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CRITICAL PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE: VIEWS AND ATTITUDES OF EFL TEACHERS FROM SERBIA

ABSTRACT: This research aims at identifying the extent to which principles of critical pedagogy guide Serbian EFL teachers' decisions related to the course, the materials, the syllabus and the roles they assume in the classroom. To that end, a total of 116 EFL teachers completed the *Context-Specific Teacher Critical Pedagogy Questionnaire – CSTCPQ* (Roohani, Hashemian & Haghparast 2016). The goal of the analysis is to determine whether the teachers' philosophical orientation, their gender, level of education, years of teaching experience, type of institution they work in and the average size of class they teach in have effect on the classroom-related choice they make. The results show that the teachers with positive attitudes towards the principles of critical pedagogy, those with six to ten years of teaching experience, working with groups of six to ten students tend to organize their teaching so that it facilitates the development of active citizens who seek justice and emancipation.

Key words: critical pedagogy, power relations, philosophical orientation, English as a foreign language, Serbian EFL teachers.

KRITIČKA PEDAGOGIJA ENGLESKOG JEZIKA KAO STRANOG: STAVOVI NASTAVNIKA IZ SRBIJE

APSTRAKT: Ovo istraživanje ima za cilj da ustanovi u kojoj meri se nastavnici engleskog jezika kao strang vode principima kritičke pedagogije kada donose odluke u vezi sa predmetom, materijalima, nastavnim planom i ulogama koje preuzimaju u učionici. U tom cilju, ukupno 116 nastavnika engleskog kao strang popunilo je Upitnik kritičke pedagogije u konkretnom kontekstu (Roohani, Hashemian & Haghparast 2016). Cilj analize je da se utvrdi da li filozofska orijentacija nastavnika, njihov pol, stepen obrazovanja, godine nastavnog iskustva, tip institucije u kojoj rade i prosečna veličina odeljenja u kome predaju utiču na odluke koje donose u učionici. Rezultati pokazuju da nastavnici sa pozitivnim stavovima prema principima kritičke pedagogije, oni sa šest do deset godina iskustva u nastavi, i koji rade s grupama od šest do deset učenika, teže da svoju nastavu organizuju tako da podstiče razvoj aktivnih građana koji teže pravdi i emancipaciji.

Ključne reči: kritička pedagogija, odnosi moći, filozofska orijentacija, engleski kao strani, nastavnici engleskog kao strang.

1. INTRODUCTION

Critical pedagogy is an approach to education that seeks to transform oppressive structures in society using democratic and activist approaches to teaching and learning (Braa & Callero 2006; Darder, Baltodano & Torres 2003; Freire 2000). It is "based on the premise education can make the world a better place" (Jeyaraj & Harland 2014: 344) and as such its goal is to support the development of active citizens in recognizing the power relations embedded in society. Twenty years ago, even though a large body of work on critical pedagogy had already been accrued (e.g. Apple 1990; Kaufman 2002; Mayo 1999; McLaren 2003), the majority of mainstream responses by practitioners and researchers deemed the efforts to achieve change not only difficult, but rather impossible (Crookes 2013). Today, scholars of social movements believe that recent social and cultural changes brought about by the development of technology and ease of access to information have created a social movement society (van Stekelenburg & Klandermans 2009). In light of these world-wide movements that make profound claims for more equality and social change (e.g. #MeToo, Black Lives Matter, Occupy Wall Street, but also movements in Serbia such as Kreni-Promeni and Ne davimo Beograd), it could be argued that, if we strive to equip our students with the tools for lifelong learning, the efforts to achieve change are no longer impossible as they were seen twenty years ago, but have, in fact, become inevitable. These considerations are particularly relevant in foreign language teaching as language and culture are inextricably bound and, to become truly proficient in a foreign language, a student must also become a competent user of the foreign language culture. This research aims at identifying the extent to which principles of critical pedagogy guide Serbian EFL teachers' decisions related to the course, the materials, the syllabus and the roles they assume in the classroom. To that end, a total of 116 EFL teachers completed the *Context-Specific Teacher Critical Pedagogy Questionnaire – CSTCPQ* (Roohani, Hashemian & Haghparast 2016). The goal of the analysis was to determine whether the teachers' philosophical orientation, their gender, level of education, years of teaching experience, type of institution they work in and the average size of class they teach in have effect on the classroom-related choices they make.

2. THEORETICAL BACKGROUND

Critical pedagogy "seeks to understand and critique the historical and sociopolitical context of schooling and to develop pedagogical practices that aim not only to change the nature of schooling, but also the wider society" (Pennycook 1999: 33). In order to achieve this, it is essential that instruction moves away from teacher-and-text-centred curricula and towards students' interests and their identities, so that the development of a critical mind-set in students becomes possible (Mahmoodarabi & Khodabakhsh 2015).

The term critical pedagogy is associated with the work of Paulo Freire and his seminal *Pedagogy of the Oppressed* (2000, first published in 1968). From a social-constructivist perspective, Freire (2000) contrasts the idea of education as an act of "depositing" (p. 72), according to which the purpose of education is to instil content, detached from reality that engendered it, in students that act as depositories, with "liberating education" (p. 72) in which the hierarchy of the teacher-student relationship is reduced and the dialogic nature of learning and classroom interactions forms the basis for the development of critical consciousness and real-world transformative interventions (p. 73). Programmes and courses that are based on the principles of critical pedagogy strive towards establishing a setting in which students are able to use the skills they develop during classes to critically assess their place in society, understand the mechanisms based on which different assumptions and biases might put them at risk and challenge the status quo (Degener 2001).

A distinction should be made between the term 'critical' from the perspective of the critical-thinking tradition, on the one hand, and critical pedagogy, on the other. While the former is primarily concerned with epistemic adequacy, i.e. showing one can recognize faulty arguments, claims that lack evidence or appeal to unreliable sources (Burbules & Berk 1999), the latter begins from an altogether different set of assumptions. Critical pedagogy adopts a transformative world-view (Creswell & Creswell 2003), viewing the claims that learners make in their response to issues regarding social justice "not as propositions to be assessed for their truth value, but as expressions of power that function to re-inscribe and perpetuate social inequalities" (Bailey 2017: 6).

These considerations are particularly relevant in foreign language teaching, as language and culture are inextricably bound and, to become truly proficient in a foreign language, a student must also learn the practices, values and rules of the foreign language culture. EFL teaching in an expanding circle country is largely

based on the curricula planned with respect to the guidelines of CEFR and implemented using coursebooks published either solely by large international publishers or in cooperation with smaller local publishers. Depending on the publication, the (in)visible power relations permeating the content of the lesson can potentially foster stereotypes, prejudice and the acceptance of social inequality. It is not only in the lesson aims, materials and methods, however, that power in the classroom resides. In fact, Pawelczyk, Pakuła and Sunderland (2014) point out that all the participants in the learning process, both teachers and students, act as 'vehicles of power', being in the position to both enact power, but also to contest it in every interaction (Mills 2002). In this fluid model of power, discourse has a central role as it can be used to both reinforce and undermine power. This further means that the teacher can challenge power relations promoted by the EFL textbook, but also offer alternative discourses – these can be, in turn, accepted or resisted by the students (Pawelczyk, Pakuła & Sunderland 2014). In other words, language has constitutive power in the EFL classroom, as it can be used to expose social inequalities and discriminatory practices and to transform values (Fairclough 1992). This, accordingly, means that every classroom interaction can potentially be highly complex and dynamic, becoming, in the true Freirean sense, dialogic and involving every classroom participant at every level, including teacher-student interactions, student-student interactions and textbook analyses (Pawelczyk, Pakuła & Sunderland 2014).

In the tradition of critical pedagogy, EFL teachers can, therefore, rely on published textbooks attempting to navigate their hegemonic content or, in dialogue with students, they can bring in their own selection of materials. The quality of learning based on the materials produced in such a way heavily relies on the teacher's own ability to recognize power relations which, by design, want to remain hidden, thereby putting in focus one of the main reasons that critical pedagogy practices are so difficult to enforce (Crookes 2013). It, nonetheless, further illustrates the necessity of active engagement of both the teacher and the students in all aspects of classroom practice with the adoption of a true student-centred approach to EFL teaching.

This research focuses on identifying the extent to which principles of critical pedagogy guide Serbian EFL teachers' decisions related to the course, the materials, the syllabus and the roles they assume in the classroom.

3. METHOD

This investigatoin employed survey methodology to investigate Serbian EFL teachers' attitudes regarding the principles of critical pedagogy and to ascertain which individual and occupational factors have effects on their attitudes.

3.1. Participants

For the purposes of this study, a random sample of EFL teachers was recruited online through various Facebook groups. A total of 116 teachers (20 male and 96 female teachers) volunteered to fill out an online questionnaire. The mean age of the respondents was 40.45, with their ages ranging from 23 to 63. Around a third of the respondents had a BA level of education (N=31), the majority had an MA level of education (N=73), while a smaller number of participants had a PhD degree (N=11).

In light of the aim of this research, of special interest were also the size of the class and the type of school in which the teachers taught, as well as the age of their students. The collected data shows that the size of the class varied greatly, with some teachers working with three students, while others working with fifty (average size of the class was 24.2). The majority of the teachers worked in a public school (N=80), with twenty teachers working in a private school, and six teachers working in both. The age of their students ranged from 7 to 40, with mean age of 18.8.

3.2. Instrument

The instrument used in this research was the *Context-Specific Teacher Critical Pedagogy Questionnaire* (*CSTCPQ*) by Roohani, Hashemian and Haghparast (2016). This is a five-factor questionnaire which aims at assessing the degree of critical pedagogy practiced in the classroom by L2 teachers. The factors under investigation include:
1. programme structure, which refers to teachers' beliefs that the syllabus should (not) take into account students' social and cultural experiences (example item: "The students' future needs and interests are considered when I organize my class agendas"),
2. syllabus and materials, which refers to the teachers' dependence on institutional norms and their belief that students should (not) be included in

the planning process (example item: "In my teaching, I try to follow the pre-set syllabus and text books", reverse coded),

3. teacher development, which refers to teachers' belief that instruction should (not) answer to individual students' needs and their real lives (example item: "I try to connect my instruction to the real lives of my students"),

4. teacher-student relationship, which refers to the roles teachers assume in the classroom, including the roles of controller, director, manager, facilitator and resource (example item: "My goal is for my students to obediently follow what I ask them to do in the classroom", reverse coded), and

5. evaluation, which refers to whether teachers practise summative and/or formative assessment in their classrooms (example item: "I evaluate my students only at the end of the term", reverse coded).

The questionnaire further collects data on the variable of philosophical orientation, which refers to teachers' beliefs that a language course should (not) empower students to negotiate society's realities and critically analyse and transform their position in society (example item: "I motivate my students to think critically about their own culture or previous experiences in life").

The questionnaire includes a total of 35 statements, which the respondents rate on a 5-point Likert scale ranging from 1 – 'strongly disagree' to 5 – 'strongly agree'. Validity and reliability of the questionnaire have been confirmed by its original authors (Roohani, Hashemian and Haghparast 2016). In addition to this, the questionnaire also included questions about the demographic characteristics of the participants, including their gender, age and level of education, and relevant occupational information, including the size of the class and the type of school (public, private or both) they work in. A full version of the questionnaire is available at https://forms.gle/TYYHjsQaaZfLKy257.

3.3. Variables

In order to answer the research question, this research included a number of independent and dependent variables.

The dependent variables were operationalized by calculating mean scores of the following five factors: programme structure, syllabus and materials, teacher development, teacher-student relationship and evaluation.

The independent variables, i.e. those that were hypothesized to have the power to explain and predict variation in dependent variables, were philosophical

orientation, teaching experience, class size, level of education and type of educational institution.

3.4. Procedure

The collection of data took place online, via Google Forms, in October 2021. The participants were recruited through various Facebook groups that bring together EFL teachers in Serbia. Of initial 124 forms that were returned, a total of 8 had to be discarded since they contained missing data.

In order to analyse the results, descriptive and inferential statistical tests were applied using SPSS 25 statistics software.

4. RESULTS

Following the presentation of the results of descriptive tests, the results in this section will be given in the order of the inferential tests that were applied in the analysis of data. First, the results of testing differences in mean scores of dependent variables relative to the levels in individual independent variables will be presented, including the results of independent samples t-test and one-way ANOVAs. This will be followed by the results of a factorial, multivariate ANOVA, which will test the effects of independent variables on the dependent variables, including the potential interaction effects.

Table 1 includes the results of descriptive analyses performed on the independent variable of philosophical orientation, and the five dependent variables (programme structure, syllabus and materials, teacher development, teacher-student relationship and evaluation).

	Mean	SD	Skewness	Kurtosis

			Statistic	Std. Error	Statistic	Std. Error
Philosophical orientation	3.96	0.41	-0.184	0.225	-0.218	0.446
Programme structure	3.94	0.45	-0.167	0.225	-0.215	0.446
Syllabus and materials	3.53	0.55	0.119	0.225	0.173	0.446
Teacher development	4.21	0.53	-0.336	0.225	-0.519	0.446
Teacher-student relationship	4.03	0.50	-0.498	0.225	0.805	0.446
Evaluation	4.28	0.47	-0.451	0.225	-0.432	0.446

Table 1. Descriptive statistics

The mean value for the independent variable of philosophical orientation is 3.96, which is considered a high value. An inspection of the mean values of dependent variables reveals that the lowest score of 3.53 has been found with syllabus and materials and the highest of 4.28 with evaluation. All of the scores for dependent variables can be treated as high (above 3.6), except with respect to the variable of syllabus and materials, as suggested by Oxford and Burry-Stock (1995) and Mokhtari and Sheorey (2002). The indices of skewness and kurtosis are between -0.519 and 0.805, which is considered acceptable in proving normal univariate distribution (George & Mallery 2010).

Following an initial analysis by means of an independent samples t-test for the variables of gender (two levels: male and female teachers) and philosophical orientation (mean values transformed into a two-level solution, with the cut-off point provided by the median score, resulting in teachers with positive and teachers with negative attitudes), and a one-way ANOVA for the variables of the level of education (three levels: BA, MA and PhD), type of institution (three levels: public school, private school, both), teaching experience (four levels: 1-5 years, 6-10 years, 11-20 years, 21 years and more) and class size (five levels: 1-5 students, 6-10 students, 11-20 students, 21-30 students and 31-50 students), the following three variables were not found to be statistically significantly related to dependent variables: gender (programme structure: $t=.734$, $p=.463$, syllabus and materials: $t=-.780$, $p=.437$, teacher development: $t=-1.814$, $p=.072$, teacher-student relationship: $t=1.209$, $p=.229$, evaluation: $t=.688$, $p=.493$), level of education (programme structure: $F=.851$, $p=.430$, syllabus and materials: $F=1.103$, $p=.336$, teacher development: $F=.062$, $p=.940$, teacher-student relationship: $F=.025$, $p=.976$, evaluation: $F=.015$, $p=.985$) and type of institution (programme structure: $F=2.310$, $p=.104$, syllabus and materials: $F=.570$, $p=.567$, teacher development: $F=2.859$, $p=.062$, teacher-student relationship: $F=.050$, $p=.951$, evaluation: $F=.883$, $p=.416$).

The remaining three independent variables (philosophical orientation, class size and teaching experience) returned significant results and were, therefore, included in a factorial MANOVA in order to test their effects on the dependent variables. Before the MANOVA was conducted, a series of Pearson's correlations were carried out between all of the dependent variables to check the MANOVA assumption of medium level multicollinearity (Meyer, Gampst & Guariono 2006). The results in Table 2 indicate that a meaningful pattern of medium-strength correlations was observed between all of the dependent variables, suggesting the appropriateness of a MANOVA.

		1	2	3	4	5
1	Programme structure					
2	Syllabus and materials	.598**				
3	Teacher development	.452**	.520**			
4	Teacher-student relationship	.583**	.613**	.528**		
5	Evaluation	.371**	.358**	.360**	.419**	
. Correlation is significant at the 0.01 level (2-tailed).						

Table 2. Pearson's correlation coefficients between different aspects of critical pedagogy

The results of a multivariate factorial ANOVA are shown in Table 3.

Effect	Pillai's Trace	F	p	η_p^2
Philosophical orientation	.234	4.839	.001	.234
Teaching experience	.157	2.959	.039	.113
Class size	.195	3.237	.010	.163
Philosophical orientation * Teaching experience	.095	.532	.921	.032
Philosophical orientation * Class size	.114	.482	.972	.029
Teaching experience * Class size	.661	1.149	.227	.132
Philosophical orientation * Teaching experience * Class size	.142	.604	.909	.036

Table 3. Main and interaction effects of philosophical orientation, teaching experience and class size teachers' attitudes towards critical pedagogy practices

Statistically significant main effects were discovered for the variables of philosophical orientation (Pillai's trace=.234, $F_{5,\ 79}$=4.839, p=.001), teaching experience (Pillai's trace=.157, $F_{5,\ 81}$=2.959, p=.039) and class size (Pillai's trace=.195, $F_{5,83}$=3.237, p=.010). The analysis did not return any significant results

with respect to the interaction effects of the three investigated independent variables.

Univariate *F* tests and effect sizes further revealed significant mean differences for individual dependent variables (Table 4). In investigating the effect of philosophical orientation, all ANOVAs were statistically significant, except with respect to the variable of evaluation, where no significant differences were discovered between teachers who scored high on philosophical orientation and those who scored low. Effect sizes ranged from small (η_p^2=.049) to large (η_p^2=.222), with teachers who had more positive attitudes towards their role in empowering students to negotiate the society's realities and critically analyse and transform their position in society scoring higher on four out of five dependent variables compared to the teachers with negative attitudes.

		Programme structure	Syllabus and materials	Teacher development	Teacher-student relationship	Evaluation
Philosophical orientation	*F*	4.306	11.357	6.635	2.738	23.692
	p	.041	.001	.012	.057	.000
	η_p^2	.049	.120	.074	.043	.222
Teaching experience	*F*	3.972	1.046	2.859	3.269	1.105
	p	.027	.377	.039	.031	.352
	η_{p2}	.073	.036	.072	.044	.038
Class Size	*F*	2.676	.860	2.337	1.253	1.634
	p	.027	.511	.059	.292	.160
	η_{p2}	.139	.049	.123	.070	.090

Table 4. F-statistics and univariate effect sizes associated with the effects of philosophical orientation, teaching experience and class size on dependent variables

The mean differences between teachers with different years of teaching experience were statistically significant for the variables of programme structure, teacher development and teacher-student relationship. Effect sizes ranged from small (η_p^2=.044) to medium (η_p^2=.073). Further inspection using Bonferonni post-hoc tests revealed that the teachers between 6 and 10 years of teaching experience are most likely to have positive attitudes towards the principles of critical pedagogy in the areas of programme structure, teacher development and teacher-student relationship compared to other teachers.

The independent variable of class size returned a single set of significant mean differences. Namely, the results reveal that when it comes to programme

structure, i.e. the teachers' beliefs that the syllabus should take into account students' social and cultural experiences, those who teach in groups of 6 to 10 students are most likely to report positive attitudes, whereas those who teach in groups of 31 to 50 students are least likely to report positive attitudes. The effect size indicated as partial eta squared is medium ($\eta_p^2 = .139$).

5. DISCUSSION

The aim of this research was to determine the extent to which principles of critical pedagogy guide the decisions teachers make with respect to the course, the materials and the syllabus they teach, and the roles they assume in the classroom. Considering that scholars recognize the potential of academic and disciplinary practices in the classroom to transform, but also perpetuate existing power structures (Crookes 2013; Derince 2012; Pawelczyk, Pakuła & Sunderland 2014; Sung & Pederson 2013; West 2022), this study's primary focus was to establish the teachers' attitudes towards classroom structures that have immediate effect on students and their development as active citizens who critically engage with the world. The focus of the investigation were EFL teachers' attitudes towards programme structure, syllabus and materials, teacher development, teacher-student relationship and evaluation from the theoretical perspective of critical pedagogy.

The results, overall, indicate that the teachers have positive attitudes towards their role as "agents of change" (Ooiwa-Yoshizawa 2018: 27). Except for the syllabus and materials, all of the dependent variables were highly rated. Somewhat lower ratings found for syllabus and materials seem to indicate that teachers tend to fluctuate between following institutional norms, on the one side, and allowing more progressive ideas to guide the formation of the syllabus and the choice of the materials they use in the classroom, on the other. This is, perhaps, not surprising if we are to consider that it is here that the institutional oversight is highest and that content of lessons and order in which it should take place, as prescribed by the Ministry of Education, Science and Technological Development, is easily supervised by government inspections and other supervisory bodies, deterring any substantial alterations. With respect to the factor of the years of teaching experience, the results indicate that the teachers between six and ten years of experience are most likely to observe the principles of critical pedagogy when it comes to programme structure (most likely to believe that the syllabus should take into account students' social and cultural experiences), teacher development (most likely to believe that instruction should answer to individual students' needs and their real lives) and teacher-student relationship (most likely to assume less

authoritarian roles in the classroom that encourage students' self-regulation and autonomy, such as the roles of the manager, facilitator and resource). In the context of the study, these results are not surprising. Namely, when it comes to novice teachers who took part in this research, it would appear that they are still insecure and lack confidence and knowledge to make changes and to question the official syllabus and their respective institution's view of the structure and organization of the acceptable classroom practices. The teachers who have more than ten years of teaching experience, on the other hand, seem to experience some level of burnout, i.e. emotional exhaustion, depersonalization and reduced professional achievement caused by chronic stress in the work environment (de Paiva et al. 2017). It is possible that this has been brought about by the ever-increasing workload and lack of institutional support, perhaps even lack of financial support for further professional development. In light of this, it would seem that the teachers who have between six and ten years of teaching experience are not yet overwhelmed by the issues they will most likely experience once they spend more time in the system and yet have enough experience to introduce changes in their teaching with more confidence compared to novice teachers. Though this research identified teaching experience as an important factor influencing teachers' attitudes towards critical pedagogy practices, which corroborates the results of at least one previous investigation (Mahmoodarabi & Khodabakhsh 2015), other studies found no correlation between the two (Aliakbari & Allahmoradi 2012; Azimi 2008). These inconclusive findings indicate a need for more research, perhaps by adopting a qualitative paradigm. Class size has also been identified as an influential factor, but only with respect to programme structure. Namely, teachers who teach in groups of six to ten students are most likely to report positive attitudes, whereas those who teach in groups of thirty-one to fifty students are least likely to report positive views towards implementing critical pedagogy policies in their EFL classrooms. It is certainly not surprising that classes with a large number of students place substantial demands on teachers in every aspect of classroom management and that teachers, overall, report that big groups are one of the most serious obstacles to high-quality instruction (Aduwa-Ogiegbaen & Iyamu 2006; Chen & Goh 2011; Ming & Jaya 2011). Though this investigation has found only a tentative relationship, as only one dependent variable was found to be affected by class size, it by no means lessens the impact of this factor that has been established in previous research.

　　High mean score of the independent variable of philosophical orientation, which probes the teachers' beliefs whether a language course should empower

students to negotiate society's realities and critically analyse and transform their position in society, offers an encouraging result. It indicates that the teachers appear to be sensitive to the importance of their role in modelling appropriate ways of seeking social justice, uncovering hidden power structures and challenging unfair treatment. The importance of this variable is further recognized in the statistically significant effects it has on four out of five dependent variables (no significant effect was found for the variable of teacher-student relationship). Unsurprisingly, teachers with personal philosophies which gravitate towards the basic principles of critical pedagogy also report that they apply those principles in different aspects of classroom practice. The results, therefore, suggest that teachers are, on the whole, open to the ideas of critical pedagogy – what remains unknown, however, is how adept they are at applying them and actually recognizing hidden power structures, biases and social inequalities. Still, this suggests that if we offer teachers clearer and more widely applicable guidelines for planning their EFL lessons around the principles of critical pedagogy, the teachers will use them. Such manuals for social transformation, sadly, will not be found in an EFL textbook. As Crookes (2013) points out, "it is almost impossible to get well-known publishers to produce materials of this orientation" (p. 341). Perhaps an immediate solution to this may be found in the main cause of the proliferation of social movements we are seeing today – the Internet and the ease of access to information that it offers (van Stekelenburg & Klandermans 2009). In that light, what teachers can find there is the dialogue and negotiation of meaning that Freire (2000) posited as the foundation for the development of critical awareness and the driving force of societal change.

6. CONCLUSION

Applying the theoretical basis of critical pedagogy to EFL instruction, this research examined the views and attitudes of Serbian EFL teachers with respect to their role in encouraging the students to seek social justice, equality and emancipation. By recognizing the constitutive power of language, critical pedagogues understand that language can be used to both reinforce and undermine the hegemonic perspective of the EFL textbook (Fairclough 1993; Mills 2002; Pawelczyk, Pakuła & Sunderland 2014). This research has shown that those teachers who have positive attitudes towards the principles of critical pedagogy, who have several years of teaching experience and who work with small groups of six to ten students tend to organize their teaching so that it takes into account

students' social and cultural experiences, answers to individual students' needs and their real lives, and includes the students in the planning process.

The principal practical implications of this study concern the need to equip teachers with easily applicable tools for recognizing and transforming hidden hegemonic structures in EFL textbooks and facilitating negotiations of their meanings and outcomes among students. While no such ready-made handbooks with empowering strategies exist, Jeon (2009) offers a set of practical principles based on the two acknowledged strains of models of critical pedagogy in English teaching: the models of reproduction and models of resistance. First of all, any application of critical pedagogy must begin with teachers' awareness of cultural and social inequality hidden in English learning and teaching (Jeon 2009). This inequality stems from the status of English as a language of global communication, which reproduces the deferential social status of English learners and reinforces inequalities between English language users and other language users (Modiano 2001). In order to challenge the status quo, English instructors need to become aware of their role as "an agent working for local purposes, not a medium conveying the western value which English contains" (Jeon 2009: 67). Another practical principle revolves around the benefits of applying local culture and local text in EFL instruction, i.e. situating education in social and cultural contexts (Sullivan 2000). English teachers can help students become more aware of their own culture and the influence that culture has in shaping their identities (Frank 2013), the process which Kramsch (1993) refers to as creating a sphere of interculturality, where culture is not seen as an object to be apprehended, but as an interpersonal process to understand otherness (Gil 2015). Finally, Jeon (2009) stresses the importance of allowing students choice when it comes to projects to be pursued in the EFL classroom, but also the language used in the process. Namely, critical EFL pedagogy starts from the view that English-only in the classroom is not only practically impossible, but is also a fallacy developed by center-circle countries (Canagarajah 1999). If the goal is to help students not only develop their English skills, but also the ability to apply those skills in developing critical awareness of the world and the ability to incite and follow through changes, then both students' L1 and EFL can interchangeably be used to "promote the development and legitimization of their own new English" (Jeon 2009: 72).

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KRITIČKA PEDAGOGIJA ENGLESKOG JEZIKA KAO STRANOG: STAVOVI NASTAVNIKA IZ SRBIJE

Sažetak

Kritička pedagogija se zasniva na pretpostavci da obrazovanje može učiniti svet boljim mestom i kao takva ima za cilj da omogući i podstakne razvoj aktivnih građana koji umeju da prepoznaju skrivene odnose moći koji su ugrađeni u strukturu društva. Ova razmatranja su posebno relevantna u nastavi stranih jezika, pošto su jezik i kultura neraskidivo povezani te, da bi zaista ovladao stranim jezikom, učenik mora da postane i kompetentan korisnik kulture stranog jezika. Nastava engleskog kao stranog uglavnom se zasniva na nastavnim planovima i programima planiranim u skladu sa smernicama Zajedničkog evropskog okvira za žive jezike i sprovodi na osnovu udžbenika objavljenih ili od strane velikih međunarodnih izdavača, ili u saradnji sa manjim lokalnim izdavačima. U zavisnosti od publikacije, (ne)vidljivi odnosi moći koji prožimaju sadržaj lekcije potencijalno doprinose razvoju stereotipa, predrasuda i društvene nejednakosti. Ovo istraživanje ima za cilj da ustanovi u kojoj meri se nastavnici engleskog jezika kao stranog vode principima kritičke pedagogije kada donose odluke u vezi sa predmetom, materijalima, nastavnim planom i ulogama koje preuzimaju u učionici. U tom cilju, ukupno 116 nastavnika engleskog kao stranog popunilo je Upitnik kritičke pedagogije u konkretnom kontekstu (Roohani, Hashemian & Haghparast, 2016). Cilj analize je da se utvrdi da li filozofska orijentacija nastavnika, njihov pol, stepen obrazovanja, godine nastavnog iskustva, tip institucije u kojoj rade i prosečna veličina odeljenja u kome predaju utiču na odluke koje donose u učionici. Rezultati pokazuju da nastavnici sa pozitivnim stavovima prema principima kritičke pedagogije, oni sa 6–10 godina iskustva u nastavi, i koji rade s grupama od 6 do 10 učenika, teže da svoju nastavu organizuju tako da podstiče razvoj aktivnih građana koji teže pravdi i emancipaciji.

Ključne reči: kritička pedagogija, odnosi moći, filozofska orijentacija, engleski kao strani, nastavnici engleskog kao stranog.