

عنوان مقاله:

Criticality in EAP Education in Iran: a missing link

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خلاصه مقاله:

Despite its importance, a review of the related literature reveals not many studies have examined criticality in EAP. Accordingly, in the present study, whether critical approaches were followed in Iranian EAP classes were investigated among EAP teachers and students based on Benesch (۱۹۹۳). To do so, ۴۰ EAP teachers and ۱۵۰ EAP students were selected based on convenience sampling. The study drew on both qualitative and quantitative approaches as the participants completed a researcher-made questionnaire and attended an interview. The quantitative and qualitative data were analyzed through descriptive statistics and independent-samples t-tests and inductive content analysis respectively. The quantitative results indicated that Iranian EAP classes (from both teachers and students' views) suffered low levels of criticality and that there was a significant difference between teachers' and students' perspectives on the existence of criticality in EAP classes. The qualitative findings also confirmed EAP teachers' low familiarity with criticality in EAP courses. The inhibitors and facilitators in the journey towards criticality were finally identified based on the teachers' perspectives.

کلمات کلیدی:

EAP, EAP teachers and students, critical EAP, inhibitors, facilitators

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