Journal of Modern Research in English Language Studies
Print ISSN: 2676-5357
Online ISSN: 2676-5985

Developing a Technology-Mediated EFL Teacher Program Based on Critical Pedagogy: The Context of Iran in Focus

Zahra Sabaghzade[1], Neda Fatehi Rad[*2], Leila Anjomshoa[3]

[1]PhD Candidate, Department of English Language, Kerman Branch, Islamic Azad University, Kerman, Iran. *zahra.sabaghzade7@gmail.com*

[2*](corresponding author) Assistant Professor, Department of English Language, Kerman Branch, Islamic Azad University, Kerman, Iran. *nedafatehi@yahoo.com*

[3]Assistant Professor, Department of English Language, Kerman Branch, Islamic Azad University, Kerman, Iran. *Leilaanjomshoa@gmail.com*

Article info

Article type: Research article

Received: 2023/9/6

Accepted: 2024/3/6

Abstract

With a view to the recent educational developments in addition to the increasing adoption of critical pedagogy (CP) in educational systems worldwide (Grassini, 2023), taking critical digital pedagogy (CDP) in the field of teacher education within the context of Iran offers numerous benefits, like encouraging critical thinking, fostering creativity, building community, and empowering students. This exploratory sequential mixed-methods study aimed to develop a technology-laden, critical pedagogy (CP)-based EFL teacher preparation program (TCPTPP). In order to facilitate access to the participants, time limitation, and productivity of the cost effectiveness, 100 male and female teaching-English-as-a-foreign-language (TEFL) experts and 100 male and female EFL teachers participated in the study. To collect the data, the researchers used a semistructured interview and a close-ended questionnaire. Qualitative data analysis was done via open, axial, and selective coding through constant comparative methods. Quantitative data analysis was conducted through structural equation modeling (SEM). Through using grounded theory, a TCPTPP was developed in three main categories including pedagogical, socio-cultural, and criticality-related issues, each consisting of some subcategories. Moreover, the Cronbach's alpha (.88) revealed that both experts and teachers endorsed the developed program. The findings have implications, redefining the policies and revising the current curriculum for EFL teacher education administrators and using educational technologies with the framework of CDP for curriculum planners and educators.

***Keywords*:** Critical pedagogy, critical digital pedagogy, EFL teacher education, technology

Cite this article: Sabaghzade, Z., Fatehi Rad, N., & Anjomshoa, L. (2025). Developing a technology-mediated EFL teacher program based on critical pedagogy: The context of Iran in focus. *Journal of Modern Research in English Language Studies, 12*(1), 27-56.
DOI:10.30479/jmrels.2024.19295.2261

1. Introduction

In educational programs, policies play a crucial role in guiding decision-making processes. These decisions are heavily influenced by underlying ideologies and aim to shape reality in alignment with specific beliefs, or principles (Bellei et al., 2023). This often leads to the emergence of critical pedagogy (CP), championed by Brazilian scholar, Paulo Freire, as a means to challenge the existing norms and empower learners (Giroux, 2004). Freire (1970) advocated for a pedagogy that transforms the role of the oppressed from passive recipients of the learning process to active critical participants (Gao et al., 2020). Within the field of teaching English to foreign learners, CP advocates for integrating sociocultural, political, and economic aspects into the classroom environment (Giroux, 2011). Through problem-posing education, CP aims to use language education as a tool for societal transformation (Degener, 2001; Heitz et al., 2020). In a problem-posing education, critical questions on the legitimacy of unfair power distributions are proposed to break away from oppressive systems (Freebody, 2008; Grech et al., 2021). In this way, marginalized parties can refind their lost voice and get ready to actively participate in the world (Gammage et al., 2022; Mulcahy, 2011).

The integration of CP into online teaching and learning has become a possibility with advancements in technology (Boyd, 2016). Both CP and technology share a common goal of fostering transformation and empowerment (Gao et al., 2020; McLaren, 1995). The advancement of technology and the phenomenon of social media have had a serious impact on the nature of communication, and the result is the miracle of extensive online networks (Chambers, 2013). Technology has made substantial contributions to various fields like education (Gao et al., 2020). In the realm of education, technological steps revolutionized the collection and dissemination of information within educational settings (Valdez, 2020). The development of new educational technologies has enabled the creation and utilization of diverse information resources and communication platforms in educational contexts (Allcoat et al., 2021), influencing teachers' viewpoints of efficient teaching process (Gao et al., 2020). Most educators believe that teaching materials that use technology enhance student obligation and cooperation (Anthony & Clark, 2011). The COVID-19 pandemic has further emphasized the necessity of incorporating technological English teaching materials (Volkov et al., 2022).

Fueled by the increasing integration of educational technologies, critical digital pedagogy (CDP) has gained popularity among researchers and practitioners (Heath et al., 2022). CDP involves applying the fundamental principles of CP to digital environments (Stommel, 2014). According to Morris and Stommel (2018), CDP fosters socio-political and emotional connections

between teachers and students, advocating for increased interaction and engagement in line with CP and progressions of technology (Buss & Wolf, 2021). The goal of CDP is to offer learners and educators suggestions for efficient involvement and innovations (Morris & Stommel, 2018).

In the modern era, students are immersed in a new world and have come to anticipate the integration of technology in different angles of everyday events like education (Gao et al., 2020). This pervasive influence of technology significantly impacts the lifestyle of students, emphasizing the importance of educators addressing their needs through the use of educational technologies (Hu et al., 2021). By leveraging these tools, teachers can not only cater to students' requirements but also enhance their critical awareness, aligning with the principles of CDP (Morris & Stommel, 2018).

Although it can be seen by looking at the educational environments in Iran, English language teacher-training programs in the use of new educational technologies and technology education, which is a product of the digital age, are absent in Iran (Zohrabi et al., 2019). In informal teacher discussions, there is a notable concern among educators regarding the increased demands of online teaching. A portion of this concern stems from teachers' lack of proficiency in digital skills (Chambers, 2013). White (2011) proposes that teacher-training programs should prioritize enhancing teachers' digital literacy to enable them to utilize various technological tools and methods effectively in classrooms. It is important to acknowledge that, in the past two years, due to the COVID-19 pandemic, both face-to-face and online teaching methods have been implemented in educational environments (Gao et al., 2020). However, this does not imply the complete abandonment of traditional teaching methods in favor of online approaches, or the disregard of CP principles.

The predominant banking system of education continues to shape EFL teacher education in Iran, diverging significantly from CP and CDP principles (Fatehi & Jalali, 2021). Despite the global integration of CP and technological innovations in education systems, the traditional approach persists in the Iranian EFL teacher-training programs. While some studies have explored teacher education more broadly (Demiroz & Yesilyurt, 2015; Movahhedi et al., 2023; Sezer et al., 2019; Shahvand & Rezvani, 2016; Zamani & Ahangari, 2016), there is a noticeable gap in research focusing on EFL teacher education through a CDP lens (Zohrabi et al., 2019), On the other hand, inefficient pre-service courses have also caused low literacy of teachers from the point of view of CP (Salimi & kouhpar, 2023).

Considering the aforementioned factors, it appears that incorporating CDP in the field of teacher education within Iran offers its own benefits. At least, it is the first step towards injecting CDP into the EFL teaching system in the context of Iran. Given that technological education and educational

technologies have encompassed educational systems of the world with CP-based education to make education a fair and just opportunity for all learners, the empty place of CDP in Iranian teacher education system makes this system alarmingly distant from recent transformations in the developed countries' educational systems. With a view to this, this study aims to develop a TCPTPP for the context of Iran. Such a study may reconciliate the present teacher education system of Iran with the procedures currently taken in the developed systems of education in the world. Considering these points of view, the purpose of the research is to develop a TCPTPP through the following research questions:

1. How can a TCPTPP be developed based on Iranian experts and teachers' perceptions?
2. Do Iranian EFL experts and teachers endorse the developed TCPTP?

2. Literature Review

2.1. The Origin of CP

Emerging in the late 1960s and early 1970s, CP traces its origins to influential figures like Brazilian educator, Paulo Freire, who introduced the concept of liberating education in his seminal work: Pedagogy of the Oppressed. Grounded in the critical theory of society, CP seeks to heighten students' consciousness of oppressive states, confront discrimination and injustice. These critical theories center on analyzing and reshaping society through the cultivation of literacy skills, particularly reading and writing, as a catalyst for fostering social change (Luke & Freebody, 1997).

2.2. Theoretical Framework

This article is rooted in the principles of CP, as articulated by Freire (1970). CP, according to Freire, aims to cultivate critical consciousness among individuals. He asserts that true freedom involves recognizing oppressive systems in society and understanding one's own position within these systems. Empowering oppressed individuals to critically analyze their circumstances is the first step towards liberation. Freire also emphasizes the importance of literacy, stating that illiteracy encompasses more than just the inability to read and write; it also includes feelings of powerlessness and dependence. He advocates for addressing this issue through adult literacy campaigns, using dialog as a key method. Freire views literacy education as a crucial form of cultural activism that connects language with transformative action. He argues that in addition to changing individuals' thoughts and habits, CP must also challenge and transform the institutions, ideologies, and social relations that perpetuate oppression. Social justice and the transformation of unjust institutions and relationships are central concerns of CP, as highlighted by

Darder (1991, p.77), who asserts that CP must engage with cultural politics by both validating and questioning the cultural experiences that shape students' lives.

In CP, truth and knowledge are constructed in reality, and there is no ultimate truth, or objective knowledge (Webster & Metrova, 2007). This view of knowledge rejects that there are universal principles and values that all human beings all over the world should follow. In CP, knowledge is personal, not impersonal; education and assessment systems must be fundamentally transformed; students' wants should be taken into account, and alternative forms of assessment such as dynamic assessment should be increasingly used (Webster & Metrova, 2007).

2.3. The Fundamental Principles of CDP

In order to utilize technology for critical purposes and foster critical awareness in online environments, it is essential to understand the nature and impact of the technology being used (Stommel, 2014). It is crucial for the users of educational technologies to prioritize the human aspect over excessive focus on technological tools. As Gao et al. (2020) emphasize, while information can be digitalized, learning remains a fundamentally human endeavor. Stommel (2014) outlines the core principles of CDP, highlighting its emphasis on collaboration, openness to diverse perspectives, redefinition of communication across cultural and political boundaries, inclusion of multiple voices, and application beyond traditional educational methods. When educational technologies, such as social media platforms, are used critically in online courses, they have the potential to facilitate critical reflection and meaningful interpersonal dialog (Morris & Stommel, 2018). However, these technologies can also expose and obscure power structures (Waddell & Clariza, 2018). Therefore, it is crucial to apply CDP with cultural and political sensitivity. According to Waddell and Clariza (2018), CDP is closely associated with the Framework for Information Literacy for Higher Education. They present three main frames of CDP as follows: (a) Authority is constructed and contextual: This frame helps learners critically examine the characteristics and contexts of digital objects and ask questions about their origins; (b) information creation is a process: Creating digital objects involve a unique process; (c) information has value: Learners should be asked to consider the value digital information objects have in the information landscape.

2.4. Related Studies

Larson (2014) explored the theoretical foundations and rationale for the implementation of CP in English language teaching, offering initial stages for educators guiding in incorporating CP into their practices. Rahimi et al. (2015) put forward suggestions for teacher trainers according the principles of

CP. Taylor et al. (2015) investigated pre-service teachers' attitudes towards teaching linguistically and culturally diverse students, finding that most agreed on the importance of integrating CP into teacher education programs for teaching such learners. Roohani et al. (2016) constructed a survey, the Educator Critical Pedagogy Scale, measuring the extent of critical pedagogy practices utilized by English teachers in Iran. Childs (2017) examined the historical context of critical pedagogy in the United States, emphasizing the need to integrate critical ideas into curriculum planning and teacher education in response to changing student demographics. Enyew and Melesse (2018) assessed the incorporation of critical principles in Ethiopian universities' settings, revealing that criticality is integrated into the curricula of these institutions. Waddell and Clariza (2018) presented case studies from the University of Hawai'i at Mānoa library where CDP was integrated into science and humanities courses using infographics and digital storytelling. Parker (2019) discussed the significance of CP in English language teaching (ELT) and teacher education at the postsecondary level, suggesting stakeholders use these principles as a foundation for reimagining their teaching approaches. Tabatabaei (in press) aimed to develop a questionnaire for creating educational tools based on CP, unveiling key factors for developing it.

Larson (2014) explored the theoretical foundations and rationale for the implementation of CP in ELT, offering initial steps for teachers to follow in incorporating CP into their practices. Rahimi et al. (2015) put forward suggestions for material designers based on the principles of CP. Taylor et al. (2015) investigated pre-service teachers' attitudes towards teaching linguistically and culturally diverse students, finding that most agreed on the importance of integrating CP into teacher education programs for teaching such students. Roohani et al. (2016) developed and validated a survey, the Educator Critical Pedagogy scale, to measure the extent of CP practices used by English teachers in Iran. Childs (2017) examined the historical context of CP in the United States, emphasizing the need to integrate critical ideas into curriculum planning and teacher education in response to changing student demographics. Enyew and Melesse (2018) assessed the incorporation of critical principles in Ethiopian universities' settings, revealing that criticality is integrated into the curricula of these institutions. Waddell and Clariza (2018) presented case studies from the University of Hawai'i at Mānoa library where CDP was integrated into science and humanities courses, using infographics and digital storytelling. Parker (2019) discussed the significance of CP in ELT and teacher education at the postsecondary level, suggesting stakeholders use these principles as a foundation for reimagining their teaching approaches. Tabatabaei and Bavali (2022) aimed to develop a scale for creating EFL materials based on critical pedagogy, unveiling key themes for developing CP-based EFL materials.

3. Method

3.1. Design of the Study

This research utilized a sequential exploratory mixed-methods design, beginning with a qualitative phase followed by a quantitative phase. The qualitative phase employed a grounded theory design to develop a TCPTPP, where the theory is derived from the data (Creswell et al., 2007). The subsequent quantitative phase aimed to validate the developed TCPTPP among Iranian EFL experts and teachers using a survey design with structural equation modeling (SEM).

3.2. Participants

In the qualitative phase of the study, 30 male and female experts holding a Ph.D. in teaching English as a foreign language (TEFL) were interviewed to investigate their perspectives on the TCPTPP. These experts were chosen through convenient sampling from seasoned university professors, specifically those with over 10 years of experience, who possessed relevant research knowledge in the TEFL field. Additionally, 30 male and female EFL teachers, who were university professors with a Ph.D. degree in TEFL and varying years of teaching experience, were conveniently selected and interviewed to delve into their perceptions of the TCPTPP. In the quantitative phase, 100 male and female experts and 100 males and female EFL teachers (among whom the participants of the qualitative phase are also present) with the same features as those enumerated for the participants of the qualitative phase of the study were selected conveniently. The participants participated from different provinces of Iran via resorting to different virtual groups of university professors in WhatsApp and Telegram; their agreement for cooperation in this study was taken; and they were promised that their private information would remain confidential and anonymous. Demographic information of the participants can be seen in Table 1.

3.3. Materials and Instruments

3.3.1. Semistructured Interview

During the qualitative phase, a semi-structured interview was crafted comprising five open-ended questions by the researchers. To ensure the reliability and validity of the interview data, low-inference descriptors and member checks were employed. Low-inference descriptors involved presenting direct quotations from the interviews to allow readers to immerse themselves in the participants' perspectives through their own words. Member checks were utilized by the first author to share her interpretations of the data

with participants, preventing miscommunication, identifying inaccuracies, and demonstrating respect by allowing participants to review what was written about them. The interview questions were developed based on a review of relevant literature, including works by Larson (2014) and Taylor et al. (2015). Audio recordings of the interviews were transcribed verbatim for subsequent analysis.

Table 1

Demographic Information of the Participants

Experts	Frequency	Percentage
Gender		
Male	19	63.33%
Female	11	36.66%
Education		
Ph.D.	30	100%
Teachers (qualitative phase)	Frequency	Percentage
Gender		
Male	20	66.66%
Female	10	33.33%
Education		
Ph.D.	30	100%
Teachers (quantitative phase)		
Gender		
Male	120	60%
Female	80	40%
Education		
Ph.D	200	100%

3.3.2. Closed-Ended Questionnaire

The TCPTPP was transformed into a questionnaire consisting of 35 items presented on a 5-point Likert scale ranging from strongly disagree to strongly agree. The questionnaire was distributed using a Google form through messaging platforms like WhatsApp and Telegram, with the questionnaire in English. A pilot test was conducted with a small representative sample from the target population under conditions similar to the main study, including sample characteristics, setting, procedures, and timing. The construct validity of the questionnaire was assessed through factor analysis, while its reliability was measured using Cronbach's alpha. The findings from these analyses will be detailed in the results section of the study.

3.4. Data Collection and Analysis Procedure

To conduct the qualitative part of the project, simultaneous with the process of data collection, the themes were compared with the new collected data in a constant and iterative manner until theoretical saturation was achieved (Strauss & Corbin, 1990). The transcribed interviews were carefully reviewed multiple times and analyzed using the constant comparative method. The transcripts were initially broken down into key terms, phrases, and sentences during the open-coding stage to group similar concepts into thematic categories. In the axial coding stage, the relationships between these categories

and subcategories were identified (i.e., Strauss & Corbin's 1990). Finally, a core category was established from the classified categories to form a theoretical framework during the selective coding step (Strauss & Corbin, 1990). In this way, the TCPTPP for the context of Iran was developed through bringing the extracted categories together.

Then, to run the quantitative phase, or to validate the developed program, the extracted categories and subcategories of the developed program were rewritten in the form of 4-point Likert items of a questionnaire to be filled by the participants of the quantitative phase. In order to analyze the collected quantitative data, the questionnaire data were subjected to SEM which involves the combination of exploratory and confirmatory factor analysis. Moreover, the Cronbach's alpha was used to see whether the developed program is of internal consistency or not.

4. Results and Discussion

4.1. Results of the First Research Question

To answer the first research question, how can a TCPTPP be developed based on Iranian experts and teachers' perceptions? We first extracted the following themes as Iranian EFL experts and teachers' perceptions. Along with each theme, a quotation is presented from the interviewees.

4.1.1. Iranian Experts' Perceptions

- **Educating educators on prioritizing students' needs through technology**
  It is essential to train EFL teachers to utilize technology in identifying and addressing students' needs, recognizing the significance of these needs in effective teaching. This can be achieved by engaging in virtual chats with students or monitoring their activities on social media platforms. (Expert 5)
- **Enhancing teachers' awareness of students' learning objectives with the help of technology**
  Teachers can share video clips, showcasing various English language use scenarios with students and observe their responses. (Expert 2)
- **Cultivating teachers' attentiveness towards students and fostering positive relationships through technology**
  Teachers should be guided to leverage various e-platforms to demonstrate care and establish friendly connections with their students. (Expert 10)
- **Equipping teachers to address social issues through technology**
  Teacher-training programs should equip educators with the necessary skills to utilize educational technologies effectively. (Expert 14)
- **Training teachers to impart life skills to students using technology**

Integrating technology into teaching life skills should be emphasized in teacher education programs. (Expert 1)

- **Empowering teachers to inspire students towards societal change using technology**
  Educators can educate students on leveraging technological tools to drive social transformation. (Expert 15)
- **Helping teachers recognize cultural barriers hindering students' learning through technology**
  Teachers should undergo training to identify cultural obstacles impeding student learning, utilizing technology for virtual interviews with students and parents. (Expert 12)
- **Educating teachers on raising parents' awareness of social issues through technology**
  Teacher educators should emphasize the importance of parents' understanding of societal challenges during pre-service education. (Expert 17)
- **Assisting teachers in identifying students with limited learning capacities through technology**
  Teacher trainers can utilize tools like audio recordings to assess students with learning difficulties, such as dyslexia for further documentation and support. (Expert 19)
- **Instructing teachers in delivering instructions to students in a straightforward manner using technology**
  Technology can simplify teaching methods, and teacher education programs should incorporate training on utilizing technology for clear instruction delivery. (Expert 25)
- **Educating teachers on anticipating critical classroom events through technology**
  Teachers need to be trained to anticipate potential critical incidents in the classroom, using a variety of technological resources. For instance, they can access helpful examples on platforms like YouTube to prepare for such situations. (Expert 20)
- **Training teachers to design dynamic lessons for enhanced student learning with technology**
  Teachers should be equipped with the skills to create engaging and dynamic lessons that cater to various learning aspects through the use of technology. Flipped classroom models can be a valuable tool in achieving this objective. (Expert 27)
- **Guiding teachers on fostering student-centered classrooms through technology**

Teachers should understand the shift towards student-centered learning and utilize technology to empower students in their educational journey. This can include assigning tasks that students can complete and present using technological tools. (Expert 30)

- **Empowering teachers to prioritize students' communicative skills in classes through technology**
  Teacher education programs should emphasize the importance of enhancing students' English communication skills through the effective use of technology. (Expert 11)
- **Instructing teachers in cultivating students' questioning skills with technology**
  Teacher trainers must underscore the significance of teachers' openness to students' questions and guide them on how to encourage and support students in asking questions freely. (Expert 13)
- **Educating teachers to clearly articulate the purpose of teaching activities in classes, using technology**
  Students deserve to understand the rationale behind each activity, or teaching method used in the classroom. Teacher education programs should focus on raising teachers' awareness of the importance of clearly communicating the purpose of their instructional strategies. (Expert 29)
- **Training teachers to employ dynamic assessment methods with technology**
  Teacher-training courses should equip educators with the knowledge and skills to leverage technology for assessing students' learning dynamically. (Expert 18)
- **Instructing teachers to implement cooperative teaching strategies with technology**
  Teacher educators play a vital role in preparing teachers to utilize technology-based cooperative teaching methods that promote collaboration among students and between students and teachers. Incorporating e-learning and self-blended learning approaches can be beneficial in this context. (Expert 3)
- **Guiding teachers to facilitate learning rather than hinder it through technology**
  Student education policies should be designed in such a way that teachers learn how to educate students with educational tools in order to achieve educational purposes, not to prevent their progress. (Expert 7)

4.1.2. Iranian Teachers' Perceptions

- **Educating teachers to stay updated with technological advancements in education**
  Teacher preparation programs have a crucial role in ensuring teachers are informed about the latest developments in education and how to incorporate technology effectively. For instance, teachers can utilize search engines to access and download recent research papers. (Teacher 5)
- **Training student teachers to develop inclusive environments through technology**
  Teacher educators should emphasize the importance of using technology to establish equitable learning opportunities for students from diverse cultural, religious, gender, and socioeconomic backgrounds. This ensures all students have equal access to educational resources. (Teacher 9)
- **Guiding teachers on teaching students problem-solving skills with technology**
  Teaching the integration of problem-solving skills with technology is essential in the teacher preparation program. Teachers need to understand the significance of fostering students' problem-solving abilities. (Teacher 3)
- **Instructing teachers to spark students' curiosity using technology**
  Teachers should be equipped with the knowledge and skills to ignite curiosity among students through the use of technology during their training programs. For instance, they can engage their learners by providing critical videos and prompting students to speculate on possible endings. (Expert 12)
- **Educating teachers to develop students' information-processing skills with technology**
  Teachers can leverage platforms like Adobe Connect or Sky Room to share various electronic resources with students and task them with interpreting and synthesizing the information. This promotes critical thinking and information analysis skills. (Teacher 9)
- **Training teachers in implementing inductive learning methods with technology**
  Teacher education programs should introduce effective techniques such as inductive learning to educators. Integrating technology into this approach, teachers can utilize platforms like SHAD and Sky Room for teaching activities, followed by comparing and contrasting these tools with students. (Teacher 17)
- **Guiding teachers on engaging students in critical thinking through technology**

To foster students' critical thinking skills using technology, teacher educators should train teachers accordingly. Teachers can encourage learners to create their own online and offline learning process, promoting active engagement in the learning process. (Teacher 1)

- **Instructing teachers in guiding students to analyze information beyond surface level, using technology**
  Teachers should be equipped with strategies to help students delve deeper into information, using technology. For instance, teachers can provide students with diverse electronic resources for analysis and ask them to select the most suitable option for a specific context, enhancing their analytical skills. (Teacher 19)
- **Educating teachers on enhancing students' self-esteem and confidence through technology**
  Teaching the integration of problem-solving skills with technology is essential in the teacher preparation program. This may empower students to succeed academically and personally. (Teacher 17)
- **Training teachers to promote equitable power distribution in educational settings, using technology**
  Teachers need training in distributing power fairly among all students, including those who may be disadvantaged. Utilizing technology, teachers can provide distance learning opportunities for all students or create communication channels like email addresses for inclusive interaction between students and teachers. (Teacher 21)
- **Guiding teachers on fostering a peaceful classroom environment through technology**
  Teacher education programs should emphasize the role of technology in promoting friendship in learners' relations. Teachers may encourage learners to showcase solidarity by setting a group photo of their friends as their profile picture on messenger networks. (Teacher 13)
- **Educating teachers on fostering antidictatorial attitudes in students through technology**
  Given the interconnectedness of CP and democracy, it is essential for teachers to be trained in instilling democratic values in students using technology. For instance, teachers can conduct electronic polls among students to gather feedback on new teaching, or evaluation approaches. (Teacher 10)
- **Training teachers to employ diverse teaching methods and strategies with technology**
  Teacher preparation programs should emphasize the utilization of a range of technological teaching methods such as mobile-assisted language learning, computer-assisted language learning, and other

effective strategies. These methods offer innovative ways to integrate technology into teaching practices. (Teacher 30)

- **Guiding teachers on implementing participatory teaching methods with technology**
  EFL educators should be equipped with the skills to engage students through participatory teaching methods that leverage technology. For example, assigning each student a class session to act as the teacher in a virtual space can enhance active learning and collaboration. (Teacher 20)
- **Instructing teachers in incorporating varied evaluation procedures with technology**
  Teachers should be trained to employ a combination of methods for assessing learners. Using a variety of quantitative and qualitative methods can be integrated through tools like computer adaptive testing for comprehensive evaluation. (Teacher 22)

Then, using grounded theory, information obtained from interview participants and a questionnaire about the characteristics of an educational program, the following TCPTPP emerged along with the collections of the categories and subcategories.

As can be seen in the Figure 1, the developed TCPTPP as a core category consists of main categories including pedagogical, socio-cultural, and criticality-related issues. Each main category includes some subcategories that are equivalent with the themes presented above. As illustrated in Figure 1, *pedagogical issues* are associated with 18 subcategories, *socio-cultural issues* are accompanied with eight subcategories, and *criticality-related issues* consist of nine subcategories. More specifically, the category of pedagogical issues covers issues related to students, classroom management, classroom interaction, teaching methods, strategies and techniques, evaluation methods, instructional strategies, the roles of teachers, and taking advantage of technology. Under the category of socio-cultural issues, such issues as solving problems, life skills, social change and transformation, the identification of cultural barriers, parents' consciousness raising, power distribution, and peaceful life promotion, and the help of technology are placed. Finally, covered under the category of criticality-related issues are issues related to question-asking skills, preparation for critical events, problem-solving skills, curiosity raising, analysis and synthesis skills, reasoning skills, thinking skills, meta-analysis skills, and democratic thinking through the channel of technology.

4.2. Results of the Second Research Question

To answer the second research question, do Iranian EFL experts and teachers endorse the developed TCPTPP?, first, the factor structure of the 35

items designed to validate the developed TCPTPP was examined using exploratory factor analysis (EFA) available in SPSS 26. Before running EFA, KMO and Bartlett test was used to evaluate the Sufficientcy of content sampling, and the sphericity assumption, respectively. The results of Kaiser-Meyer-Olkin (KMO) and Bartlett's test are shown in Table 2.

Table 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin measure of sampling adequacy		0.935
Bartlett's test of sphericity	Chi-square	8510.632
	df	595
	P	0.0001

As it can be seen in the Table 2, the KMO value is greater than .60, indicating the adequacy of content sampling. In addition, the result of Bartlett's test is significant at the .05 level. This means that the Sphericity assumption is met. Then, to determine the best number of factors, the scree plot along with initial eigenvalues greater than 1.3 was used as the criterion. The scree plot is depicted in Figure 2. As seen in figure 1, a 3-factor solution is appropriate for the data. Table 3 shows the results of exploratory factor analysis (EFA).

Figure 2

The Scree Plot Resulted Exploratory Factor Analysis

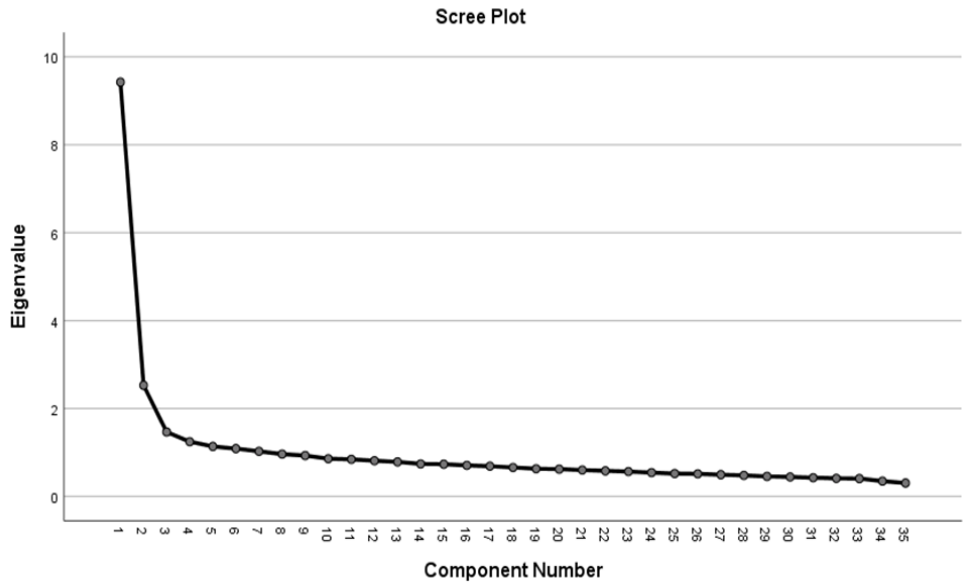
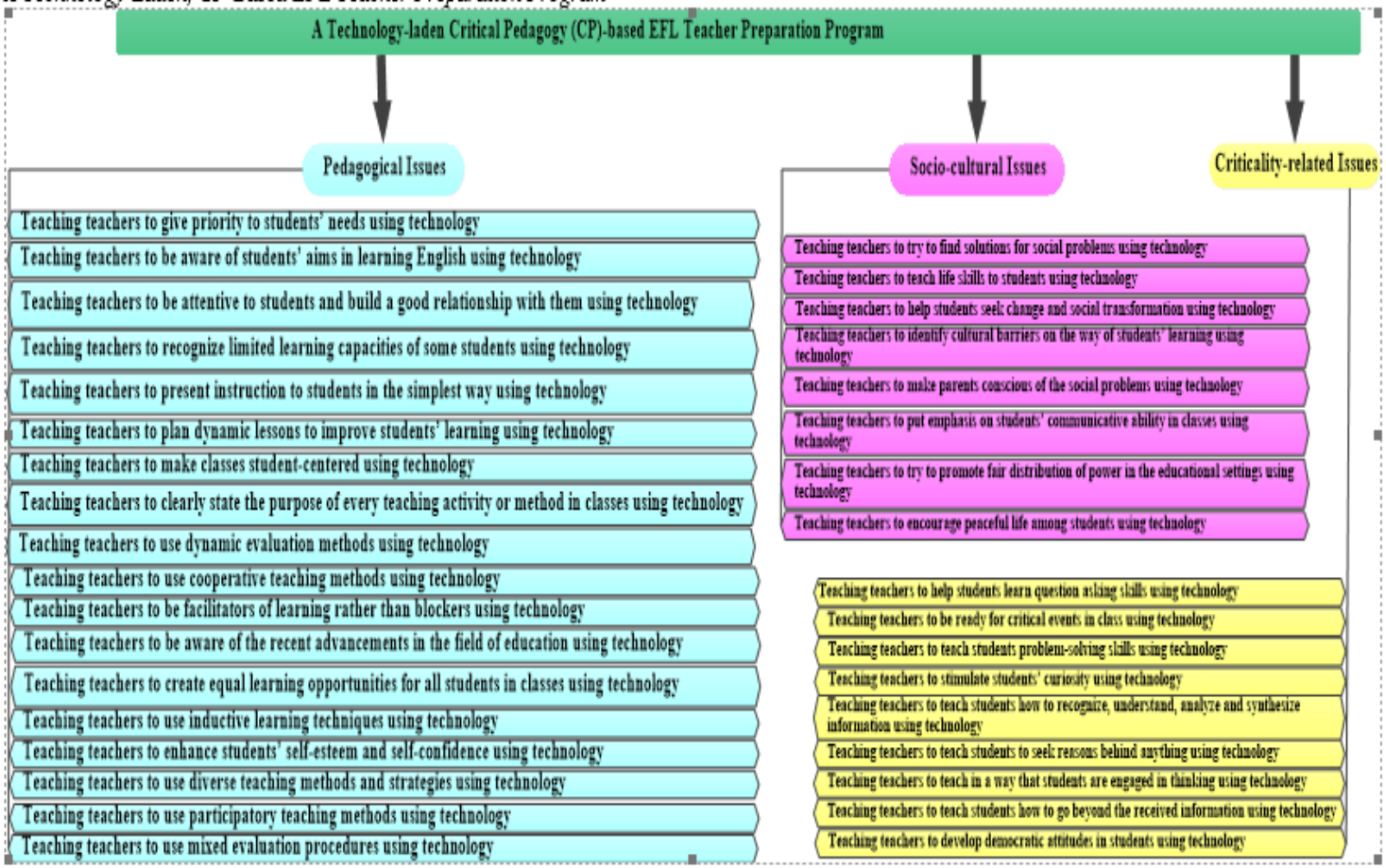


Figure 1

A Technology-Laden, CP-Based EFL Teacher Preparation Program



In Table 3, the factor loading for each item after Varimax rotation is presented. It can be seen that all 35 items are loaded adequately and sufficiently on its correspondent factor.

Table 3
The Results of EFA

Items	Factors		
	Pedagogical issues	Socio-cultural issues	Criticality-related issues
1	0.56	0.18	-0.07
2	0.52	-0.03	0.26
3	0.81	0.13	0.01
4	0.60	0.03	0.28
5	0.68	0.15	0.16
6	0.61	0.02	0.25
7	0.43	0.34	-0.19
8	0.55	0.35	-0.18
9	0.43	0.25	0.04
10	0.46	-0.06	0.34
11	0.34	0.30	0.23
12	0.41	0.30	0.16
13	0.44	0.30	-0.21
14	0.46	-0.01	0.23
15	0.50	0.29	-0.21
16	0.49	0.35	-0.25
17	0.52	-0.01	0.31
18	0.57	0.20	-0.07
19	0.25	0.43	0.02
20	0.25	0.46	0.21
21	-0.07	0.51	0.20
22	0.15	0.55	0.08
23	0.27	0.57	-0.19
24	-0.03	0.55	0.24
25	0.04	0.76	-0.03
26	0.18	0.58	-0.04
27	0.11	0.28	0.60
28	0.16	0.10	0.54
29	0.09	0.03	0.59
30	0.06	-0.06	0.85
31	-0.02	0.18	0.57
32	0.13	0.08	0.63
33	0.04	0.28	0.55
34	0.19	0.03	0.52
35	0.03	0.13	0.57

After detecting the number of factors using EFA, the developed program was examined using confirmatory factor analysis (CFA) available in AMOS 26 to find out how well the program fits data. Figure 3 shows the results of CFA. As it can be seen in Figure 3, the standard coefficients of the paths are relatively strong and the minimum standard coefficient is .37. The study of t-values also shows the significance of the coefficients of all pathways. In addition, all the three extracted factors from EFA had a positive and significant intercorrelation.

In the final step of the validity examination, the fit indices of the developed program were calculated and presented in Table 4. The results of Table 4 show that all fit indices are within the acceptable range based on the criteria introduced by Kline (2023). To examine the reliability of the developed program, Cronbach's alpha coefficient was calculated and reported in Table 5.

Figure *3*

The Results of CFA

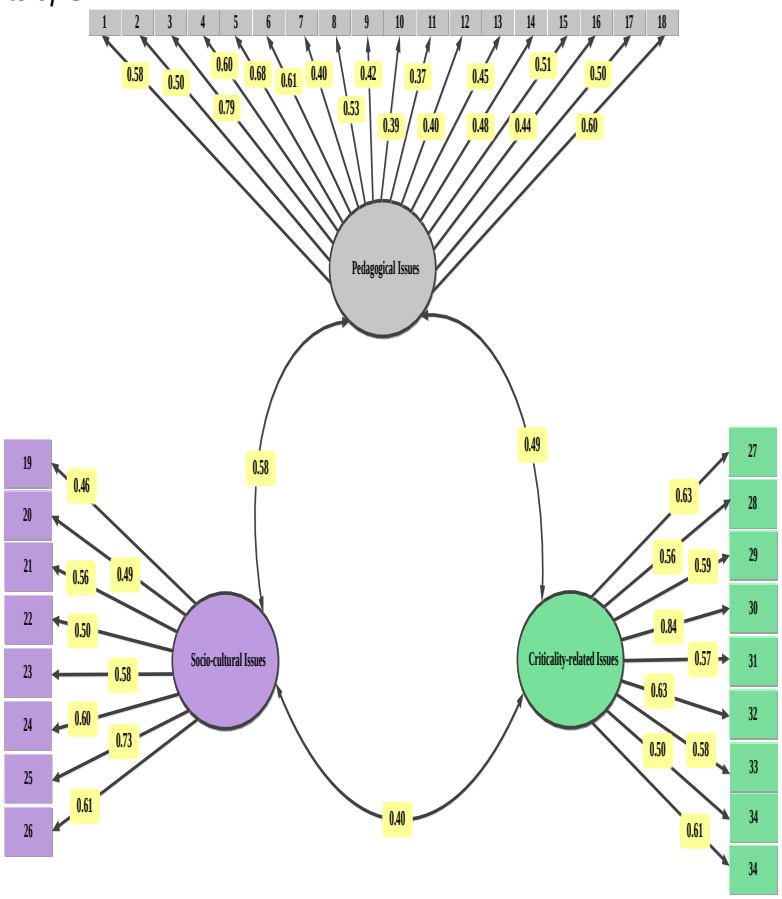


Table 4

Fit Indices Resulting from CFA

	X^2/df	TLI	CFI	GFI	AGFI	RMSEA	PCLOSE
Fit indices	1.12	0.98	0.94	0.99	0.95	0.02	0.70
Acceptable Fit indices	< 3	> 0.90	> 0.90	> 0.90	> 0.90	< 0.08	> 0.05

As it is illustrated in Table 5, all subscales of the TCPTPP questionnaire have acceptable reliability, and alpha coefficient for the total scale is .88. In sum, the results confirm that the TCPTPP is valid and reliable. This shows explicitly that Iranian EFL experts and teachers endorsed the developed TCPTPP.

Table 5

Results of Reliability Analysis

Factors	Items	Alpha coefficients
Pedagogical issues	18	0.78
Socio-cultural issues	8	0.70
Criticality-related issues	9	0.73
total scale	35	0.88

4.2. Discussion

The present research aimed to answer two research questions. With the aim of responding to the first research question, a TCPTPP was developed in three main categories: pedagogical issues, socio-cultural issues, and criticality-related issues. Each of the three main categories, in turn, consisted of several subcategories. The main category of pedagogical issues was subdivided into the issues connected to students, classroom management, classroom interaction, teaching methods, strategies and techniques, evaluation methods, instructional strategies, the roles of teachers, and taking advantage of technology. The main category of socio-cultural issues was subcategorized into the issues on solving problems, life skills, social change and transformation, the identification of cultural barriers, parents' consciousness raising, power distribution, peaceful life promotion, and the help of technology. Finally, the criticality-related subcategory had issues related to question-asking skills, the preparation for critical events, problem-solving skills, curiosity raising, analysis and synthesis skills, reasoning skills, thinking skills, meta-analysis skills, and democratic thinking through the channel of technology. Concerning the second research question, the findings showed that the developed program is of high validity and reliability, indicating that Iranian EFL experts and teachers endorsed the developed TCPTPP.

In comparing the findings of the present study with those of the previous studies, it is worth noting that this is, to the best knowledge of the researchers, the first study on the development of TCPTPP. Therefore, all the categories and subcategories of the developed model may not have their counterparts in previous studies. However, several parts of the program are supported by previous studies. For instance, Ahmadi and Sadeghi (2016), Colombo (2013), Daryai-Hansen et al. (2015), Sadeghi (2012), Waddell and Clariza (2018), and Parker (2019) have also emphasized paying heed to the management of classroom, classroom communication, teaching and evaluation methods. However, the point of departure of the present study is that such elements have been proposed to be implemented in the light of using technology. Moreover, other related studies (e.g., Honnett, 1992; Taylor, 1992; Zohrabi et al., 2019) have recommended defining new roles for teachers and students, taking cultural issues into consideration, democratic thinking and peaceful relations based on fairness and justice in different aspects of EFL teaching. Furthermore, question- and problem-solving skills are consistent with the results of the study by Adams (2004), Aikman and Unterhalter (2007), Gollnick and Chinn (2002), Mohammadi et al. (2016), Mostafazadeh et al. (2015), Sadeghi (2012), Subrahmanian (2005), Unterhalter (2007), and Wilson (2003). It is worth repeating that the differential point of this study is emphasis on the use of technology in any possible way. It cannot be neglected that elements such as preparation for critical events, curiosity raising, analysis and

synthesis-, reasoning-, thinking-, and meta-analysis skills were unique to the present study.

The categories and subcategories of the developed program in this study reflect the integration of CP principles with technology. These include addressing students' needs, raising the awareness of teaching strategies, fostering classroom rapport, promoting social problem-solving, and facilitating change and transformation, all central tenets of CP (Colombo, 2013). Moreover, CP emphasizes skill development, recognizing students' abilities, reducing the learning burden, embracing diversity and dynamism in teaching and evaluation, and shifting away from teacher-centered approaches (Ahmadi & Sadeghi, 2016). Furthermore, CP underscores the importance of enhancing students' communication skills, teaching question-posing techniques, adopting a facilitative role for teachers and providing equal learning opportunities without discrimination (Gollnick & Chinn, 2002).

In fact, using technology is an indispensable chain of any circle whose claim is movement towards CDP. Such claims cannot be imagined without CP-based illuminations and enlightenment. This is why the developed program revolves around such categories whose DNAs and RNAs, biologically speaking, are traced to CP. Giving birth to a CDP-based program of teacher education is not possible in the absence of friendship and ties among technological education, educational technologies and CP. In a field full of such elements, it can be expected that a technology-based, CP-laden teacher preparation program is produced with characteristics inherited from the three sides of a triangle (technological education, educational technologies, and CP). In sum, it is reasonably expected that technology should be taken at the service of the operationalization of CP principles in the realm of EFL teacher education if a system seeks to integrate its teacher education with CDP. This bottom line, although simply worded, can endorse the program developed by the researchers of the present study.

Teacher preparation programs aligned with current ELT trends focus on stimulating student curiosity, enhancing information synthesis skills, promoting reasoning and critical thinking, all rooted in CP principles (Wilson, 2003). Additionally, incorporating elements like self-esteem, self-confidence, democracy, and peace further enrich CP-oriented teacher-training programs (Adams, 2004). However, the findings of this study suggest that a technology-based, CP-infused teacher preparation program truly comes to fruition through the integration of technology.

That both experts and teachers endorsed the developed program is promising and adds to the hope for the implementation of the program in future. This endorsement, in turn, leads to more necessity on the part of top-level authorities to unearth the principles of technology-based CP, or so-called CDP in the light of the developed model in the present study so that EFL

teacher education of Iran is prepared for technology-based transformations in line with the most recent advancements in the field of TEFL.

5. Conclusion and Implications

According to the study's findings, it is observable that the task of aligning EFL teacher preparation programs with technological advancements and critical pedagogy principles is multifaceted for teacher educators. Without addressing key factors such as class dynamics, student needs, goal clarification, social issues, and problem-solving, the realization of a TCPTPP may not be achievable. Teacher educators must emphasize not only teaching EFL skills but also life skills and students' affective qualities like self-confidence and self-esteem in the classroom. To ensure consistency with CP, policies for teacher preparation should focus on eliminating discrimination, cultural barriers, promoting peace, simplifying student learning, and shifting towards learner-centered approaches, all the while leveraging technology.

Moreover, enhancing students' communication and critical thinking abilities, utilizing diverse teaching and evaluation methods, fostering curiosity, and ensuring equitable learning opportunities are central to the TCPTPP. The study's findings have the potential to prompt various stakeholders to take action and drive transformations in Iran's current EFL teacher education system. EFL teacher education administrators can benefit from the insights to redefine educational policies. Curriculum planners should revise existing EFL teacher education curricula to incorporate the study's identified themes. Lastly, EFL teacher educators play a crucial role in transforming the system and transitioning towards a technology-infused PC framework.

Acknowledgements

The authors would like to express their gratitude to all the experts and experienced professors of the university as well as the English language teachers who sincerely and honestly cooperated in the interview, completed the questionnaire, and played a significant role in helping us collect the data of this study and validate a technology-laden, critical pedagogy based EFL Teacher preparation program.

References

Adams, J. (2004). Room 13 and the contemporary practice of artist-learners. *Studies in Art Education, 47*(1), 23-33. http://dx.doi.org/10.1080/00393541.2005.11652811

Ahmadi, J. A. S., & Sadeghi, A. (2016). Designing and validating multicultural curriculum model in Iran public educational. *Journal of Curriculum Studies (JCS), 10*(39), 71-108.

Aikman, S., & Unterhalter, E. (Eds.). (2007). *Practicing gender equality in education*. Oxfam GB.

Allcoat, D., Hatchard, T., Azmat, F., Stansfield, K., Watson, D., & von Mühlenen, A. (2021). Education in the digital age: Learning experience in virtual and mixed realities. *Journal of Educational Computing Research, 59*(5), 795-816. https://doi.org/10.1177/0735633120985120

Anthony, A. B., & Clark, L. M. (2011). Examining dilemmas of practice associated with the integration of technology into mathematics classrooms serving urban students. *Urban Education, 46*(6), 1300–1331. https://doi.org/10.1177/0042085911416015

Bellei, C., & Munoz, G. (2023). Models of regulation, education policies, and changes in the education system: A long-term analysis of the Chilean case. *Journal of Educational Change*, *24*(1), 49-76. https://doi.org/10.1007/s10833-021-09435-1

Boyd, D. (2016). What would Paulo Freire think of blackboard: Critical pedagogy in an age of online learning? *The International Journal of Critical Pedagogy, 7*(1), 165-186.

Buss, R. R., & Wolf, L. G. (2021). Building and sustaining community in an online EdD program: Impacting education. *Journal on Transforming Professional Practice, 6*(3), 47-53. https://doi.org/10.5195/ie.2021.192

Chambers, D. (2013). *Social media and personal relationships: Online intimacies and networked friendship.* Palgrave Macmillan.

Childs, K. (2017). Integrating multiculturalism in education for the 2020 classroom: Moving beyond the melting pot of festivals and recognition months. *Journal for Multicultural Education, 11*(1), 31-36. http://dx.doi.org/10.1108/JME-06-2016-0041

Colombo, M. (2013). Pluralism in education and implications for analysis. *Italian Journal of Sociology of Education, 5(2),* 1-16. https://doi.org/10.14658/PUPJ-IJSE-2013-2-1

Creswell, J. W., Hanson, W. E., Plano, V. C., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist, 35*, 236-264. https://doi.org/10.1177/0011000006287390

Darder, A. (1991). *Culture and power in the classroom: A critical foundation for bicultural education*. Bergin & Garvey.

Daryai-Hansen, P., Gerber, B., Lorinez, I., Haller, M., Ivanova, O., Krumm, H-J., & Reich, H.H. (2015). Pluralistic approaches to language in the curriculum: the case of French speaking Switzerland, Spain and Austria. *International Journal of Multilingualism, 12*(1), 109-127. https://doi.org/10.1080/14790718.2014.948877

Degener, S. C. (2001). Making sense of critical pedagogy in adult literacy education. In J. Comings, B. Garner, & C. Smith (Eds.), *Annual review of adult learning and literacy* (pp. 26-62). Jossey-Bass Inc.

Demiroz, H., & Yesilyurt, S. (2015). Effective foreign language teaching: Perceptions of prospective English language teachers. *Universal Journal of Educational Research, 3*(11), 862-870. http://dx.doi.org/10.13189/ujer.2015.031112

Enyew, S., & Melesse, Ch. (2018). The integration of multiculturalism into the Ethiopian universities' environment. *Research in Pedagogy, 1*, 52-62. http://dx.doi.org/10.17810/2015.70

Fatehi, N., & Jalali, V. (2021). ZPD theory and scaffolding teaching strategy. *Critical Literary Studies, 3*(1), 39-59.

Freebody, P. (2008). Critical literacy education: On living with innocent language. In B. V. Street, & N. H. Hornberger (Eds.), *Encyclopedia of language and education,* (pp. 107-119). Springer Scientific.

Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.

Gao, P. P., Nagel, A., & Biedermann, H. (2020). Categorization of educational technologies as related to pedagogical practices. In K. Tirri, & A. Toom (Eds.), *Pedagogy in basic and higher education: Current developments and challenges* (pp. 167-182). IntechOpen.

Gammage, K. L., van Ingen, C., & Angrish, K. (2022). Measuring the effects of the shape your life project on the mental and physical health outcomes of survivors of gender-based violence. *Violence against women, 28*(11), 2722-2741. https://doi.org/10.1177/10778012211038966

Giroux, H. A. (2004). Critical pedagogy and the postmodern/modern devide: Towards a pedagogy of democratization. *Teacher Education Quarterly, 31* (1), 31-43.

Giroux, H. A. (2011). *On critical pedagogy*. Continuum.

Gollnick, D. M., & Chinn, P. C. (2002). *Multicultural education in a pluralistic society* (6th ed.). Merrill.

Grassini, S. (2023). Shaping the future of education: exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences, 13*(7), 692. https://doi.org/10.3390/educsci13070692

Grech, A., Sood, I., Ariño, L. (2021). Blockchain, self-sovereign identity and digital credentials: promise versus praxis in education. *Frontiers in Blockchain, 4* (1), 61-67. http://dx.doi.org/10.3389/fblo. 2021.616 779

Heath, M., Asim, S., Milman, N., & Henderson, J. (2022). Confronting tools of the oppressor: Framing just technology integration in educational technology and teacher education. *Contemporary Issues in Technology and Teacher Education, 22*(4), 754-777.

Heitz, C., Laboissiere, M., Sanghvi, S., Sarakatsannis, J. (2022, Aril 23). Getting the next phase of remote learning right in Higher education. https://www.mckinsey.com/industries/education/our-insights/getting-the-next-phase-of-remote-learning-right-in-higher-education#

Honnett, A. (1992). *Kampf um anerkennung*. Suhrkamp Verlag.

Hu, X., Chiu, M. M., Leung, W. M., & Yelland, N. (2021). Technology integration for young children during COVID-19: Towards future online teaching. *British Journal of Educational Technology, 52*(4), 1513-1537. https://doi.org/10.1111/bjet.13106

Kline, R. B. (2023). *Principles and practice of structural equation modeling*. Guilford publications.

Larson, K.R. (2014). Critical pedagogy(ies) for ELT in Indonesia. *TEFLIN Journal, 25*(1), 122-138. https://doi.org/10.15639/teflinjournal.v25i1/122-138

Luke, A., & Freebody, P. (1997). Critical literacy and the question of normativity: An introduction. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing critical literacies: Teaching and learning textual practice* (pp. 1-18). Allen & Unwin.

McLaren, P. (1995). *Critical pedagogy and predatory culture: Oppositional politics in a postmodern era.* Routledge.

Mohammadi, S., Kamal Kharazi, S.A.N., Kazemifard, M., & Pourkarim, J. (2016). Proposing a model for multicultural education in higher education: Investigating experts' opinions in Iran. *Journal of Research in Teaching, 4*(1), 65-91. https://doi.org/10.30495/jntell.2023.1980499.1048

Morris, S. M., & Stommel, J. (2018). *An urgency of teachers: The work of critical digital pedagogy.* Hybrid Pedagogy Inc.

Mostafazadeh, E., Keshtiaray, N., & Ghulizadeh, A. (2015). Analysis of multi-cultural education concept in order to explain its components. *Journal of Education and Practice, 6*(1), 1-14.

Movahhedi, T., Sarkeshikian, A., & Golshan, M. (2023). Iranian EAP teachers and students' perceptions of critical English for academic purposes. *Journal of Modern Research in English Language Studies, 11*(1), 77-100. https://doi.org/10.30479/jmrels.2023.18332.2193

Mulcahy, D. G. (2011). Liberal education, reading the word and naming the world. In A. O'Shea, & M. O'Brien (Eds.), *Pedagogy, oppression and transformation in a post-critical climate: The return of Freirean thinking* (pp. 69-85). Continuum.

Parker, J. L. (2019). Multicultural education as a framework for educating English language learners in the United States. *International Journal*

of Multidisciplinary Perspectives in Higher Education, *4*(1), 22-35. https://doi.org/10.32674/jimphe.v4i1.1404

Rahimi, A., Kushki, A., Ansaripour, E., & Maki, A. (2015). Critical pedagogy and materials development; content selection and gradation. *Educational Policy Analysis and Strategic Research*, *10*(1), 24-38.

Roohani, A., Hashemian, M., & Haghparast, S. (2016). Validating a context-specific teacher critical pedagogy questionnaire. *International Journal of Research Studies in Language Learning*, *5*(4), 3-12. https://doi.org/10.5861/ijrsll.2015.1313

Sadeghi, A.R. (2012). Characteristics and necessities of developing a multicultural curriculum in Iran. *Cultural Strategy*, *18*, 93-121.

Salimi, E. A., & Khazaee Kouhpar, M. (2023). Iranian EFL teachers' understanding and beliefs of critical pedagogy: A multiple case study. *Journal of Modern Research in English Language Studies*, *11*(1), 101-124. https://doi.org/10.30479/jmrels.2023.18569.2189

Sezer, Ş., Karabacak, N., Küçük, M., & Korkmaz, İ. (2019). School administrators opinion on professional skills required to be gained to classroom teachers in-service training process. *Journal of Theoretical Educational Science*, *12*(4), 1223-1238. http://dx.doi.org/10.30831/akukeg.458061

Shahvand, M., & Rezvani, E. (2016). Iranian EFL teachers' beliefs and practices on effective teaching: The case of gender and level of experience. *Research in English Language Pedagogy*, *3*(2), 30-43.

Stommel, J. (2014). *Critical digital pedagogy: A definition.* Hybrid Pedagogy.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Techniques and procedures for developing grounded theory (*2nd ed.*)*. Sage.

Subrahmanian, R. (2005). *Scaling up good practices in girls' education*. UNESCO.

Taylor, C. (1992). *The politics of recognition*. Princeton University press.

Taylor, R., Kumi-Yeboah, A., & Ringlaben, R. P. (2015). Pre-service teachers' perceptions toward multicultural education and teaching of culturally and linguistically diverse learners. *Multicultural Education*, *23*(3/4), 42-48. https://doi.org/10.31686/ijier.vol3.iss9.434

Tabatabaei, E., & Bavali, M. (2022). Towards a scale for developing EFL materials based on the principles of critical pedagogy. *Journal of Studies in Learning and Teaching English*, *11*(2), 165-196.

Unterhalter, E. (2007). Global values and gender equality in education: Needs, rights and capabilities. In S. Fennell & M. Arnot (Eds.), *Gender education and equality in a global context: Conceptual frameworks and policy perspectives* (pp. 19-34). Routledge.

Valdez, P. N. (2020). Research in critical pedagogy: Implications for English language classrooms in Asia. *PASAA: Journal of Language Teaching and Learning in Thailand, 60,* 222-236.

Volkov, A., Rishko, Y., Kostyukhin, Y., Sidorova, E., Boboshko, D., Savinova, D., & Ershova, V. (2022). Using digital tools to teach soft skill-oriented subjects to university students during the COVID-19 pandemic. *Education Sciences, 12*(5), 205-335. https://doi.org/10.3390/educsci12050335

Waddell, M., & Clariza, E. (2018). Critical digital pedagogy and cultural sensitivity in the library classroom: Infographics and digital storytelling. *College & Research Libraries News, 79*(5), 228-233. http://dx.doi.org/10.5860/crln.79.5.228

Webster, L. L., & Metrova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching* (1st ed.) Routledge.

White, B. J. (2011). A conceptual approach to the instruction of phrasal verbs. *The Modern Language Journal, 96*(3), 419-438. https://doi.org/10.1111/j.1540-4781.2012.01365.x

Wilson, D. (2003). *Human rights promoting gender equality in and through education, Background paper for EFA global monitroing report 2003/04*. UNESCO.

Zamani, R., & Ahangari, S. (2016). Characteristics of an effective English language teacher (EELT) as perceived by learners of English. *International Journal of Foreign Language Teaching and Research, 4*(14), 69-88.

Zohrabi, K, Razmjoo, S.A., & Ahmadi, A.R. (2019). Developing and validating a pluralistic curriculum (PC) model for English teaching in Iranian high schools. *Journal of Modern Research in English Language Studies, 6*(1), 31-49. https://doi.org/10.30479/jmrels.2019.10021.1265

Appendices

Appendix A

Semistructured Interview Questions

1. What are your thoughts on the key challenges present in a technology-infused critical pedagogy (CP) focused EFL teacher training program?
2. How do these challenges impact a technology-infused critical pedagogy (CP) based EFL teacher training program?
3. What is your perspective on the pedagogical challenges within a technology-infused critical pedagogy (CP) based EFL teacher training program?
4. How do you view the socio-cultural challenges in a technology-infused critical pedagogy (CP) based EFL teacher training program?
5. What are your views on the issues related to critical thinking in a technology-infused critical pedagogy (CP) based EFL teacher training program?

Appendix B

Open-Ended Questionnaire

1. Discuss the main challenges encountered in a technology-driven critical pedagogy (CP) approach to EFL teacher training.
2. Explore how these challenges impact the integration of technology in a critical pedagogy framework for EFL teacher preparation.
3. Analyze the pedagogical obstacles faced in incorporating technology within a critical pedagogy-based EFL teacher training program.
4. Examine the socio-cultural hurdles present in implementing a technology-infused critical pedagogy (CP) approach to EFL teacher preparation.
5. Evaluate the issues surrounding critical thinking within a technology-driven critical pedagogy (CP) based EFL teacher training program.

Appendix C

Researcher-Made, Close-Ended Questionnaire

Dear respondent,

Please fill the next questionnaire patiently. Show the amount of your agreement with each statement ticking a cell from 1 = strongly disagree to 4 = strongly agree.

Numbers	Subscales	Items	1= strongly ..	2= slightly ..	3= slightly agree	4= strongly agree
1	Pedagogical Issues Content	Teachers should be trained to prioritize students' needs by utilizing technology.				
2		Teachers should be trained to understand students' goals in learning English through the use of technology.				
3		Teachers should be trained to be attentive to students and foster a positive relationship with them using technology.				
4		Teachers should be trained to acknowledge the varying learning capacities of students through technology.				
5		Teachers should be trained to deliver instructions in a clear and straightforward manner using technology.				
6		Teachers should be trained to design dynamic lessons that enhance students' learning with the help of technology.				
7		Teachers should be trained to create student-centered classes by incorporating technology.				
8		Teachers should be trained to clearly articulate the purpose of each teaching activity or method in classes using technology.				
9		Teachers should be trained to employ dynamic evaluation methods with the aid of technology.				
10		Teachers should be trained to utilize cooperative teaching methods through technology.				
11		Teachers should be trained to facilitate learning rather than hinder it, using technology.				
12		Teachers should be trained to stay informed about the latest developments in education through technology.				
13		Teachers should be trained to ensure equal learning opportunities for all students in classes with the use of technology.				
14		Teachers should be trained to implement inductive learning techniques, using technology.				
15		Teachers should be trained to boost students' self-esteem and self-confidence with technology.				
16		Teachers should be trained to employ diverse teaching methods and strategies through technology.				
17		Teachers should be trained to engage students in participatory teaching methods using technology.				
18		Teachers should be trained to incorporate a variety of evaluation procedures with the help of technology.				
19	Socio-cultural	Teachers should be trained to explore solutions to social issues, using technology.				
20		Teachers should be trained to impart life skills to students through technology.				

21	Criticality-related Issues	Teachers should be trained to empower students to seek change and social transformation using technology.
22		Teachers should be trained to identify and address cultural barriers that impact students' learning with the aid of technology.
23		Teachers should be trained to raise awareness among parents about social issues through technology.
24		Teachers should be trained to emphasize students' communicative abilities in classes using technology.
25		Teachers should be trained to promote equitable distribution of power in educational settings through technology.
26		Teachers should be trained to foster a peaceful environment among students, using technology.
27		Teachers should be trained to help students develop questioning skills through technology.
28		Teachers should be trained to anticipate and respond to critical events in the classroom using technology.
29		Teachers should be trained to teach students problem-solving skills with the support of technology.
30		Teachers should be trained to cultivate students' curiosity through technology.
31		Teachers should be trained to instruct students on how to recognize, understand, analyze, and synthesize information, using technology.
32		Teachers should be trained to encourage students to seek reasons behind phenomena using technology.
33		Teachers should be trained to engage students in critical thinking through technology.
34		Teachers should be trained to guide students in going beyond received information using technology.
35		Teachers should be trained to instill democratic attitudes in students with the use of technology.