

Investigating the Perception of Algerian Secondary EFL Teachers Towards Critical Pedagogy

التحقيق في تصور مدرسي اللغة الإنجليزية في التعليم الثانوي الجزائري اتجاه البيداغوجيا النقدية

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Abstract :

ملخص :

The application of the principles of Critical Pedagogy to the field of EFL teaching and learning in the last few decades has contributed to the emergence of critical perspectives toward the role of teachers. Despite the rapid spread of English in Algeria and the relevance of the issues addressed by Critical Pedagogy in EFL teaching and learning, few studies have been conducted to survey Algerian EFL teachers' Views towards its theoretical base, and its application inside the classroom. The present study, therefore, aimed at investigating the Algerian EFL teachers' attitude as well as the application of Critical Pedagogy principles in pre-during and after-class activities. The developed questionnaire was administered to sixty teachers of English at the Wilaya (district) of Oum El Bouaghi, Algeria. The main findings revealed that there was very little awareness of Critical Pedagogy among ELT teachers due to institutional structure that favors mainstream pedagogy. These findings point to a dire need for exploring other venues for raising teachers' awareness of critical pedagogy.

Keywords : Critical Pedagogy, EFL, Teaching, Learning

لقد ساهم تطبيق مبادئ البيداغوجيا النقدية في مجال تعليم وتعلم اللغة الإنجليزية كلغة أجنبية في العقود القليلة الماضية في ظهور وجهات نظر نقدية تجاه دور المعلمين. على الرغم من الانتشار السريع للغة الإنجليزية في الجزائر وأهمية القضايا التي تعالجها البيداغوجيا النقدية في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية، فقد أجريت دراسات قليلة لاستطلاع آراء مدرسي اللغة الإنجليزية كلغة أجنبية حول قاعدتها النظرية وتطبيقها داخل الفصل الدراسي. لذلك هدفت الدراسة الحالية إلى دراسة موقف مدرسي اللغة الإنجليزية كلغة أجنبية حيال مبادئ البيداغوجيا النقدية وكذا تطبيقها في أنشطة ما قبل وأثناء الصف. أجري الاستبيان على ستين مدرساً للغة الإنجليزية في ولاية أم البواقي، الجزائر. كشفت النتائج الرئيسية أن هناك وعياً متدنياً بالبيداغوجيا النقدية بين مدرسي اللغة الإنجليزية نظراً للهيكل المؤسسي الذي يفضل البيداغوجيا السائدة. تشير هذه النتائج إلى الحاجة الماسة لاستكشاف سبل أخرى لرفع وعي المعلمين بالبيداغوجيا النقدية.

الكلمات المفتاحية: البيداغوجيا النقدية، تعليم الإنجليزية كلغة

أجنبية، التدريس، التعليم.

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1. INTRODUCTION :

In recent decades there has been a growing tendency among Algerian people to learn English. In the meantime, with the development of Critical Pedagogy, and its application to the field of English teaching, critical perspectives towards the role of teachers of English in the world are immersing worldwide. These views, as mentioned above, lay the great responsibility of identifying and dealing with the new roles teachers are required to play. Now, given the crucial role of English teachers, and the rapid spread of the English language in Algeria; the need was felt for a reliable and valid instrument to evaluate Algerian EFL teachers' attitudes. The researchers, therefore, decided to develop a Critical Pedagogy questionnaire that can be used in future studies. This questionnaire can help determine the extent to which teachers of English in Algeria have the expected Awareness of Critical Pedagogy's principles which will, in turn, help educators and policy makers make appropriate decisions about the measures that need to be taken in this regard.

1-1-Critical Pedagogy :

Critical Pedagogy (CP) is an old concept, a merger between educational philosophy and critical theory of the Frankfurt school (Aliakbari and Faraji, 2009, p5). CP is primarily concerned with social change, negotiating power between teachers and students, and how knowledge is produced. This knowledge is not transformable; it is constructed with students and extends to the community beyond the school walls (Kinchloe, 2008).

CP includes lived experiences and social context into the learning process with the aim of making social change happen (Loveless and Griffith, 2014). CP recognizes that there is no such thing as neutral education (Friere, 1970). It does so by taking into account the difference in race, gender, and social class that divide humans (Knowles Jr and Lovern, 2015). These varied situations allow learners to "more fully appreciate and accept people, their varied forms of knowledge, and the contextual situations beyond their familiar and immediate social and physical surroundings and lives" (Simon, 1988, as cited in Aldredge and Christensen, 2013, p7).

When it comes to language learning in particular, CP focuses on social values like justice, equality, and citizenship; It is based on a social justice that wants to cause change (Jeyaraj, 2014) with the ultimate aim of empowering learners through active learning in order to identify problems in their own environment and to seek solutions based on that identification (Crooks, 2009). McLaren (2013) views CP as a movement involving relationships of teaching and learning so that students gain a critical self consciousness, social awareness, and take appropriate action against oppressive forces.

CP can simply be defined by what it wants to achieve. The major goal of CP, as Vandrick (1994) explains, is to educate all people regardless of their gender, class, race, etc. CP is concerned with democratic education and social and individual improvement (Giroux, 1992). McLaren states the aims of CP as to "develop a microcosm of democracy within the classroom, a dialectical understanding of the world, and a critical understanding of the hidden effects of power and privilege on a society that claims to give equal opportunity to all" (as cited in Mencke, p28). Paulo Freire identifies the aim of CP as to cultivate growth through the use of dialogue, for men and women to develop their own power, and to also develop the critical perception of their own place in the world, as well as for them to finally understand

the world is always changing (1970). Gor (2005) declares the major goals of CP to be awareness raising, rejection of violation, and discrimination against people.

The different perspectives offered above highlight the huge scope CP occupies and still wants to occupy. From cognition to reality, and beyond; CP wants to change the individual in order to change the world. CP is thinking, action, and rethinking in a continuous process of change.

1.2. Elements of Critical Pedagogy :

Throughout the literature, CP mainly focuses on three elements: how power is negotiated, how knowledge is negotiated and transmitted, and how consciousness is formed. According to McKernan (2013, p.425) "Critical Pedagogy is a movement involving relationships of teaching and learning". As such, any power struggle, knowledge transfer between teachers and students is naturally going to be the focus in CP.

1.2.1. Power :

A great deal of work in CP has focused on the helpless status of learners and has explored ways in which teachers can empower their students (Shor, 1996). McLaren (1989) asserts that the major concern of CP is the centrality of politics and power in our understanding of how schools work. One of the central aims of CP is to give power to students to change their reality (Boegeman, 2013). Power greatly influences educational policies (Kirylo , 2013, p1); therefore, there is a need for an educational system where critical teachers are aware of their power and how it works to illuminate injustice, exposes exploitation and domination (Apple, 1996).

The question raised by CP is whether power can be transmitted from teachers to students, and if so, can we really imagine teachers giving up their power, and can we call that real transmission since teachers willingly gave up their authority. Gore (1998) thinks that it is more interesting and useful to work on putting this power to good use than to imagine it can be removed (pp. 247-249). To her, power is not to be imagined as a property that can be traded; Instead, we ought to think of it as something more complex, as something that circulates (as cited in Johnston, 1999, p560).

We can see that there are two schools of thought on the matter of power. One where teachers are to give up power from the goodness of the hearts and let students take control or at least contribute; The other is for learners to take matters into their own hands and take what is theirs. A third stream located in the middle believes that it is up to the learners to empower themselves through taking advantage of learning contexts created by their teachers (Bartolome, 2003 as cited in MENCKE, 2010, p36). If teachers do share their power and learner seized it that would lead to a democratic classroom characterized by dialogue between the two.

1.2.2. Knowledge :

Whereas mainstream pedagogy treats knowledge as devoid of any moral, cultural or ethical character, CP regards everything as value-laden (Jeyaraj, 2014, p7). CP views knowledge as something ever changing, negotiated, produced and reproduced over and over again, through a process of dialogue (Yulita, 2012, p31).

Freire stated that: "Knowledge was viewed as a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing" (1970, p. 72). CP, however, sees that the teacher is not the all knowing entity in class. He does not know everything, and he does not transfer everything he knows to his students. Students are not passive, they do not receive what the teachers transmit and

accept it at face value. Knowledge is spread horizontally rather than vertically (Freire, as cited in Boegeman 2013, p7).

CP takes interest in unknown, informal, obscure knowledge. A knowledge belonging to people who live on the fringes of life, a knowledge that is non-Western, subjugated, and indigenous, and knowledge from those groups whose lives are affected by the sting of poverty and oppression (Kincheloe, 2008, p. 11). The aim behind this Boegeman asserts, is:” not seek to assimilate but to empower, to recognize as legitimate the cultural contexts that make bodies of knowledge different from those of the status quo” (2013, p21).

The moment students are able to produce knowledge, therefore transforming their reality, they are then free of the dominant ideology forced upon them by others (Groves, Mencke, 2013). Unlike the traditional view to teaching where teachers deposit knowledge into students who receive it, keep it safe, and then turn it back in a system dubbed by Freire as the banking model (1970,2000) Freire proposes a new model called the problem posing education that encourages teachers to be learners as well and for knowledge to be produced based on the context the learners face and live every day which leads learners to:” develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation” (1970, p. 64).

The link between knowledge and power is more evident than ever. Those who control knowledge, and mold it to their will control the power of perception, and therefore, reality. CP seeks to nullify this link, to neutralize knowledge from the daily struggles of life, and to offer multiple perspectives to the same reality because that is what reality is: multiple in perspective and non static in nature. No one person can define it, nor can one perspective.

1.2.3. Conscientization :

One of the aims of CP as its name suggests is that of being critical, to help one develop critical thought patterns in everyday life, so students do not simply accept norms as truth (Freire, 1970). Being critical also involves both “suspended judgment” and “reflection”. The former deals with “delaying or stopping judgment from happening for a while, or until a decision is made about it” (Houghton and Yamada 2012, p57), while the latter involves “the ability to question what is presented, particularly reflection upon the experience. This is congruent with what Critical Pedagogy postulates in terms of reflecting on action and from reflection upon action to a new action” (Freire 1985: 50)

CP views students as agent of their own learning, as “critical intellectuals in dialogue with the teacher in a process whereby the “teacher presents the material to the students for their consideration, and re-considers his earlier considerations as the students express their own” (Freire 1970, p57). Such a practice allows students to dissect what the teacher presents as true knowledge through the lenses of their own reality, using the previously mentioned tools of delayed judgments and reflection, or as Menecke asserts:”Through critical analysis students are transformed by asking questions that challenge the contradictions of society and their lived experience. Contradictions become curiosities for student inquiry, and a dialectical view of knowledge helps to expose the half-truths of the dominant discourse” (2010, p42). Students need the opportunity to articulate and defend their ideas, theories, and

beliefs, as well as have the opportunity to hear others' ideas and criticisms of their thoughts. (Devers, 2009, 24)

The process of Conscientization is very crucial in the transformation process CP seeks to implement. The process is layered and needs awareness from the teacher and the students as well as the will to enter a dialogue in which truth or what we think is the truth is evaluated and reevaluated constantly.

1.3. Teachers' Role :

Prospective teachers, regardless of their ethnic background, tend to uncritically and often unconsciously hold beliefs and attitudes about the existing social order. This lack of political and ideological clarity often translates into teachers uncritically accepting the status quo as "natural". It leads educators down an assimilationist path to learning and teaching, rather than a culturally responsive, integrative, and transformative one (Bartolomé, 2004). Within such a system of education, learners have no say in what and how to learn. Rather, imparting knowledge is supposed to be the job of the teachers, but ironically the teachers don't have much of a say in what and how to teach either, as these are issues dictated by educational policies whose intent is to maintain and reproduce the dominant social order (Mohamed, Malik, 2014).

At the core of critical pedagogy is the need to bring into focus the uneven power structure whose manifestations can be seen in every aspect of life (McLaren, 2000). Critical pedagogy reverses and reinvents the traditional roles of students and teachers. Within mainstream model, teachers are seen as passive transmitters of knowledge that is not even theirs while learners are seen as passive receivers of that knowledge. As a result, both teachers and learners are deskilled and disempowered. By contrast, critical pedagogy views teachers as intellectual transformative and learners as active participants in their own learners-initiated dialogues.

	Mainstream pedagogy	Critical pedagogy
Teacher's roles	Transmitter, Guide, Facilitator	Change agent/ Co-learner
Learner's roles	Passive receivers	Active participants
Teacher's authority	Sole power	Shared power
Teaching Method	Standardized method (CLT)	Dialogic & problemposing
Teaching materials	Standardized Textbooks	Locally-situated
Type of Dialogues	Set dialogues	Learner-initiated
Nature of EFL	Neutral	Value -Laden

Source: By the Author

4. RESULTS AND DISCUSSION :

Validating the results of the questionnaire using the Cronbach's Alpha (alpha) produces the following results:

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2} \right)$$

Where:

k refers to the number of scale items=17

$\sigma^2 y_i$ refers to the variance associated with item i =7.42

$\sigma^2 x$ refers to the variance associated with the observed total scores=6.91

α =0.73

The results indicates the questionnaire has an acceptable level of internal consistency
The results of the questionnaire can be classified and analyzed under six categories:

1-Background Information about the Participants:

The first part of the questionnaire was concerned with obtaining general information about the participant teacher. As the results show, more than half of the sampled teachers (53%) are less than 28 years old of age. Half the teachers (53.3%) do have a teaching experience of less than three years. Only 13.33% of them are males, and all enrolled in teaching with a Master degree.

2-Teachers Beliefs about their Roles:

The majority of teachers (86.7%) are against injustice in the classroom or society (Q17) and as such, (66.66%) of them think they should address the political issues during classroom activity (Q13). 80% think that the teacher is not the only authority in the classroom (Q14); therefore, nearly two third of them (66.7%) believe that it's not their job to only transmit information to their students (Q16). Those two results correlate with the fact that more than half of them (53.3 %) don't believe they are the knower in the classroom (Q18). The majority of the teachers (93.3%) state they do motivate their students to think critically about their own culture (Q15).

3-Teachers and Classroom Activities:

Concerning classroom activities we observe rather interesting attitudes. Half of the teachers (53.3%) admit they follow the objectives of the syllabus to the letter, the other 46.7% say they sometimes do (Q21). We can say that all teachers are bound the preset objectives to a varying degree. As results, only 26.7% of teachers adapt teaching materials to suit the needs of their learners on a regular basis (Q22), and 40% of them always try to relate teaching topics to the daily life experiences of their students (Q20). It is, thus, understandable that only 13.3% of teachers ask their students to express their viewpoints about the lesson (Q23). 46.7% of teachers see their students as knowledge receivers (Q28), yet they all agree to share responsibility with their students (Q27), and only a third of the teachers (33.3%) say they allow their students to take on their role in class. One explanation of this contradiction is teachers' definition of responsibility.

4-The Role of Dialogue in Classroom:

100% of teachers believe in dialogue to solve problems (Q19), and more than half of the teachers (96.6%) often collaborate with their students to reach conclusions about the lesson (Q29). Consequently, 86.6% of teachers allow their students to express their opinions in class (Q30). Dialogue and responsibility sharing results in a level of interaction that 93.3% of teachers say they have with their students (Q31). Contrary to that, 86.7% of teachers admit that their students are obedient in

class (Q32). An explanation to these conflicting results may be due to teachers confusing obedience with good behaviour.

5-The Role of the Curriculum:

When it comes to the role curriculum plays in language teaching, more than half of the teachers agree that the curriculum they follow does make their students effective decision makers (Q9). Consequently, they often follow the objective set by it (Q21). However, only 6.7 % of them state they always follow the objectives set by the textbook, while more than half of them (53.3%) admit they only sometimes follow them (Q24). This diversion may be due to the fact that teachers don't believe the textbook materials and texts reflect the objectives of the curriculum.

6-The Role of Needs Analysis:

Needs analysis spans a wide range of questions in the questionnaire (8, 7, 10, 12, 20, 22, 25, and 26). An analysis of the answers given by the teachers reveals major insights. 80% of the sampled teachers state they consider the needs of their learners while organizing classroom goals (Q8); while two thirds of the sampled teachers (66.67%) state they do consider the needs of their students in planning what to do in class (Q7). The teachers' agreement comes from their belief that needs analysis is an essential part of their lesson planning (Q10). When it comes to actually applying these beliefs, only 20% of the teachers involve their students in lesson planning on a regular basis; while 60% of them rarely do (Q12); 86.7 % Teachers, however, do often try to relate the topics taught in class to their students' cultural and social experiences (Q20). This attempt is translated into 60% of teachers trying to adapt the teaching materials to suit the students' levels and needs. This disconnection between the desire to include the learners' needs and actually doing so may find its answer in the fact that more than half of the teachers (53.3%) admit they hardly find time to learn about their students' hopes, needs and interests (Q 25).

The primary reason for the lack of awareness of critical pedagogy on the part of the teachers is that the banking concept of education is still the norm where in-service teachers find themselves being drawn into the mainstream pedagogy and consequently they tend to take it for granted. According to Bezzina (1991) teachers mostly perceive their role to be confined to curriculum implementation. It is our contention that critical pedagogy offers much more meaningful and liberating learning than mainstream pedagogy and for this reason it should be spotlighted and promoted. In order to do this teachers, who are at the forefront of furthering critical pedagogy, should be equipped with sufficient awareness and knowledge of Critical Pedagogy.. ELT would benefit enormously if educational institutions incorporated a course on critical pedagogy in the curriculum, it would go a long way towards raising teachers' awareness of critical pedagogy. Noffke and Stevenson (1995) assert that student teachers need to be made aware of, and provided with opportunities to practice critical inquiry and reflection. Friere (1970) encourages participation in critical teacher study groups in order to raise critical awareness because it can "enable teachers...to become subjects of the educational process by overcoming authoritarianism and an alienating intellectualism...." (74).

3. EXPERIMENTAL :

3.1.Methodology of Research :

In the framework of this study, we have devised a teachers' questionnaire at the Secondary Level. The questionnaire is of 37 questions divided into four main sections. Section one titled "general Information" (Q1-Q6). Section two titled "Pre-Classroom

Practices” (Q7-Q12). Section three titled “Teacher’s During Class Activities” (Q13-Q33). The final section is titled “Teacher’s After Class activities” (Q34-Q37).

-Section One: “General Information” (Q1-Q6): this section aims to obtain information about the teachers (respondent) namely their age (Q1), teaching experience (Q2), Gender (Q3), university level and degree (Q4,Q5), and teaching ours (Q6).

-Section Two: “Teacher’s Pre-Classroom Practices” (Q7-Q12): this section deals mainly with teachers’ preparation before entering the classroom from tackling the pupils’ needs (Q7-Q8-Q10-Q12), and their perspective towards the official curriculum (Q9-Q11)

-Section Three: “Teacher’s During Class Activities” (Q13-Q33): the longest section in the questionnaire. It deals with teachers’ practices during the classroom activities, from their stand on the pupils place and their own.

-Section Four:”Teacher’s After Class activities” (Q34-Q37): this final sections deals with the role of the teachers as evaluators.

3.2. Sampling and Participants :

Seeking to select a sample size that is an unbiased representation of the population, we opted for stratified random sampling.60 teachers could be contacted and randomly selected out of 193 teachers currently working at the district of Oum El Bouaghi. The sample represents 30% of the entire population.

3.3.Instruments of Research :

In this study a Critical Pedagogy Attitude Questionnaire was developed through a step-wise process. First, the relevant literature for the content of this questionnaire consisted of critical pedagogy works in EFL. The underlying theme of the questionnaire, therefore, was the nature of Critical pedagogy, its main principles, and most importantly whether the Algerian teachers of English at the secondary level are aware of their role within its framework. Reviewing the literature, questions were narrowed down to 37 and formed into: like scale questions (17 questions), frequency questions (12), and other forms (8 questions)

3.4.Research Hypotheses :

H1: The questionnaire will show that the teachers demonstrate an awareness of Critical Pedagogy’s principles in their classroom activities.

H2: The questionnaire will show that the teachers do not demonstrate an awareness of Critical Pedagogy’s principles in their classroom activities.

4. CONCLUSION :

This study was conducted to examine English language teachers’ awareness of Critical Pedagogy. The main findings indicate the dominance of the banking concept of education. As a result, the overwhelming majority of teachers are deprived of opportunities to broaden their teaching horizons by exploring other venues. Language teachers find themselves exposed just to what is loosely defined as Competency Based teaching approach (CBA) and they go about teaching without being given another perspective on it. Critical awareness isn’t a viable option when the field is dominated by mainstream pedagogy. Students, on the other hand, aren’t given any voice in what to learn and how to learn it. The prescribed textbook comes with a teacher’s manual and all that students have to do is to sit passively and wait for the teacher, who doesn’t have any voice either, to fill their minds with what ELT experts dictate. Given this kind of environment, development of critical consciousness is simply out of the question. both teachers and learners would benefit a lot if CP were allowed to gain a foothold. In short, the findings of this research point to a dire need for broadening the

scope of language teaching and learning. That potential can only be fully realized through conscious critical reflection (Ramanathan 2002). In doing so, teaching can measure up to its expectations at linguistics, and methodological levels. More research into the factors affecting teachers' awareness of CP would enable its findings to be verified and extended, and thus new venues for it would open up.

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Appendices

The Teachers' Questionnaire

1-Age :.....

2-Teaching Experience:.....

3-Gender: a-Male b-Female

4-Major:.....

5-Degree:.....

6-Teaching hours:

16-21/22-27/28-33/More than 33

7-In planning what to do in the classroom, I consider my students' expectations and immediate needs:-Strongly agree/ agree/ disagree/ strongly disagree

8-The students' future needs and interests are considered while organizing my class goals:

-Strongly agree/ agree/ disagree/ strongly disagree

9-The curriculum I follow tend to make students effective decision makers:

-Strongly agree/ agree/ disagree/ strongly disagree

10-Needs analysis is an essential part of my lesson planning:

-Strongly agree/ agree/ disagree/ strongly disagree

11-My curriculum is strictly formal, paying little attention to underlying values (like freedom and multiculturalism): -Strongly agree/ agree/ disagree/ strongly disagree

12-I involve my pupils in lesson planning:

Always/Often/sometimes/rarely/never

13-I think teachers should not address the political and ideological issues whatsoever during classroom activity in the hope of changing society:

Strongly agree/ agree/ disagree/ strongly disagree

14-I think teachers should be only authority in the classroom:

Strongly agree/ agree/ disagree/ strongly disagree

15--I motivate my students to think critically about their own culture or previous experiences in life:

Strongly agree/ agree/ disagree/ strongly disagree

16-I believe the main goal in my class is to convey information:

Strongly agree/ agree/ disagree/ strongly disagree

17- I am against injustice whether in the classroom or in society:

Strongly agree/ agree/ disagree/ strongly disagree

18-I am the knower in the class:

Strongly agree/ agree/ disagree/ strongly disagree

19-I believe in dialogue to solve problems in the classroom:

Strongly agree/ agree/ disagree/ strongly disagree

20-For teaching language skills, I try to relate topics in the syllabus to my students' social and cultural experiences:

Always/Often/sometimes/rarely/never

21-In my class, I just follow the goals and objectives of the Syllabus:

Always/Often/sometimes/rarely/never

22--I adapt the teaching materials to suit my students levels and needs:

Always/Often/sometimes/rarely/never

23-As an activity, I request students to express their viewpoints about teaching materials and topics:

Always/Often/sometimes/rarely/never

24-In my teaching, I try to follow the pre-set curriculum and text books:

Always/Often/sometimes/rarely/never

25-In my class, I do not find enough time to learn about my students' hopes, needs and interests:

Strongly agree/ agree/ disagree/ strongly disagree

- 26-I try to connect my instructions to the real life experiences of my students:
Always/Often/sometimes/rarely/never
- 27-I am interested in learning new things from my students and sharing the responsibilities in the class:
Strongly agree/ agree/ disagree/ strongly disagree
- 28-In my class, my students are knowledge receivers and I am knowledge transmitter:
Strongly agree/ agree/ disagree/ strongly disagree
- 29-In the process of language teaching and learning, my students and I collaborate with each other to come to a conclusion about the lesson:
Always/Often/sometimes/rarely/never
- 30-In class discussions, I do not allow all students to express their opinions:
Strongly agree/ agree/ disagree/ strongly disagree
- 31-In my class, there is no interaction between me and my students:
Strongly agree/ agree/ disagree/ strongly disagree
- 32-My students obediently follow what I ask them to do in the classroom:
Always/Often/sometimes/rarely/never
- 33-In my class, whenever possible, I let my students take on the teacher's role:
Always/Often/sometimes/rarely/never
- 34-To evaluate my students' abilities, I raise questions that require the students to answer them using the critical skills they have acquired:
Always/Often/sometimes/rarely/never
- 35-I continuously evaluate my students:
Yes/No
- 36-I evaluate my students only at the end of the term:
Yes/No
- 37-Students in my class evaluate themselves:
Always/Often/sometimes/rarely/never.