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TOWARD POSTULATING A TRANSFORMATIVE L2 MATERIALS PREPARATION (TLMP) MODEL IN IRANIAN UNIVERSITIES

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ABSTRACT

With the development of critical pedagogy (CP) and its application to the field of English language teaching (ELT), the local perspectives toward ELT industry in the world are emerging worldwide. As a step toward satisfying the local needs, this paper endeavors to apply the principles of CP (Crawford, 1978) to L2 materials development and redefine its different aspects, namely format and presentation, content and sequencing, monitoring and assessment (Nation and Macalister, 2010), in the light of the tenets of CP. After a comprehensive discussion about how each CP principle informs L2 materials development, this paper attempts to propose a transformative L2 materials preparation (TLMP) model with the hope to apply in the context of Iran. The model postulates 22 principles to help Iranian EFL university students develop critical awareness of their own social context, become critical reflective and self directed by linking their knowledge to their real life situation in a dialogical method. This paper concludes with a note of caution about what risks and dilemmas are involved in implementing the proposed model in Iran.

Keywords: *Critical Pedagogy, Materials Development, TLMP Model, CP Principles, Curriculum*

INTRODUCTION

The third millennium is largely interwoven with a significant progress in different aspects of human life, such as economic, social, cultural, and political. Education in general and applied linguistics in particular follows the same trend. Recently, some applied linguists (Canagarajah, 1999; Crooks, 2009; Pennycook, 1990; Phillipson, 1992; Shor, 1997) inside the ELT community interrogate the lack of critical perspective in the teaching and the role of English internationally. More precisely, they have attempted to intensify the notion of sociopolitical and socio-cultural issue in ELT. Their concern is that ELT is neither neutral nor always culturally appropriate.

A corresponding shift of focus is identified in L2 materials development.

Early attempts to materials preparation was based on the assumption that students should be nourished with the knowledge and skills that were mainly characterized by transmitting externally predetermined activities. Critical language pedagogy (CLP) is a relatively new paradigm in thinking about education in general and applied linguistics, materials development for the purpose of this paper, in particular which takes a new dimension as praxis oriented movement toward materials preparation. As Giroux (2003) asserts CP is an educational movement guided by passion and principle that aims to help students develop consciousness of freedom, to disclose the hidden cultural values of an educational setting, to make both teacher and students transformative intellectuals, to recognize authoritarian tendencies, and to connect knowledge to power and the ability in order to take constructive actions. Over the last two decades, transformative-based education, critical education, and humanized ELT have been faced with more demand than transmission based pedagogy. Akbari (2008) asserted that despite the potential implication of transformative pedagogy, its practical implication has not been well appreciated. He maintained that most of the common practice in L2 professional literature has been restricted to its theoretical aspect. Since those who are interested in transformative pedagogy might conclude that CP lacks practicality. Quite recently, a growing body of research highlights a critical-oriented shift in Iranian ELT community. While many authors repeatedly debated the dissatisfaction of the mainstream ELT in Iran, adapting or adopting the theoretical underpinning of CP in their curriculum such as materials development, course books, teacher development, and student-teacher relationship seem to be in its incipient stage.

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A number of researchers (Aghagolzadeh & Davari, 2012; Akbari, 2008; Aliakbari & Faraji, 2011; Crooks, 2009; Keesing-style, 2003; Kumaradivelu, 2001; Norton & Toohey, 2004; Okazaki, 2005; Rashidi & Safari, 2011) study the different aspects of critical pedagogy such as "seeking critical classroom practice," " democratic assessment," "developing critical literacy by challenging the learners," "adopting materials for critical pedagogies," etc. The last point, creating and adopting materials for critical pedagogy could be quiet essential especially for the novice teachers. While materials are usually considered as the main sources in language learning program (Richards, 2010), little have been done on the transformative L2 materials development to be sensitive to the distinctiveness of the local context. As the history of foreign language teaching in Iran shows, on the one hand, foreign language education is thought to be necessary for economic and technological developments and on the other hand, it is regarded as a threat to the national and Islamic identity of the nation.

With the absence of a comprehensive framework to develop materials based on the philosophy of CP, the researcher became convinced of the necessity of postulating a model for materials development within the major tenets of CP in Iran. Different factors motivated the researcher to propose a tentative framework for transformative L2 materials preparation: (a) the importance of materials in language teaching in Iran, (b) Iranian language policy makers' emphasis on incorporating Iranian cultural and social values in textbooks, and (c) the absence of a comprehensive framework for developing transformative materials. More precisely, the present study addresses this gap by exploring the possibilities of developing a transformative L2 materials preparation (TLMP) model with the hope to foster an enriched language learning context by drawing an explicit linkage between theory and practice.

MATERIALS AND METHODS

To postulate a model for materials development within the framework of CP, the researcher drew on Crawford's (1978) principles of curriculum design as a point of departure. Crawford (1978) proposed 20 principles of CP focusing on 9 aspects of an educational program within the main tenets of CP. The principles provided a rather full account of premises directing CP. These principles provided the theoretical bases of this study. They need to be adapted for L2 materials development. Thus another preparative step to take before proposing the model was to think of a framework to base different aspects of materials development in ELT program. Therefore, the researcher utilized Nation and Macalister's (2010) model of materials development. More precisely, the researcher classified Crawford's principles of CP into Nation and Macalister classification as meaningfully as possible.

In so doing, the researcher had to change the order of the principles which was originally proposed by Crawford, but attempt was made to keep the classification of the principles that were categorized into one theme by Crawford were again subsumed under the modified component of Nation and Macalister's model. The adapted proposal is presented in the table 1.

Table 1: Modified components of Nation & Macalister and Crawford model

	Nation and Macalister	Crawford
1	Format and presentation	Purpose Objective
2	Content and sequencing	Content Learning strategy Learning materials Planning
3	Monitoring and assessment	Evaluation Teacher/Student role

The following section provides a detailed discussion about how each CP principle informs materials preparation in ELT based on the following components: (a) Format and presentation; (b) Content and sequencing; (c) Monitoring and assessment.

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RESULTS AND DISCUSSION

A. Format and Presentation

The principles of curriculum design, which were already labeled as purpose and objective by Crawford (1987), were subsumed under format and presentation in the second component of Nation and Macalister (2010). As categorized by Crawford (1987), the following principle explains the purpose of CP.

Principle 1:

If conscientization seeks to develop learners' perceptions of the contradictions or problems present in their life situation, and if learners are to act on those problems, then the purpose of education is to develop critical thinking by presenting the learners' situation to them as a problem so that they can perceive, reflect, and act on it. (P. 73)

As indicated in the above principle, the purpose of education as defined by CP is to foster critical thinking, learners' autonomy through problematizing learners' real life situations. Problematizing the learners' existential situations motivate students to critically think upon them and finally analyze their life situation. As categorized by Crawford (1987), the principles two and three deals with the objective of CP:

Principle 2:

If the human vocation is to transform the world by its continual creation and re-creation realized through praxis, then the primary intended outcome of an educational experience is creative action on the part of the learners. (p. 76)

Principle 3:

If the primary objective of education is creative action on the part of the learners, and if information and skills are acquired in the process of that creative action, then the acquisition of information and skills related to teaching is a secondary objective of education, and the content of such acquisition is subject to creative action. (p. 76)

Drawing on Giroux (1992) and Freire (1970), we can find that critical reflection and creative action or what Freire (1970) labeled "praxis and transformative intellectual" are the main objectives in CP. They were best highlighted in the Freire and Macedo's (1987) book "reading the word and the world". Put it specifically, they believe that CP helps the learners read between the lines to come up with the understanding of the realities to take action to change the world. Drawing on Nation and Macalister's (2010) model, the following principles were adapted:

Format and Presentation

1. **Motivation** ELT materials should motivate students to reflect on their learning by linking their knowledge to their real life situation in a dialogical method, *interaction between teacher and learners*.
2. **Four strands** ELT materials have learners focus on how to make meaning by incorporating their socioeconomic status.
3. **Comprehensible input** Materials should help the learners become critical reflective by providing comprehensible receptive activity in both listening and reading through discussion.
4. **Fluency** ELT materials should make use of discussion through cultural and political topic of great concern to participants.
5. **Output** Critical ELT materials are co-built around problem posing by inviting learners examine the course content from the practical context of the classroom in both speaking and writing.
6. **Deliberate learning** Materials should foster an enriched language learning context by drawing explicit linkage between theory and practice so that learners find the pedagogical application.
7. **Time on task** As much as possible should be spent focusing on reflective tasks to foster learners' intellectual ability.
8. **Depth of processing** ELT materials should help learners process the course content

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9. Integrative motivation

thoughtfully (develop their critical literacy) by in-depth analysis of the discussed topic.

ELT materials should integrate both social development and language skill development to go beyond the understanding of the texts.

10. Learning style

Learners should have an opportunity to work the learning materials in ways that most suit their culture, society, and learning style.

Discussion

ELT instruction materials in CP do not support the activities that only foster learners' language skills. In fact, there are two main goals interrelated in critical foreign language pedagogy (CFLP). According to Crookes and Lehner (1998), the main objective of language practice in CP is to aid learners both read with and read against. Thus, the primary mission of CP materials developers should be grounded on providing materials that encourage students experience a sense of empowerment by discovering new methods of querying the status quo and involving in a transformative action in order to improve their awareness of social structure and mastery of target language. Freire invited his students to appreciate their cultures as they simultaneously interrogate some of those principles. This is what Freire (1997) called "reading the word"—as ceasing illiteracy—and "reading the world"—the capacity to look at social and political issues from critical perspective. Freire (1998) maintained that the ability to question was not enough; students should be able to act as well. Accordingly, materials in CP should prepare learners to analyze different aspects of their real life situation.

It reveals that the proponents of critical ELT materials developers advocate kinds of materials that invite learners go beyond the self and reflect on their cultural, social, political, and economic aspect of their society by posing problems of their life concern (Schleppegrell, 1997; Shor, 1992). Similarly, Reagan and Osborn (2002) believe that critical L2 materials should involve learners in a complex understanding of their realities. Such materials pursue the joint goals by incorporating language skills and contextualized social activities to which place each unit around issues related to language with specific communicative outcomes in mind tied with the formal curriculum in appropriate ways. Reagan and Osborn (2002) argued that critical L2 materials should pave the ground for the learners to "examine language, language use and language attitudes (both their own and others) more critically". In the same vein, Crawford (1978) expostulates the superficial understanding of the contents. She maintains that the primary goal in CP is to promote creative actions on the part of learners because learning language skills is only reasonable when it is integrated with language awareness and social development in the critical ELT materials. In the similar vein, Crooks and Lehner (1998) highlight developing learners' critical awareness, critical thinking skill and their autonomy by interrogating students' real life problems. They maintain that these factors should base the underpinnings of critical L2 materials. In line with how materials in critical L2 pedagogy can influence the classroom, Wink (2000) stated:

The learning is not just grounded in the prepared syllabus, the established, prescribed curriculum. Problem -posing opens the door to ask questions and seek answers, not only of the visible curriculum, but also of the hidden curriculum. Problem posing is very interested in the hidden curriculum, which is why many are uncomfortable with it. Problem posing causes people to ask questions many do not want to hear (p. 61).

Freire (1970) placed banking model and problem posing instruction together in order to create their effect in education. Freire challenged the theoretical underpinnings of banking education by problem posing instruction (PPI). He enumerates conscientization, Praxis, and dialogue as the main thematic elements in PPI. Conscientization, a term borrowed from Freire (1970), is a process that results critical consciousness by exploring why some events happen. Freire posits that the aim of conscientization is to foster learners' critical thinking skills. The problem posing instruction and critical thinking are like body and the flesh. Once learners are able to critically analyze the problematic issue of their social life, they are able to be a "transformative intellectual", a term adopted by Giroux (1988). It implies that teachers have particular qualities such as knowledge and skills to interrogate and act as change agents of structural inequities in

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their place of employment. A teacher as a 'transformative intellectual' should pave the ground for learners to be critical. Freire posits that students' historicity, their experience and daily concern, should integrate in the curriculum to mobilize them within the existing establishment of power by conditioning them to look at the socio-cultural and socio-political status quo of the dominant culture through a critical lens. He maintains that students are no longer viewed as an empty vessel to be nourished with the inner circle countries' historicity in PPI. Accordingly, materials must help learners go beyond mere reflection and act upon the life condition to make them more pleasant and democratic; Freire (1970) called this praxis. Freire (1970) believed that through praxis learning starts with action. It is then formed by reflection. This reflection provokes action. Learning is thus a continuous process, directed at enhancing learners' capacity to act in the world and change it. More specifically, praxis is a cyclical process where students are encouraged to become a social agent, develop their capacity to defy their existential problems. It is inferred from Freirean ideology that through action, dialogue, reflection, and interaction between teacher and student true learning can be achieved in a classroom. To develop critical ELT materials, ELT materials developers need to accommodate generative themes or action invoking theme, a term borrowed from Crawford (1978) in L2 CP materials preparation.

Dialogue is the next salient thematic element in Freirean pedagogy. Freire (1970) postulated that dialogue is interwoven in human nature. As Freire (1970) notes, "Dialogue is the encounter between men, mediated by the world in order to name the world". He maintains, "Only the dialogue which requires critical thinking is capable of generating critical thinking. Without dialogue, there is no communication and without communication, there is no true education"(p. 73). Accordingly, Shor (1992) believes that dialogical interaction and negotiation encourage learners make their voice hear in the society and limit teacher talk. This idea is in line with Vygotsky's theory of ZPD in which people learn materials with the help of others. Freire (1985) highlighted incorporating critical authentic dialogue in the curriculum because through authentic dialogues both teacher and students enjoy a linkage where one knowing subject is encouraged with another knowing subject. Robertson (1997) stresses Freire's dialogical interaction provide an opportunity for a course member voice their ideas, every one respect another right to voice their ideas and all ideas are tolerated. This encompasses building a democratic space where every one's voice is welcome. Within the context of Iran, Ebrahimi (2014) proposed implementing the culture of dialogue in Iran universities. He believes that dialogue should be the bedrock in course books due to its importance. He enumerates the importance of dialogue as it indicates how much one understands, what are one's capability and incapability. He cites that dialogue and negotiation are interwoven in the culture of human beings. Without dialogue, one is not able to discern literate and illetare person. He believes that dialogue can act as iconoclast in students' mind. He criticized many students as they do not think dialectically for the new concept. Therefore, the new unknown concept might turn to be "mental idol" in the mind of student's without knowing the content. Put it differently, in a dialogue advocated by CP there is critical inter-subjectivity between teachers and students (Heaney, 1995). Similarly, Akbari (2008) stressed Freirean CP in that the course book contents, topics, and teaching method should be considerately selected to assure that only socially refined themes of discussion are manipulated by dialogism. He objected most course books for dealing with some neutral topics such as travel, food, and shopping. In order to transform classes into more critical settings, Akbari (2008) advised materials developers to "incorporate themes form students' day to day life concern to enable them to think about their situation and explore the possibilities for change".

B. Content and Sequencing

The first group of principles in Nation and Macalister's (2010) classification of language curriculum development deal with content and sequencing. Crawford (1978) assigned three principles into the content definition, five principles into learning strategies, one principle into planning. However, in what follows all the principles are specified under content.

Principle 4:

If the object of knowing is the person's existential situation, then the content of curriculum derives from the life situation of the learners as expressed in the themes of their reality (p. 78).

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Principle 5:

If curriculum content is to be derived from the learners' existential situation as expressed in generative themes, and if that situation is presented as a problem, and if subject matter within the curriculum is subject to the existential situation, then the task of planning is first to organize generative themes as problems and second to organize subject matter as it relates to those themes (p. 78).

Principle 6:

If curriculum content derives from the life situation of the learners, then that life situation and the learners' perceptions of it inform the organization of subject matter, i.e., skills and information acquisition, within the curriculum (p. 85).

Principle 7:

If each person is a creative actor, and if each person has the right to name the world for him/her, then the learners produce their own learning materials (p. 87).

Principle 8:

If an aim of conscientization is to acquire critical perception of the interaction of phenomena, then curriculum content is open to interdisciplinary treatment (p. 90).

Principle 9:

If dialogue is the context of the learner, and if dialogue is necessarily social, then the organization of curriculum recognizes the class as a social entity and resource (p. 90).

Principle 10:

If dialogue is the context wherein knowing occurs, then dialogue forms the context of the educational situation (p. 95).

Principle 11:

If the purpose of education is to present the problems present in the existential situation to the learners so that they can perceive and act on them, then the content of the curriculum is posed as a problem (p. 97).

Principle 12:

If the process of knowing requires abstraction, then the curriculum contains a mechanism by which the learners distance themselves from and objectify the reality to be known (p. 99).

Principle 13:

If curriculum content is to be derived from the learners' existential situation as expressed in generative theme, and if that situation is presented as a problem, and if subject the subject matter is within the curriculum is the subject to the existential- situation, then the task of planning is first to organize generative themes as problems and second to organize subject matter as it relates to theme (p. 102).

It can be inferred from the above principles that critical pedagogists grounded the content of curriculum based on the local needs of students. In the same vein, Akbari (2008) suggests that the content of curriculum in CP should reflect on the participants' real life situation, L1 and L2 cultures. This is what Shor (1992) called "generative theme" in CP program, i.e., concepts that stem from students' problems, hopes, culture, and language that reveals larger pattern of inequalities. It is filled will emotion that can generate critical reflection and dialogical interaction. Crawford (1978) maintains that such content reflecting on learners' existential situation should be combined in the process of praxis. Drawing on Nation and Macalister's (2010) classification, the following principles were adapted:

Content and Sequencing

- 1. Frequency** Contents should be negotiated with the best possible coverage of humanized pedagogy.
- 2. Strategies & autonomy** Materials should help learners become self-directed through contextualization.
- 3. Spaced retrieval** ELT materials should provide repeated opportunities for learners to retrieve information from authentic materials.
- 4. Language system** The language focus should speed up both collective social transformation and cognitive development.
- 5. Keep moving forward** ELT material should progressively help learners develop critical

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6. **Teachability** awareness of their own sociopolitical context. Teaching is a cycle of reflection and action by embracing learners' critical needs analysis.
7. **Learning burden** Materials should help learners challenge their own assumptions concerning the course.
8. **Interference** ELT materials should sequence from more familiar to less familiar hidden curriculum by incorporating learners' background experience into the new context.

Discussion

As it is inferred from the principles, the proponents of critical pedagogy regard learners' L1 and their home culture as a point of departure to be utilized in the course content. However, the common sense in L2 literature regards L1 as a negative force. Accordingly, the EFL/ESL teachers are highly recommended paving the way for mastering L2 features. Akbari (2008) argues that there is no evidence in support of the negative effect of using L1. He believes using L1 can provide an opportunity to make communication easier in the L2. As a note of caution, he maintains that using students' first language in the classroom does not imply that it is considered as a means of instruction. Instead, he highlights an L2 classroom should pave the ground for learners to expose the feature of the language they are attempting to learn. In other words, L2 is a means of instruction in a CP classroom while "allowing for a more liberal use of L1 to facilitate communication and comprehension" (Akbari, 2008).

The content in CP classroom is rooted from what students know based on their day-to-day life concerns. They are encouraged to produce their own materials. It means students have active role in selection, adapting and adopting of the materials. More precisely, they should gear to students' needs and interest. In such a democratic setting, learners can gain power to analyze their own place in the society critically utilizing their literacy skills. Akbari (2008) believes that commercially produced course book lack the required sensitivity to be able to meet the needs of different students. He objects the "blanket approach" to syllabus design where all participants are classified under single communicative goals. Gray (2002) also believes that the commercially produced materials make use of a language that is considered to be aspirational. Put it differently, they neglect the domestic culture of learning and learning needs. Ares (2006) believes that this transformation practices help students develop reflective action, critical thinking skill, self-regulation, and autonomous learning. In so doing, Ares (2006) continues that special consideration should be paid to EFL learners' cultural heritage, practice, knowledge and language.

The common practice in second language professional literature highlights on developing a counter-hegemonic material for EFL learners. Giroux (1983) argues that educational system is the mirror of the societal system within which they act, so there are a number of biased in reproducing educational system. In line with Giroux, Akbari (2008) believes that education is filled with politics because language policy and decision makers have the power to design and implement their values while others' ideas are not given voice. He maintains that majority of course books used for teaching English highlight the target language. The reason is that those who want to communicate with a language should learn the corresponding cultural values in order to successfully act in that community. Akbari (2008) notes this assumption is true because it would be impossible to communicate successfully without knowing the target cultural norms. He highlights that this assumption is true for those learners immigrating to the U.S. or the U.K. for different reasons such as work, study, or immigration. The reality is English turn to be an interactional language with different applications. He maintains that most of communication carried in English is between non- native speakers with their own cultural identity. Consequently, there is a little need for learning Anglo-American culture. He suggested that developing competence to speak about learners' own culture is highly appreciated. In so doing, McLaren and Leonard (1993) suggested that students should be invited to participate in making their education by decoding thematic problems. They maintain that the content of the course should be based on students' thought and language, beginning from their words and understanding of materials. They proposed that the course content should provoke discussion, encourage self-reflection and social reflection on the learners' own knowledge.

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In an attempt to increase learners' literacy program, they are never asked to memorize, or obligingly accept what the teacher dictates. They are considered as a creative actor, therefore, the content of critical materials should have the function of generative to invoke considerable discussion and analysis. The way of learning strategy is via involving students in the course content by embracing problem posing instruction through negotiation. In line with the above discussion, the proponents of CP unanimously postulate that CP oriented learning system aim to foster learners' critical thinking, autonomy, and self-regulation by problematizing generative theme from students' life concern as well as some refined topics from society and academic subject matter.

C. Monitoring and Assessment

The third group of principles in Nation and Macalister classification deals with monitoring and assessment. Crawford (1978) assigned one principle into evaluation, four principles for teacher role and two principles for student role. The researcher inserted both teacher and student role into last component of model. In what follow, Crawford's (1978) principles about evaluation, teacher role and student role are specified in detail:

Principle 14:

If the purpose of education is to develop critical thinking, and if knowing is focused on the transformation of reality, then evaluation focuses on the ability of the educational program to develop critical thinking and foster transforming action in a particular time and place (p. 104).

Principle 15:

If knowing as a process of transformation is participation in the human vocation, then the teacher participates in that process as a learner among learners (p. 104).

Principle 16:

If the learners in dialogue each contribute their ideas, experiences, opinions, and perceptions, and if the teacher is a learner, then the teacher also contributes his/her ideas, experiences, opinions, and perceptions to the dialogical process (p. 105).

Principle 17:

If knowing takes place in dialogue among equals, then the teacher becomes one with the students (p. 105).

Principle 18:

If education is for the posing of problems, then the teacher's function is one of posing problems (p. 107).

Principle 19:

If problem-posing education replaces banking education, then the student is one who acts on objects (p. 107).

Principle 20:

If each person is to fulfill his/her human vocation, and if each person has the right to name the world, then the student possesses the right to and power of decision-making (p. 109).

Drawing on Nation and Macalister (2010), the following principles about the role teacher and the role students in critical ELT materials development and critical assessment were proposed:

Monitoring and Assessment

- 1. Ongoing needs & environment analysis** Both students' critical language awareness and their linguistic skills should be evaluated through alternative assessment.
- 2. Feedback** Learners should receive implicit feedback that allows them to develop critical thinking.
- 3. Teacher role** Materials should take into account teacher as co-learner, coordinator, and a problem poser.
- 4. Student role** Students are active decision makers who participate in assessing their performance.

Discussion

CP affects different facets of education in a society comprising educational practices, sociopolitical and socio-cultural aspect of a society. Within educational practice, CP influenced curriculum, syllabus, course

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content, classroom methodologies, and evaluation process. The term assessment and evaluation seem to be challenging in CP language classroom. The common practice in critical language assessment highlights ongoing evaluation on students' growth and empowerment that requires "evaluation not as a measure of linguistic skill, but as an expression of language awareness" (Reagan and Osborn, 2002). In the same line, Kincheloe *et al.*, (2000) postulate that evaluation turn to be authentic expression of the learners' understanding and the application of learning. This implies that the proponents of CP advocate a formative assessment. Crawford- Lange (1981) believe that norm referenced evaluation is not appropriate in CP classroom because the content of the course is based on the local needs. They suggest that an NRT could be used in order to indicate students' performance in CP courses is not different from that of non-CP courses. In so doing, they suggest incorporating self-assessment and performance assessment to evaluate students' language skills and their critical skills.

It can be inferred from the above discussion that there is a paradigm shift from individual to group and program evaluation in Freirean pedagogy. More specifically, Freire (1970) believes that there is no need for factual accumulation in measuring the quality of students' knowledge. Later, Freire (1988) suggests that an ongoing evaluation of both student and program progress should be the cornerstone of transformative pedagogy.

Similarly, Degener (2001) believed that evaluation should not be based on standardized test scores unless students' goals have to do with acquiring a certificate of general educational development. He suggested narrative education system (NES) as a form of performance assessment that can be used as an alternative to grading system. NES invites a democratic assessment where both teacher and students can decide to what extent students meet the objective of a course. Moreover, Reagan and Osborn (2002) suggest that critical assessment and evaluation require the evaluation of language awareness. The point of assessment is not to measure proficiency in using arbitrary language code, linguistic skills. They also argue authentic assessment should be the bedrock of evaluation in critical foreign language curriculum. They maintain, "focusing on a student's expression of her or his emancipatory knowledge, the assessment seeks to understand the new ways in which student construct, deconstruct, and reconstruct the world as related to language diversity" (p. 79).

In line with Freire and Shohami (2001) proposed democratic assessment as an alternative in language testing. Postulating the non-neutrality of language testing, she highlights the impact of the tests, their role in educational, social, political and economic context. She argued that this impact is different from traditional psychometric testing in which the task of test would end at the point when psychometrically results had been satisfied.

Teacher role and student role are another important concern in CP. It can be deduced from common practices of L2 professional literature that in critical language classroom authorities and responsibilities are common between teacher and students. In other words, CP classroom share the power with students by empowering the course member to be active and responsible for their own learning. More precisely, in CP both teacher and student learn from each other. The teacher is a facilitator and coordinator or a "cultural worker", the term borrowed from Freire (1970). In a similar vein, Giroux (1997) believe that a teacher in CP turns learners to be cultural producer who are able to rewrite their experience and perception. McLaren and Leonard (1993) posit that Freirean pedagogy dissocializes teachers from autocratic teacher-talk. They are socialized into transforming teachers, dialogue coordinators, and problem posers instead. Teachers help students develop critical consciousness that encourages students to be active decision makers rather than passive recipients of knowledge (Moreno- Lopez, 2005). Students are encouraged to negotiation the course content in a critical process. Both teacher and students engage in a critical thinking activity. Crawford (1978) argues, "the dialogical teacher does not tell, order, or control, but act mutually with the student". She maintains that a teacher first listen to student then pose questions to challenge them. In so doing, a number of issues engaged in teaching English such as social, economic, cultural, and political themes. Crooks and Lehner (1998) assert that within the framework of CP, teacher and students work in a learning community. They both are regarded as a social group who are involved in praxis or what Crawford (1978) called a teacher in CP classroom as "a learner among learners".

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Conclusion

In the light of the precedent theoretical and the corresponding discussion of the proposed model, it can be concluded that incorporating the principles of CP into materials development sound practical. Of course, after TLMP model was implemented in an EFL context one can figure out its practicality delicately. In this regard, the researcher is fresh from a TLMP model in which he successfully implemented the proposed model in an L2 methodology course at an M.A. level. However, as a note of caution, I would like to conclude this section that developing and implementing transformative materials is not signposted but full of dilemmas and obstacles in the EFL context of Iran. Therefore, they should plan for the risks it involves. Two main factors might provide a number of concerns that every teacher should acknowledge when implementing the TLMP model in the educational context of Iran: (a) the top down policy for the system of education in Iran, (b) deep traditional background of teacher and students that fly in the face of CP.

To incorporate CP in the educational context of Iran, there should be some major changes from top down policy. More precisely, to incorporate the proposed model in Iran, authorities in general and educational administrators in particular should modify the system of education. This system needs to be decentralized. Teacher should be given more opportunity to design and select books gear to students' problems and concerns and the local needs. In addition, action research should be strengthening, process-oriented education should be encouraged and teaching should be a cycle of reflection and action by embracing learners' critical needs analysis. Both students' critical language awareness and their linguistic skills should be evaluated through alternative assessment. Moreover, they should be considered as active decision makers who participate in selecting the course content and assessing their own performance. Learners should have an opportunity to work the learning materials in ways that most suit their culture, society, and learning style.

However, the dilemmas involved in implementing the TLMP model in Iran are the heavily banking practice of teacher and student which might interfere with the dynamicity of a course. In other words, there are fundamental differences between teacher fronted approach and the participatory nature of the TLMP model such as the nature of selection of the content, the role of teacher, the role of students, the nature of teacher and learner interaction, monitoring and assessment criteria. This interference might happen at the beginning of the course due to the culture bound nature of participatory approach. Students may suffer from panic disorder of learning without predetermined syllabus due to the democratic nature of CP. They usually expected teacher to "impose a framework" on them. Hence, teachers should do their best to help learners exterminate their traditional notion at the beginning of the course by shedding light on the philosophy hidden in the TLMP model to spare undue perplexity. Due to students' long background of banking education, one should not expect a dramatic shift in applying the principle of the proposed model in the education system of Iran. So even slight shift in their way of defining the role teacher, the role of students, selection of the content, and assessment criteria should be of great value. Finally, this paper concludes that those who intend to implement the principles of TLMP model must plan for the constraints it involves because students' transmission-based background and the democratic nature of the TLMP model cannot get-together well.

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