

OPEN ACCESS

*Corresponding author
Harem Qasim Saleem
Harem.saleem@su.edu.krd

The Principles of Critical Social Literacy Approach in the Teaching of English Literature: An Observational Study at Salahaddin University-Erbil

RECEIVED :15 /07/2025
ACCEPTED :31/08/ 2025
PUBLISHED :15/12/ 2025

Harem Qasim Saleem/Department of English, College of Basic Education, Salahaddin University-Erbil, Kurdistan Region, Iraq

Ali Mahmoud Jukil/Department of English, College of Basic Education, Salahaddin University-Erbil, Kurdistan Region, Iraq

Keywords:

Critical Social Literacy,
Literature Teaching,
Dialogic Pedagogy,
Empowerment in
Education,
Transformative Learning,

Abstract

This study explores how English literature instructors at Salahaddin University-Erbil apply principles of Critical Social Literacy in their classes. Rooted in Freire's philosophy, CSL focuses on cultivating critical thinking, open dialogue, empowerment, and transformation. Through structured observations of 16 literature courses, the quantitative research examined implementation of six CSL domains: Relevant, Reflexive, Deconstructive, Dialogic, Empowering and Transformative. Findings suggest instructors frequently facilitated discussion, sometimes empowered students, but rarely modeled reflexivity or fostered transformation. Three barriers hindering CSL adoption were identified. However, results demonstrate promise if instructors receive training and the university reforms policies. With targeted instructional support and reflection, literature classes can become inclusive spaces promoting equity, critical awareness, and social change through CSL's framework.



About the Journal

Zanco Journal of Humanity Sciences (ZJHS) is an international, multi-disciplinary, peer-reviewed, double-blind and open-access journal that enhances research in all fields of basic and applied sciences through the publication of high-quality articles that describe significant and novel works; and advance knowledge in a diversity of scientific fields. <https://zancojournal.su.edu.krd/index.php/JAHS/about>

1. Introduction

This study focuses on six principles of Critical Social Literacy. This exploration aims to examine the extent to which Critical Social Literacy principles are implemented in teaching literature and explore how literature teachers employ strategies to foster these principles among EFL students.

1.2 Theoretical Background

Freire (1976) founded and developed Critical Social Literacy, emphasizing the need to interpret both the world and one's surroundings. Freire highlighted the significance of nurturing critical awareness, termed 'conscientizacao' in his work, *Pedagogy of the Oppressed*. This awareness empowers individuals to analyze and question their historical context and social conditions, facilitating their liberation and driving them to transform their reality. He asserted the awakening of critical consciousness leads the way to the expression of social discontent, precisely because this discontent is a real component of an oppressive situation. This approach was designed to support marginalized groups against oppression often perpetrated by corporate or state actors. Freirean Critical Literacy begins with the aim of addressing social disparities and confronting societal challenges that result from power abuse. It develops from this ideological foundation to scrutinize, evaluate, and dissect text'

Critical Social Literacy is utilized by educators as a teaching method in classrooms worldwide. It is recognized as the process of learning to read and write, which contributes to an understanding of one's experiences shaped by historical factors and specific power dynamics (Anderson & Irvine, 1993). As stated by Liu (2017), Critical Literacy is an educational strategy that encourages students to recognize the power inherent in written texts, analyze social roles and beliefs, and take action that promotes social justice. Promotes critical analysis of texts, questioning of assumptions, and participation in multiple perspectives in order to communicate effectively as responsible local and world citizens. According to Wardani (2021), it is the ability to question social, cultural, and political ideas in texts. This skill raises awareness, challenges assumptions, and addresses issues of social justice. It also includes understanding different perspectives and recognizing how power operates.

The principles of the Critical Social Literacy approach focus on making learning meaningful by linking it to students' own lives and experiences. They also involve being reflective, recognizing personal biases, and thinking about them carefully. In addition, they include a deconstructive approach, where texts are examined to reveal hidden biases and cultural stories. Additionally, these principles encourage dialogic learning by promoting discussion and considering multiple viewpoints. They focus on empowering students by exploring issues of power. Ultimately, they aim to bring about change by promoting equity and inspiring social action (Paul, 2018). Moreover, Paul addresses six key aspects in Critical Social Literacy approach as below:

1.2 An Overview of Six Principles of Critical Social Literacy Approach

1.2.1 Relevant

The principle of relevance emphasizes the importance of designing curriculum and instruction that are directly connected to students' identities, experiences, cultures, and current events. This approach is rooted in culturally relevant pedagogy, which asserts that learning becomes more meaningful and engaging when it reflects and values the diverse backgrounds of students. By making content relatable, educators foster a sense of belonging and encourage students to draw connections between academic material and their own lived realities. This not only enhances engagement but also validates students' cultural knowledge as equally significant as other narratives presented in the classroom.

1.2.2 Reflexive

Reflexivity is central to Critical Literacy pedagogy. It is teachers and students recognizing and identifying their own biases. It is also learning how to deal with these biases in a constructive way. Additionally, it involves developing strategies to engage critically and set aside those biases during classroom interactions. This is a principle borrowed from postmodernism and critical theory, both of which undermine rational truth and view knowledge as socially constructed and relative. Reflexive practice encourages educators and learners to continually examine themselves. It helps

them stay open to different ways of seeing. It also involves recognizing how their own assumptions and life experiences shape their understanding of texts and social issues.

1.2.3 Deconstructive

The deconstructive principle requires students to analyze texts, videos, or other media for language, author bias, intent, and purpose. That means taking a scalpel to how texts can reproduce dominant cultural narratives or reinforce power imbalances that already exist. Post-structuralism in approach, this pedagogy encourages students to question established knowledge and opposites. It helps them gain a deeper understanding of how meaning is created. It also examines whose interests are served by certain representations. Through deconstruction, students acquire the ability to question the taken-for-granted and routines and thus lead to a more questioning and critical reading of the texts.

1.2.4 Dialogic

Dialogic pedagogy views literacy as a social activity and stresses the need to explore multiple understandings and ways of making meanings through active dialoguing and questioning. This principle promotes discussion in which the class as a whole, students and teacher together, form an understanding of the material, rather than deriving from an authoritative version. By privileging diverse perspectives, dialogic teaching fosters democratic participation and critical thought, helping students not only see themselves as learners, but also as creators of knowledge. The classroom becomes a place where all voices are respected and meaning is constructed as a group.

1.2.5 Empowering

The main goal of Critical Literacy pedagogy is empowerment. This principle focuses on exploring issues of power in texts, media, classrooms, and society. It aims to challenge deficit mindsets and give students the tools to feel empowered. Informed by critical theory, empowering pedagogy aims to affirm the voices of the marginalized, contest various forms of injustices, and cultivate learners' sense of efficacy. Students are challenged to consider their agency in working for change in classroom and communities. Empowerment isn't just about personal development; it's also about coming together to take collective action for a fairer society.

1.2.6 Transformative

The transformative principle is redolent of Critical Literacy pedagogy, inviting teachers and students to think about what they can do to change texts, media, and society to be fairer. It promotes opportunities for social action, as students are motivated to analyze and re-conceive historical, social, and ideological conditions. Transformation is the shift from critical analysis to informed action for bettering the social world, to vanquish social issues and promote justice. In this manner, Critical Literacy is a practice of personal and social transformation that prepares students with the tools and attitudes necessary to participate in active, responsible citizenship.

1.3 Research Questions

The present study attempts to respond to the following questions:

1. To what extent are Critical Social Literacy principles implemented in teaching literature among EFL students at Salahaddin University-Erbil?
2. How do literature teachers implement Critical Social Literacy strategies to foster its principles in their teaching?

2. Methodology

2.1 Sampling Method

The study involved 16 EFL literature instructors, predominantly male (62.5%) and aged between 31–40 years (62.5%), with the remainder aged 41–50 years (37.5%). Most participants held PhDs (87.5%), while 12.5% had MSc degrees. Teaching experience varied, with 50% having 5–10 years, 31.3% having 11–15 years, and 18.8% exceeding 16 years. In terms of affiliation, 37.5% taught at the College of Basic Education, and 31.3% each at the Colleges of Education and Languages. Courses taught included literature (31.3%), poetry (6.3%), and multi-course offerings (62.5%). Familiarity with Critical Social Literacy was high, with 68.8% very familiar and 31.3% somewhat familiar.

2.2 Research Design

The researcher employed a quantitative research method using a structured classroom observation checklist to assess the implementation of the principles. According to Ghanad (2023), quantitative research focuses on measuring and quantifying data, asking questions like “How long”, “How many,” or “To what extent”. It involves collecting, analyzing, and interpreting numerical data to draw generalizable conclusions from a sample.

2.3 Research Instrument

This study uses a structured classroom observation checklist, and it represents the instrument of primary data collection to be able to measure how much Critical Social Literacy (CSL) principles were applied in literature classes. The checklist covers 12 items that embrace the principles.

2.4 Data Collection

Data were collected from observations of 16 EFL literature classes (English Literature 5, Poetry 1, Multi-course 10) in three colleges of Salahaddin University-Erbil (College of Basic Education, College of Education, and College of Languages). All sessions were systematically observed for the presence of Critical Social Literacy principles and frequency. The use of this approach provided reliable, measurable data to analyze using SPSS software (version 27.0).

Table1: General Characteristics of Participants

General characteristics (n=16)	Frequency	Percent
Gender		
Male	10	62.5
Female	6	37.5
Age		
31-40	10	62.5
41-50	6	37.5
Qualification		
MSc	2	12.5
PhD	14	87.5
Experience		
5-10 years	8	50.0
11-15 years	5	31.3
16 years and older	3	18.8
College		
Basic	6	37.5
Education	5	31.3
Language	5	31.3
Course		
Literature	5	31.3
Poetry	1	6.3
Multi-course	10	62.5
CSL familiarity		
Very familiar	11	68.8
Somewhat familiar	5	31.3

2.5 Validity and Reliability of Checklist

Both validity and reliability are essential for credible research. Face validity was established by having a panel of EFL teaching and evaluation experts review the observation checklist for clarity, comprehensiveness, and alignment with study objectives. Their feedback led to refinements, ensuring the tool appeared to accurately measure intended teaching practices. Reliability, assessed via Cronbach’s alpha, was 0.697, indicating acceptable internal consistency for exploratory research.

Table2: Reliability of Checklist

Inter-Item Correlation Matrix												
	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12
item1												
item2	0.392											
item3	0.168	-0.022										
item4	0.284	-0.062	-0.180									
item5	-0.027	-0.137	0.280	0.199								
item6	0.165	0.540	0.314	-0.449	0.399							
item7	0.580	-0.124	0.224	0.539	0.459	-0.035						
item8	0.377	0.246	0.192	0.468	0.398	0.235	0.715					
item9	0.465	0.161	0.199	0.472	-0.093	-0.063	0.605	0.543				
item10	0.295	0.647	-0.053	-0.179	-0.152	0.467	-0.224	0.000	0.000			
item11	0.440	0.259	0.386	0.125	-0.083	0.266	0.325	0.240	0.445	0.415		
item12	0.463	0.424	0.086	0.322	-0.124	0.255	0.293	0.271	0.582	0.436	0.882	

The observation checklist consisted of 12 items measuring various aspects of Critical Social Literacy. Inter-item correlations ranged from -0.449 (Item4–Item6) to 0.882 (Item12–Item11). Most correlations were positive and moderate, indicating that while items are related, they measure distinct dimensions of the construct. Strong positive relationships were found between Item8–Item7 (0.715), Item9–Item7 (0.605), and Item12–Item9 (0.582). A few weak or negative correlations, such as Item3–Item2 (-0.022) and Item4–Item3 (-0.180), suggest limited overlap between certain checklist aspects. This pattern supports the instrument’s internal consistency (Cronbach’s $\alpha = 0.697$) while retaining multidimensionality in assessing teaching practices.

3. Results and Discussion

3.1 Results

Table 3 presents the observed frequency and median Critical Social Literacy strategy use by teachers within instructional dimensions. The table organizes these strategies into six main domains: the relevant, the reflexive, the deconstructive, the dialogical, the empowering, and the transformational. It also shows how much each was developed during classroom practices. This classification is based on the checklist compilation. This table presentation provides a global view of the degree of consistency and the extent of immersion in the implementation of the teachers observed strategies.

Table 3: Frequency of the Implementation of Critical Social Literacy Principles by Teachers

Items of Critical Social Literacy		Med (MAD)	Frequency no (%)				
			Not Observed	Rarely Observed	Moderately Observed	Frequently Observed gaps.	Fully Observed
Relevant	The teacher creates an inclusive and relevant curriculum for students	2.50 (1.5)	5 (31.25)	3 (18.75)	3 (18.75)	5 (31.25)	
	Students are encouraged to relate personal experiences to learning.	3.00 (1.0)		4 (25.00)	6 (37.50)	6 (37.50)	
Reflexive	teacher incorporates diverse real-world examples	2.00 (0.0)	3 (18.8)	10 (62.5)	1 (6.3)	2 (12.5)	
	Students explore and reflect on biases.	3.00 (1.0)	7 (43.75)		5 (31.25)	4 (25.00)	
Deconstructive	The teacher promotes deep analysis and critical thinking about literature and societal issues.	3.00 (1.0)	1 (6.25)	6 (37.50)	4 (25.00)	5 (31.25)	
	Teachers help students recognize ideologies and biases in literature.	3.00 (1.0)	1 (6.25)	5 (31.25)	5 (31.25)	5 (31.25)	
Dialogic	Discussion-based learning encourages students to explore various perspectives.	4.00 (0.0)	1 (6.25)	3 (18.75)	3 (18.75)	9 (56.25)	
	The teacher enhances students' critical engagement with texts through dialogue and questioning.	4.00 (0.0)	1 (6.25)		5 (31.25)	10 (62.50)	
empowering	The teacher guides students in exploring power dynamics.	3.00 (0.5)	3 (18.75)	3 (18.75)	8 (50.00)	2 (12.50)	
	The teacher promotes critical thinking and self-expression.	3.00 (1.0)	5 (31.25)		7 (43.75)	3 (18.75)	1 (6.25)
Transformational	Students are encouraged to apply learning for social change.	1.00 (0.0)	12 (75.0)	2 (12.50)	2 (12.50)		
	Literature inspires student-driven change.	1.00 (0.0)	14 (87.5)		2 (12.50)		

MAD: Median absolute deviation [it is the equivalence to SD].

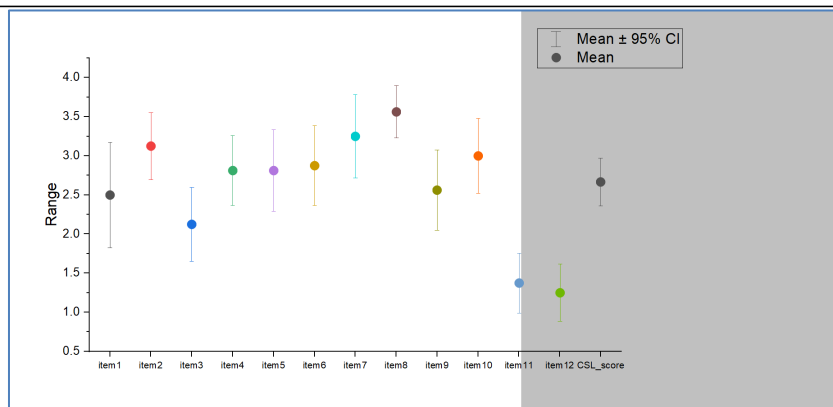


Figure 1: Implementation of Critical Social Literacy Principles by Literature Teachers

In the Relevant domain, teachers were most often observed to make frequent use of inclusive curricula (31.25%) and the same proportion were not observed implementing it. Infrequent and mild

were observed in 18.75% (median = 2.50, MAD 1.5). For connection to the life of the student, 25% were rarely observed, 37.5% were moderately and 37.5% frequently observed (median = 3.00, MAD = 1.0) and, these two variables were interlinked in the sense of meaning relatively consistent or constant instructional relevance.

In the Reflexive category, incorporating diverse real-world examples were rarely observed in 62.5% of the cases, not observed at all in 18.8%, moderately in 6.3%, and often in 12.5%, with no full observations (median = 2.00, MAD = 0.0). Reflection on biases by students had 43.75% of teachers observed rarely, 31.25% moderately observed, and 25% frequently observed implementing this strategy (median = 3.00, MAD = 1.0), with slightly more engagement than the first item.

In the Deconstructive dimension, critical thinking on literature and social issues was not very often, rarely, observed in 37.5%, moderately in 25%, and frequently in 31.25%, and not observed at all in 6.25% of the observations (median = 3.00, MAD = 1.0). Aiding students to identify ideologies and bias had 6.25% not observed, 31.25% levels each of not often, moderately, and often observed respectively, indicating a moderate level of engagement overall (median = 3.00, AD = 1.0).

Under the Dialogic domain, discussion-based learning was not observed in 6.25%, infrequently in 18.75%, moderately in 18.75% and frequently in 56.25% of observations (median = 4.00, MAD = 0.0) indicating a high implementation. Enhancing interaction via dialogue and questioning was also not observed in 6.25%, moderately observed in 31.25% and frequently observed 62.5% of the time, there being no instances in either the rare or very frequent brackets (median = 4.00, MAD = 0.0), the result specifying continuous instructional dialogue.

For the Empowering dimension, guiding students in exploring power dynamics was not observed in 18.75% of cases, rarely observed in 18.75%, moderately observed in 50%, and frequently observed in 12.5% (median = 3.00, MAD = 0.5). Promoting critical thinking and self-expression was rarely observed in 31.25%, moderately observed in 43.75%, frequently observed in 18.75%, and fully observed in 6.25% of cases (median = 3.00, MAD = 1.0), reflecting moderate but varied implementation.

In the Transformative dimension, learning for social change was not observed in 75%, rarely in 12.5%, and moderately in 12.5% and was not at frequent or full (median = 1.00, MAD = 0.0). Using literature to motivate student-led change was also not found very often (87.5%) or moderately (12.5%), again with no frequent or complete implementation (median = 1.00, MAD = 0.0).

3.2 Discussion

These findings offer complex insights into the ways and means through which Critical Social Literacies principles are enacted into the teaching of English literature among English instructors at Salahaddin University-Erbil. Dialogic learning and moderate empowerment dimensions were somewhat universally executed; however, other dimensions were not, especially the transformative one. These tensions demonstrate both the possibilities and constraints of the current pedagogical climate. Crucially, the inconsistencies are indicative of more than just teacher idiosyncrasies, they are symptoms of the wider constraints imposed by institutional and systemic factors, including curriculum factors, teacher development and sociocultural demands. This paper relates the findings to the existing literature and pedagogical theories, and offers the interpretations of the possible meanings of each dimension of it as revealed within the classroom context. The paper also examines how far the principles of relevance, reflexivity, deconstruction, dialogue, empowerment, and transformation are being applied. It provides insight into the degree to which these goals are achieved. It also highlights the limitations faced within the current educational context.

3.2.1 Relevance and Reflexivity

Both principles are foundational in CSL, yet their implementation was fragmented. Relevance was moderately present, with about 75% of teachers occasionally linking content to students' lives, while others did not engage in this practice at all. Reflexivity, requiring educators to engage with their own ideologies (Anderson and Irvine, 1993), was even less consistently applied. The uneven adoption of these principles reflects a lack of systemic support for culturally relevant pedagogy and the difficulty of enacting critical pedagogical practice without institutional and professional backing. Sensitive socio-political climates at Salahaddin University-Erbil, along with traditional,

examination-based education systems that prioritize memorization over inquiry (Bobkina & Radoulska, 2016), further constrain reflexive practices and limit the ability to make literature relevant to students' lives. These conditions also restrict the activity of dialogue and deconstruction in the classroom. As Akkuş and Uysal (2024) note, contextualizing social issues in the classroom is often hindered by institutional and curricular constraints, making these principles challenging to realize in practice.

3.2.2 Deconstruction

Deconstruction, in the sense of exposing hidden ideologies and power structures through close reading, appeared more often than reflexivity but without depth. Teachers encouraged critical thinking about literature and societal concerns, yet attempts to identify ideological biases were sometimes superficial. This is consistent with Chetty (2015), who notes that while teachers may prompt students to interrogate texts, such efforts can lack procedural clarity. Institutional and cultural contexts particularly examination-focused curricula and the socio-political sensitivities of the region further limit the depth of such analysis. This suggests a need for more structured approaches to integrating Freirean dialogue into CSL application, supported by professional development and action-oriented pedagogical strategies.

3.2.3 Dialogue

Dialogic pedagogy emerged as the most consistently and effectively implemented CSL strategy. Over half of the observed classes used discussion and questioning to facilitate learning, creating participatory environments where students could voice ideas and challenge interpretations. This aligns with Aronson (2014) on the role of dialogue in fostering critical thought and inclusive classroom cultures. Such approaches enabled students to challenge readings, share interpretations, and deep learning, which reflects the empowerment dimension of CSL. However, sustained institutional support, teacher training, and policy flexibility are required to protect and expand these dialogic practices in the face of broader systemic constraints.

3.2.4 Empowerment and Transformation

Empowerment was present to a certain extent but inconsistently applied. Around half of the teachers encouraged moderate exploration of power dynamics, and teaching for critical thinking and self-expression occurred in some classrooms but was not consistent. Transformation was minimal, with little evidence of literature inspiring student-led social change. Both principles face shared barriers, including curriculum constraints, limited training, and socio-cultural factors that restrict critical engagement. This aligns with Freire's (1970) emphasis on teachers as agents of change and with Aisyah et al. (2025), who highlight the difficulty of achieving transformative aims in EFL classrooms. Addressing these issues requires targeted professional development and institutional support.

Integrating the principles of critical social literacy into pre-service teacher training and embedding them within curricula would promote sustainable transformation. According to Akkuş and Uysal (2024), teacher education holds significant potential for expanding CSL, particularly through dialogic practices and reflective enquiry. Institutional policy changes such as revising evaluation systems and encouraging innovative teaching—would further support these goals, addressing power imbalances and enabling teachers to navigate and reshape systemic constraints. As Behrman (2006) observes, linking theory and practice requires flexibility and local adaptation, supported by appropriate institutional structures.

4. Conclusion

This study examined the use of Critical Social Literacy (CSL) in EFL literature classes. Dialogic teaching was the most consistently applied principle. Reflexivity, empowerment, and transformation were rarely practiced. Institutional, curricular, and socio-cultural constraints limited broader implementation. These findings highlight the uneven application of CSL principles.

CSL's integration requires strong institutional commitment and support. Teacher preparation programs should embed CSL principles into training. Curricula must reflect culturally relevant and socially responsive pedagogy. Assessments should value critical thinking alongside content knowledge. Such measures can bridge the gap between theory and practice.

Professional development should focus on reflective and empowering teaching strategies. Teachers can link literature to real-world social issues. Class activities should encourage critical analysis of power relations. Scaffolded approaches can help students develop reflexive skills. These methods

can gradually foster transformative learning.

Future studies should track the long-term impact of CSL interventions. Research should compare results across cultural and institutional contexts. Student perspectives on CSL's influence deserve more attention. Strengthening CSL can make literature classes more inclusive and empowering. This requires sustained effort from both teachers and institutions.

References

- Aisyah, S., Inawati, I. & Pratolo, B. W., 2025. Critical reading and literacy in EFL context: A systematic literature review. *PROJECT (Professional Journal of English Education)*, 8(2), pp. 475-485.
- Akkuş, G. B. & Uysal, H. H., 2024. Empowering tomorrow's educators: Critical literacy journeys of pre-service English teachers. *Journal of Pedagogical Research*, 8(4), pp. 235-254.
- Anderson, G. L. & Irvine, P., 1993. Anderson, G.L. and Irvine, P., 1993. Informing critical literacy with ethnography.. *Critical literacy: Politics, praxis, and the postmodern*, pp. 81-104.
- Aronson, B. A., 2014. *Critical social justice in teacher education: Beginning teachers' pedagogy and practice. PhD Dissertation*. Tennessee: University of Tennessee.
- Behrman, E. H., 2006. Teaching about language, power, and text: A review of classroom practices that support critical literacy. *International Reading Association*, 49(6), pp. 490-498.
- Bobkina, J. & Radoulska, S. S., 2016. Literature and critical literacy pedagogy in the EFL classroom: Towards a model of teaching critical thinking skills. *Studies in Second Language Learning and Teaching*, 6(4), pp. 677-696.
- Chetty, R., 2015. Freirean principles and critical literacy to counter retrograde impulses in the curriculum and assessment policy statement. *Reading & Writing*, 6(1), pp. 1-7.
- Freire, P., 1976. *Education: The practice of freedom*. 1st ed. London: Routledge.
- Ghahand, A., 2023. An overview of quantitative research methods. *Internationsl Journal of Multidisciplinary Research and Analysis*, 6(8), pp. 1794-3803.
- Hasan, H. S., Al Bajalani, F. R. H. & Ismail, K. S., 2023. The role of the reader-response approach to teaching short stories in developing students' critical thinking in EFL literature classes: A quasi-experimental study. *Zanco Journal of Human Sciences*, 27(SpA), pp. 480-492.
- Liu, Y., 2017. Critical Literacy practices in EFL reading classroom -An experimental study towards Chinese university students. *English Language Teaching*, 10(5), pp. 133-138.
- Paul, C. M. M., 2018. *Critical literacy pedagogy: Establishing the factors of critical literacy instruction through a mixed methods approach*. Carolina: North Carolina State University.
- Wardani, D. M. Y., 2021. The implementation of critical literacy approach towards EFL college students. *Journal of Educational Study*, 1(1), pp. 46-59.

بنه‌مايه‌كاني رييازي ره‌خنه‌يي كومه‌لايه‌تي له فيرکردني ئه‌ده‌بي ئينگليزي: تويژينه‌وه‌يه‌كي هه‌لسانگاندي پوله له زانكوي سه‌لاحه‌دين-هه‌ولير

علي محمود جوكل

به‌شي زماني ئينگليزي، كوليژي پهره‌رده بنه‌ره‌تي،
زانكوي سه‌لاحه‌دين-هه‌ولير، هه‌ريمي كوردستان، عيراق
Ali.jukil@su.edu.krd

هه‌ريم قاسم سليم

به‌شي زماني ئينگليزي، كوليژي پهره‌رده بنه‌ره‌تي،
زانكوي سه‌لاحه‌دين-هه‌ولير، هه‌ريمي كوردستان، عيراق
Harem.qasim@su.edu.krd

پوخته

ئه‌م تويژينه‌وه‌يه ليكولينه‌وه له وانه ووتنه‌وه‌ي ماموستاياني ئه‌ده‌بي زماني ئينگليزي ده‌كات به جيبه‌جيكردني بنه‌ماكاني خوينده‌واري ره‌خنه‌يي كومه‌لايه‌تي (جوريكه له رييازي فيرکردن له وانه‌ي ئه‌ده‌بي زماني ئينگليزي) له زانكوي سه‌لاحه‌دين-هه‌ولير. له‌سه‌ر بنه‌ماي فيركاري Freirean pedagogy، خوينده‌واري ره‌خنه‌ي كومه‌لايه‌تي جه‌خت له‌سه‌ر بيرکردنه‌وه‌ي ره‌خنه‌يي، هيزي زمان، تواناسازي وهاندان بۆ گۆرپانكاري ده‌كات، هه‌روه‌ها به چاويكي ره‌خنه‌گرانه مامه‌له له‌گه‌ل تيکسته‌كان ده‌كات. تويژينه‌وه‌كه پشتي به‌ستوه به جۆري چه‌نديتيدا، تويژينه‌وه‌كه پيکهاتوه له ماموستاياني ئه‌ده‌بي به‌شي زماني ئينگليزي هه‌ر سى كوليژي پهره‌ده‌ي بنه‌ره‌تي، پهره‌رده و زمان له زانكوي سه‌لاحه‌دين-هه‌ولير. تويژه‌رئامرازي ليستي چاوديري پۆل به‌كاره‌يناوه . كه 16 پۆلي ماموستاياني ئه‌ده‌بي زماني ئينگليزي له خۆ گرتوه به مه‌به‌ستي جيبه‌جيكردني شه‌ش بنه‌ماي خوينده‌واري كومه‌لايه‌تي ره‌خنه‌يي وه‌كو: په‌يوه‌نديدارکردني بابته كه به ژياني قوتابي، په‌رچه‌کرداري، شيکردنه‌وه‌ي تيکسته‌كان به چاويكي ره‌خنه‌ گرانه، ديالوگ، به‌هيزکردن وهاندان وه گواستنه‌وه‌ي زانياريه‌كان بۆ ژياني راسته‌قينه‌ي قوتابيان وه جيبه‌جيكردنيان. ده‌ره‌نجامه‌كان ئاماژه به‌وه ده‌دن كه به‌كاره‌يناني ستراتيحي ديالوگي به ريژه‌يه‌كي زۆر وه هه‌روه‌ها بنه‌ماي به‌هيزکردن وهاندان بۆ قوتابي، ماموستايان پشتييان پييه‌ستوه له پۆل دا، وه كه‌ممي جيبه‌جيكردني په‌سه‌بيه‌كاني تر، به‌تايه‌تي په‌رچه‌کرداري و گۆرپانكاري. تويژينه‌وه‌كه پيشنباري ئه‌وه ده‌كات كه پۆله‌كاني ئه‌ده‌ب ده‌توانریت بگۆردرين بۆ شوينيكی گشتگير بۆ دادپه‌روه‌ري، هوشباري ره‌خنه‌يي و دادی كومه‌لايه‌تي به جيبه‌جيكردني بنه‌ماكاني CSL له‌گه‌ل پالپشتي فيركاري ئامانجدار و کرداري ره‌نگدانه‌وه.

وشه سه‌ره‌كيه‌كان: خوينده‌واري ره‌خنه‌يي كومه‌لايه‌تي، فيرکردني ئه‌ده‌بي، فيركاري ديالوگي، تواناسازي له پهره‌رده، فيرپووني گواستنه‌وه

المصادر الأساسية لمنهج النقد الاجتماعي في تعليم الأدب الإنجليزي: دراسة تقييمية للمرحلة في جامعة صلاح الدين – أربيل

علي محمود جوكل

قسم اللغة النكليزية، كلية التربية الأساسية
جامعة صلاح الدين-أربيل، إقليم كردستان، العراق
Ali.jukil@su.edu.krd

هه‌ريم قاسم سليم

قسم اللغة النكليزية، كلية التربية الأساسية،
جامعة صلاح الدين-أربيل، إقليم كردستان، العراق
Harem.qasim@su.edu.krd

الملخص

هذا البحث يدرس تدريس الأدب الإنجليزي في جامعة صلاح الدين - أربيل، باستخدام أسس التربية النقدية الاجتماعية (وهي طريقة تعليمية في دروس الأدب الإنجليزي). يعتمد البحث على منهج فريديري التريوي (Freirean pedagogy)، الذي يركز على التفكير النقدي، قوة اللغة، التمكين، والتحول الاجتماعي. كما يتناول البحث التعامل النقدي مع النصوص البحثية تشمل مدرسين أدب اللغة الإنجليزية من ثلاثة كليات في جامعة صلاح الدين - أربيل: كلية التربية الأساسية، كلية التربية، وكلية اللغات. استخدم الباحث قائمة مراقبة الصفوف، حيث شملت العينة 16 صفًا لمدرسي الأدب الإنجليزي بهدف تطبيق ستة أسس للتربية النقدية الاجتماعية، وهي: ربط الموضوع بحياة الطالب، التقطيع النقدي للنصوص، الحوار، التمكين، نقل المعرفة إلى واقع الطالب، وتطبيق هذه المبادئ. النتائج تشير إلى أن استخدام استراتيجيات الحوار كان بنسبة عالية، وكذلك أسس التمكين، حيث أبدتها المدرسون في الصفوف، لكن تطبيق المبادئ الأخرى مثل التقطيع النقدي والتحول الاجتماعي كان أقل. يقترح البحث أن أقسام الأدب يمكن تحويلها إلى فضاءات شاملة للعدالة الاجتماعية والوعي النقدي من خلال تطبيق أسس التربية النقدية الاجتماعية (CSL) مع دعم تعليم هادف وسلوكيات تحويلية.

كلمات المفتاحية: التربية النقدية الاجتماعية، تدريس الأدب، التعليم الحواري، التمكين في التعليم، نقل المعرفة.