

The Relationship Between Teachers' and Learners' Gender and Their View on Principles of Critical Pedagogy

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Abstract

Although there are a lot of research studies conducted in the area of critical pedagogy (CP), little attention has been paid to the comparative investigation of Iranian EFL teachers and learners' views toward CP with regard to their gender. This study aimed to investigate the relationship between teachers' and learners' gender and their view on principles of critical pedagogy. To this end, 143 students and 37 teachers were randomly selected from language institutes in Shiraz, Iran. Based on the results of a Quick Placement Test (QPT), the students were homogeneously divided into three groups of elementary (scoring from 0 to 29), intermediate (scoring from 30 to 47), and advanced (scoring from 48 to 60) levels. Then, to explore teachers' views and their views toward CP, the Farsi version of Yilmaz (2009) CP questionnaire was administered. Findings showed that there is not a significant difference between male and female participants with regard to their views toward CP. Findings of this study can not only be used by learners and teachers as well as curriculum developers, but they also can be useful as new windows for further research by experts.

Keywords: critical pedagogy, attitude, critical thinking, gender, EFL learners and teachers.

1. Introduction

The second language (L2) teaching profession has gone through a number of dramatic changes during the last two decades. Certainly one of the topics which has turned into a common theme of discussion and research is the concept of CP. According to Ford (2009), the last few decades have witnessed a growing interest in CP both in ESL and EFL contexts. Rajagopalan (1999) also stated that CP has won over a growing number of advocates and enthusiasts in recent years. CP as a new approach in English language teaching (ELT) is known as one which places socio-political considerations high on the classroom agenda (Ford, 2009), and it incorporates a set of principles and practices that aim to change both the nature of schooling and also the wider society (Pennycook, 1994).

Reviewing briefly the literature on CP revealed that the scholars within the broad and somewhat diverse CP tradition have tried to intensify the discussion of the political and socio-cultural implications that permeate all ELT profession (Cox & Assis-Peterson, 1999). Precisely, the main concern of the supporters of CP is with the dominant discourse in ELT that considers the expansion and internationalization of English and the global spread of mainstream ELT practices and principles as natural, neutral, and beneficial (Pennycook, 1994).

According to the scholars of CP tradition (Canagarajah, 1999, 2005; Pennycook, 1994; Phillipson, 1992), the absence of a critical view toward teaching the English language and the role of English seems to be the result of English teachers' submission to applied linguists which emphasized some formal and methodological issues as well as some mostly unquestioned tenets. After the appearance of such a critical approach, it is not surprising to see some controversies and discussions surrounding ELT as the most systematic way of spreading the English language throughout the world (Davari, 2011).

CP is defined by different scholars in various ways, taking into account different aspects of the concept. It is a prism that reflects the complexities between teaching and learning. It is a prism which sheds light on the hidden subtleties that might have escaped our view previously. The prism has a tendency to focus on shades of social, cultural, political, and even economic conditions, and it does all of this under the broad view of history (Wink, 2005, p. 26). CP challenges our long-held assumptions and leads us to ask new questions, and the questions we ask will determine the answers we get. CP gives voice to the voiceless; gives power to the powerless. Change is often difficult, and CP is all about change from coercive to collaborative; from transmission to transformative; from inert to catalytic; from passive to active. CP leads us to advocacy and activism on behalf of those who are the most vulnerable in classrooms and in society (Wink, 2005, p. 165).

As mentioned before, some research has been done on the field of teachers and learners' views toward CP (Davari, Iranmehr & Erfani, 2012; Safari & Pourhashemi, 2012; Sahragard, Razmjoo & Baharloo, 2014; Shabani & Khorsandi, 2014), but little if any has been done or reported on the relationship between these two. Because the CP concept is of high significance in all levels of education, and because it contributes to teaching effectiveness, the necessity for further research is felt to examine how views toward CP are related specially in EFL realm in Iran among learners and teachers of the English language. In so doing, the current study tries to investigate the relationship between EFL teachers' views on principle of CP and their learners' views as well. It also tries to indicate how much teachers' critical pedagogical views contributes, if any, and to what extent teachers' views are related to their students' views toward CP. The concept of CP has been around for some time in education.

However, not much research has been conducted on implementing the basic tenets of CP into the ELT classrooms. Acknowledging the significant role of teachers as the cornerstone of educational system in every context, the main reason behind this study will be to examine the extent to which Iranian EFL instructors and learners' views toward approaches and principles of CP in English institutes in Iran differ or are similar.

To the best of the researcher's knowledge, such a study will be carried out for the first time in Iran. The scarcity of information on the relationship among EFL learners' and teachers' views toward CP and the teachers' experience and learners' level of English knowledge can easily be observed in Iranian EFL context. It seems that there is a strong need for Iranian students to go beyond the neutral nature of spread of ELT around the world. Additionally, it is very rare to find studies that addressed gender-related findings concerning views toward CP in Iranian EFL context. In addition, lack of consensus among scholars with respect to the effect of gender, years of teachers' experience and language learners' level of English knowledge on CP indicates the significance of this issue in the present study.

Developing new views in learners and teachers toward CP is of primary importance (Albrecht & Sack, 2000). According to Choy and Cheah (2009), CP is encouraged through metacognitive awareness in educational settings such as classrooms for the students. So, the results of this study will be useful for the curriculum designers. The results will provide them with an empirically-verified reason behind the need to adjust their curriculum to improve and justify students' views toward CP. Further, students will get benefit from these findings. Regarding learners, academic achievement is believed to be significantly and positively correlated with views toward CP.

Additional benefit of this study is concerned with the effect of CP on society. The complexity and growing interdependence of modern life places a significant emphasis on CP (Barak, Ben-Chaim & Zoller, 2007; Kurfiss, 1988). Further, advancing critical thinking skills relates to higher education's goal of building responsible citizens. An increasingly complex society requires citizens to base their decisions and judgments on careful evaluation of evidence (Murray & Renaud, 2008).

Actually, the findings of this study can be beneficial for teachers. Davidson (1998) claimed that introducing thinking critically to learners is necessary for L2 teachers. According to him, "if we don't, our students may well flounder when they are confronted with [the] necessity of thinking critically, especially in an academic setting" (p. 121). The findings of this study can benefit researchers and materials developers. The result can also provide an impetus for other researchers for more follow-up studies at larger scales in Iran.

2. Literature review

On one hand, the factors which represent critical thinking (CT) are *analysis* (referring to the ability of breaking down material into its component parts so that its organizational structure is understood, and including the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles), *comprehension* (the ability to grasp the meaning of material, which is shown by translating material from one form to another and interpreting material), and *evaluation* (the ability to judge the value of material for any given purpose based on definite criteria including internal criteria or external criteria).

On the other hand, the factors representing metacognitive awareness are *monitoring* (the assessment of the progress of one's current thinking and work on a particular task during learning process) and *knowledge* (defined as remembering previously learned material which involves recalling a wide range of material, from specific facts to complete theories). All that is required is the bringing back to mind the appropriate information. Knowledge is the lowest level of learning outcomes in the cognitive domain. Because of the importance of these two variables, the present study aimed at exploring the relationship between CT, metacognitive awareness, and the EFL learners' academic achievement across their proficiency levels, gender, and year of study.

Davari, Iranmehr, and Erfani (2012) attempted to study the Iranian ELT community's attitudes to some practical implications of CP in ELT. In order to acquire the Iranian ELT community's attitudes, a mixed-method approach was conducted. In the first phase of their research, an interview survey was conducted with eight applied linguists. Enjoying the content analysis of the data as well as the available literature on the topic, especially Akbari's (2008) suggestions, a 10 item Likert-scale was prepared. In order for checking the Iranian ELT community in the second phase of their research, a questionnaire survey was conducted on 86 participants. Findings of this phase, as the main source of study, revealed that CP is going to find a position in Iranian ELT community.

Shabani and Khorsandi (2014) investigated the possible relationship between EFL teachers' critical pedagogical views and their professional success evaluated by students. To this end, the Farsi version of Yilmaz (2009) CP questionnaire was used to obtain the measures of the critical pedagogical views of 76 Iranian EFL teachers. In addition, students were required to estimate teachers' professional success through the Successful Iranian EFL Teacher Questionnaire (Pishghadam & Moafian, 2007). A statistically significant relationship between the two sets of measures was demonstrated through the Pearson product-moment correlation analysis ($r = 0.6, p \leq 0.05$). Additionally, by scrutinizing the details they concluded that two of the three aspects of CP sub-dimensions as defined by Yilmaz (2009) namely 'function of schools' and 'emancipator school', are significantly

positively correlated with SIET scores using the multiple regression analysis. Implications of the study are further discussed.

Sahragard, Razmjoo, and Baharloo (2014) investigated Iranian EFL teachers' awareness of CP and its principles. They intended to look for their viewpoints about the practicality of implementing CP in our classrooms. Furthermore, they attempted to seek the barriers that hinder the application of CP in Iranian teaching contexts. To this end, 20 Iranian EFL instructors teaching at university, high schools, and language institutes were interviewed. Since the study employs a mixed-method design, the researcher benefited from both a CP questionnaire, developed by Maki (2011), and in-depth interviews. Approaches based on grounded theory were utilized in order to analyze the qualitative data; in addition, statistical procedures such as descriptive statistics and factor analysis were used to analyze the quantitative data. They found that the majority of Iranian EFL instructors are aware of the principles of CP and support the helpfulness of such pedagogy and its premises. The study revealed that in spite of language teachers' awareness of CP and their agreement with the positively effective CP principles, they rarely apply this methodology in their teaching.

Norooziasiam and Soozandehfar (2011) did a qualitative study which investigated the attitudes and perceptions of language teachers towards teaching English through applying features of CP. They conducted in a small scale with about 10 language teachers from three popular institutes in Ardebil, Iran. The research was done through observation and semi-structured interview. They came up with positive attitudes but for some reasons most teachers tend not to apply the features of CP.

Aliakbari and Azimi Amoli (2014) investigated 200 Iranian EFL instructors' views in English Institutes. The questionnaire developed by Azimi (2008) which examined teacher's attitude in CP with reference to their age, gender, educational level, and work experience. They found that there is a significant difference between age, gender, educational level, and work experience. Compared to males, females had better mean in responding to CP items in this study. Also, responses to CP items represented a positive relationship with respondents' age. Additionally, the higher the respondents' educational level, the bigger the mean for the responses toward CP items. Finally, the teachers with less experience had a lower level of agreement with the principles of CP. The results can also be regarded as an implication for policy-makers in the field of TEFL to revise their policies related to the ELT issues.

Schoen (1983) believes that CT skills are facilitated through metacognition. He stated that "a successful pedagogy that can serve as a basis for the enhancement of thinking will have to incorporate ideas about the way in which learners organize knowledge and internally represent it and the way these representations change and resist change when new information is encountered" (p. 87).

3. Methodology

3.1 Research Design

The current study is a quantitative one with a correlational design. This study was conducted to determine the relationship among EFL learners' and teachers' views toward CP, and the factors affecting it such as gender, experience of teachers and level of English knowledge of learners. In the present study, there was one independent variable, namely, EFL learners' and teachers' views toward CP. Gender of participants, experience of teachers, and level of English knowledge of learners are independent variables.

3.2 Participants

The sampling method in this study was that of criterion-based selection. This study consisted of two groups of participants. The criteria for inclusion were as follows: (a) the participants were either an ELT teacher or EFL learner, (b) teachers were of at least one year of experience of teaching English in an Iranian EFL context, (c) the learners were elementary, intermediate, and advanced learners, and (d) the major of teachers was one of the different sub-branches of English—English translation, English literature, Teaching English as a Foreign Language (TEFL), or linguistics and their academic degree was BA, MA, and PhD, but the major and degree of the students was not important, that is, students were from any field of science with any degree.

Since the critical pedagogical views of teachers and learners were to be compared and analyzed, the first group of participants were selected from EFL teachers aged between 23 and 40 years old with a range of between 1 and 15 years of teaching experience. The number of participants in this group was 37, and the number of learners was totally 143 participants. The age range for learners participating in this study was from 15 to 50 years old. The two groups were a mixture of both females and males from various socioeconomic backgrounds.

With regard to the ethical issues, the participants were assured that their personal information would be confidentially kept. Additionally, they were informed of the fact that they were selected to take part in this research, and the obtained data would be used only for this goal. Additionally, it should be mentioned that other ethical issues such as confidentiality and originality of research were observed as much as possible.

3.2.1 Learners

The initial sample of learners in this study consisted of 236 students from five language institutes majoring in

different fields, levels, and with various socio-economic backgrounds. The learners were a mixture of both male and female students. Their age varied from 15 to 50. The average age for males was 23.2 and for females was 22.3 years. The average for all participants was calculated to be 22.55. The participants in this study were in three groups including the elementary, intermediate, and advanced levels. It is also necessary to mention that the participants voluntarily participated in this study. It should also be mentioned that 93 students were excluded because of not having the inclusion criteria. Based on Table 1 and Figure 1, it can be understood that more than two thirds of learners were females.

Table 1. Descriptive Statistics of the Learners with Regard to Their Gender

Gender	Frequency	Percentage	Valid Percentage
Male	46	32.16	32.16
Female	97	67.83	67.83
Total	143	100	100

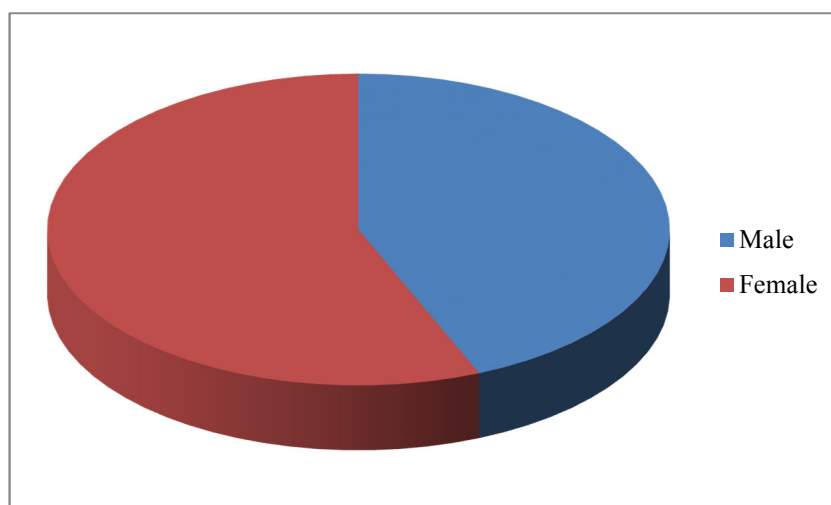


Figure 1. Descriptive statistics of the participants with regard to their gender

3.2.2 Teachers

The initial sample of teachers in this study consisted of 42 from 10 language institutes majoring in different sub-fields of English, various levels of proficiency, and with various socio-economic backgrounds. They were a mixture of both male and female teachers. Their age varied from 23 to 40. The average age for males was 23.2 and for females was 22.3 years. The average for all teachers was calculated to be 22.55. The teachers in this study were in four groups including the TEFL, linguistics, translation, and literature. It is also necessary to mention that the participants voluntarily participated in this study. It should be mentioned that 5 teachers were discarded due to their lack of interest in the rest of the process or incomplete answers to the questionnaire.

Table 2. Descriptive Statistics of the Teachers with Regard to Their Gender

Gender	Frequency	Percentage	Valid Percentage
Male	24	64.86	64.86
Female	13	35.14	35.14
Total	37	100	100

As Table 2 reveals, out of 37 teachers, more than one third of them were females, and about two thirds were males.

3.3 Instruments

Two different instruments were used to collect the relevant data in this study including (a) the QPT to determine EFL learners' proficiency level and (b) Yilmaz's (2009) CP Questionnaire to determine the learners and teachers' point of view toward CP (See Appendices A and B, respectively.). Each instrument is fully explained below:

3.3.1 Quick Placement Test

The QPT version 3 (developed by Oxford University Press and University of Cambridge Local Examinations Syndicate, 2011) was used as the pretest of the study. This placement test would ensure the proficiency level of the participants (only learners participating in the research) of the study (See Appendix A.). It consists of 60 grammar and vocabulary multiple-choice questions, and the standard time allocated to the test is 50 minutes. The test had two sections. Section one is on grammar with 40 multiple-choice and cloze test items of vocabulary and section two is on testing learners' grammatical competence with 20 questions. The participants' scores were calculated by counting the correct answers and giving one point for each correct answer in the QPT. That is, a student who answered all the items correctly would get the whole score. All EFL learners participating in this

research took the QPT to filter out those learners who are not appropriate for the sake of this study. The use of this placement test in numerous studies (e.g., Marzban & Ashraafi, 2016; Soltani Tehrani & Tabatabaei, 2012) is an indication of its being appropriate. The QPT was administered to measure the level of the participants' general English knowledge and examine the homogeneity among the elementary, intermediate, and advanced groups prior to the study.

3.3.2 Yilmaz's (2009) Critical Pedagogy Questionnaire

Based on the data gathered the findings from the literature in this field, a Likert-scale questionnaire was prepared by the researcher including 20 statements (See Appendix B.). Before its actual administration, it was studied and revised repeatedly, and then for the purpose of content and linguistic validity, it was pilot-tested with 30 teachers and learners having the given criteria. The responses to the questionnaire in pilot stage was fed into SPSS to analyze its reliability. The reliability coefficients were calculated repeatedly. Employing Cronbach alpha, the coefficient was satisfactory. Moreover, on the basis of the feedbacks obtained, some modifications were done.

3.4 Data Collection Procedures

To get access to a large number of teachers, Yilmaz's (2009) CP questionnaire was administered through face-to-face contact (hard copy) by the researcher. Additionally through face-to-face contact (hard copy), the two questionnaires, namely, QPT and Yilmaz's (2009) CP questionnaire, were administered to the accessible learners. The purpose of the study and a request for participants were clearly stated. The data was collected over a two-month period. In this phase, the researcher utilized a quantitative method (i.e., questionnaire administration) in order to identify and examine Iranian ELT teachers and students' attitudes and views toward CP.

First, the QPT was distributed by the researcher among only the 236 participating EFL learners at their classroom hour in 2017. They were briefed about the purpose and nature of the research in advance. According to their placement scores, they were placed in elementary, intermediate, and advanced levels. Those who scored from 0 to 29 were placed in the elementary group, between 30 and 47 in the intermediate group, and between 48 and 60 in the advanced group.

Two weeks later, the teachers and learners were asked to take Yilmaz's (2009) CP questionnaire which was administered to explore the teachers and learners' point of view toward CP. Students were also told that they should respond to the questionnaires without discussing the answers with anybody else because points of view are subjective and differ from person to person. The students were also allowed to ask any probable questions related to the questionnaire from the researcher to let them fully understand and answer the best possible way. This was done to minimize chances for distraction and to turn students away from talking to their friends who had not yet finished answering the items.

3.5 Data Analysis Procedures

To analyze the obtained data, scores of each participant were checked and counted item by item. This operation was carried out for the test given to learners and teachers. Then, the whole score of each participant was calculated by adding up the number of responses to the items in the tests. After collecting data, they were subjected to statistical analysis. Both descriptive and inferential statistical procedures were used to answer the related research question. Descriptive statistics including mean, SD, and range were reported for Yilmaz's (2009) CP questionnaire. To analyze the data, the SPSS software (Version 20) was utilized which is commonly used for analyzing the results of the studies in social sciences. The differences between the correlations across gender were calculated using independent samples t-test, which standardizes correlations and explains whether the differences are significant or not assuming that the values being compared were normally distributed.

4. Results

Is there any relationship between teachers' and learners' view on principles of CP and their gender?

Null hypothesis: There is not any relationship between teachers' and learners' gender and their view on principles of CP.

In order to answer this question, the data related to the two groups were analyzed separately. Since there was one independent variable (gender) and only two groups, independent samples t-test was used.

Table 3. Descriptive Statistics of Teachers' View on Principles of CP and Their Gender

	N	Mean	SD	Max	Min	Range
Male	24	58.83	8.61	74	47	27
Female	13	63.69	8.96	74	50	24
Total	37	60.05	9.03	74	47	27

As shown in Table 3, it can be concluded that mean of male teachers was lower than that of female teachers, but female teachers answered the questionnaire more heterogeneously than male teachers.

Table 4. Descriptive Statistics of Learners' View on Principles of CP and Their Gender

	N	Mean	SD	Max	Min	Range
Male	46	58.59	8.50	72	45	27
Female	97	65.37	7.64	77	46	21
Total	143	63.18	8.51	77	45	22

As shown in Table 4, it can be concluded that mean of male learners was lower than that of female learners, and male learners answered the questionnaire more heterogeneously than female learners.

Table 5. The Relationship between Teachers' View on Principles of CP and Their Gender

	N	Mean	SD	df	F	Sig.
Male	24	58.83	8.61	35	0.46	0.000
Female	13	63.69	8.96			
Total	37	60.05	9.03			

It is indicated in Table 5 that there was a significant difference (t value (35) = 0.426; P value = 0.000) between male teachers' ($M = 58.83$; $SD = 8.61$) and female teachers' ($M = 63.69$; $SD = 8.96$) view on principles of CP and their gender. The null hypothesis is that there is no significant difference among the groups. The alternative hypothesis assumes that there is at least one significant difference among the groups. Since the p -value associated with the F is smaller than .05, then the null hypothesis is rejected and the alternative hypothesis is supported. Since the null hypothesis is rejected, it can be concluded that the means of all the two groups are not equal.

Table 6. The Relationship between Learners' View on Principles of CP and Their Gender

	N	Mean	SD	df	F	Sig.
Male	46	58.59	8.50	141	0.34	0.000
Female	97	65.37	7.64			
Total	143	63.18	8.51			

It is indicated in Table 6 that there was a significant difference (t value (141) = 0.34; P value = 0.000) between male learners' ($M = 58.59$; $SD = 8.50$) and female learners' ($M = 65.37$; $SD = 7.64$) view on principles of CP and their gender. The null hypothesis is that there is no significant difference among the two groups. The alternative hypothesis assumes that there is at least one significant difference among the two groups. Since the p -value associated with the F is smaller than .05, then the null hypothesis is rejected and the alternative hypothesis is supported. Since the null hypothesis is rejected, it can be concluded that the means of all the two groups are not equal.

5. Discussion and Conclusion

As stated before, the goal of this study was to probe if there was any relationship between EFL teachers' and learners' attitudes toward CP and their gender. According to the results there was a significant relationship between CP and their gender. This is in regard to previous theoretical and empirical studies done successfully. Findings showed that there is relationship between teachers' and learners' views on CP and their gender which is not in line with findings of Shabani and Khorsandi (2014), who investigated the possible relationship between EFL teachers' critical pedagogical views and their gender. To this end they used the Farsi version of Yilmaz (2009) CP questionnaire to obtain the measures of theoretical pedagogical views of 76 Iranian EFL teachers (Yilmaz, 2009). The findings of this research are in line with Aliakbari and Azimi Amoli (2014), who investigated 200 Iranian EFL instructors' views in English Institutes, and they found that there is a significant difference between age, gender, educational level, and work experience. Compared to males, females had better mean in responding to CP items in their study.

The results of the current study showed that teachers' and learners' critical pedagogical points are significantly different among different genders. Therefore, if shift and flexibility appear to affect practices of teaching, it is important to specify contributing factors toward the development of teacher educational programs. In a similar vein it is necessary to develop and design programs for EFL teachers the focus of which is CP. Additionally, learners' and teachers' interest and needs are the focus of attention in CP, and curriculum is based on these factors. In CP, classroom environment is to be enjoyable one in that students are allowed to choose the topic of the course, and they are even allowed to criticize their teacher so that there is a share power among teachers and students.

Obviously, CP plays a vital role in learning any given language, and it is in one way or the other related to gender, proficiency, and years of exposure to a second/foreign language. Wanted or unwanted, those who are capable of both thinking critically and metacognitively aware would learn languages better and, in turn, express their ideas better. One of the main reasons why Iranian EFL learners do not show signs of being metacognitively aware and critical thinkers could be attributed to the fact that they have never been formally and systematically exposed to the that kind of training or better to say education in their courses.

The implications of this study can be discussed from some perspectives. Aspects of CP use in general, and

its related factors in EFL context, in particular, could be and should be employed in language learning and teaching programs. Firstly, it is the responsibility of ESL and EFL teachers to endeavor to make their students aware of and sensitive to the fact that CP and metacognitive awareness play an important role in learning a language and communicating ideas. These will serve as a useful means for language learning which will enable the learners to communicate their thoughts in actual contexts long after they have left the language classroom, or any other formal teaching/learning situation. These will undoubtedly help the foreign or L2 learners in language learning and a good number of other ways.

Secondly, having mastered the CP capability and being metacognitively aware, a language user will find it exceptionally easy to find the most appropriate ways of dealing with unexpected hurdles facing him/her. These will also provide the learners with insights as to the cultural aspects of language they must be able to take care of in their career.

Thirdly, the results will also come handy in teaching/learning foreign languages. They will enable foreign language teachers to decide on the language forms and contents their students are supposed to learn. In the past, many teachers cling to Chomsky's ideal speaker-hearer hypothesis which, in turn, led to the selection of sentence as the basic unit of language teaching. To them, knowledge of how language functions in communication would no longer follow from knowledge of sentence. Now, it was plain that studies concerning the communicative aspects of language, one of which is the investigation of the impact of these psychological factors, had to be carried out to provide the theoretical bases upon which language teaching could be safely founded.

Fourthly, the findings are also applicable to materials development. According to Widdowson (1979, p. 90), "language teaching materials have in the past been largely derived from the products of theoretical sentence grammars." According to (Campbell & Wales, 1970; Hymes, 1971), materials which derive from a description of discourse; materials which will affect the transfer from grammatical competence, knowledge of sentences, to what has been called communicative competence, knowledge of how sentences are used in the performance of communicative acts of different kinds are now needed. Grammatical competence remains in a perpetual state of potentiality unless it is realized in communication. It might be hoped that, for applied linguists, studies of this type might indicate the nature of such rules and give some clues as to how their teaching might be approached.

Last but not least is the fact that the analysis of EFL textbooks designed for Iranian students revealed that these books bring to light a very low level of CP ability, and practices related to this kind of capacity in learners and provided a few, or no, opportunities especially in comparison with that of developed countries. The focus of such books seems to be only on developing some rote learning skills through some routine practices of reading comprehension, vocabulary acquisition, grammar, and the like, with little or almost no regard for metacognitive awareness and CP ability. In other words, not only are students kept in the dark about CP ability in their learning process, but the authors of such textbooks also seem to shy away from any kind of utilization of practices and methods of activation of these abilities. The findings of any research of this type would be useful for authors and curriculum designers to keep this important point in mind. The findings of this study are inevitably limited thanks to innumerable foreseen and unforeseen hurdles through the research process. Therefore, the conclusions cannot be assumed certain and indisputable solution to the problems upon which this research was founded.

Since in this study questionnaire was the only means through which the data was gathered from teachers and learners, researchers could make use of other kinds of evaluation means like observation, interviewing, or both to evaluate CP in forthcoming studies. Although this paper is part of a large scale study in which multiple dependent and independent variables were investigated, in the present study only the results related to one independent variable and one dependent variable are reported, and this partial reporting may somehow influence the readers' understanding of the big picture. Interested readers can pursue follow-up reports of this large scale study. Because this study was done just in language institutes, we need more research for comparing the results in high schools, universities, etc. Therefore, this study should be replicated in order to give out a clear picture of CP in an EFL setting from different perspectives.

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