required. Another example can be seen with the proper noun *the Philippines*. Why is it that this proper noun requires the definite article but not the null article? A further example is with famous wonders of nature. Lake Erie, Niagara Falls, Mount Rushmore, and Waikiki Beach require the null article, whereas the Great Lakes, the Appalachian Mountains, the Indian Ocean, and the Grand Canyon require the definite article beforehand. Collectively, these are examples of the mental grammar that native English speakers possess as tacit knowledge (Polanyi, 1966); yet, a logical, metacognitive explanation of the grammar proves extremely difficult. These apparent inconsistencies are what makes this grammar involving articles before proper nouns seemingly illogical. The resulting heuristic was the researcher's attempt to internalize how native speakers construct meaning as they meet the world, giving insight into interlocutor choice in using the definite or null articles before proper nouns.

Please ASK

The author completed a doctoral dissertation that sought to capture student participants' lived experiences while engaging with the *Please ASK* heuristic as they attempted to make sense of the English language article system before proper nouns. The author created the heuristic in response to the lack of any deductive explanation of the article system before proper nouns. This grammar's complexity put it in the mental grammar category, making the finding of a steadfast rule difficult.

In efforts to maintain transparency, the author acknowledged that this grammar to many in the ESL/EFL field can be considered trivial since incorrect usage of articles before proper nouns will not cause any drastic breakdown in communication. As long as the main idea—the proper noun itself—was clear, the meaning can transfer. Nevertheless, this grammar point has remained one of the most popularly posed questions by learners to the author, giving the author the impetus to search for an adequate answer.

Heuristic Model. *Please ASK* is a heuristic that can give English language learners better comprehension of the article system before proper nouns. That is, the workings of this model can give learners a look into how native speakers of English naturally choose the definite or null articles (and sometimes both articles) before proper nouns. *Please ASK* is a mnemonic aid comprising six categories denoting names of proper nouns before which the null article is used. Each of the six categories is named and explained below. In short, if a proper noun falls into any of the categories in the model, the null article is used. Likewise, if a proper noun does not fall into any of the prescribed categories, the definite article is used.

In *Please ASK*, the first category before which no article is used is denoted by the letter 'P', which represents *Parks* (see Figure 1). *Parks* in this model not only represents the common idea of spaces for recreation, but this category also represents constructivist (Bloomberg & Volpe, 2016; Creswell & Poth, 2018; Lincoln & Guba, 1985; Patton, 2015) manifestations of parks. This model argues that native English speakers do not use the definite article in front of parks; parks represent parks, stadiums, fields, squares, plazas, and malls. In other words, *Please ASK* posits that native speakers construct the meaning of parks and the other five offshoots of parks the same. All offshoots of parks are what English speakers noetically (Moustakas, 1994) construct under the collective *Parks*, conveying the influence of the Husserlian “noema-noesis relationship” (p. 31) in the model itself.

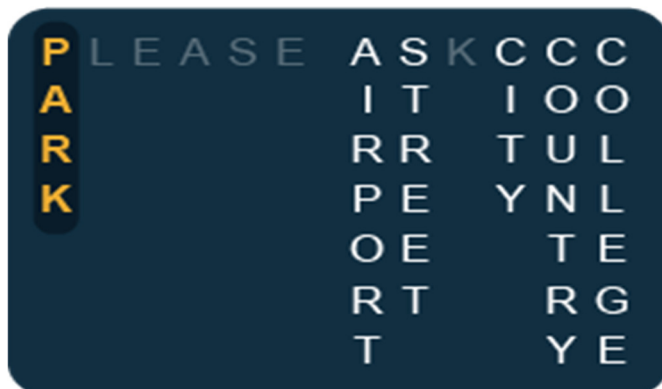


Figure 1. *Please ASK* 'Park' category.

The next letters—*l-e-a-s-e*—in the model do not denote categories. Rather, they are used to occupy space after the initial categorization letter ‘P.’ The researcher includes extra letters to formulate an English word in the model. Without the extra letters, the model would be called the *PASK* model, which would prove more difficult for English language learners to retain and recall as needed. Therefore, the researcher considers it best to add these letters to form well-known words and an equally well-known sentence in English: *Please ASK*.

The second category in the model, before which no article is used, is denoted by the letter ‘A,’ representing *Airports* (see Figure 2). This is an example of a category in the model that presents itself from a pure post-positivist viewpoint in that there are no further constructed meanings of this category. *Airports* means the venue that accommodates air traffic.



Figure 2. *Please ASK* ‘Airport’ category.

The third category in the model denoted by the letter ‘S’ represents *Streets* (see Figure 3). This category indicates the use of the null article before any proper nouns denoting streets, including streets, avenues, boulevards, roads (e.g., Old Country Rd.), and places (e.g., Nichols Pl.). Again, the researcher notes that the native English speaker post-positivist outlook into the world directly informs this category.



Figure 3. *Please ASK* ‘Street’ category.

The fourth category in the model denoted by the letter ‘K’ is transformed into a letter ‘C’ written three times (see Figure 4). Since the letter ‘K’ and the letter ‘C’ can be pronounced the same (the latter pronounced with ‘s’ sound before letters *e*, *i*, and *y*), the letter ‘C’ written three times could creatively replace the ‘K.’ Therefore, the fourth category becomes three categories in the model. The letter ‘C’ written three times corresponds to the categories *City*, *Country*, and *College*, respectively. The categories for city and country are self-explanatory. However, the final category denoting *College* has a socially constructed meaning in this heuristic model. *College* connotes universities, colleges, schools (primary, secondary, trade, etc.), institutes, businesses/organizations (specifically private sector), and churches/buildings of worship.



Figure 4. Please ASK ‘City,’ ‘Country,’ ‘College’ categories.

The *Please ASK* heuristic model comprises three parts: the actual *Please ASK* heuristic and two ancillary components. For the sake of brevity, the author elects not to include these ancillary categories here. More detailed explanations of these categories can be found in the author’s dissertation on Proquest (Scott, 2019).

Methods Perspective. The researcher was granted IRB permission to use in his study adult students in his advanced ESL grammar class at a university in the northeastern part of the United States. The author employed purposeful sampling to obtain responses from 11 adult ESL students. For the sake of anonymity and for brevity, the author will not elaborate on certain demographic information on the participants. Interest in detailed explanations or information can be found in the author’s dissertation (Scott, 2019). Five interviews and one focus group comprising 6 student participants were used to garner responses to the research questions below.

Central question:

What is the meaning of *Please ASK* for university English as a Second Language (ESL) student participants in this study?

Sub-questions:

a. How do ESL student participants describe the creative *Please ASK* heuristic model?

b. How do student participants perceive their understanding of the article system linked to proper nouns both before and after experiencing the creative *Please ASK* heuristic model?

The research's original intent was to garner the impact of the heuristic on student understanding of the said grammar. Thus, the above questions were structured with this aim in mind. Through thematic analysis of the student responses, three ensuing themes and six sub-themes emerged that together formulated answers to the research questions above.

By taking a retrospective look at the same research responses, the author was able to glean a new perspective on the thematic analysis. The same student responses unearthed a social justice element behind the author's *Please ASK* heuristic. In essence, what took place was a student participant transformative journey before and after exposure to the heuristic, conveying a critical pedagogical experience that involved student movement from an oppressed state to a liberative one. This journey reflected the heart of Freirean critical pedagogy.

Critical Pedagogy

Social justice has affected many different contexts at many different times in history. The education context, specifically ESL, is no different. In language teaching contexts, the term *critical pedagogy* is the more popular term used in lieu of *social justice* (Crookes, 2012, p.2). Freire applied critical theory to education creating critical pedagogy with the aim to shift the educational context from an oppressive one to a more humanized, empowering one (Aliakbari & Faraji, 2011; Freire, 2007b). In so doing, emancipation is realized.

Critical pedagogy places emphasis on being human, and at the core of being human is the ability to engage in relationships. As humans engage with one another and the world, they further develop their respective realities and critical consciousnesses. Armed with both, humans can make choices and change their realities. This is where the power of critical pedagogy lies—human ability to choose and change reality. With this power, humans can transform their oppressive reality into a liberated reality.

A social constructivist worldview (Bloomberg & Volpe, 2016; Creswell & Poth, 2018; Lincoln & Guba, 1985; Patton, 2015) informed the research on *Please ASK*. This worldview acknowledged the presence of multiple realities as exhibited by both the participants and author. In a like manner, this paper continued to ground itself on social constructivism, and it was this interpretive framework that provided a means to conveying *an* interpretation (not *the only* interpretation) of student participant transformation in the study. The author brought another perspective into focus by reflecting on the study data via a Freirean critical pedagogy lens.

This *Please ASK* study had for methods five interviews, a focus group, and the author's reflective journal. Table 1 is a collective of salient responses from study participants as well as reflective journal entries from the author. The verbatim participant responses are italicized. The data are positioned to reflect participant responses before (on the left) and after (on the right) exposure to the *Please ASK* heuristic, with the heuristic in the middle serving as a catalyst for change.

Themes Viewed Through Freirean Lens

The unfolding of events in the study were presented below using Freirean critical pedagogy as metalanguage to convey the manifesting of critical pedagogy in this

research context. For clarity, the author chose to display Table 1 (above) along with each of the themes that emerged from the study. Thematic analysis of the ensuing data from the phenomenological interviewing yielded three themes: memorization, successful transfer of the grammar to students, and impressions of *Please ASK*. Only through a posteriori reflection could the author see the ensuing themes in a different light, a different light based on critical pedagogy. The author presented each theme employing Freirean critical pedagogy metalanguage.

<p><i>...most of the English books, even [those] back in Saudi Arabia, do not explain this grammar... and so it's really difficult for us to understand. (Katrina)</i></p> <p><i>...memorize it. (Matt)</i></p> <p><i>I will never get this grammar. (Ali)</i></p> <p><i>I hate English. It is impossible to learn. (Fatima)</i></p> <p><i>I need to understand, not memorize. I hate not understanding. (Michael)</i></p> <p><i>Why? I don't know. I rely on my gut to guide me. Memorizing is boring. (Torak)</i></p> <p><i>I cannot understand it at all. It is more difficult to learn by memorizing. (Fatima)</i></p> <p><i>Before, I felt like I am swimming in the – in the – in the sea without knowing how to swim. (Ali)</i></p> <p><i>Memorization was a “necessary evil”. (Josh)</i></p> <p><i>Actually, I asked teachers about putting the or no the before these nouns [proper nouns], and they all told me ‘You have to memorize it. There is no rule.’... (Matt)</i></p> <p><i>...just guess. Just write down something, just keep going. There is a chance you are correct. (Fatima)</i></p> <p><i>[Two teachers] told me if you cannot count it, use the. So, cannot [sic] count Central Park. So, that means it would be the Central Park. But this did not feel right. (Miriam)</i></p> <p><i>After she said this, I thought, okay, maybe natives know it, but I mean non-native speakers do not need to learn this grammar. If he is ambassador and speaks English and he cannot get it, I will not get it... impossible for me. (Ali)</i></p>	<p>Please ASK</p>	<p><i>After Please ASK=I like English. I want to watch American movies now. (Fatima)</i></p> <p><i>...it lets us know how American [sic] think...(Michael)</i></p> <p><i>Skepticism at first, then it made sense. ...helpful, amazing, meaningful, and imaginative. (Katrina)</i></p> <p><i>...best way to learn. (Michael)</i></p> <p><i>My mind now feels more open to English in ways that I did not feel before...And now I understand it very well. (Miriam)</i></p> <p><i>I thought I will never, uh, understand this grammar perfectly. Now, I can. Thank you. (Michael)</i></p> <p><i>...oh, finally, I understand something well...So, I feel more comfortable...I feel excited actually. (Fatima)</i></p> <p><i>I can feel my confidence go up this quarter. I also [sic] taking a vocabulary class and vocabulary and this grammar understanding make stronger [sic] my English ability. I can feel it. (Ali)</i></p> <p><i>Now, I do not have to guess like before. (Martin)</i></p> <p><i>It is a spontaneous response when I read this and newspaper articles and use it in my writing as well...So, it was very helpful and very useful to me. (John)</i></p> <p><i>...easy, helpful, understandable... creative. (Alija)</i></p>
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Memorization. In the study, all participants mentioned that memorization was a pervasive tool in their respective countries' English language curricula, specifically in attempting to understand grammar. The situation with article grammar before proper nouns was no different. Memorization and guessing were the de facto solutions to understanding this grammar. The participants as a whole noted negative feelings toward having to memorize long lists of proper nouns with their respective articles. They also expressed sentiment ranging from dislike to hatred about memorizing because memorizing did not equal comprehension or learning.

Memorization in this study represented a context involving oppression. Freire viewed two distinct groups in an oppressive context—the oppressor and the oppressed (Freire, 2007a). An oppressive context hindered any person's "pursuit of self-affirmation as a responsible person" (Freire, 2007a, p. 55). In this ESL study context, the participants were members of the oppressed group in that they remained confined in their thinking by the oppressor. The oppressor was not specific people per se; rather, the oppressor in this context represented native speakerism ideology (Holliday, 2006). Native speakerism has been pervasive within the English language field and based itself on the premise that native-speaking English teachers have represented an idealized, superior culture in the West and have represented an omniscient status with respect to English language pedagogy. Native speakerism perceives non-native speakers and learners as inferior and in need of model instruction from their Western counterparts (Holliday, 2006). Under this ideology, the participants were members of the inferior, oppressed group lacking lingual power. They relied on the West, even in their respective countries, to give them the power to understand this grammar, but the native speakerism ideological group gave them no power. Instead, native speakerism has promoted a sole reality when it comes to understanding the grammar, and this reality stated that there was no way to understand the grammar. Thus, model instruction gave participants memorization as the only way to approach the grammar.

By promoting the said positivist (Bloomberg & Volpe, 2016; Creswell & Poth, 2018; Lincoln & Guba, 1985; Patton, 2015) ontology in the ESL realm, the oppressor continued to promote the narrative of the participants as powerless beings. The participants existed as mere objects in the world, not subjects. As objects, they possessed no power because they could only adapt to the context. Freire spoke of what being human means. Humans are the only lifeforms that both exist in the world and with the world (Freire, 2007a), meaning that they physically exist in the world and can form relationships with the world and other beings in the world. The ability to form relationships is important because relating to other humans and things in the world permits humans to influence their realities. In this way, objects only exist in the world without relating to the world. Subjects, on the other hand, exist in the world and can relate with things in the world.

Memorization in this context was a mechanistic approach to explaining the proper noun article grammar to the participants. The context mirrors the Banking Concept in that the participants attempt to store memorized grammar, similar to banking deposits, relayed to them by a native speaker (Freire, 2007b). In this passive role, the study participants remained powerless in not knowing and understanding how to properly use this grammar. Again, although correct or incorrect use of this grammar does not result in strong communicative breakdowns between interlocutors, this research study showed that the participants still considered comprehension of this grammar important for their fluency.

Successful Transfer of Grammar to Students. An inflection point in the study presented itself when a participant shift in attitude toward learning English

emerged. This attitude shift was directly connected to the participant lived experience while engaging with *Please ASK*. All participants noted experiencing a change after exposure to the heuristic. They expressed increased self-confidence in learning English in general, not just the grammar, and speaking English as well. A general sense of interest emerged from all the participants. In fact, three participants shared that they taught the heuristic to friends and family members, while three other participants noted a likeness for learning English that had not been present before.

Prior to this inflection point, a majority of the participants conveyed to the author a skepticism about the effectiveness of the heuristic. Having been taught this grammar several times before through the memorization of lists of articles with proper nouns, the participants had no logical reason to believe that such a heuristic could work. After all, the pedagogical approach involving memorization connected to this grammar had been in place for years since there was no known rule to explain this grammar point (Berezowski, 2001; Butler, 2012; Huebner, 1983; Master, 1990, 1997; McEldowney, 1977; Pica, 1983). However, the participants maintained an open mind while engaging with *Please ASK*.

Please ASK and the associated pedagogy were contributing factors in humanizing the participants. By humanizing, Freire meant that the participants became empowered beings who “integrated” with their context (Freire, 2007a, p. 4), the context being English language, the *Please ASK* heuristic, and the world. The Freirean critical pedagogy philosophy acknowledged an important dichotomy—adaptation and integration. Living things can either adapt to their context or adapt and integrate with their context. Adapting means changing, but the change presupposes the complete acceptance of the reality at hand. In other words, adapting means changing to fit the reality that already exists. Adapting sees the living thing as an object incapable of changing the reality because the living thing exists in a state of nescience, or ignorance (lack of knowledge and consciousness). For example, critical pedagogy stresses that animals can adapt but lacked the ability to integrate. Only humans have the innate ability to both adapt and integrate (Freire, 2007a).

The participant lived experiences in relation to the grammar before exposure to *Please ASK* encompassed their existences as objects in the ESL realm that adapted to the learning context through memorization. They were nescient beings in that they lacked the appropriate knowledge to understand and use the grammar correctly. Furthermore, as objectified, nescient learners under the auspices of native speakerism, they were powerless since they were cognizant and accepting of the one reality presented to them by the oppressive force. It also deserves mentioning again that there was significant skepticism at first regarding the utility and effectiveness of the *Please ASK* heuristic. This made sense according to Freirean thinking because the participants’ skepticism represented their own “self-depreciation” (Freire, 2007b, p. 63) emanating from their internalization of the native speakerism reality: There existed absolutely no explanation for this grammar, and so just memorize. Self-depreciation involved adapting to this context and accepting this status quo situation, without any critical thinking and dialogue. This, in essence, was naïve thinking (Freire, 2007b, p. 92).

The participants experienced a shift in consciousness after exposure to *Please ASK*. There was a general sense of contentment, confidence, and power at being able to understand this mental grammar that had plagued them for so long. Afterward, they no longer were objects in the ESL world where one reality was forced upon them. Once the skepticism toward the heuristic subsided and they proceeded with open minds, they made a choice to transform the previous reality to form a new reality—one that saw and accepted other possibilities to comprehend not

only this grammar, but also other facets of English. In Freirean critical pedagogy thought, humanism occurs when a being can both adapt to and choose to transform a situation, or reality. At this point, the being reaches critical consciousness through the process called “conscientização” (Freire, 2007a, p. 17). As critically conscious beings, the participants passed out of a “submerged” (Freire, 2007b, p. 95) state of consciousness into the world where so-called native speakers exist. The grammar and English language then took on a new meaning for them, and in this critically conscious state they were able to dialogue about their opinions and feelings. This capacity to vividly communicate their lived experiences about *Please ASK* represented an empowerment they achieved by becoming critically conscious.

Impressions of Please ASK. All participants in the study noted very positive impressions of the heuristic supported by their listing of adjectives connoting positivity. *Please ASK* represented the author’s attempt to liberate the participants from oppression in the form of mechanistic and rote approaches to explaining proper noun article grammar from a native speakerism perspective. The heuristic represented a bridge connecting two sides: the side encompassing the positivist ontology put in place by the oppressor and the other side containing a multiplicity of other ontologies, one of which is *Please ASK*.

Critical pedagogy espouses the notion that every human being has an ontological vocation to become more human through critical consciousness (Freire, 2007b). Through *Please ASK*, the author was able to help in reinstating the study participants’ vocation to be critically conscious beings, both *in* and *with* the world, who are capable of engaging in dialogue and transforming their realities. For the author to do otherwise would mean to treat the study participants (and learners in general) inhumanely.

In the backdrop of this critical pedagogy view existed a dualism involving human beings and the world. Before engaging with the heuristic, the study participants only existed in the world as spectators. Knowledge on the grammar (mainly in the form of memorization) was forced upon them by the native speakerist oppressor. At that point, they possessed an empty consciousness, or naïve thinking, about things. After exposure to the heuristic, the participants not only existed in the world but with the world as well. This connection with the world is extremely important because by existing with the world, humans can forge relationships with the world and constituents in the world through dialogue and communication. In this way, critical consciousness emerges, and transformation of realities becomes possible.

In the dissertation, the author likened *Please ASK* to a bridge into the native speaker world. The author does not equate the native speaker world and native speakerism. These are two entirely different things. To clarify, the heuristic was a bridge into the native speaker world. However, the native speaker world was the same as the participants’ world, and the participants’ world was the same as the native speaker world. So, in essence, the world that the author presented was a monism. The critical pedagogy exemplified through the heuristic was the author’s attempt to not only consider native speaker reality, but also to consider the participants’ realities as well. To only consider the native speaker world would be to support native speakerism as an ideology and doing so would contradict the critical pedagogy from which *Please ASK* emanated.

Conclusion

This paper is a look back at the author’s completed 2019 doctoral dissertation study involving his *Please ASK* heuristic. Only in retrospect does it become clear that so-

cial justice plays a significant role in the study. Social justice in the form of critical pedagogy is a driving force behind the heuristic's success. Critical pedagogy served as a backdrop to the study in which the participants experienced a change. Freirean critical pedagogy metalanguage conveys the chain of events involving the study participant transformation from oppressed beings to free, empowered, critically conscious human beings.

This paper gives further credence to the power of critical pedagogy in education, specifically in the ESL realm. Yes, *Please ASK* had influence on the participants' comprehension of the grammar. However, behind *Please ASK* existed another factor that at first did not receive much attention. This paper argues that that factor—critical pedagogy—was a prominent force behind the phenomenological study and this factor is a prime choice in combatting native speakerism and pushing the objective to empower learners.

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