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## **A Model for EFL Materials Development within the Framework of Critical Pedagogy (CP)**

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### **Abstract**

Critical pedagogy (CP) is implemented in ELT programs aiming to empower both teachers and learners to unmask underlying cultural values and ideologies of educational setting and society, and subsequently to make them agents of transformation in their society. However, despite the increase in the number of publications in the field of critical L2 pedagogy, remarkably little has been done on materials development in CP. Considering materials as the core resources in language-learning programs (Richards, 2010), the present paper attempted to offer a model for ELT materials development based on the major tenets of critical pedagogy. The principles of the model were organized according to the main factors involved in materials development, i.e. program, teacher, learner, content, and pedagogical factors. This model is sensitive to the particularities of the local context and to the learner's problems and concerns. It offers ways to help the learners to improve their second language skills while developing a sense of critical consciousness of issues of social structures in the world around them. It could be helpful for local materials writers and language teachers in developing and critically evaluating ELT materials. Subsequently, the model might contribute to students to be more critical consumers of information.

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