

Construction and Validation of a Critical Pedagogy Questionnaire to Assess ELT Teachers: A Mixed-Method Study

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Abstract

The transformational approach (Freire, 1998) can be achieved through critical pedagogy. The present study describes the development and validation of a questionnaire to assess critical pedagogy for evaluating teachers' perceptions of critical pedagogy in two different contexts i.e. public and private schools. This study used a mixed-method design. In the qualitative phase, 15 experienced high school teachers from public and private schools in Sabzevar, Iran, participated in a semi-structured interview. Based on the result of the Constructivist grounded work and the literature review, the main constructs of critical pedagogy were described. Then, an eight-construct operationalization of language teaching was presented, describing the fundamental principles of language teaching from the viewpoint of critical pedagogy. In the quantitative phase, 180 valid questionnaires, obtained from 59 males and 121 females, were used to run the Confirmatory Factor Analysis using the software LISREL 8.5. This resulted in a 70-item, five-point Likert-scale instrument with satisfactory construct validity which was based on the 21 constructs of critical pedagogy. As a validated measurement, the Critical Pedagogy Questionnaire can be highly useful for the researchers and designers in the field of ELT, English teachers, and instructors to evaluate the perception of their learners on critical pedagogy.

Keywords: Critical pedagogy questionnaire, Mixed-method design, Constructivist grounded theory, Confirmatory factor analysis

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INTRODUCTION

Critical pedagogy, developing from Paulo Freire's work in poverty-stricken northeastern Brazil in the 1960s, integrated liberation theological ethics and the critical theory of the Frankfurt School in Germany with progressive desires in education (Kincheloe, 2007). Comparing pedagogy with teaching, Huerta-Charles (2007) believed that pedagogy is not just the way of teaching. Instead, it involves a worldview where both teachers and students are active learners constructing their knowledge, establishing connections between the new knowledge and their experiences, and considering students as co-learners and co-teachers (Huerta-Charles, 2007).

Proponents of critical approaches to second or foreign language teaching are interested in the relationship between language learning and social change. In their view, language is not merely a means of expression or communication. Relatively, "it is a practice that constructs, is constructed by, the ways language learners understand themselves, their social surrounding, their histories, and their possibilities for future" (Norton & Toohey, 2004, p. 1). With a critical pedagogical perspective, teachers can bring students' lived experiences in the classroom and argue about issues that influence them and their society (Moorhouse, 2014).

Previous researchers have tried to study critical pedagogy from different perspectives including the theoretical framework of critical pedagogy (Crookes, 2010; Shundak 2014), the fundamental principles of critical pedagogy (Aliakbari & Faraji, 2011), and teachers' perceptions and attitudes toward critical pedagogy (Mohamed & Malik, 2014). In his study, Dunham (2018) tried to explore theoretical frameworks that align with critical pedagogy to inform critical analysis of issues within early childhood education. Also, Zabihi and Ameri-Golestan (2019) tried to find out whether critical pedagogy has any significant effects on Iranian upper-intermediate

EFL learners' writing quantity and quality.

In the practical domain, most of the previous researchers gathered data through action research (Moorhouse, 2014) and semi-structured interviews (Jeyaraj & Harland, 2014). Few studies used critical pedagogy questionnaires and these questionnaires examined only some constructs of critical pedagogy and ignored the rest. For instance, Yilmaz (2009) developed the Organizational Justice Scale including 10 Likert-type items to examine the secondary public-school teachers' perceptions of organizational justice. Pishvaei and Kasaian (2013) developed a Critical Pedagogy Attitude Questionnaire that could be used to evaluate the Iranian ELT community's critical attitude towards the ELT industry.

This paper describes the development and validation of the Critical Pedagogy Questionnaire (CPQ), an instrument for assessing critical pedagogy for ELT Teachers. First, we present a brief overview of the literature describing the main constructs of critical pedagogy and language teaching. Second, based on the theoretical framework of Stern (1991), Richard (1995), and Larsen-Freeman (2000) in language teaching, an eight-construct operationalization of language teaching was established so that the researchers of this study tried to consider the fundamental principles of language teaching from the viewpoint of critical pedagogy. Subsequent sections discuss the process of CPQ development and present the validation of the instrument with ELT teachers in two contexts of public and private schools.

LITERATURE REVIEW

Pedagogy refers to “the integration in the practice of particular curriculum content and design, classroom strategies and techniques, and evaluation, purpose, and methods. All of these aspects of educational practice come together in the realities of what happens in classrooms” (Simon, 1987 as cited in Giroux & McLaren, 1995, p. 34). Pedagogy is not just the way of teaching but it involves a worldview where both teachers and students are active learners constructing their knowledge, establishing relations between

the new knowledge and their previous experiences, and considering students as co-learners and co-teachers. Thus, pedagogy goes far beyond the idea of having a set of teaching strategies (Huerta-Charles, 2007).

Giroux and Simon (1988) stated that pedagogy is a purposeful attempt to influence how and what knowledge and identities are created in particular sets of social relations. It is a practice through which people are encouraged to acquire moral character. Being a political and practical activity, it attempts to influence the occurrence and qualities of experiences. Pedagogy is a concept that is concerned about the processes through which knowledge is produced.

According to Riasati and Mollaei (2012), “Critical pedagogy is defined in different names such as critical work, transformative pedagogy, participatory approach, emancipatory literacy, critical education, pedagogies of resistance, liberatory teaching, radical pedagogy, post-modern pedagogy, border pedagogy, and pedagogies of possibility” (p. 223).

McLaren (2016) indicated that “critical pedagogy deals with numerous themes, many of which are situated in ... feminist pedagogy, critical constructivist, and multicultural education. Besides, postmodern social theory has been taken up by some educational critics. “Cultural studies” is another area that in recent years has also generated a burgeoning interest among some critical educators” (p. 128).

It is a challenging task to specify the exact constructs of critical pedagogy. McLaren (2007) explained only four principles of critical pedagogy such as politics, culture, economy, interest, and experience. In his book, *Critical Pedagogy Primer*, Kincheloe (2008) described 14 characteristics of critical pedagogy. Aliakbari and Faraji (2011) described some principles for critical pedagogy including politics, curriculum, authentic materials, roles of teacher and student, marginalization, critical consciousness, praxis, and dialogism.

PURPOSE OF THE STUDY

This study has several objectives. The first is to describe the main constructs

and principles of critical pedagogy in the context of ELT public and private schools in light of the existing theories and literature as well as teacher perceptions. The second is to integrate the constructs and principles of language teaching with critical pedagogy and to look at the fundamental principles of language teaching from critical pedagogy. Finally, this paper describes the development and validation of the Critical Pedagogy Questionnaire (CPQ) – an instrument for assessing critical pedagogy for ELT Teachers. Therefore, in this study, the researchers tried to answer the following research questions:

1. What are the main constructs of critical pedagogy?
2. What are the constructs of language teaching from the viewpoint of critical pedagogy?
3. Is the newly developed CPQ valid and reliable?

The first and second research questions refer to the qualitative phase of the study. Considering the literature as well as the teachers' perceptions using grounded theory methodology, about 25 constructs of critical pedagogy were discussed. An eight-construct operationalization of language teaching was established based on the theoretical framework of Stern (1991), Richard (1995), and Larsen-Freeman (2000) in language teaching so that the fundamental principles of language teaching were discussed from the viewpoint of critical pedagogy.

To answer the second research question which indicates the quantitative phase of the study, 190 English teachers answered the CPQ. Then, the reliability and validity of this questionnaire were estimated.

METHOD

Participants

To detect teachers' perception of critical pedagogy and investigate their awareness in this field, fifteen experienced high school teachers (8 females and 7 males) from two different contexts i.e. public and private schools in Sabzevar, Iran, participated in a semi-structured interview in the grounded

work of this study. According to Dörnyei (2007), “an interview study with an initial sample size of 6-10 might work well.” (p. 127). In grounded studies, researchers continue to collect data until reaching the level of data saturation when no new categories emerge (Corbin & Strauss, 1990). Teachers’ degrees ranged from BA, MA, to Ph.D. and their teaching experience ranged from 16 to 24 years.

The final validated version of the CPQ in which the validation steps are fully reported in the procedure section was administered to 190 English teachers in public and private schools. After collecting the data, ten questionnaires were excluded from the analysis because of missing values. Consequently, 180 valid questionnaires, obtained from 59 males and 121 females, were used to run the Confirmatory factor analysis using the software Lisrel 8.5.

Instrumentation

The researchers of this study used several instruments and materials such as semi-structured interviews, voice recorder, MAXQDA 12 Software, SPSS Software.

Semi-Structured Interviews

To collect data for the grounded work, the researchers of this study conducted a semi-structured interview including 21 questions lasting about 40 to 60 minutes for each participant. Dörnyei (2007) believed that this type of interview is a compromise between the two extremes, i.e., structured and unstructured interviews. Although there are certain pre-prepared guiding questions, it has an open-ended format. Accordingly, “the semi-structured interview, valued for its accommodation to a range of research goals, typically reflects variation in its use of questions, prompts, and accompanying tools and resources to draw the participant more fully into the topic under study” (Galletta, 2013, p. 2).

Voice Recorder

In the qualitative phase of the study, a mobile phone was used to record the voices of teachers. Bernard (2011) stated that the interviewers should not rely on their memory in interviewing. It is desirable to use a voice recorder in all structured and semi-structured interviews, except where people ask the researcher not to.

MAXQDA 12 Software

MAXQDA is a kind of computer-assisted qualitative data analysis (CAQDAS) software. This program is for PC/Windows computers and is useful for textually-based case study research (Mills, Durepos & Wiebe, 2010).

The LISREL 8.5 Software.

LISREL includes a full maximum likelihood estimation procedure for multilevel confirmatory factor and path model, including an option to analyze incomplete data (du Toit & du Toit, 2001)

Data Collection Procedure

The CPQ was developed through several efforts, including (a) a review of related literature on ELT (Larsen-Freeman, 2000; Richard, 1995; Stern, 1991) and critical pedagogy (Degener, 2001; Freire, 1993, 1998, 2005; Giroux, 1995, 1997, 2004, 2007; Giroux & McLaren, 1995; Giroux & Simon, 1988; Kanpol, 1999; Kincheloe, 2008; McLaren, 2007; Macedo, 1994; Norton & Toohey, 2004; Shor, 1992), (b) the administration of a semi structured interview to detect the perception of teachers of critical pedagogy using grounded theory methodology (Corbin & Strauss, 1990; Charmaz, 2008), (c) the translation and back translation of the items (Behling & Law, 2000; Brace, 2008), (d) the consideration of three kinds of validity such as construct, content, and response validity (Bollen, 1989; DeVon et al., 2007; Dörnyei & Taguchi, 2002; Kane 2001; Trochim, 2006), (e) the estimation of the reliability (Pallant, 2007), and (f) the use of Confirmatory Factor

Analysis (Brown, 2015; Brown & Moore, 2012; Schumcker & Lomax, 2016) to examine the structure of the scales.

The first step for developing the CPQ was a comprehensive review of the literature, which supported the identification of the fundamental principles and constructs of language teaching, describing these constructs based on the main principles of critical, and contributed to developing a pool of possible items. To detect teachers' perception of critical pedagogy and investigate their awareness in this field, fifteen experienced high school teachers (8 females and 7 males) from two different contexts i.e. public and private schools in Sabzevar, Iran, participated in a semi-structured interview in the grounded work of this study. The interviews started with some easy personal and factual questions (Dörnyei, 2007). The main topics of the interview questions were language and mother tongue, learning, learners, teachers, the effect of the social environment, the role of curriculum and educational material, teachers' awareness of critical pedagogy, dynamic assessment, social justice, and social, political, and cultural issues.

The interviews were transcribed, translated, stored in the word format, and entered in the MAXQDA software 12 for analysis based on the three levels of coding in the grounded theory methodology i.e. open coding, axial coding, and selective coding (Corbin & Strauss, 1990) with the focus on the constructivist grounded theory developed by Charmaz (2008). In the open coding, data were broken down analytically (Corbin & Strauss, 1990) into chunks, conceptual categories were assigned to the data segments, and about 105 codes were initially extracted from data. The main menu of the MAXQDA software is illustrated in Figure 1.

Then, in the axial coding, the researchers developed a relationship between categories, integrated them, grouped them under the main concepts,

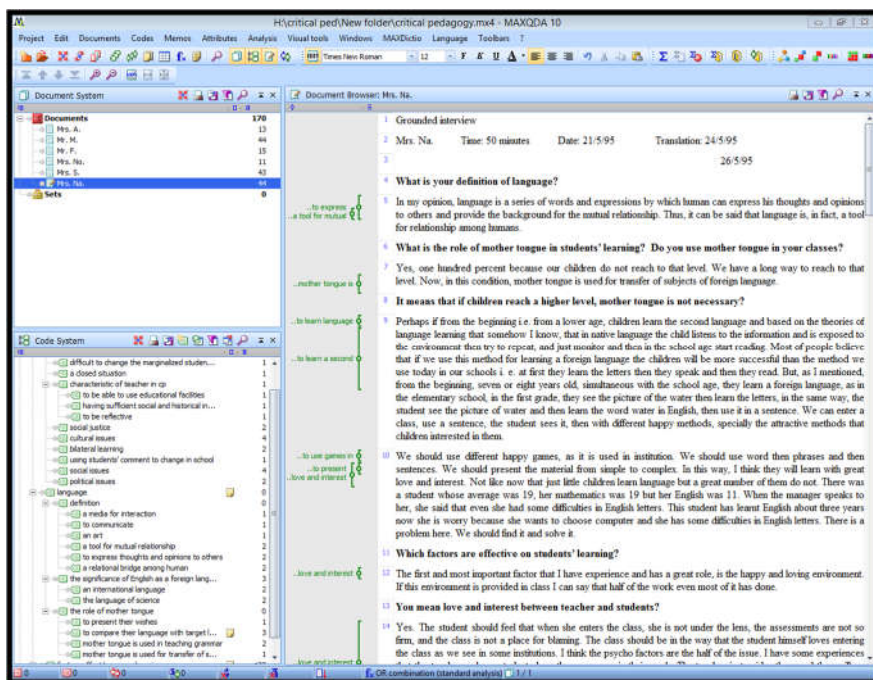


Figure 1. Codes and Sub-Codes in the MAXQDA Software

and established 14 sub-categories or axes such as the definition of language, significance of learning language, the role of mother tongue, motivation, social environment, cultural issues, curriculum and educational materials, knowledge, power and authority, love, experience, engaging students in learning, interaction, and respecting others. These constructs can be grouped under the main three constructs including language, learning factors, and teachers’ and learners’ roles. Finally, in the selective coding a ‘core category’ with a high level of abstraction– the awareness of ELT teachers of critical pedagogy–was developed. The proposed model is illustrated in Figure 2.

Considering the results of these two steps mentioned above, this study developed the CPQ based on the following procedures. Based on the literature and the grounded work, about 105 Likert scale items were written in English. According to Dörnyei (2002), “when we get down to write the

actual items, we should start doing so without restricting ourselves to any number of limitations. Let our imagination go free and create as many potential items as we can think of" (p. 40). Following Dörnyei (2002), these 105 items were written in the form of statements that were based on different principles and constructs of critical pedagogy. There were two scales in this questionnaire including the Importance of critical pedagogy constructs in learning and the Practicality of critical pedagogy in schools.

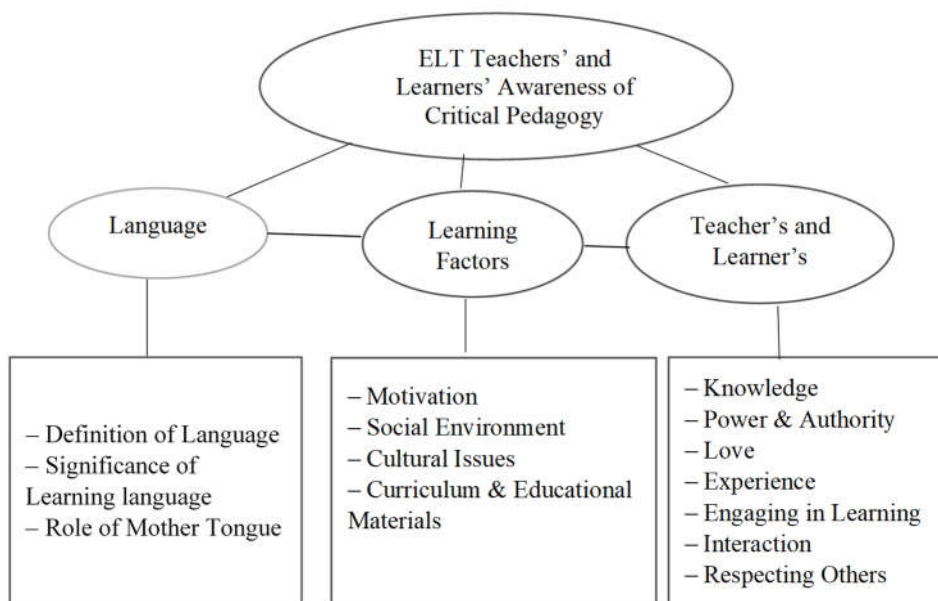


Figure 2. A Proposed Model of ELT Teachers' and Learners' Awareness of Critical Pedagogy

Since the participants were Persian speakers, the questionnaire was translated into Persian. Then, it was back-translated into the original language i.e. English. This can reveal changes in meaning, although it has to be determined whether they arise from the original translation or the back-translation (Brace, 2008). According to Behling and Law (2000), translation/back-translation is an iterative process in which each cycle involves four steps: a bilingual person translates the source language

questionnaire into the target language; a second bilingual person who is not aware of the wording of the source language document translates this draft of target language version back into the source language; the original and back-translated source language versions are compared; If there are significant differences between the two source language documents, there will be some modifications in the translation of the source language. This process will be repeated until the two source language documents are identical or contain only minor differences (Behling & Law, 2000).

In this study, the translation of the newly developed questionnaire which is elaborated above was accomplished through a step by step procedure. First, a group including four Ph.D. students were asked to translate this questionnaire into Persian, and then it was revised by the researchers themselves. After translation, two faculty members (Ph.D.) teaching Persian literature at Hakim Sabzevari University and an expert in proofreading read the translated questionnaire in Persian and commented on it. There were some changes in the form and wording of the questionnaire based on their comments. Then, an ELT faculty member whose proficiency in English was near a native speaker back-translated the items. Finally, these two versions i.e. back-translated version and the source version were compared and some modifications were done.

In the next stage, the newly developed questionnaire was validated. “Validity is concerned with the meaningfulness of research components. When researchers measure behaviors, they are concerned with whether they are measuring what they intended to measure” (Drost, 2011, p. 114). To estimate the validity of CPQ, the researchers of this study considered three fundamental types of validity: construct, content, and response validity. Construct validity refers to how well you transformed a concept, idea, or behavior i.e. a construct into a functioning and operating reality (Trochim, 2006). It refers to the degree to which the items in a questionnaire are consistent with the related theoretical construct (Kane 2001; DeVon et al. 2007). To estimate the construct validity, the researchers of this study clearly defined the conceptual framework of critical pedagogy through an

in-depth literature review and seeking teachers' perception through a grounded study adding more constructs to the literature. It was attempted to assign some items for each construct of critical pedagogy which were specifically related to the main constructs of language teaching (ELT). Also, the construct validity of the questionnaire was verified using Exploratory Factor Analysis.

Bollen (1989) defined content validity as “a qualitative type of validity where the domain of the concept is made clear and the analyst judges whether the measures fully represent the domain” (p. 185). Content validity, or as Dörnyei and Taguchi (2002) called it “initial piloting”, was undertaken to discover whether the content of the questionnaire was appropriate and relevant to the purpose of the study. Dörnyei and Taguchi (2002) proposed three steps for initial piloting: selecting three or four people who are willing to help you and spend their times for reading your questionnaire and whose ideas are valuable for you; asking them to read items carefully and provide feedback about the form and meaning of items, and asking about their comments and creating a brainstorming session. The researcher can ask them to mark any items whose meaning and wording are ambiguous as well as the unnecessary items. The researcher should attend this piloting stage. In this way, the researcher can discuss with the respondent about the probable problems of the questionnaire. On the other hand, it is advisable to select the sample of this initial piloting from the participants whose characteristics are nearly the same as the final research population (Dörnyei & Taguchi, 2002).

To evaluate the content validity of the CPQ based on Dörnyei and Taguchi (2002), five experienced ELT teachers were asked to review the draft of the 105-item CPQ to ensure whether it represented the conceptual domain of critical pedagogy. The researchers of this study attended in this piloting session and discuss with the respondent about the problems of the CPQ. Then two ELT faculty members (Ph.D.) at Hakim Sabzevari University were asked to sort the items based on the fundamental constructs of critical pedagogy and language teaching. Before sorting, they studied the

table of constructs, developed by the researchers of this study.

After comparing these teachers' comments about the form and meaning of the questionnaire items, the following modifications were carried out on the newly developed questionnaire:

1. The place of item 8 was changed among other items.
2. Items 26, 38, and 79 were deleted since they were ambiguous and unnecessary items.
3. The wording of some items 6, 23, 29, 34, 35, 42, 77, and 105 were changed.

Calling response validity as the final piloting, Dörnyei and Taguchi (2002) indicated that through administering the questionnaire to a group of respondents who are in all aspects similar to the target population for whom the instrument is designed, the researcher can understand how the items will work in actual practice. "The typical sample size at this stage is around 100 (± 20), but for the statistical reason, the pilot sample should not be smaller than 50" (p. 56). The purpose of response validity is to assess whether the participants understood the wording and content of the items. Consequently, 50 EFL teachers were asked to take part in the final piloting and answer the CPQ. Since the teachers who took part in this final piloting attended the in-service classes, the researchers had a chance to have a discussion with them at the end of responding to the questionnaire and inquire them about the wording and meaning of the items.

Data Analysis

The data collected in the qualitative phase of the study through semi-structured interviews were analyzed using MAXQDA 12 software. The data were read line by line and were coded based on the grounded theory methodology. On the other hand, in the quantitative phase, 180 valid questionnaires were used to run Confirmatory Factor Analysis using the software LISREL 8.5.

RESULTS

Since this study was a mixed-method research, the results of both qualitative and quantitative phases of the study were discussed in this section.

Results of the Qualitative Phase of the Study

Fundamental Principles and Constructs of Critical Pedagogy

It seems that there is no comprehensive source in which the researchers can get access to almost all principles of critical pedagogy that were discussed in the literature. However, the literature review, as well as the grounded work in which the data were collected through a semi-structured interview to detect the teachers' perception on critical pedagogy enabled the researchers of this study to determine the fundamental principles of critical pedagogy as many comprehensives as possible:

Justice. Critical pedagogy accepts the concept of a more equal and just future. It creates students who value and respect the other and therefore fight any kind of discrimination and oppression (Freire, 1993).

Power. Critical pedagogy offers an opening point for connecting knowledge to power. Any practical view of pedagogy and resistance should demonstrate how knowledge, values, desire, and social relations are always implicated in relations of power and how students can utilize this understanding pedagogically and politically to develop the imperatives of economic and political democracy (Giroux, 1995, 2004, 2007).

Politics. The belief that education is political can be considered as the most significant notion in critical pedagogy. Every idea that critical educators and theorists adopt about schooling, curriculum, language, teachers, and marginalized students derives from the political nature of education (Degener, 2001). Separating what we do in the classroom from the

economic and political situations that shape our labor is impossible (Giroux, 2007).

Democracy. One of the dominant responsibilities of any viable critical pedagogy would be to reveal different models of radical democratic relations in a wide variety of sites. Pedagogy provides the situation to argue about the responsibility of the present for a democratic future. Pedagogy becomes the basis of democracy in that it provides the very foundation for students to learn not merely how to be governed, but also how to be capable of governing (Giroux, 1995, 2007).

Agency. It refers to learning about the social, political, and economic structures in society and using that knowledge to transform lives, both individually and collectively (Shor, 1992). Giroux (2007) stated that critical pedagogy provides the opportunity for the students to come to terms with their power as critical agents: it provides a situation where the central purpose of the university, if not democracy itself, is the unconditional freedom to question and assert.

Transformation. Based on critical pedagogy, education is a form of political intervention in the world that can provide the possibilities for social transformation. Learning is not just processing received knowledge but essentially transforming it to achieve individual rights and social justice (Giroux, 2004).

Empowerment. Kanpol (1999) indicated that critical empowerment involves teacher reflection in performing different activities in the classroom. Calling it as cultural empowerment, he believed that it includes informed decision-making as related to different cultures in the school.

Imagination. According to Kincheloe (2008), a crucial aspect of our critical identity includes our ability to imagine. He indicated that “One of the most

exciting dimensions of being a critical theorist and engaging in a critical pedagogy entails opening ourselves up to a passionate imagination, where we constantly remake ourselves in light of new insights and understandings” (p. 250).

Knowledge. Understanding and use of knowledge is a central dimension of critical pedagogy. Critical practitioners attempt to appreciate not only many bodies of knowledge but also the political structure of the school, extensive forms of education in the culture, alternative bodies of knowledge produced by marginalized groups, the ways power functions to construct identities and oppress certain groups, the cultural experiences of students, different teaching styles, the forces that shape the curriculum, the conflicting purposes of education, and much more (Kincheloe, 2008).

Interpretation. The critical curriculum concentrates on the teaching of interpretation. Identifying the ways dominant power is attempting to form their consciousness, students are protected from “correct” interpretations and fixed meanings by idiosyncratic readings. The search for the forces that shaped the interpretations and constructions of the moment leads us to a great cultural conversation i.e. the heart of the critical curriculum (Kincheloe, 2008).

Love. Freire (1998) indicated the role of the heart in education. The education that seeks justice, equality, and genius, is grounded in love. He believed that without lovingness the teachers’ work would lose its meaning. By lovingness, he means lovingness toward both students and the process of teaching.

The margins. “Critical pedagogy is concerned with “the margins” of the society, the experiences, and needs of individuals confronted with oppression and subjugation” (Kincheloe, 2008, p.10). Degener (2001)

indicated that teachers should help marginalized students to distinguish the need to change their situations that prevent their socioeconomic success.

Complexity. Kincheloe (2008) believed that in constructing a rigorous and transformative education, critical pedagogy considers the importance of complexity. As complex critical teachers and researchers come to identify how complex is the lived world with its maze of uncontrollable variables, irrationality, non-linearity, and unpredictable interaction of wholes and parts, they also try to consider the interpretative dimension of reality (p. 37). He called critical pedagogy as “critical complex pedagogy”.

Experience. Critical pedagogy always attempts to integrate students’ experiences as “official” curriculum content (Giroux & Simon, 1988). Starting with student life experiences and developing generative themes associated with them, critical teachers can support students to question their experiences and to consider the important points where those experiences intersect with larger social, political, scientific, aesthetic, and literary concerns (Kincheloe, 2008).

Schooling. McLaren (2007) stated that “A major task of critical pedagogy has been to disclose and challenge the role that schools play in our political and cultural life. Within the last decade, critical educational theorists have come to view schooling as a resolutely political and cultural enterprise” (p. 186). He indicated that critical pedagogy helps teachers and researchers to understand the actual role of schools within a race, class, and gender-divided society.

Problem-posing education. One major principle of critical pedagogy is problem-posing education which encourages critical learning. Such learning “aids people in knowing what holds them back and imagining a social order which supports their full humanity” (Shor 1980, p. 48). According to Freire (2005), problem-posing education involves a constant unveiling of reality,

strives for the emergence of consciousness and critical intervention in reality, makes students critical thinkers, bases itself on creativity and stimulates true reflection and action upon reality.

Authentic materials. The use of authentic materials constitutes another principle of critical pedagogy. The authentic materials help students connect their knowledge to the existing problems in society and take necessary actions for their improvement (Aliakbari & Allahmoradi, 2011). Ohara, Safe, and Crooks (2000) stated that a critical pedagogy syllabus should be based on authentic materials such as TV programs, commercials, video movies, and so on.

Praxis. Another principle of critical pedagogy is praxis. What is crucial in praxis is the ongoing partnership among action, reflection, and dialogue. According to Boyce (1996), praxis is an iterative, reflective approach to taking action. It constitutes a cycle beginning from text or theory, application, evaluative reflection, and back to theory. According to Freire (2005) “Human activity consists of action and reflection: it is praxis; it is the transformation of the world” (p. 125).

Dialogism. Freire (2005) indicated that “Dialogue is the encounter between men, mediated by the world, to name the world. ... Without dialogue, there is no communication, and without communication, there can be no true education” (p. 88). As Gillies (2016) stated “dialogic interactions between teachers and students are critically important for student learning” (p. 179). According to Degener (2001), teachers, in a dialogic classroom, listen to their students and learn about their problems that are important to their communities.

Raising students’ consciousness. Raising students’ consciousness of the injustices and inequalities surrounding them is another principle of critical pedagogy. Shor (1992) considered critical consciousness as the process of

coming to understand the relationship between our individual experiences and the social system. According to Riasati and Mollaei (2012), critical pedagogy is a theory and practice of helping students achieve critical consciousness.

Culture. Teachers would understand, respect, and legitimize the cultures and languages of their students, and every effort would be made to root the program in these different cultures and languages (Giroux & McLaren, 1992). According to Macedo (1994), when marginalized people recognize that they are capable of reading and naming their world, they try to question the culture that has been imposed on them and start seeing themselves as the creators of their own culture.

Curriculum. Critical educational theorists believe that the curriculum is much more than a program of study, a classroom text, or a course syllabus. Rather, it represents the introduction to a certain form of life; it is used partly to prepare students for dominant or subordinate positions in the existing capitalist society (McLaren, 2007). In critical pedagogy, the curriculum is based on the notion that no one methodology can work for all populations (Degener, 2001).

Motivation. Students who are motivated and realized the importance of learning language are successful in learning (Fillmore, 1991). Therefore, it is significant for teachers to use approaches that increase learners' motivation. One of these approaches is critical pedagogy. "Critical pedagogy makes the students question and challenge domination, beliefs and practices that dominate to motivate the learners to be more successful language achievers" (Abdollahzadeh & Narafshan, 2016, p. 197).

Engaging students in learning. One of the significant principles of critical pedagogy is problem posing in which learners are not passive listeners but "they are critical investigators in dialogue with the teacher" (Friere, 1993, p.

81). This shows that “critical pedagogy is an approach through which students and teachers engage in learning as a mutual encounter with the world” (Collins, Insley & Soler, 2001, p. 39).

Communication. According to Freire (1998), one of the important methods to dynamically involve students in their education is the dialogic communication between teachers and learners. He believed that the foundation of critical education is dialogism. Freire (1993) indicated that there is no communication without dialogue and consequently there is no true education. Human life will be meaningful only through communication.

Fundamental Principles of Language Teaching from the Viewpoint of Critical Pedagogy

Studying and reviewing the previous literature and identifying the fundamental constructs and principles of critical pedagogy, it was tried to incorporate these principles with the major principles of language teaching, which has not already been done by any previous studies. To this end, the most significant principles of language teaching are briefly discussed in the following.

Stern (1991) identified four key concepts in language teaching, i.e. language, learning, teaching, and context. On the other hand, Richard (1995) discussed five central issues in a language teaching program: the approach or philosophy underlying the program, the role of teachers in the program, the role of learners, the kinds of learning activities, tasks, and experiences that will be used in the program, and the role and design of instructional materials. According to Larsen-Freeman (2000) teachers of language have views about their subject matter, their students, themselves as teachers and what they can do to help their students learn, and their actions in the classroom.

Integrating the constructs and principles of language teaching and critical pedagogy, this study considered the fundamental principles of

language teaching from the viewpoint of critical pedagogy. The review of the literature and the result of the qualitative design based on grounded theory led to the conceptualization of language teaching as an eight-construct concept including Language, Learning, Teaching, Learner, Teacher, Context, Instructional materials, and Evaluation. This eight-construct operationalization of language teaching was grounded in the theoretical framework of Stern (1991), Richard (1995), and Larsen-Freeman (2000) in language teaching.

Language. As a form of cultural politics, critical pedagogy is also concerned with creating a language that empowers teachers to consider the role of schooling in connecting knowledge and power (Giroux & McLaren, 1995). Norton & Toohey (2004) believed that language is a practice that constructs and is constructed by how language learners recognize their social surroundings, histories, and their possibilities for the future.

Learning. Focusing on problem-posing education, critical pedagogy encourages critical learning. Such learning helps people to know what holds them back and to imagine a social order which supports their full humanity (Shor, 1980). Any critical pedagogy as a form of cultural politics must take seriously the principle that learning takes place relationally. Consequently, critical pedagogy commits itself to forms of learning and action that are undertaken in cooperation with subordinated and marginalized groups. Learning is not about processing received knowledge. But it is about transforming knowledge as part of a more expansive struggle for individual rights and social justice (Giroux & McLaren, 1995; Giroux, 2004).

Teaching. The term critical pedagogy represents concepts of how one teaches, what is being taught, and how one learns (Giroux, 1997). Paulo Freire (1998) stated that classroom experiences, with the teachers' support, should provide conditions in which students are encouraged to act as active agents in their education and to develop a critical consciousness helping

them to evaluate the validity, fairness, and authority within their educational and living situations.

Learner. Giroux and Simon (1988) believed that critical pedagogy should develop in students a healthy skepticism about power. It always attempts to integrate students' experience as "official" curriculum content. Shor (1992) stated that all individuals begin life as motivated learners, but when classrooms are not based on their backgrounds and experiences and where their ideas are not valued, they gradually become passive or even non-participants. Critical pedagogy creates students who value and respect the other and therefore fight any kind of discrimination and oppression.

Teacher. According to Freire (1993), teachers in critical pedagogy are problem posers. In this context "the teacher is no longer merely the-one-who-teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach" (p, 80). Teachers have a central role in critical pedagogy since they spend the most time with students and have the greatest influence on students and the curriculum and learning process (Degener, 2001). Teachers, in Giroux's terms, are "Transformative Intellectuals" who have the knowledge and skill to critique and transform existing inequalities in society. The role of this transformative intellectual is to learn from students, appreciate their perspectives, and to participate in the dialogical process (Sadeghi, 2008).

Context. We are part of the communities within which we act as members or agents. No emancipation exists without context or accountability. We try to make context evident and to establish and recognize accountability (Giroux, 1994; McLaren, 1993; Tierney, 1993). According to Kincheloe (2008), critical pedagogy attempts to understand the context in which educational activity takes place. In this epistemological context, classroom activities change dramatically.

Instructional materials. Another principle of critical pedagogy is the use of authentic materials. Helping the students to link their knowledge to the existing problems in society, the authentic materials assist them to take necessary actions for their improvement. Giroux and Simon (1988) believed that “a critical pedagogy would be sensitive to forms of curriculum material that might be implicated in the reproduction of existing unjust and inequitable social relations” (p. 22). Ohara, Safe, and Crooks (2000) indicated that authentic materials are the basis of a lesson plan in critical pedagogy.

Evaluation. All agendas must be taken seriously leading to critical assessments across the broadest range of issues. If students have the opportunity to form their critical evaluations, then the educational process cannot just be cognitive, it must also be experiential. Engaging in substantive learning to develop disciplinary competence, students need to develop the reflexive capacity to evaluate that understanding and its epistemological underpinnings (Giroux, 1997).

Results of the Quantitative Phase of the Study

Entering the data into SPSS, the reliability of the questionnaire was identified by Cronbach’s alpha coefficient which showed the scale’s internal consistency. “This refers to the degree to which the items that make up the scale “hang together”... Ideally, the Cronbach alpha coefficient of a scale should be above 0.7” (Pallant, 2007, p. 95). Since two scales were used in CPQ i.e. the Importance of critical pedagogy constructs in learning and the Practicality of critical pedagogy in schools, two Cronbach’s alpha coefficients were run. The Cronbach’s alpha for the Importance scale was .890 and for the Practicality scale was .951 showing the acceptable reliability of the questionnaire. The reliability statistics for these two scales are illustrated in Table 1. The items which were above the Cronbach’s alpha coefficients were deleted from the questionnaire such as items 45, 62, 67, and 84 for the Importance scale and items 9, 21, 27, 41, 68, 82 for the

Practicality scale.

Table 1: Reliability Statistics of the CPQ Scales

Scales of CPQ	Cronbach's Alpha	Cronbach's Alpha Based on Standardized	N of Items
Importance	.890	.962	102
Practicality	.951	.976	102

After deleting these questions from the CPQ, the number of items changes to 90. Since 21 constructs of critical pedagogy were considered in this questionnaire and some questions were written for each, the reliability of each construct was estimated both for the Importance scale and for Practicality scale. Table 2 illustrated the result of this section. The items which were above the Cronbach's alpha coefficients in each construct were deleted from the questionnaire. These items are bolded in this Table 2.

Based on the results derived from the previous stages, the CPQ was subsequently revised and twenty items were deleted. This resulted in a questionnaire of 70 items, loading in the twenty one-factor structures of "Transformation" (6 items), "Marginalization" (2 items), "Empowerment" (5 items), "Justice" (2 items), "Problem-posing education" (2 items), "Curriculum" (3 items), "Experience" (5 items), "Knowledge" (2 items), "Interpretation" (2 items), "Assessment" (9 items), "Love" (2 items), "Culture" (4 items), "Schooling" (3 items), "Dialogism" (2 items), "Engaging in learning" (3 items), "Consciousness" (6 items), "Motivation" (3 items), "Respecting others" (2 items), "Power" (2 items), "Praxis" (2 items), and "Communication"(3 items). The third stage of this study included a Confirmatory Factor Analysis in combination with an item selection procedure to maximize scale reliability and validity.

Table 2: Reliability Statistics of the Constructs of CPQ

Variables (Constructs)	Questions	Cronbach's Alpha Importance Scale	Cronbach's Alpha Practicality Scale
Transformation	1, 2, 5, 12, 15, 23	0.635	0.627
Marginalization	10, 73, 88	0.616	0.618
Empowerment	7, 17, 18, 22, 36	0.590	0.499
Justice	28, 62, 66, 90	0.510	0.620
Problem-posing Education	11, 43, 56	0.514	0.535
Curriculum	20, 45, 52, 57	0.619	0.673
Experience	8, 24, 33, 44, 53, 59	0.469	0.639
Knowledge	16, 60, 61, 82	0.573	0.575
Interpretation	25, 41	0.635	0.519
Assessment	6, 27, 31, 32, 39, 65, 69, 77, 74, 81	0.698	0.745
Love	63, 64	0.650	0.765
Culture	26, 47, 49, 51, 67, 72	0.667	0.535
Schooling	35, 37, 70, 85, 87	0.724	0.517
Dialogism	34, 48, 71, 84	0.511	0.478
Engaging in Learning	3, 29, 54	0.508	0.544
Consciousness	14, 30, 38, 46, 75, 80	0.675	0.736
Motivation	13, 50, 76	0.539	0.651
Respect	9, 19, 40	0.504	0.471
Power	4, 21, 79, 86	0.508	0.527
Praxis	42, 55, 78	0.557	0.548
Communication	58, 68, 83, 89	0.512	0.610

The final validated version of the CPQ was administered to 190 English teachers in public and private schools. After collecting the data, ten questionnaires were excluded from the analysis because of missing values. Consequently, 180 valid questionnaires, obtained from 59 males and 121 females, were used to run the Confirmatory factor analysis using the software LISREL 8.5.

Confirmatory Factor Analysis (CFA) is naturally hypothesis-driven and is a kind of structural equation modeling (SEM) that deals specifically with measurement models i.e. the relationships between observed measures and latent variables. It verifies the number of underlying dimensions of the instrument and the pattern of item-factor relationships (Brown, 2015; Brown & Moore, 2012). In confirmatory factor analysis, “a researcher specifies which variables go together, and are assigned to a factor, thus yielding a

pattern matrix” (Schumcker & Lomax, 2016, p. 93).

The findings of CFA of Importance scale in this study shows that the t value is bigger than 1.96 or lower than -1/96 ($t > 1.96$ or $t < -1.96$) for all items of the CPQ which indicates that all items provide a fit structural equation for measuring different aspects of critical pedagogy questionnaire in this study. Furthermore, fit indices reported in Table 2 suggest a good overall fit of the measurement model. The RMSEA= 0.072 and is less than 0.08 which indicates the acceptability of the model. Also, the Chi-Square was 1.86 and less than 3. Finally, the indices of NFI, GFI, IFI, CFI, and AGFI are more than 0.9. Therefore, it can be said that the amount of all of these indices correlates with their interpreting criteria and CFA verifies the Importance Scale of the CPQ.

Table 3: Goodness-of-fit Indices of the Importance Scale

$\bar{\chi}^2/DF$	RMSEA	NFI	GFI	IFI	CFI	AGFI
1.86	0.072	0.92	0.93	0.91	0.91	0.93

On the other hand, the findings of CFA of the Practicality scale reveals that the t value is bigger than 1.96 or lower than -1/96 ($t > 1.96$ or $t < -1.96$) for all items of the CPQ which shows that all items provide a fit structural equation for measuring different aspects of critical pedagogy questionnaire in this study. Moreover, Table 4 illustrates fit indices which suggest a good overall fit of the measurement model. The RMSEA= 0.064 and is less than 0.08 indicating the acceptability of the model. Also, the Chi-Square was 1.74 and less than 3. In conclusion, the indices of NFI, GFI, IFI, CFI, and AGFI are more than 0.9 which verifies the Practicality Scale of the CPQ.

Table 4: Goodness-of-fit Indices of the Practicality Scale

$\bar{\chi}^2/DF$	RMSEA	NFI	GFI	IFI	CFI	AGFI
1.74	0.064	0.92	0.92	0.94	0.93	0.91

DISCUSSION

As it was mentioned before, this research had a mixed-methods design. In this section, the results of both the qualitative and the quantitative phases of the study are discussed and then their relationship is demonstrated. Reviewing the literature on critical pedagogy as well as using grounded theory methodology to detect teachers' perceptions about the main constructs of this field, about 25 principles of critical pedagogy were discussed. Some of these themes have been discussed in the literature by different researchers. For example, McLaren (2007) has explained only four principles of critical pedagogy such as politics, culture, economy, interest, and experience. In his book, *Critical Pedagogy Primer*, Kincheloe (2008) described 14 characteristics for critical pedagogy.

Furthermore, Aliakbari and Faraji (2001) described some principles for critical pedagogy including politics, curriculum, and authentic materials, roles of teacher and student, marginalization, critical consciousness, praxis, and dialogism. Moreover, the result of this phase of the study supports the findings of Abdollahzadeh and Haddad Narafshan (2016). They focused on the impact of critical pedagogy on EFL learners' motivation. The results of their study showed that critical pedagogy increased EFL learners' motivation. Also, Mohamed and Malik (2014) investigated the extent to which English teachers from five different countries are aware of critical pedagogy within English language teaching.

In addition to the constructs and themes that are related to the literature and previously mentioned, there were some constructs of critical pedagogy newly developed by this study based on the teachers' perceptions such as engaging in learning, interaction, and respecting others. Then, this study tried to integrate the constructs and principles of language teaching and critical pedagogy and considered the fundamental principles of language teaching from the viewpoint of critical pedagogy. This led to the conceptualization of language teaching as an eight-construct concept including Language, Learning, Teaching, Learner, Teacher, Context, Instructional materials, and Evaluation. This eight-construct

operationalization of language teaching was established based on the theoretical framework of Stern (1991), Richard (1995), and Larsen-Freeman (2000) in language teaching.

Using the result of the qualitative phase of the study, this study developed and validated the CPQ. About 21 constructs of critical pedagogy derived from the qualitative phase of the study were included in this questionnaire such as “Transformation”, “Marginalization”, “Empowerment”, “Justice”, “Problem-posing education”, “Curriculum”, “Experience”, “Knowledge”, “Interpretation”, “Assessment”, “Love”, “Culture”, “Schooling”, “Dialogism”, “Engaging in learning”, “Consciousness”, “Motivation”, “Respecting others”, “Power”, “Praxis”, and “Communication”.

The findings of CFA of the Importance scale and the Practicality scale show that all items provide a fit structural equation for measuring different aspects of critical pedagogy questionnaire in this study.

CONCLUSION AND IMPLICATIONS

This study led to the development and validation of the CPQ, an instrument for evaluating the teachers’ perceptions of critical pedagogy in the context of ELT public and private schools. To achieve this goal, the study implemented a multi-step approach to instrument construction and validation which resulted in a well-structured 70-item questionnaire with satisfactory reliability and validity based on the 21 constructs of critical pedagogy.

On this questionnaire, two scales were considered: the Importance of Critical Pedagogy in learning and the Practicality of Critical Pedagogy in schools. Therefore, Participants should answer each item twice. All three kinds of validity including content, construct and response validity was estimated in this questionnaire. Also, the reliability was estimated using Cronbach’s alpha for both scales. The result of this part showed the reliability of the questionnaire. To account for the generalizability of the CPQ as a powerful instrument for evaluating critical pedagogy, it should be

tested and verified in different contexts in the future.

The findings of this study bear some pedagogical implications for EFL teachers, learners, curriculum developers, and syllabus designers. Teachers as problem posers, transformative intellectuals, and researchers in critical pedagogy have reflective roles. They can help learners to become cultural producers, perform as active agents in their education, question their experience, respond to the text as active and conscious members of society, value and respect others, and fight any kind of discrimination and opposition.

Therefore, it is time for teachers to play an influential role in changing the education paradigm in which the knowledge is transmitted from teachers to students and help their learners develop critical pedagogy skills. Also, considering the importance of critical pedagogy in education, curriculum developers, and syllabus designers, as main authorities in developing educational facilities, can include critical pedagogy programs in the curriculum.

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Appendix

Critical Pedagogy Questionnaire (CPQ)

پرسشنامه آموزش انتقادی

با عرض سلام و احترام و تشکر از همکاری شما

پرسشنامه‌ای که در پیش‌رو دارید، در مورد بررسی دیدگاه مدرسان آموزش زبان انگلیسی نسبت به آموزش انتقادی و اهمیت کاربرد آن در کلاس و تاثیر آن در فراهم کردن فرصت‌های یادگیری برای دانش‌آموزان می‌باشد. به هر سوال، دوبار باید پاسخ دهید: یک بار اهمیت آن را از نظر خودتان بیان کنید و بار دیگر مشخص کنید که هر سوال چقدر در کلاس درس شما قابل اجراست. نتایج مفید این تحقیق در گرو پاسخ دقیق و صادقانه شما می‌باشد. بنابراین از شما خواهشمندیم سوالات را با دقت خوانده و پاسخ خود را با علامت X بر روی گزینه مورد نظر مشخص کنید. اطلاعات شخصی که در زیر آمده در تحلیل داده‌های تحقیق تاثیر زیادی دارد لذا حتما به آنها پاسخ دهید. از اینکه وقت خود را در اختیار ما قرار می‌دهید، سپاس‌گزاریم.

1. جنسیت زن مرد
2. سن 20 تا 30 30 تا 40 40 تا 50 50 بالاتر
3. میزان تحصیلات فوق دیپلم لیسانس فوق لیسانس دکترا
4. سابقه تدریس زیر 10 سال 10 تا 20 20 تا 30 بالای 30 سال
5. مقطع تدریس در آموزش و پرورش متوسطه اول متوسطه دوم هر دو مقطع هیچکدام
6. مقطع تدریس در آموزشگاه خصوصی مقدماتی متوسط پیشرفته مقدماتی و متوسط پیشرفته تمام سطوح هیچکدام

					8. مسئولیت آموزش انتقادی بررسی آن دسته از اقدامات یادگیری و اقدامات آموزشی می باشد که منافع گروه های محروم جامعه را مد نظر قرار می دهد.						
					9. تعلیم و تربیت به شیوه پرسیدن سوال، یادگیری انتقادی را تقویت می کند.						
					10. زبانی که هر فرد صحبت می کند و جهانی که در آن زندگی می کند در یک رابطه متقابل و سازنده، ایجاد می شوند.						
					11. یکی از مهمترین عوامل موثر در یادگیری دانش آموزان ایجاد انگیزه در آنهاست.						
					12. دانش آموزان با پیروی از سنت انتقاد به آگاهی بالایی از برتری دست می یابند و راههایی را برای پیدا کردن کار شناسایی می کنند و به سوی آن گام برمی دارند.						
					13. معلمان، به عنوان روشنفکرانی که باعث ایجاد تغییر می شوند دانش و مهارت لازم برای انتقاد و دگرگونی نابرابری های موجود در جامعه را دارند.						
					14. زبان اول یک زبان آموز بخشی از هویت او محسوب می شود.						
					15. آموزش انتقادی، دانش آموزشی را تربیت می کند که برای یکدیگر ارزش و احترام قائل هستند.						
					16. آموزش انتقادی کیفیت انتقادی را به کتب درسی و آموزش های کلاسی می افزاید.						
مقیاس ب: اهمیت						مقیاس الف:					
اهمیت این راهکار آموزش انتقادی در فراهم کردن فرصت های یادگیری برای دانش آموزان؟						کاربرد آموزش انتقادی این راهکار آموزش انتقادی تا چه حد در کلاس شما اجرا می شود؟					

تکرار	تکرار	تکرار	تکرار	تکرار	تکرار	تکرار	تکرار	تکرار	تکرار	تکرار
					17. آموزش انتقادی به دانش آموزان کمک می کند که گاهی نسبت به قدرت افراد شک کنند و آنها را زیر نظر داشته باشند.					
					18. آموزش انتقادی زمینه ای را برای دانش آموزان فراهم می آورد که یاد بگیرند نباید صرفاً تحت مدیریت قرار بگیرند، بلکه یاد می گیرند که چگونه توانایی مدیریت کردن را پیدا کنند.					
					19. این قدرت زبان است که دانش آموزان را قادر می سازد که حوزه فهم و شناخت خود را گسترش دهند.					
					20. معلمانی که دید انتقادی دارند به دانش آموزان کمک می کنند تا تجربیات خود را زیر سوال ببرند.					
					21. لازم است مربیان دانش آموزان را تشویق کنند که پس از خواندن محتوی آموزشی بتوانند برداشتهای متفاوت و حتی متضادی را از این متون داشته باشند.					
					22. اگر قرار است به دانش آموزان فرصتی داده شود تا از چیزی شخصا ارزیابی انتقادی داشته باشند، در این صورت فرایند آموزشی تنها نمی تواند شناختی باشد بلکه باید تجربی نیز باشد.					
					23. آموزش انتقادی نسبت به برنامه های آموزشی مربوط به درست کردن روابط اجتماعی ناعادلانه و نا برابر موجود بسیار حساس است.					
					24. معلم می تواند با بکار بردن روشهای مختلف نظیر بارش مغزی،					

					پرسش، روش نتیجه گیری از کل به جز، خلاصه نویسی و غیره دانش آموزان را درگیر یادگیری کند.					
					25. آموزش انتقادی یک نظریه و عملکردی است که به دانش آموزان کمک می کند آگاهی انتقادی پیدا کنند.					
					26. ارزشیابی مبتنی بر یک امتحان پایانی با اهداف تعلیم و تربیت انتقادی یکسان نمی باشد زیرا ممکن است باعث کم اهمیت جلوه دادن برنامه آموزشی و ارتباط انتقادی در کلاس درس شود.					
					27. آموزش انتقادی به جای آزمون های استاندارد یا پاسخ کوتاه، بر نمره دادن توصیفی، ارزشیابی مستمر، پروژه ها و کارهای گروهی، نمایشگاه های فردی و امتحانات کتبی که تفکر انتقادی را ترویج می کند، تاکید دارد.					
					28. آموزش انتقادی همیشه تلاش می کند تا از تجربه دانش آموزان در محتوای برنامه ریزی درسی رسمی استفاده کند.					
					29. معلمان در کلاسی که در آن گفتگو وجود دارد، به دانش آموزان خود گوش می دهند و از مشکلات اجتماعی مهم آنها آگاه می شوند.					
					30. قدرت انتقادی زمانی رخ می دهد که معلمان آگاهانه درباره تصمیماتی که در کلاس درس اتخاذ می نمایند فکر کنند					
مقیاس ب: اهمیت						مقیاس الف:				
اهمیت این راهکار آموزش انتقادی در فراهم کردن فرصت های یادگیری برای دانش آموزان؟						کاربرد آموزش انتقادی این راهکار آموزش انتقادی تا چه حد در کلاس شما اجرا می شود؟				

					38. معلمان و محققانی که دید انتقادی دارند سعی می کنند تا پیچیدگیهای جهان اطراف را در پیچ وخم های حوادث شناسایی کنند.					
					39. اگر دانش آموزان با فرهنگ خود آشنایی کامل داشته باشند، مطالعه فرهنگ زبان دوم تاثیر منفی در آنها نخواهد داشت.					
					40. وقتی زبان آموزان به فرهنگ خود به عنوان یک منبع تکیه می کنند قادرند منتقدانه درباره فرهنگ خود تامل کنند و نقاط قوت و ضعف آن را شناسایی کنند.					
					41. دانش آموزانی که برای یادگیری زبان هدف مشخصی دارند موفق ترند.					
					42. معلمان قادرند که در زمینه موضوع درسی، خود را به جای دانش آموزان که دارای فرهنگ و روان شناسی متفاوت هستند قرار دهند.					
					43. آنچه که دانش آموزان از لحاظ زبانی نیاز دارند یاد بگیرند و برنامه های آموزشی مربوطه باید ریشه در زبان مادری زبان آموزان داشته باشد تا به صورت فعال زبان آموزان را درگیر یادگیری نماید.					
					44. معلّمی که دید انتقادی دارد، قادر است کلاسی به وجود آورد که دانش آموزان با هم گفتگو کنند.					
					45. عملی که همراه با تئوری باشد به مربی این توانایی را می دهد تا در خصوص نقش و اعمال خود به عنوان یک شرکت کننده یا عضو یک گروه آموزشی، دانشگاه، و یا جامعه تامل کند.					
مقیاس ب: اهمیت						مقیاس الف:				
اهمیت این راهکار آموزش انتقادی در فراهم کردن						کاربرد آموزش انتقادی				

					ندارد.					
					55. ارزشیابی می تواند به معلمان کمک کند که تشخیص دهند آیا آنها به دانش آموزان کمک می کنند تا در امور جامعه بسیار منتقدانه درگیر شوند.					
					56. در آموزش، گفتگو نوعی تمرین آزادی است.					
					57. معلمان فرهنگها و زبانهای دانش آموزان خود را می فهمند، و به آنها احترام می گذارند و آن را موجه می دانند.					
					58. وقتی افراد محروم تشخیص دهند که قادر به خواندن و نظر دادن در مورد جهان اطرافشان هستند، سعی می کنند فرهنگی که به آنها تحمیل شده را مورد سوال قرار دهند.					
					59. مربیان انتقادی احساس می کنند که شکل های ارزشیابی سنتی، دانش آموزان را در حاشیه قرار می دهد و از یادگیری آنها به روش تفکر انتقادی جلوگیری می کند.					
					60. آموزش انتقادی دانش آموزان را تشویق می کند تا به متون نه فقط به عنوان مصرف کننده بلکه بعنوان اعضای فعال و آگاه جامعه پاسخ دهند.					
مقیاس ب: اهمیت						مقیاس الف:				
اهمیت این راهکار آموزش انتقادی در فراهم کردن فرصت های یادگیری برای دانش آموزان؟						کاربرد آموزش انتقادی				
						این راهکار آموزش انتقادی تا چه حد در کلاس شما اجرا می شود؟				

تعداد باز بینی	مهم	فقرت ندارم	اهمیت کمی	اهمیت		کثر اوقات	غلبه	فقرت ندارم	به قدرت	بهر بهر
					61. داشتن یک ارائه خوب از سوی معلم باعث بالا رفتن انگیزه در دانش آموزان می شود.					
					62. ابزارهایی که برای امتحان کردن و ارزیابی دانش آموزان استفاده می شود باید بر اساس برنامه ریزی درسی، دانش آموز- محور و مشارکتی باشد.					
					63. دانش آموزان از رفتار، عمیق تر از کلمات یاد می گیرند.					
					64. معلمان درباره موقعیت و تاثیرات قدرت خود در کلاس به تفکر می پردازند.					
					65. معلمان با فراهم کردن دانش برای دانش آموزان و ایجاد وسیله ای برای خود ادراکی، آنها را به سوی آگاهی انتقادی هدایت می کنند.					
					66. به کمک شیوه های ارزشیابی انتقادی، دانش آموزان دانش خود را نه از طریق آزمون های پایانی بلکه از طریق زبان بیان می کنند.					
					67. آموزش انتقادی اعتقاد دارد که در بررسی مسائل تحصیلی و تربیتی بچه ها باید به مسائل زیربنایی و علمی توجه کرد.					
					68. معلمان به دانش آموزان کمک می کنند که از یکدیگر بیاموزند و نظریه سازی کنند و بفهمند که چگونه قدرت یک طرفه کلاس را مورد سوال قرار دهند.					
					69. نظریات تعلیم و تربیت انتقادی درباره تحصیل، قطعا در راستای امور سیاسی و فرهنگی می باشد.					

					70. ارزشیابی انتقادی از دانش آموزان می خواهد بیاندهند چگونه می توانند از باهم بودن برای تقویت تغییرات استفاده کنند.					
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