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Research Paper

Designing and Validating a Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian EFL Teachers

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Abstract

One of the significant factors in EFL learning is teacher effectiveness which is of high importance since teachers are really and directly engaged in language learning as the final aim of English classes. This study aimed at designing and validating a Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian EFL teachers. In so doing, an exploratory mixed-methods design was used. The participants of the qualitative phase included 20 male and female Iranian English teachers who were selected through available sampling. In the quantitative phase, 200 male and female Iranian English teachers participated through available sampling. To collect the data, a semi-structured interview was used. To analyze the data, qualitative thematic analysis, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) and Cronbach's Alpha Test were used. According to the results, the Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian EFL teachers was developed in 42 Likert items in three sub-scales including pedagogical effectiveness (items 1 to 23), socio-cultural effectiveness (items 24 to 33), and empowering effectiveness (items 34 to 42). Six items were omitted in EFA and 36 items remained in the final scale. It was designed in a four-point Likert range from 1= strongly disagree to 4= strongly agree. It was shown that the developed scale is valid and reliable. The findings have some implications for EFL teachers, learners, teacher education instructors and policy makers.

Keywords: Critical Pedagogy; Banking Education; Effective Teachers; Teacher Effectiveness

طراحی و اعتبارسنجی اثربخشی معلم مبتنی بر آموزش انتقادی

یکی از عوامل مهم در یادگیری زبان انگلیسی، اثربخشی معلمان است که از اهمیت بالایی برخوردار است زیرا معلمان واقعاً و مستقیماً درگیر یادگیری زبان به عنوان هدف نهایی کلاس های انگلیسی هستند. این مطالعه با هدف طراحی و اعتبارسنجی مقیاس انتقادی اثربخشی معلمان مبتنی بر آموزش برای معلمان زبان انگلیسی انجام شد. برای انجام این کار، از یک طرح ترکیبی اکتشافی استفاده شد. شرکت کنندگان در مرحله کیفی شامل 20 معلم زن و مرد زبان انگلیسی ایرانی بودند که به روش نمونه گیری در دسترس انتخاب شدند. در مرحله کمی، 200 معلم زن و مرد زبان انگلیسی ایرانی به روش نمونه گیری در دسترس شرکت کردند. برای جمع آوری داده ها از مصاحبه نیمه ساختاریافته استفاده شد. برای تجزیه و تحلیل داده ها از تحلیل موضوعی کیفی، تحلیل عاملی اکتشافی (EFA)، تحلیل عاملی تاییدی (CFA) و آزمون آلفای کرونباخ استفاده شد. بر اساس نتایج، مقیاس اثربخشی معلمان آموزش زبان انتقادی برای معلمان زبان انگلیسی زبان ایرانی در 42 گویه لیکرت در سه زیر مقیاس اثربخشی آموزشی (ماده های 1 تا 23)، اثربخشی فرهنگی-اجتماعی (گروه های 24 تا 33) و اثربخشی توانمندسازی (موارد 34 تا 42). شش گویه در EFA حذف شد و 36 مورد در مقیاس نهایی باقی ماند. این در محدوده چهار نقطه ای لیکرت از 1 = کاملاً مخالف تا 4 = کاملاً موافق طراحی شده است. نشان داده شد که مقیاس توسعه یافته روایی و پایایی دارد. این یافته ها پیامدهایی برای معلمان زبان انگلیسی، فراگیران، مدرسان آموزش معلمان و سیاست گذاران دارد.

کلیدواژه: آموزش انتقادی، آموزش بانکداری، معلمان موثر، اثربخشی معلم

Introduction

One of the significant factors in EFL learning is teacher effectiveness which is of high importance since teachers are really and directly engaged in language learning as the final aim of English classes (Richards, 2001). Vogt (1984) considers effective teaching as connected to teachers' ability to instruct students who are diverse in terms of objectives and abilities. Furthermore, in the recent years, critical pedagogy-based changes in English Language Teaching (ELT) have taken the attention of scholars in the field of ELT (Ahmadian & Erfan Rad, 2014; Wei, 2018). One area wherein critical pedagogy has penetrated is teacher education (Wei, 2018). Critical pedagogy has influenced different realms of ELT based on the view that critical pedagogy makes teacher education dynamic and active (Gao et al., 2020; Wei, 2018).

Merging these two lines of discussion, it can be argued that critical pedagogy approach can also be taken into account in the realm of teacher effectiveness. To further justify this stance, it can be stated that since teacher effectiveness is directly tied with student achievement and learning, any attempt at generating reconciliation between teacher effectiveness and critical pedagogy can directly or indirectly contribute to enhancement of students' achievement in line with the recent theoretical underpinnings of World educational orientations.

There is consensus that teaching English is a difficult act that needs high practice and professional development via different educational channels (Ahmed, 2003). EFL teachers may face obvious problems when teaching English (Ahmed, 2003). Coping with these problems can be easier if EFL teachers try to enhance their teaching effectiveness by resorting to new findings in the field of education. Representations of new findings are different one of which is critical pedagogy (Ahmadian & Erfan Rad, 2014). Clearly, critical pedagogy is representation of novelty in reaction to the mainstream banking education (Freire, 1970).

However, apparently critical pedagogy is not practically much worked in teacher education of Iran. In more details, this system has not much benefited from critical pedagogy. This is rooted in the underlying assumption that teachers know everything and learners do not know anything. This view is not compatible with newly accepted thinking lines in teacher education.

Moreover, in spite of the fact that teacher effectiveness is seen as the topic of several new studies (e.g., Sezer, Hasan, & Fezile, 2019; Shahvand & Rezvani, 2016; Zamani & Ahangari, 2016), it has not been examined as connected to critical pedagogy. This is while reconciling teacher effectiveness with critical pedagogy may contribute to great achievements in EFL teaching and learning. To bridge this gap, this study seeks to develop and validate a critical pedagogy-based teacher effectiveness scale for Iranian EFL teachers. This, among other prominent advantages, can make the ground ready for nurturing CP into EFL teaching system of Iran. To this end, the following research questions were formulated:

RQ1. What are the main components of a critical pedagogy-based teacher effectiveness scale for Iranian English teachers?

RQ2. Is the proposed critical pedagogy-based teacher effectiveness scale valid and reliable?

Literature Review

Theoretical Framework

This study is theoretically built upon critical pedagogy. According to Freire (1993), critical pedagogy is a praxis-based educational thinking line whose aim is supporting students in learning freedom, authoritarian views, and power knowledge (Giroux, 2010). Critical pedagogy is an educational philosophy which seeks to show reaction to oppression (Brosio, 2000) through putting social inequities aside to strengthen and change others in line with ethics and values (Capper, 1993). In total, critical pedagogy seeks to generate positive social change to make society democratic and fair (White, Cooper, & Mackey, 2014).

Those who support the use of critical pedagogy in EFL teaching focus on the ties between EFL learning and social change to reach a dialectic interplay between language and learners' self-concept (Zohrabi, Razmjoo, & Ahmadi, 2019). According to this view, the relationship between language and learner is dynamic. This is why the belief in critical pedagogy is that teachers should be made aware of the inherent inequalities and injustices in educational settings and become capable to respond to them and in this way, reconstruct their selves (Zohrabi, Razmjoo, & Ahmadi, 2019). To McLaren (1988), critical pedagogy is after human injustice and unfairness. This is why teachers are recommended to uncover the unity of knowledge and power.

Related Studies on Critical Pedagogy

Larson (2014) investigated how the use of critical pedagogy can be grounded in Indonesia. Having described the critical pedagogy, the researcher justified the application of critical pedagogy through reviewing the literature. Finally, some stages were suggested for unearthing critical pedagogy in EFL teaching.

Rahimi et al. (2015) suggested some recommendations for curriculum designers upon the principles of critical pedagogy. Moreover, it was concluded that choosing and grading materials should also be done based on critical pedagogy. Taylor et al. (2015) teachers' perceptions of critical pedagogy. According to the results, while teachers corroborated the necessity of using critical pedagogy, they perceived that currently critical pedagogy is not fully implemented in EFL teaching settings. Roohani et al. (2016) planned a scale, namely Teacher Critical Pedagogy, to assess the volume of critical pedagogy utilized in the English contexts by Iranian teachers. The scale that was developed in the Likert scale was confirmed in terms of validity and reliability. Enyew and Melesse (2018) explored the amount of infusion of critical pedagogy in universities. The qualitative and quantitative results were opposite to each other: According to the quantitative findings, critical pedagogy has been incorporated in EFL curricula. But the qualitative findings showed the opposite of this. In the study by Wei (2018), educational shifts in EFL curricula were addressed based on CP. According to the results, the recent observations show basic changes in EFL curricula with the arrival of CP. Parker (2019) addressed the values of critical education for ELT and teacher education in post-secondary education and recommended that stakeholders take these elements as starting points for re-conceptualizing their teaching principles and methods.

Related Studies on Teacher Effectiveness

Rahimi and Nabilou (2011) examined teacher effectiveness of teachers teaching in Iranian public and private schools. According to the results, in both settings, teachers were effective. This shows that context does not affect teacher effectiveness. Navidinia et al. (2014) examined teacher effectiveness in Iran through a mixed-methods study. The results confirmed that the current system is not valuable and high quality. In the research by Rahimi and Hosseini Karkami (2015), the impact of EFL teachers' teaching strategies on teaching effectiveness was examined. As found by the results, teaching effectiveness was heavily impacted by teachers' methods of teaching. Shahvand and Rezvani (2016) examined whether gender influences teacher effectiveness. The findings showed the similar perceptions for male and female teachers. This confirmed that gender was not effective on teacher effectiveness. Therefore, it was concluded that teacher effectiveness is independent of gender characteristics.

Method

Design

In the present study, the qualitative phase preceded the quantitative phase. In the qualitative phase, a basic interpretive design was employed, chosen for its appropriateness in exploring

individuals' perceptions. This approach is deemed most suitable for investigating people's perspectives. In the quantitative phase of the study, by using a survey design, the quantitative data were collected and analyzed via the developed critical pedagogy-based teacher effectiveness scale. The aim of this phase was to estimate the validity and reliability of the developed critical pedagogy-based teacher effectiveness scale. In sum, generally, because this study used qualitative procedures in data collection and analysis followed by quantitative ones, it benefited from a sequential exploratory mixed-methods (QUAL + quan) design (Ary et al., 2010).

Participants

The participants of the qualitative phase included 20 male and female Iranian English teachers who were selected through available sampling. They were picked up from different state and Azad universities in Iran. They were M.A and Ph.D. holders in the field of ELT. They were in the 25-60 age range. This group took part in an interview so that their perceptions of critical pedagogy-based teacher effectiveness could be explored. The group who participated in the quantitative phase of the study consisted of 200 Persian-speaking Iranian English teachers (100 males and 100 females) who were picked up through available sampling. They were selected from different Iranian state and Azad universities. They held M.A and Ph.D. degrees in TEFL. They were in the 28-59 age range. Their mean of teaching experience was 11 years. This group filled the developed CP-based teacher effectiveness scale so that the developed scale could be validated and its reliability could be estimated. The participants were aware of the purpose of the study, and they were assured that the data would be kept confidential and their responses to the questionnaire and interview would not affect their job status at all.

Instrument

A semi-structured interview was designed based on consultation with previous research and seven ELT experts. The interview consisted of some open-ended questions which addressed the characteristics of an effective English teacher in line with critical pedagogy. The language of the interview was English. Besides, there was no time limit for each interview session. Moreover, each interview was taken individually. All the interviews were taken through social networks including WhatsApp and Telegram applications for the convenience of the interviewees and due to constraints generated by the outbreak of Covid-19 virus. All the interviews were taken by the researcher and transcribed to create verbatim written data for analysis. Then, the transcribed version was subjected to the qualitative content analysis.

To establish the dependability and credibility of the interview data, low-inference descriptors and member checks were used. Here, using low-inference descriptors means presenting direct quotations from the interviews which allow the reader to experience the participants' world by seeing the actual words of the respondents (Ary et al., 2010). Using member checks involves the researcher's sharing her interpretations of the data with the participants to avoid any miscommunication, identify inaccurate interpretations, and show courtesy to the participants by letting them read what has been written about them. In member checks, the researcher gets feedback from the participants about the study's findings (Ary et al., 2010).

Procedure and Data Analysis

At the outset of the study, to conduct the qualitative phase, sampling procedure was conducted by observing the research ethics. Then, in the first step of data collection, a semi-structured interview was designed based on consultation with previous research and seven ELT experts. Next, through interviewing EFL teachers, their perceptions of critical pedagogy-based teacher effectiveness for Iranian English teachers were explored. Data analysis was done qualitatively.



The qualitative thematic analysis was conducted in four steps. In the first step, the researcher tried to be familiar with the data through taking notes or looking through the data. In the second step, the data were coded. It involved making some phrases and sentences of the text bold and coming up with some codes which represented the content of the bold parts. In the third step, the codes were looked over to identify the recurrent patterns in them. In the fourth step, the extracted themes were reviewed to ensure about their accuracy. To conduct the quantitative phase of the study to validate the Critical Pedagogy-based Teacher Effectiveness Scale for Iranian EFL Teachers and estimate its reliability, the sample of the quantitative phase of the study was selected through available sampling. Then, the Google Form of the scale was distributed among 200 EFL teachers via WhatsApp and Telegram to be filled. To analyze the data quantitatively, the Critical Pedagogy-based Teacher Effectiveness Scale for Iranian EFL Teachers was validated through Structural Equation Modeling (SEM). Additionally, Cronbach's Alpha test was run to estimate its reliability. To this end, first, exploratory factor analysis (EFA) was run using SPSS 24, checking its assumptions (i.e., the sphericity assumption and adequacy of content sampling) through Bartlett Sphericity test and Kaiser-Meyer-Olkin (KMO) test. Next, a parallel analysis was run to recognize the optimal number of factors. Thereafter, EFA was run using Principal Components Analysis with Varimax rotation with the determined factors.

Next, using the AMOS24 package, confirmatory factor analysis (CFA) was run, through Maximum likelihood estimation method and examining the goodness of fit of the model. Finally, the reliability of the Critical Pedagogy-based Teacher Effectiveness Scale for Iranian EFL Teachers was estimated using Cronbach's alpha coefficient.

Findings

To answer the first research question *What are the main components of a critical pedagogy-based teacher effectiveness scale for Iranian English teachers?*, first, interviews were content analyzed and 11 themes were extracted, each is explained and exemplified as follow.

Theme 1: Paying Attention to Students' Needs

The first theme that emerged from the data analysis was "Paying Attention to Students' Needs." This theme revolves around the matter that based on critical pedagogy, effective teachers are those who pay attention to students' needs.

This theme is corroborated by the participants' sayings in the interviews. For example, Participant 1 (P1) stated: "EFL teachers should try to recognize students' needs to enhance their teaching effectiveness. Effective teachers do not neglect students and their needs, as implied in the principles of critical pedagogy." P1's saying highlights the point that teaching effectively, based on critical pedagogy, means paying heed to students' needs.

In addition, Participant 3 (P3) pinpointed the need to take students' needs into account in critical pedagogy-based teaching: "teaching effectiveness is not achieved without endeavor to materialize the needs of students. Students' needs are of dominance in critical pedagogy theory." This quotation underscores the importance of paying attention to students' needs in EFL teaching.

Furthermore, Participant 5 (P5) emphasized the role of teaching in line with students' needs, stating, "teachers cannot teach effectively and successfully if they do not teach congruent with needs of their students. Critical pedagogy is deeply concerned with students' needs." P5's comment confirms that critical pedagogy-based teacher effectiveness is not separate from teachers' attention to students' needs.

Theme 2: Being Aware of Students' Goals in English Learning

The second theme that emerged from the data is "Being Aware of Students' Goals in English Learning." This theme implies that critical pedagogy-based teacher effectiveness is tied to teachers' awareness of students' goals.

This theme is understood from the participants' quotations. For instance, Participant 10 (P10) stated: "I believe that based on critical pedagogy, teachers must first of all recognize the goals that have stimulated students to learn English." P10's saying is reflective of the idea that critical pedagogy-based effective teaching requires teachers' recognition of students' needs.

Participant 2 (P2) also meant the same thing when he stated: "critical pedagogy supports helping students reach their goals. Therefore, an effective teacher is one who identifies learners' goals and tries to help them achieve their goals." P2's statement shows that teacher effectiveness is not formed in the absence of teacher's awareness of students' goals.

Furthermore, Participant 20 (P20) had the same idea, stating: "in my opinion, teaching effectively requires different strategies. One of this strategies is identification of students' goals of language learning. Students come to English classes with diverse goals." P5's idea highlights the role of being aware of students' goals in effective teaching.

Theme 3: Friendly Relations with Students

The third theme that emerged from the data is "friendly relations with students." This theme reflects the role of teachers' relations with students in critical pedagogy-based teacher effectiveness.

This theme is supported by quotations from the participants, providing their views about the association between teacher effectiveness and teacher-students relations. Participant 15 (P15) stated: "Teachers should make a warm relationship with students by greeting them, laughing with them, and so on. It enhances their success in teaching." P2's belief is that warm relations are key to teacher effectiveness.

Participant 4 (P4) attested to the significance of class relations in critical pedagogy-based teacher effectiveness, expressing: "relations which are formed in the class between teacher and students are very important in critical pedagogy. In critical pedagogy, even language learning itself is a social activity. Based on this, teachers must build good relations with students." P4's viewpoint underscores the emphasis of critical pedagogy on class relations.

Participant 11 (P11) discussed how relations lead to teaching effectiveness, stating: "what is more important of teachers' teaching principles is their relations in the classroom. Students judge teachers based on their behavior. This is why teachers should have conducive relations with students." P7's perspective highlights the point that teachers' relations are more important than the strategies and methods of their teaching.

Theme 4: Flexibility in Teaching/Assessment Methods

The fourth recurring theme, "Flexibility in Teaching/Assessment Methods" highlights contribution of teachers' flexibility in their teaching or assessment methods to their teaching effectiveness. Participant 17 (P17) noted this, expressing: "teachers should use various teaching methods. MALL, CALL and similar methods are good strategies to use diversity in teaching."

Participant 9 (P9) echoed this sentiment in this quotation: "I ascribe the adjective of effective to teachers who respect diversity in their teaching. Critical pedagogy is deeply concerned with diversity and its potentials in high quality teaching."

Participant 6 (P6) highlighted the same view, stating: "teacher effectiveness means teaching and assessing students' learning through different methods. If teachers just stick to one or two teaching or evaluation method, they are not moving in the path of critical pedagogy."

This theme, in sum, emphasizes that teachers should not make themselves constrained to a specific teaching/assessment method. The rationale behind this theme is that critical pedagogy is concerned with diversity.

Theme 5: Making Classes Student-Centered

The fifth recurring theme, "Making Classes Student-Centered", emphasizes the shift towards student-centered classes from teacher-centered ones. Participant 14 (P14) highlighted that teachers should make their best to make classes student-centered, stating: "The time has reached for teachers to use student-centeredness in their class. Teachers should accept the reality that teacher-centeredness has come to its end." According to this quotation, a shift of paradigm is supported by critical pedagogy from teacher-centeredness to student-centeredness.

Participant 12 (P12) stressed the need for EFL classes to be made student-centered if teachers seek to increase their effectiveness of teaching, stating: "teachers should inevitably build student-centered classes through technological methods. In this way, they can expect teacher effectiveness with a high probability level."

Participant 19 (P19) described her view of critical pedagogy-based teacher effectiveness as tied to student-centered teaching, stating: "students have changed remarkably. Critical pedagogy has rightly recognized this. They do not like lecture-based classes any more. Thus, to be regarded as effective teachers, EFL teachers should put lecturing aside."

Theme 6: Cooperative Teaching

The sixth recurring theme, "Increasing Learners' Motivation", underscores the association between teacher effectiveness and cooperative teaching, according to the principles of critical pedagogy.

Participant 1 (P1) shared this view, stating: "Teachers should enhance their effectiveness by generating cooperation between themselves and their colleagues in the teaching process. The involvement of colleagues in teaching affairs enhances teaching effectiveness."

Participant 17 (P17) linked teacher effectiveness to cooperative teaching, discussing: "an important element of teaching effectiveness is cooperative teaching. Critical pedagogy has admitted the importance of collaboration in achieving goals. I think collaboration among teachers in the form of team teaching."

Participant 13 (P13) acknowledged the significance of cooperative teaching in teacher effectiveness, expressing: "co-teaching is a significant factor in teacher effectiveness. My belief is that one hand has no sound. This means that teachers' cooperation with each other influence their effectiveness in teaching."

Theme 7: Facilitating Students' Learning

The seventh recurrent theme, "Facilitating Students' Learning", emphasizes the role of teachers as learning facilitators, congruent with critical pedagogy principles.

Participant 18 (P18) recognized the importance of this role of teachers in teaching effectiveness, stating: "teachers should be facilitators of students' learning by utilizing various advancements in education. This makes their teaching more effective for students."

Participant 2 (P2) noted the relationship between teaching success and facilitating role of teachers, stating: "Teachers should be facilitators of learning rather than learning dictators. Students should be helped to learn more easily by teachers. this is a technique for teacher success. They should support students' learning by different strategies."

Participant 10 (P10) echoed a similar sentiment, discussing: "in critical pedagogy school, teachers are not controllers of students any more. But they are here to facilitate learning for learners. This leads to several positive outcomes including teaching effectiveness."



Theme 8: Being Aware of the Last Achievements in the Field of TEFL

The eighth recurring theme, "Being Aware of the Last Achievements in the Field of TEFL", underscores teachers' awareness of the new advancements in the field as a key contributor to teaching effectiveness.

Participant 14 (P14) expressed teachers' awareness of new educational achievements as a factor influencing their effectiveness of teaching, stating: "Teachers' teaching effectiveness passes through different factors one of which is awareness of the recent achievements in the language teaching field. My idea is that the role of new innovations in the field of teaching is a cornerstone of critical pedagogy."

Participant 7 (P7) shared that using new findings in EFL teaching is effective on teacher effectiveness, stating: "to me, teachers are required to use new research findings in their profession to increase their own teaching effectiveness. For example, they can use search motors to download new papers published in their field."

Participant 3 (P3) referred to the contribution of new advancements to critical pedagogy-based teacher effectiveness, expressing: "critical pedagogy theory emphasizes innovation and newness. I feel teachers should take this into account when teaching EFL. This contributes to higher effectiveness of their work."

Theme 9: Generating Equal Opportunities for All Students in the Class

The ninth recurring theme, "Generating Equal Opportunities for All Students in the Class", highlights that effective teachers, based on critical pedagogy, are those who generate equal opportunities for all students in the class. Participant 10 (P10) expressed equal learning opportunities as a right of students that is well recognized by an effective teacher, stating: "every student has the right to be provided with the opportunities which are available to other students. If a teacher recognizes this, he can claim that he is an effective teacher."

Participant 9 (P9) also regarded equal class opportunities as a concern of effective teachers, stating: "an effective teacher is concerned with providing equal opportunities for all the students. This is justified by the emphasis of critical pedagogy on the lack of bias and discrimination."

Participant 12 (P12) perceived the equality of learning opportunities as a main issue for effective teachers, expressing: "an effective teacher pays attention to the equality of learning opportunities. No student should be lagged behind others for personal reasons."

Theme 10: Teaching Students Problem Posing Skills

The tenth recurring theme, "Teaching Students Problem Posing Skills", highlights how teaching problem posing skills is a feature of effective teachers, in the light of critical pedagogy.

Participant 20 (P20) noted that teaching effectively involves teaching problem solving skills, stating: "Teaching effectively based on critical pedagogy involves teaching problem posing skills so that students can raise problems independently."

Participant 9 (P9) emphasized the importance of incorporating problem posing skills in teaching effectively, discussing: "teaching effectively is not separate from problem posing skills, at least when critical pedagogy is going to be the basis of teaching. Students are needed to learn how to pose problems."

Participant 17 (P17) discussed the need for students to be trained on problem posing skills as a requirement of effective teaching, stating: "effective teaching involves students' learning to express problematic issues which preoccupy their minds. As supported by critical pedagogy, learners must be empowered with regard to problem posing skills."

Theme 11: Teaching Students Critical Thinking Skills

The eleventh recurring theme, "Teaching Students Critical Thinking Skills", highlights that effective teachers teach students how to think critically.

Participant 2(P2) noted that criticality and critical pedagogy are tightly intermingled, stating: "critical pedagogy is seriously concerned with critical thinking. Teacher effectiveness cannot be positively judged without teaching critical thinking skills."

Participant 13 (P13) emphasized the importance of critical thinking in effective teaching, discussing: "I think effective teaching is achieved if students are taught critical thinking. They should be instructed on the strategies of thinking critically."

Participant 5 (P5) discussed the need for teachers' emphasis on critical thinking, stating: "In the critical pedagogy-based teaching, it is a must for teachers to put emphasis on critical thinking. This has a high effect on students' success in learning."

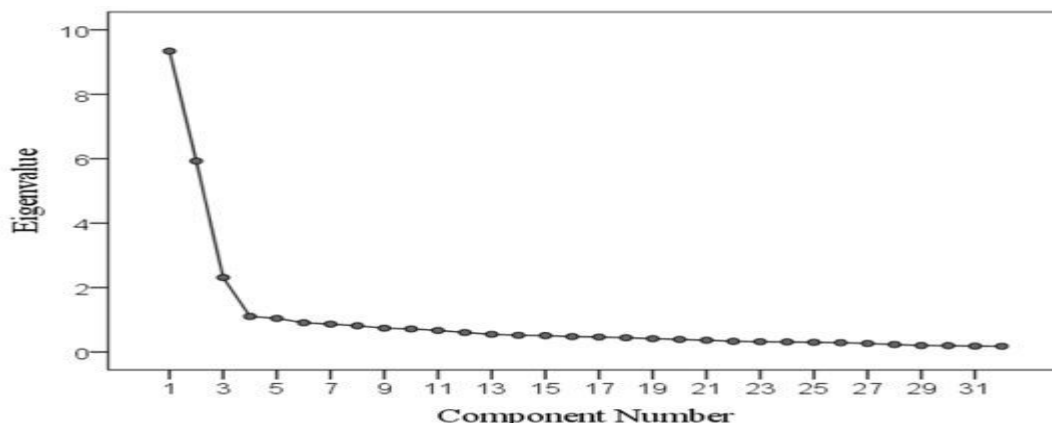
Then, by merging the similar themes into a main theme, three main components of a Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian English Teachers (See Appendix) were extracted including pedagogical effectiveness, socio-cultural effectiveness, and empowering effectiveness. Then, for each component, a series of items were generated referring to the quotations from interviews. The developed items were reviewed several times so that their accuracy is checked and repeated items can be omitted. Thereafter, to check the content validity of the scale, a panel of five experts in Teaching English as a Foreign Language (TEFL) were selected and asked to consider the items, and give their suggestions and comments for each item. After the thorough analysis of the experts' opinion on the items' clarity and readability, some items were revised in the wording. The final scale was developed in 42 Likert items in three sub-scales including pedagogical effectiveness (items 1 to 23), socio-cultural effectiveness (items 24 to 33), and empowering effectiveness (items 34 to 42). It was designed in a four-point Likert range from 1= strongly disagree to 4= strongly agree.

To answer the second research question, the developed Critical Pedagogy-based Teacher Effectiveness Scale for Iranian EFL Teachers was filled by the participants of the quantitative phase to be validated. Filling out this questionnaire lasted about 35 minutes. For the convenience of the participants, the Google Form of the questionnaire was prepared and its link was distributed among the respondents in WhatsApp and Telegram.

In order to explore the factor structure of the Critical Pedagogy-based Teacher Effectiveness Scale for Iranian EFL teachers, the 42 items developed were subjected to principal factor extraction with Varimax rotation. The scree test, which plots eigenvalues against factors followed by parallel analysis, was used to determine the exact number of factors. In Figure 1, the result of scree test is presented.

Figure 1

The Result of Scree Test



As seen in the Figure 1, a three-factor solution makes sense. To determine more precisely the number of factors, the parallel analysis script available in the SPSS software was used. The results of parallel analysis are presented in Table 1.

Table 1*The Results of Parallel Analysis*

Component number	E.A	M.E.R	Decision
1	<u>9.67</u>	8.16	Accept
2	<u>5.91</u>	3.45	Accept
3	<u>2.29</u>	1.01	Accept

E.A = the eigenvalues derived from the actual data. M.E.R = the mean eigenvalues derived from the random data

As shown in the Table 1, in all three factors the eigenvalues derived from the actual data is greater than the mean eigenvalues derived from the random data. so a tree factor solution was maintained.

To ensure that EFA is appropriate for the data, the Kaiser-Meyer-Olkin and Bartlett's test of sphericity were conducted. The results are shown in Table 2.

Table 2*KMO and Bartlett's Test*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.753
Bartlett's Test of Sphericity	Approx. Chi-Square	2741.948
	df	395
	Sig.	0.0001

As indicated in the Table 2, the KMO measure is greater than 0.60 (0.753), which is an indicator of content sampling adequacy. In addition, Bartlett's test is significant at the 0.01 level ($\chi^2 = 2741.948$, $P = 0.0001$), indicating that there is sufficient correlation between the items to warrant the use of EFA. The result of EFA is shown in Table 3.

Table 3*The Results of EFA*

Critical Pedagogy-Based Teacher Effectiveness Scale					
Pedagogical effectiveness		Socio-cultural effectiveness		Empowering effectiveness	
Items	Factor loading	Items	Factor loading	Items	Factor loading
1	0.72	24	0.65	34	0.61
2	0.51	25	0.49	35	0.48
3	0.48	26	0.72	36	0.57
4	0.13	27	0.53	37	0.50
5	0.41	28	0.47	38	0.49
6	0.50	29	0.12	39	0.77
7	0.65	30	0.66	40	0.64
8	0.09	31	0.52	41	0.55

9	0.24	32	0.63	42	0.47
10	0.57	33	0.70		
11	0.60				
12	0.69				
13	0.56				
14	0.71				
15	0.64				
16	0.02				
17	0.43				
18	0.49				
19	0.55				
20	0.47				
21	0.12				
22	0.41				
23	0.54				

The results presented in the Table 3 indicate that the items measured three factors: Pedagogical Effectiveness, Socio-cultural Effectiveness and Empowering Effectiveness. Six items with factor loadings lower than 0.40 on their respective factor were omitted (items 4, 8, 9, 16 and 21 relevant to pedagogical effectiveness, item 29 relevant to Socio-cultural effectiveness). These three factors explained 47 % of the total variance that existed in the critical pedagogy-based scale.

In second phase of validation, the goodness of fit of developed scale with the data was examined by CFA available in the AMOS24 package. The results of CFA are presented in Figure 2.

Table 5

Cronbach's Alpha Coefficients for the Critical Pedagogy-Based Teacher Effectiveness Scale

Critical Pedagogy-Based Teacher Effectiveness Scale	Number of items	Alpha coefficients
Pedagogical effectiveness	18	0.89
Socio-cultural effectiveness	9	0.75
Empowering effectiveness	9	0.72
total	36	0.91

As shown in the Table 5, the Critical Pedagogy-Based Teacher Effectiveness Scale has acceptable reliability. The alpha coefficients for pedagogical effectiveness, socio-cultural effectiveness and empowering effectiveness are 0.89, 0.75, and 0.72, respectively. The total alpha coefficient is greater than 0.90 (0.91), indicating that the Critical Pedagogy-Based Teacher Effectiveness Scale is reliable.

Discussion

This study sought to develop and validate a Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian English Teachers. The scale was developed in 42 Likert items in three sub-scales including pedagogical effectiveness (items 1 to 23), socio-cultural effectiveness (items 24 to 33), and empowering effectiveness (items 34 to 42) in a four-point Likert range from 1= strongly disagree to

4= strongly agree. However, after running EFA, six items (items 4, 8, 9, 16 and 21 related to pedagogical effectiveness, item 29 related to Socio-cultural effectiveness) were omitted. According to the results of EFA, CFA, and Cronbach's Alpha test, the Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian English Teachers is valid and reliable.

The developed Critical Pedagogy-Based Teacher Effectiveness Scale for Iranian English Teachers resonates with the results of the studies by Abdeli Soltan Ahmadi and Sadeghi (2016), Colombo (2013), Daryai-Hansen et al. (2015), and Sadeghi (2012). It is also consistent with the results of Colombo (2013), Honnett (1992), and Taylor (1992). Furthermore, it is supported by the studies of Adams (2004), Aikman and Unterhalter (2007), Gollnick and Chinn (2002), Mohammadi, et al. (2016), Mostafazadeh, et al. (2015), Sadeghi (2012), Subrahmanian (2005), UNESCO (2003), Unterhalter (2007), and Wilson (2003).

To interpret the findings, the scale developed in the present study are reflective of how critical pedagogy can be utilized at the service of EFL teacher effectiveness or effective EFL teaching. Indeed, Paying Attention to Students' Needs, Being Aware of Students' Goals in English Learning, Flexibility in Teaching/Assessment Methods, Generating Equal Opportunities for All Students in the Class, Teaching Students Problem Posing Skills, and Teaching Students Critical Thinking Skills are among the main tenets of critical pedagogy (Colombo, 2013). Furthermore, Friendly Relations with Students, Making Classes Student-Centered, Cooperative Teaching, Facilitating Students' Learning, and Being Aware of the Last Achievements in the Field of TEFL are also indirectly emphasized in critical pedagogy under a variety of concepts including social consciousness raising, learner empowerment, and alignment with globalization (Abdeli Soltan Ahmadi & Sadeghi, 2016). In addition, enhancing communication skills of students, teaching based on the needs and goals of students, and providing equal discrimination-free learning opportunities are in opposition to banking system of education and therefore, congruent with critical pedagogy (Gollnick & Chinn, 2002).

EFL teachers who teach based on these issues are effective in teaching, based on critical pedagogy (Wilson, 2003). When a teacher seeks to attain effectiveness in light of critical pedagogy, he/she must inevitably follow the tenets of critical pedagogy in EFL teaching. Going beyond banking teaching, being involved with students' critical thinking and problem posing skills, teaching as free from subjectivity and bias, making learning easier for students, and taking advantage of others' views are what make teaching critical pedagogy-laden and transformative (Adams, 2004). In sum, critical pedagogy-based teacher effectiveness passes through the channel of critical pedagogy principles and tenets. No one can claim that he or she is teaching EFL effectively in line with critical pedagogy without manifesting or representing critical pedagogy in his/her teaching and assessment methods and strategies, classroom behaviors, social interactions, and so on.

Conclusions

In line with the findings of the study, it can be concluded that critical pedagogy-based teacher effectiveness is a multi-faceted phenomenon. It revolves around several factors including pedagogical factors, student-related factors, classroom management factors, and strategical factors. Under pedagogical factors, such factors as Flexibility in Teaching/Assessment Methods, Cooperative Teaching, and Being Aware of the Last Achievements in the Field of TEFL are placed. Student-related factors include Paying Attention to Students' Needs, Being Aware of Students' Goals in English Learning, Friendly Relations with Students, Making Classes Student-Centered, Facilitating Students' Learning, and Generating Equal Opportunities for All Students in the Class. Last but not least, strategical factors refer to Teaching Students Problem Posing Skills, and Teaching Students Critical Thinking Skills.

In sum, it is concluded that EFL teachers should take different factors into account in seeking to achieve critical pedagogy-based teacher effectiveness. Given that critical pedagogy as a theory is broad in theory and practice, implementing its principles in EFL teaching requires a bulk of knowledge, research, experience and training. This implies that critical pedagogy-based teacher effectiveness does not occur overnight. But EFL teachers are needed to enhance their critical pedagogy knowledge base, make their teaching practices consistent with the principles of critical pedagogy, conduct research on this research area, and benefit from critical pedagogy-based training and educational programs.

Implications and Suggestions for Further Research

The findings may engage different groups of stakeholders. EFL teachers can take useful insights from the findings and follow them in their teaching to achieve critical pedagogy-based teacher effectiveness. EFL teacher education policy makers may revise the leading policies of the current teacher education programs in Iran based on the findings of this study. EFL teacher education instructors can emphasize the themes extracted in this study in teaching student teachers so that they become more familiar and equipped with critical pedagogy-based teacher effectiveness. EFL learners benefit from this study because teacher effectiveness enhances their English achievement significantly.

Taking limitations and delimitations of this study, future researchers can triangulate the data collected in this study by other tools including reflective journals, open-ended questionnaires, diaries, etc. Moreover, investigating the role of such factors as age, education, experience and cultural backgrounds of teachers in the findings may reveal untouched aspects of Iranian EFL teachers' perceptions of critical pedagogy-based teacher effectiveness.

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Appendix

A Critical Pedagogy-based Teacher Effectiveness Scale for Iranian EFL Teachers

Dear respondent! please fill the next questionnaire patiently.

Number	Sub-scales	Items	1= strongly disagree	2= slightly disagree	3= slightly agree	4= strongly agree
1	Pedagogical effectiveness	teacher pays attention to students' needs				
2		teacher is aware of students' goals in English learning				
3		teacher has friendly relations with students				
4		teachers recognizes retarded students				
5		teacher is flexible in his/her teaching/assessment methods				
6		teacher's lesson plans are developed based on diversity and variety				
7		teacher tries to make classes student-centered in teaching and assessment procedures				
8		teacher justifies students on whatever is taught and implemented in the class				
9		teacher uses technology in his/her class				



10		teacher teaches cooperatively				
11		teacher facilitates students' learning				
12		teacher is aware of the last achievements in the field of TEFL				
13		teacher avoids discrimination by generating equal opportunities for all students in the class				
14		teacher tries to engage students in developing educational materials				
15		teacher uses different strategies to enhance students' self-confidence and self-esteem				
16		teacher teaches the contents that reflect diversity in religion, culture, attitude, etc.				
17		teacher teaches the contents that reflect different selves and identities				
18		teacher teaches the contents that reflect rejection of hegemony of specific languages, cultures or religions				
19		teacher teaches the contents that reflect the views and cultures of both minority and				



		majority groups				
20		teacher teaches the contents that reflects the rejection of prejudice and closed-mindedness				
21		teacher teaches the contents that reflect the power of peace, negotiation and discussion				
22		teacher teaches the contents that reflect the disadvantages of pride, discrimination and sexism				
23		teacher teaches the contents that reflect the advantages of variety and diversity in different works				
24	Socio-cultural effectiveness	teacher helps students solve their social problems				
25		teacher teaches social skills to students				
26		teacher teaches students how they can become better social citizens by modeling good social behaviors				
27		teacher teaches cultural differences to students				
28		teacher teaches students social				



		regulations and norms				
29		teacher teaches students how they can build conducive social relations with others				
30		teacher teaches students to like and help their family and friends				
31		teacher encourages students to behave peacefully and optimistically with others				
32		Teacher teaches students to help others solve their problems				
33		Teacher teaches students to accept different cultures and cultural differences				
34	Empowering effectiveness	teacher teaches students to learn question posing skills				
35		teacher teaches students to be prepared for critical challenges in life				
36		teacher teaches students different problem posing and problem solving skills and strategies				
37		teacher teaches students to be curious				
38		teacher teaches students the skill				



		of understanding, analyzing and synthesizing different matters				
39		teacher teaches students to accept things with reason				
40		Teacher teaches students how to think reasonably and beautifully at the same time				
41		teacher teaches students how to think critically				
42		teacher teaches students about democracy and its advantages in global village				



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