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### Dear readers

In this issue of the journal of humanities, some papers have been reviewed and selected from different scholars in the domain of language studies. It goes without saying that areas of interest are diverse and theoretical frameworks in contemporary linguistics are expansive. Broadly speaking there are three major trends in linguistics. Formal linguists are interested in developing formal (read mathematical) rules and principles for studying different building blocks of language. So formal linguists take language as a system with well-defined patterns and symbols. On the other hand, functional linguists give priority to the role of speakers (not pure grammar) and the factors which lubricate language use. As a new offshoot of functional linguistics, cognitive linguistics emerged as a rival to the above mentioned theories. Nowadays, most of the forward looking universities with linguistics program are hard working to institutionalize their academic curriculum with Cognitive approaches to the study of language. In Iran TMU (Tarbiat Modares University) is the leading academic institute that included Cognitive linguistics in its PhD programs. In order to help researchers and academics who are desirous of cognitive linguistics, the guest editor has given more space to articles with cognitive interest and the appellation for this special issue of the journal comes from that.

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## Development and Validation of a Critical Language Pedagogy Literacy Scale in Iranian Universities

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### Abstract

As a new shift in the ELT field, critical pedagogy (CP) originated from the Freirean philosophy. It aims at raising both teachers and learners' awareness towards the instrumental view of ELT and its superficial neutrality. Despite the recent growth of CP in Iran, it is unknown whether or not CP is supported and practiced in the teacher development process of Iranian universities. Moreover, to the best of the researchers' knowledge, an appropriate questionnaire dealing with such a concept has not been developed yet. The present study, therefore, aims at developing and validating a CP-oriented scale to be used in the ELT education system in Iran. To validate this instrument, 150 EFL teachers and students from three universities of Iran were selected through convenience sampling. The researchers employed exploratory and confirmatory factor analyses. The results indicated an acceptable level of internal consistency and satisfactory construct validity. This measure can be helpful for those who support practicalizing CP tenets in the field of ELT, in general and in the teacher development process, in particular.

**Keywords:** Critical Pedagogy; EFL Teachers; EFL learners; Validation Study.

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## **Introduction**

The 1960s was the era when Paulo Freire (1921-1997), the Brazilian educator, introduced an emancipatory approach - critical pedagogy or transformative education - through Luning his influential book, "Pedagogy of the Oppressed". However, it was Giroux (1981) who first coined this term in his book "Theory and Resistance in Education". Wardekker and Miedema (1997) believe that critical theory finds its roots in the neo-Marxist standpoint. According to Aliakbari and Faraji (2011), a group of scholars working in the realm of social science at the University of Frankfurt developed critical pedagogy. Among all who support critical theory, one can put fingers on some prominent figures including Adorno, Marcuse, and Habermas. CP challenges the inconsistency between society and education and rightly stresses the education which does not affect society positively, no doubt, goes astray. CP emphasizes that the main mission of education, whether education in general or ELT in particular, is reviving a sense of responsibility in all individuals towards society to make effective citizens out of them. Those who support CP believe that applying its tenets in the field of ELT can pave the ground for individuals to reach a just society through being given a part in economy, politics, and culture. This can share power relations among all citizens and bring a social justice, emancipation, and transformation. Compared with critical theory which is an umbrella term and extends criticality in all fields, critical language pedagogy looks at education as an appropriate tool which is able to empower individuals to transform a

society and emancipate all those who are oppressed or discriminated against in some ways. This can be reflected in Akbari's (2008) point of view who regards CP as dealing with notions of social justice and social transformation via education. In other words, in the doctrine of CP, education can be viewed as a highly potential tool available for individuals who take strides to change themselves into effective citizens to promote democracy and justice and eradicate any forms of oppression, injustice and discrimination in society. This goal cannot be achieved unless, as Kellner (2000) puts it, a critical version of education paves the way for standing against the oppressive concepts of education and developing a CP-based education which is able to trigger social transformation. Therefore, education should distance itself from its common concept and its mainstream version and be reconceptualized so that it can be informed by CP tenets to empower individuals to focus their attention on social change for the betterment of society. Therefore, universities are expected to look at ELT and teacher development from a critical perspective and replace hollow and trivial issues with weighty concepts to ease the way for students who can bring about social transformation. Moreover, it is the process of teacher development through which the hidden curriculum (Cuningsworth, 1995) can be disclosed, the non-neutrality of ELT (Cox & Assis-Peterson, 1999) can be challenged, and the social, political, ideological, and cultural aspects of ELT (Kasaian & Subbakrishna, 2011) can be revealed. Furthermore, as Aliakbari and Faraji, (2011) hold, such concepts as problem-posing education,

dialogism, praxis, critical consciousness, and humanization should be highlighted.

### **Literature Review**

Critical Pedagogy (CP) or more particularly critical language pedagogy (CLP) is a reconceptualization of education in the ELT field which, as Canagarajah, (2005) asserts, was developed predominantly in the 1970s with the work of Paulo Freire, the most prominent CP advocate, and came into ELT from the late 1980s when the pragmatic viewpoints and communicative approaches dominated language teaching. Recently, this critical shift has gained much interest in Iran and a number of Iranian scholars have worked on the investigation of CP and the application of CP principles to the field of ELT from various angles.

Sadeghi Beniss (2008) suggests some aspects of ELT especially the center-produced materials as the instruments of cultural aggression of the West against other societies. In the same vein, Sadeghi and Ketabi (2009) have explored barriers preventing teachers from application of transformative intellectual principles in their teaching.

Moreover, Abdollahzadeh and Baniasad (2010) have examined the ideological prompts present in the imported instructional English textbooks in Iran and the learners' attitudes towards English.

Davari (2011) also, attempting to introduce the concept of linguistic imperialism, its tenets, principles and assumptions, in a comprehensive study has tried to study the Iranian ELT community's attitudes to the mainstream

tenets versus the new growing critical ones influenced by linguistic imperialism.

Furthermore, Pishghadam and Zabihi (2012) found that the West has made every effort to ensure that the English language in its pure British and American forms, along with their specific ideological, cultural, and attitudinal views, are kept as uncontaminated as possible by other localities.

In the same vein, Kasaian and Pishvaei (2013) investigated the internal consistency and the construct validity of their newly developed instrument.

Rahimi and Asadi Sajed (2014) studied the interplay between critical pedagogy and critical thinking and concluded that to resist imperialism in any aspect, critical thinking should be fostered in education system and transformation be encouraged to ensure development and prevent economic, political, sociological, cultural lethargy.

Alibakhshi and Rezaei Mejajin (2012) explored the main consequences of violating critical pedagogy in the higher education system of Iran. The participants were 15 faculty members of TEFL and English Literature at 10 Iranian state universities. They collected their data through in-depth semi-structured face-to-face interviews and analyzed them using Radnor's (2001) model. They found that the main consequences of the violation of critical pedagogy were educational (related to teaching, learning, and testing), psychological, social, and ideological. They concluded that educators must follow the principles of CP in order to avoid the negative consequences and

foster the learning and teaching processes more effectively.

Sarani, Alibakhshi and Molazehi (2014) investigated whether Iranian EFL teachers at universities are aware of the CP principles or not, and whether there is a difference between Iranian ELT instructors and subject teachers in terms of application of the CP principles. They selected 55 ELT instructors and subject teachers at different universities through convenience sampling. They showed that the ELT instructors supported all the CP principles, but the subject teachers supported and applied only a few of the CP principles. That is, ELT instructors and subject teachers differ in terms of attitudes towards CP.

Niknezhad (2015) studied the obstacles in implementing CLP in Iran and provided some practical suggestions in order to transform Freirean ideology in the context of Iran.

Barjesteh, Birjandi, and Maftoon (2015) designed, developed, and validated a model within the main tenets of CP with a hope to implement in education, in general, and applied linguistics, in particular.

Romanowski and Amatullah (2016) investigated the analysis of Qatar's educational reforms guided by critical pedagogy and found that there is a need to engage in cultural reflection, develop a language of possibility, and develop schools that they believe are effective and appropriate for their particular context and not defer to outsiders who sell their educational products.

Very recently, Kim and Pollard (2018), in their investigation of critical pedagogy, suggested the need for a modest critical pedagogy for introducing

critical pedagogy to teacher-centered contexts.

The present study, however, tends to look at CP from another angle i.e. developing and validating a CP-based scale which measures the extent to which teacher development is informed by CP principles in English departments of the Iranian universities.

### **Purpose of the Study**

Critical pedagogy emerged to question the hidden curriculum, the instrumental view of language, and the non-educational aspect of ELT. To put it another way, universities have a great responsibility to perfectly deal with CP principles and develop critically practical teachers to neutralize the hidden agenda behind the decisions made by ELT industry. Thus, the present study is aimed at developing and validating a CP-oriented scale which helps researchers interested in critical pedagogy evaluate university teachers and students' CP literacy and practice. More specifically, the following research questions were addressed:

1. Does the CP-based instrument enjoy an acceptable internal consistency?
2. Does the CP-based instrument enjoy acceptable construct validity?

### **Methodology**

#### ***Participants***

In the present study, the researchers used a convenience sampling method to select the participants. Participants were 150 (99 males and 51 females) language students studying English at University of Isfahan,

Yasuj University, and Bandar Abbas University in Iran. Their age group ranged from 22 to 40. The participants included 11 PhD candidates and 139 students who were getting their BA and MA degrees in

Teaching English as a Foreign Language (TEFL), English Literature, Translation, and General Linguistics. The respondents' characteristics are given below in Table 1.

Table 1. Participants' Demographic Characteristics

Level of Education			Type of Institution	Gender		Major	
BA	MA	PhD	University	M	F	TEFL	Other
96	43	11	150	99	51	111	39
	150		150	150		150	

**Method**

To meet the goals of the study, a mixed research design: Qualitative- quantitative was used. Different phases of the study were as follows:

Phase 1: Resources

The relevant sources for the content of this instrument consisted of critical pedagogy works in ELT. In other words, in order to cover the subject comprehensively, the researcher tried to derive helpful extracts from various resources. Therefore, it was more preferable to focus on the most productive and well-known resources among which one can point to Freire's Pedagogy of the Oppressed (1970), Philipson's Linguistic Imperialism (1992), the interview with Ira Shor (2017), and lots of studies done by Iranian and international scholars. Needless to say, the works of other ELT experts such as Canagarajah (1999, 2005), Pennycook (1989, 1994, 1999, 2001, 2006), Kumaravadivelu (2003a, 2003b, 2006a, 2006b), and Rajagopalan (1999, 2004) were also found helpful. The common orientation in the works of these authors was the critical stance in ELT as opposed to the mainstream ELT, focusing on the communicative but instrumental role of English in the world, and the nature of

ELT industry. This formed the foundation of the instrument. The sub-themes of the questionnaire were selected around the tenets of the critical pedagogy including linguistic and cultural imperialism, politics in ELT, CP-oriented materials, teachers and students' roles in critical pedagogy, consciousness-raising, praxis, curriculum, and dialogism.

Having reviewed the literature, about 55 extracts were derived as the raw material which were narrowed down and converted into principles of the measure i.e. CP literacy instrument. An item pool was drawn up based on the elicited themes, with a 5-point Likert Scale as the questionnaire format. In so doing, the first draft of the questionnaire with 41 items was prepared.

Phase 2: Content Validity

Content validity shows the extent to which items in an instrument represent the content and purpose of its topic. The basis of this approach is the extent to which the items are relevant based on the judgment of the panel of experts. To determine the content validity of the newly developed instrument, this study employed Lawsche's (1975) model of content validation. To do so, the questionnaire was distributed among 6 experts -PhD in TEFL- all of

whom judged the validity of the questionnaire. In order to confirm the content validity, the present study employed content validity ratio and content validity index.

In order to ensure that the most relevant and correct content (necessity of item) is selected, the Content Ratio Index (CVR), developed by Lawsche (1975), was used. To do this, all of the items were examined based on three indices of *essential, useful but not essential, and not necessary* and all the members of the panel judged the necessity of all items. To calculate content validity ratio, the following Formula (1) was used.

$$(1) \text{ CVR} = \frac{ne-n/2}{n/2}$$

In the above formula, **ne** shows the number of experts who find a special item necessary and **n** is the number of all members of the panel.

The calculated ratios for the items were compared with the expert numbers provided by Lawsche. Based on the Lawsche (1975) model, when the raters are 6, the acceptable CVR must be .99. In other words, the items with CVR of .99 are confirmed. Table 2 shows the minimum CVR for a different number of panel members provided by Lawsche (1975).

**Table 2. Minimum CVR for Different Number of Panel Members (Lawsche, 1975)**

Number of Panel Members	Acceptable CVR
5	.99
6	.99
7	.99
8	.75

Regarding the present instrument, the researcher provided the panel of experts with the primary questionnaire. The ratings left by the experts indicated that due to some degree of overlap, 20 items needed to be hammered out. The items were modified and resent to the experts to be rated again. This time, their comments showed that five of the items must be removed and the rest were kept. All in all, compared with the acceptable CVR shown in Lawsche's (1975) table, 26 items with the CVR of .99 were confirmed.

#### Content Validity Index (CVI)

CVI represents the comprehensiveness of judgments concerning the validity or capability of implementing the final model or tool. To calculate this index, first, the three criteria of "simplicity", "relevance," "clarity, or transparency" were considered

using the 4-part Likert Scale for each item i.e. poor (1), fair (2), good (3), excellent (4). Then, the questionnaire which was formerly sent to the panel of experts for CVR, once again was sent to them, but this time the experts were requested to leave their ratings on the degree of CVI for the individual items. According to Lawsche's (1975) model, the CVI score is the average of the total points of these three criteria. To calculate content validity index, Formula (2) was used.

$$(2) \text{ CVI} = \frac{\text{Number of answers good or excellent}}{\text{Total number of answers to the item}}$$

Accordingly, CVI for all of the items was calculated based on the three criteria of simplicity, clarity, and relevance. In other words, based on Lawsche's (1975) formula for CVI, the number of experts who rated the items as *good or excellent* were divided



by the total number of the experts. As a result, the final calculation indicated that the item CVI for simplicity, clarity, and relevance was .88, .90, and .89 respectively.

Generally, the CVI higher than .80 is acceptable and lower than that means that the item needs revision.

**Table 3. Content Validity Index for the Items CP Literacy Instrument**

Item	Content Validity Index	
	Clarity	Relevance
Simplicity	.90	.89

**Phase 3: Construct Validation**

In order to estimate the construct validity of EFL CP literacy questionnaire, 166 EFL teachers and learners were selected through a convenience sampling. The developed scale was submitted to the participants while they were present in the language institutes in which they were teaching. The participants' informed consent was obtained and each

questionnaire was scored anonymously. The return rate was 90%. The data from the 150 returned questionnaires were analyzed using SPSS Version 22. Internal consistency of the developed instrument was estimated through running Cronbach's alpha and the construct validity was estimated through running exploratory factor analysis with Varimax rotation method

**Table 4. Reliability Coefficient for the Instrument**

Cronbach's Alpha	No. of Items
.701	26

Undoubtedly, although reliability and validity are necessary for a newly developed instrument, they are not adequate. In other words, to fully validate an instrument, another step i.e. confirming its construct validity, should be taken. To do so, the researchers run a factor analysis. Pallant (2005) believes that principle component analysis (PCA) is the commonest approach for the factor analysis. Hence, PCA was chosen to estimate construct validity of the questionnaire.

Before running the factor analysis, the researchers needed to check some assumptions among which, one can point to inter-correlation among the items. To do so, the correlation analysis was run to help the researchers obtain the correlation

matrix. For the present measure, the determinant value is .001 that is larger than .00001. Accordingly, based on the results shown in the correlation matrix, all items were retained owing to a significant correlation among all of the principles and the absence of any multi-collinearity.

The next assumption which needed to be taken into account was factorability of the data obtained. Here, in the extraction technique, the principle components method was chosen and Bartlett's Test of Sphericity (BTS) and the Kaiser-Meyer-Olkin (KMO) measure were employed to see the extent to which factorability of the data was possible (Pallant, 2005). The results of BTS and the KMO are presented in Table 5. The results show the value of .72 and .001. To put it another way, the

first null hypothesis suggesting that the acceptable internal consistency was CP-based instrument will not show an rejected.

**Table 5. BTS and KMO Measure of Sample Adequacy**

Kaiser-Meyer-Olkin measure of sample adequacy		.726
Bartlett's Test of Sphericity	Approx. Chi-Square	1568.456
	DF	325
	Sig.	.001

In Table 6, information about initial eigenvalues, extraction, and data rotation is shown. Eigen value is defined as the sum of squared loading for a factor. In other words, it specifies the amount of variance that a factor accounts for. In the following table, only 8 components recorded Eigen values above 1(4.80, 3.35, 2.89, 2.33, 1.31,

1.18, 1.03, 1.001). These eight components explained 68.94% of the variance. Table 6 indicates that the first factor account for 18.49%, factor 2 (12.88%), factor 3 (11.14%), factor 4 (8.97), factor 5 (1.31), factor 6 (1.18), factor 7 (1.03), and factor 8 (1.001) in all 26 variables.

**Table 6. Total Variance Explained for the CP Scale**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative
1	4.807	18.490	18.490	4.807	18.490	18.490
2	3.351	12.888	31.378	3.351	12.888	31.378
3	2.898	11.148	42.525	2.898	11.148	42.525
4	2.332	8.971	51.496	2.332	8.971	51.496
5	1.310	5.040	56.536	1.310	5.040	56.536
6	1.189	4.572	61.108	1.189	4.572	61.108
7	1.036	3.984	65.092	1.036	3.984	65.092
8	1.001	3.850	68.942	1.001	3.850	68.942
9	.838	3.222	72.163			
10	.791	3.041	75.205			
11	.720	2.768	77.972			
12	.658	2.531	80.503			
13	.586	2.255	82.758			
14	.557	2.141	84.899			
15	.536	2.063	86.962			
16	.470	1.807	88.769			
17	.427	1.642	90.411			
18	.379	1.458	91.869			
19	.352	1.353	93.222			
20	.335	1.288	94.510			
21	.315	1.212	95.722			
22	.277	1.067	96.789			
23	.260	.999	97.788			
24	.217	.836	98.624			
25	.216	.829	99.453			
26	.142	.547	100.000			

Extraction Method: Principal Component Analysis.

Through running KMO, lots of components can be extracted. So, it is very important to look at the change (below) in

a Scree Plot (Pallant, 2005). Only components above this point are retained. The results are presented in Figure 1.

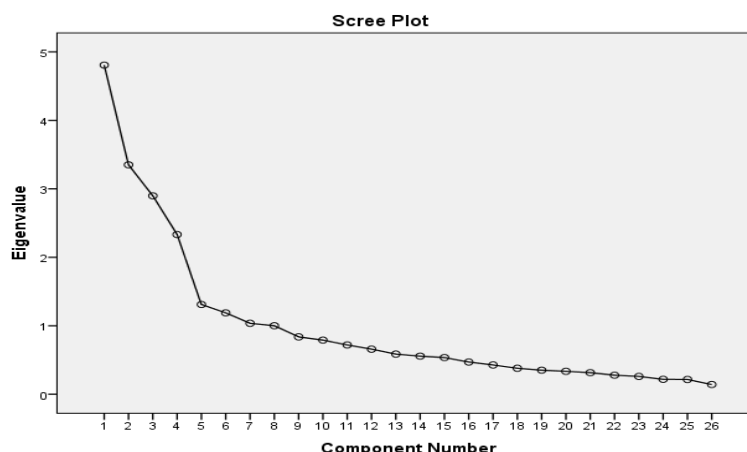


Fig 1. Scree Plot of the Eigenvalues for a Factor Analysis on the TLMP Principles

Since in the extraction procedure the eigenvalue was set at 1 and above, the extract components have eigenvalue greater than 1. Figure 1 indicates only the first four components qualify for this point of view. This means that these four components explained 51.49 percent of the whole variance. Thus, it is possible to reduce the original 26 principles to four and lose only 41.51% of the information.

An analysis of the ScreePlot disclosed a clear break between the fourth and the fifth components. Using the Cattell’s (1966) Scree Plot, it was confirmed to keep four components for the further analysis. In order to identify the components, rotated component matrix was conducted. Table 7 shows what the components represent.

Table 7. Rotated Component Matrix for the Components of CP Scale

Principles	Components			
	1	2	3	4
1			.463	
2	.650			
3		.758		
4				.850
5	.769			
6			.793	
7		.868		
8				.781
9	.593			
10	.627			
11			.505	
12		.705		
13	.593			
14				.790
15	.753			
16			.638	
17		.734		
18	.741			

19	.646
20	.775
21	.711
22	.727
23	.573
24	.656
25	.495
26	.570
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.a a. Rotation converged in 5 iterations	

As Table 7 shows, component 1 includes items 2,5,9,10,13,15,18,21. This set of items is labeled students' willingness to learn and practice CP principles. Component 2 consists of items 3,7,12,17,20,23. This set of items is labeled teachers' support for critical pedagogy. Component 3 incorporates such items as

1,6,11,16,19,22,24,25,26. This set of items is labeled CP-orientedness of teaching materials. Items 4,8,14 are included in component 4 which is labeled CP-oriented assessment. The components and their corresponding principles are summarized in Table 8.

**Table 8. Components and their Corresponding Principles**

Components	Items
1. The students' willingness to learn and practice CP principles	2,5,9,10,13,15,18,21
2. The teachers' support for critical pedagogy	3,7,12,17,20,23, 25,26
3. CP-orientedness of teaching materials	1,6,11,16,19,22,24
4. CP-orientedness of assessment	4,8,14

Clearly, we can see from Table 7 that all items load quite strongly (above .4) on the first four components. Very few items load on components 5, 6, 7, and 8. This suggests that a four-factor solution is likely to be more appropriate.

The four factor solution explained 51.49% of the variances with component 1 contributing 18.49%, component 2, 12.88%, component 3 contributing 11.14%, and component 4, 8.97%. It should be mentioned that since items with loading factors below .4 were overlooked, the number of items in the questionnaire was confirmed to 26 principles. Consequently, the ultimate validated version of the CP

literacy measure with 26 items was confirmed regarding construct validity. Therefore, the second null hypothesis which was measured by Principal Component Analysis was rejected to indicate that the CP literacy instrument showed an acceptable level of construct validity. This final validated version is provided in Appendix A.

**Conclusion**

There is no doubt that English is a medium which eases the way for international communication, but that its mere mission is communicational is in doubt. Although the TLT industry policies are American

and Western in nature, many internal factors, surprisingly, help materialize such policies. The hidden curriculum (Jackson, 1970; Giroux & Penna, 1979; Dewey, 1938; Knowles, 1973; Peters, 1966) is rarely disclosed. Some common fallacies including Phillipson's (1992) "native speaker fallacy" or Holliday's (2005, 2006) "Native-speakerism", even in the post-method era, has not been eradicated since speaking like native speakers is still considered highly prestigious in the Outer-circle countries. Marginalization or even self-marginalization (Kumaravadivelu, 2003) is, though unintentionally, contributed to by language teachers through attaching great significance to internationally-marketed teaching materials for their authenticity, downgrading mother tongue under the pretext of achieving native-like pronunciation, closing their eye on the ELT hidden agenda believing that no news is good news, avoiding dealing with the political, ideological, cultural, economic purposes behind ELT believing that handling these issues is none of their business, and teaching western cultural points as an inseparable part of language.

No one can deny the outer-circle countries' attraction to ELT, but at the same time, language teachers, above all, are expected to exercise caution since ELT, as a double-edged sword, does not come alone. In other words, if in a couple of decades ago, the theorists of language,

learning, and teaching were obsessed with various strategies to pave the ground for mastery of a new language, today scholars in the realm of critical applied linguistics are making attempts to humanize ELT and harness its non-educational and instrumental aspects which aim at targeting the individuals' national, cultural, social, cultural, and ideological identity. Although all educational stakeholders are supposed to keep a watchful eye on ELT's hidden agenda, there is a growing need to develop critical pedagogues and help them go beyond theory to consider the practical applicability of critical pedagogy (Giroux, 1997; Osborne, 1990; Sweet, 1998). To put it another way, consciousness-raising towards ELT industry cannot be realized unless universities start a CP-based teacher development which is resulted in developing critical pedagogues whose main concern, as Gor (2005) puts it, is awareness raising and rejection of violation and discrimination against people.

Therefore, it is unknown whether or not Iranian English departments in universities attach significance to developing critical pedagogues who experience and practice CP principles. Thus, the researchers, through developing and validating a CP literacy instrument, tried to help those who are eager to study the status and application of critical pedagogy in universities where critical pedagogues are expected to be developed.

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**Appendix A**

NO	Items	SD	D	U	A	SA
1	Mostly, in TTUs, teaching materials aim at raising the students' awareness towards any forms of ELT-driven oppression.					
2	I think education will be more fruitful if social and political issues are raised and discussed in the university classrooms.					

3	The professors are basically interested in adopting a problem-posing model of education.					
4	Assessment is done based the extent to which the students are familiar with CP tenets.					
5	I think universities should prepare students to know the social problems and try to solve them.					
6	The themes of the teaching materials raise the students' consciousness toward critical pedagogy.					
7	The professors' teaching revolves around problem posing and constructive solutions.					
8	Assessment is done based the extent to which the students are able to practice CP principles.					
9	I think universities should select those teaching materials which reflect a new reconceptualization of education.					
10	I think the students should both be exposed to CP tenets and apply them to their educational contexts.					
11	Teaching materials are aimed at raising the students' awareness towards ELT industry's hidden curriculum.					
12	The professors seize any chance to connect classroom activities with social realities.					
13	I think universities should prepare the students to battle against any forms of oppression.					
14	The students are assessed based on the CP-oriented concepts and themes .					
15	I think the term curriculum of university should both increase knowledge and raise consciousness toward social problems.					
16	The common teaching materials in universities provoke discussions informed by critical pedagogy principles.					
17	The professors try to highlight social, political, and cultural problems.					
18	In my future classes, I don't suffice to focus on knowledge-based matters, but I take steps to transform the society.					
19	Teaching materials common in universities are pragmatic enough to help the English link the class activities with the real world.					
20	The professors make the students put CP tenets into practice.					
21	I think the students should be provided with consciousness-raising teaching materials.					
22	Teaching materials have the potentiality to provide learners with both communicative and critical capabilities.					
23	The professors try to practice CP principles in the classroom context.					
24	Teaching materials common in universities feed the class with socio-political, cultural, and justice-based issues.					
25	The professors' use of class activities depends on the extent to which those activities help the class practice CP.					
26	Professors' attempt to improve both language skills and critical thinking.					



## توسعه و اعتبارسنجی یک مقیاس سواد آموزش و پرورش انتقادی در دانشگاه‌های ایرانی

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### چکیده

به‌عنوان یک تغییر جدید در آموزش زبان انگلیسی، آموزش و پرورش انتقادی (CP) از فلسفه فریره نشئت می‌گیرد. هدف آن افزایش آگاهی مدرسان و فراگیران نسبت به دیدگاه ابزاری آموزش زبان انگلیسی و خنثی بودن بیش از حد آن است. با وجود رشد اخیر آموزش و پرورش انتقادی در ایران، مشخص نیست آیا آموزش و پرورش انتقادی در فرآیند تربیت مدرس در دانشگاه‌های ایران تحت حمایت قرار می‌گیرد و به کار گرفته می‌شود یا خیر. علاوه بر این، تا جایی که محققان اطلاع دارند، یک پرسشنامه قابل قبول که به چنین مفهومی پرداخته باشد هنوز طراحی نشده است. از این رو، مطالعه کنونی معطوف بر توسعه و اعتبارسنجی یک مقیاس مبتنی بر آموزش و پرورش انتقادی است که در نظام آموزشی تدریس زبان انگلیسی در ایران مورد استفاده قرار بگیرد. برای اعتبارسنجی این ابزار، ۱۵۰ مدرس و دانشجوی انگلیسی به‌عنوان زبان خارجی از طریق نمونه‌گیری آسان انتخاب شد. محققان از تحلیل عامل تأییدی و اکتشافی استفاده کردند. نتایج سطح قابل قبولی از همسانی درونی و اعتبار ساختاری رضایت‌بخش را نشان دادند. این سنجش برای افرادی که از به‌کارگیری قابلیت‌های آموزش و پرورش انتقادی در حوزه انگلیسی به‌عنوان زبان خارجی حمایت می‌کنند، به‌طور کلی، و فرآیند تربیت مدرس، به طور خاص، می‌تواند مفید باشد.

واژه‌های کلیدی: آموزش و پرورش انتقادی، مدرسان انگلیسی به‌عنوان زبان خارجی، فراگیران انگلیسی به‌عنوان زبان خارجی، مطالعه اعتبارسنجی

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