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Research Paper

Impact of Participatory Critical Pedagogy Interventions on EFL Learners' Class Participation and Engagement: The Case Study of Female EFL Learners in Iran

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Abstract

Given the significance of Critical Pedagogy (CP) as a transformative educational practice in empowering and enabling learners in terms of enhancing their voice, this study aimed to examine the effectiveness of participatory critical pedagogy intervention on the development of Iranian female EFL learners in terms of enhancing their voice and class participation. Female learners were selected as the population of the study as gender is a social category reconstructed and negotiated in ELT classroom context entailing the exercise of power. Adopting Hart's (1992) *Ladder of Participation* framework, this case study was conducted using qualitative strategies fused with the components of experimental design, known as the qualitative experiment design. Accordingly, the in-depth experience of a group of 15 participants during treatment sessions of CP were evaluated through interview, structured non-participant observation, and reflective journals. Findings pointed to the positive and transformative impact of CP in practice on female learners' engagement in and enjoyment of classroom activities in Iran. Moreover, CP in practice resulted in the development of female learners in terms of taking an active role in the process of learning EFL in Iran. However, the development was not statistically significant.

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1. Introduction

The transformative view of education under the title of Critical Pedagogy (CP), a counter-hegemonic theory proposed by Freire, accentuates the integration of the learners as active players who act critically and creatively to transform their world. It considers learners rather than teachers as the locus and focus of learning, providing space for them to form, reform, deform and transform their knowledge and the world. Critical Pedagogy (CP), as a form of education liberalization, is concerned with the transformation of the oppressive power relations, in a way that learners are empowered and enabled to make a change (Rajesh, 2014). CP demands the encounter between teachers and students through authentic dialogue as two knowing subjects (Freire, 2017). The dialogue at the educational context and classrooms provides the chance for the learners to speak up, and gain authority (Frøytlog & Rasmussen, 2020). In other words, teachers and learners' interaction through various techniques, including dialogue, mediates and assists learning (Moradian, Miri, & Qassemi, 2015). However, learners may face problems in initiating a conversation with peers and the teacher in part due to cultural and social restrictions (Zohrabi & Jafari, 2020). CP, as an empowering approach, can also provide the teacher with a framework to apply their ideas and skills in a way that the proper transmission of knowledge to the learners is ensured (Lissovoy, 2008). It ensures the social relevance of teaching and learning practices and extends them to the real-life boundaries (Kumaravadivelu, 2003).

Educational institutions, as a part of society, at present suffering from uncertainties (Macrine, 2020), imbalanced power distribution and the marginalized minority (Ooiwa-Yoshizawa, 2012), tend to reflect and

reproduce this inequality (Giroux, 2001). Therefore, perceiving unequal and unfair power distribution in the society, Participatory Pedagogy (PCP) empower students to actively engage and participate in the process of learning, achieve critical thinking and become autonomous (Saleh, 2013). CP is also believed to be promising for English Language Teaching (ELT), where it considers the association between learning English and social change, as it is a context more significantly dealing with minorities in terms of race, gender and language (Norton, 2000).

Gender as a salient social category reconstructed and negotiated in the ELT classroom context entails the exercise of power. However, one of the main professional failures in the context of ELT (ESL/EFL) is its low profile and being neglected (Linke, 2007). Taking the issue of gender in ESL/EFL, some gender differences in ESL/EFL classrooms have been listed, including participation and interaction patterns, where the male dominance of classrooms could cause low participation of female students or the use of compensatory communication strategies (Sunderland, 2000). Thus, there is a need for adopting a democratic and participatory critical pedagogical approach to deconstruct such dominant narratives, to transform the hidden sociocultural ideologies, and to promote critical consciousness to encourage equality and co-agency, and engender a shift of power within the context (Simpson, 2018).

The advent of CP and the currency given to it by ELT practitioners and teachers generated a plethora of research and studies all over the world including Iran. However, in practice, the current EFL classroom in Iran still follows the traditional banking system of education as the dominant structure, where discourse-construction opportunities are unevenly distributed (Rahimi Domakani, Mirzaei, & Ranjbar, 2012). Iranian EFL classrooms, as any other traditional classrooms with a gendered nature (Van der Vleuten, Jaspers, Mass, & Van der Lippe, 2016) seem to suffer from gender injustice. Accordingly, it

is not surprising to observe that some male EFL learners might take active roles in debating and asking questions, while some female EFL learners prefer silence, play a passive role, and have a low rate of participation in class discussions (Nosrati, 2015). However, the presence of gender bias as a negative barrier is likely to hinder EFL learners' development and growth (Hassankhah & Zamir, 2013). Accordingly, this study aims to investigate the effectiveness of participatory critical pedagogy intervention on the development of Iranian female EFL learners by enhancing their voice and class participation.

This study used Hart's (1992) Ladder of Participation, as a well-cited framework to investigate the participation of children across eight levels. The first three levels of manipulation, decoration and tokenism are considered as non-participation, and the rest, including assigned but informed, consulted and informed, adult-initiated, shared decisions with children, child-initiated and directed, and child-initiated, shared decisions with adults indicate the participation levels (Figure 1). Niemi (2019) categorized the levels of Hart's ladder in terms of the form of participation, where levels 3-4 are *active joining*, levels 5-6 are called *collaborative participation*, and levels 7-8 are *child-oriented participation* (p. 3).

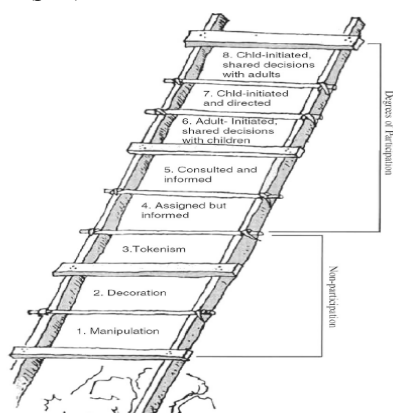


Fig. 1. Ladder of participation (Hart, 2008)

The Ladder which was first adapted based on a typology developed by Arnstein (1969) on adults' citizenship participation became the basis for developing other models of participation for adults and the youth in different contexts (e.g., Andersson, 2017; Shier, 2001). As the research focused on female EFL learners as the population of the study, the researcher redesigned Hart's (1992) Ladder of Participation and considered Neimi's (2019) categorization of the levels to include the target population.

Accordingly, the three lower levels/rungs of the ladder were the same as those in the original ladder (but modified in terms of Neimi's categorization, where 1-2 are *non-participation*, and 3-4 are considered as *active joining*), while the five upper rungs included assigned but informed, consulted and informed, teacher and male peers-initiated, shared decisions with female learners (*collaborative participation*), female learner-initiated and directed, and female learner-initiated, shared decisions with teachers and male peers (*female-oriented participation*). The adapted and adjusted model of participation was used as the basis and guide for class observation and the interview (Table 1).

Table 1
The Study's Model of Participation

Levels of Participation (Hart, 1992)	Participation form (Niemi, 2019)	Description
1-2	Non-participants	Female learners do/say what the teachers and male learners suggest without real understanding of the issue. Female learners took part in the classroom activity without real understanding of the issue.
3-4	Active joining	Female learners are asked to say what they think about an issue with little or no choice about how to express their views or ideas.

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		<p>Teacher decides on the project and female learners volunteer for it. The learners understand the project and know who decided they should be involved and why teacher/male peers respect their views.</p>
5-6	Collaborative participation	<p>The lesson/task is designed and run by the teacher but female learners are consulted. They have full understanding of the process and their ideas are taken seriously by teacher/male peers.</p>
		<p>Teacher/male peers have the initial idea but female learners are involved in every step of the planning and implementation. Their views are considered, but they are also involved in making the decisions.</p>
7-8	female-oriented participation	<p>Female learners have the initial ideas and decide how the lesson/task is to be carried out. Teacher/male peers are available but do not take charge.</p> <p>Female learners have the ideas, set up the lesson/task and invite teacher/male peers to join with them in making decisions.</p>

2. Related Literature

Given the popularity of learner-centered EFL teaching approaches besides the advent of Critical Pedagogy (CP) as the education of liberation and problem posing, which provide an answer to the opposition of the teacher and students, a large number of studies have been devoted to the CP with promising implications for educational purposes, more specifically in the English Language Teaching (ELT) context. In a recent study, Simpson (2018) examined the effect of participatory pedagogy on classroom practice. The researcher relied on Hart's *Ladder of Participation* (1992) to develop a Participatory Pedagogy Framework. Simpson incorporated the work of Florian and Linklater (2010) to develop an approach used as a general teaching practice to increase the opportunity of hearing the pupil voices and participation in classroom. The findings of the study showed that the participatory pedagogy

framework can be used by teachers for planning, and as an instrument to reflect on their practice or classroom in terms of being participative. Moreover, teachers perceived pupils more motivated and engaged during the participatory session. The evidence also showed the enhancement of pupil motivation and engagement, and increased the chance of providing a space for the pupil voice as a consequence of using the participatory pedagogy framework. However, despite the objective of the study to provide a clear picture of the pupils' perception of CP and its effect on their motivation and engagement, the feedbacks were mostly teacher-framed, which resulted in a quite similar set of responses given by the pupils.

There have also been a number of studies in the EFL context in Iran on the effectiveness of CP. Sarani et al. (2019) investigated EFL teachers' understanding of critical pedagogy impact on teaching EFL in Iran in terms of gender and teaching experience. Accordingly, the researchers developed and used a 33-item Likert-type questionnaire. Then, proper statistical tests were used to measure the potential significant difference between the CP perceptions level by the male and female EFL teachers. The results showed no significant difference in this regard. The researchers also investigated the possible differences in CP perceptions across four levels of language teaching experience. No statistically significant difference in terms of the CP perception levels was found between the four groups of EFL teachers. The findings of the study showed that the gender difference was unrelated to the perception level of CP in Iranian EFL teachers, and the difference in the levels of teaching experience seemed to be insignificant. This implies that some other variables may affect CP perception. The use of qualitative data could strengthen the findings.

Atai and Moradi (2016) conducted a study to find how Iranian EFL teachers perceive critical pedagogy from a cultural perspective. The researcher used a

mixed-methods design to collect data at the qualitative and quantitative phases. Accordingly, they developed in-depth semi-structured interviews and questionnaires. Participants of the study included 148 Iranian EFL teachers, out of whom 21 took part at the qualitative phase and 127 participated at the quantitative phase. At the qualitative phase, the researchers conducted an in-depth content analysis of the oral data obtained from the semi-structured interviews. Findings of the analysis showed that the participants supported the basic principles of critical pedagogy. However, the study did not consider gender as a factor that may affect the participants' perception of CP.

Moreover, Abdollahzadeh and Haddad Narafshan (2016) examined the possible effect of exercising critical pedagogy on motivation of the EFL learners. For this purpose, they distributed a motivation scale among the participants in the control and experimental groups as the pre- and posttests. Findings of the study showed that taking a critical pedagogical approach toward teaching EFL enhanced the learners' motivation, indicated by a higher level of interest in the culture differences. Critical pedagogy also caused the learners to speak about their beliefs and opinions about the learning material.

Khan, Ahmad, and Ahmad (2014) examined the differences in the students' class participation based on their gender. They also studied how the gender of students was manifested in damaging others. The participants of this qualitative study attended a semi-structured interview. Moreover, two teachers of the intended classrooms participated in interviews to investigate the possible differences between male and female learners in terms of classroom participation. The interviews aimed to find why a specific gender outperforms another. Findings showed a significant relationship between gender and class participation. Female students had a higher rate of participation. Male students, as they had grown in a patriarchal culture, used negative comments. It seemed that the stereotypical language and discriminatory approach of the society also

caused the significant dominance of male members over the females. Moreover, relying on semi-structured interviews, findings of the study were claimed to indicate the internalization and acceptance of inferiority by the female members. However, no other qualitative instruments such as reflective journals were used to show how the female students perceived their gender as a factor affecting their classroom participation.

Given the review of the literature and purpose of the study, the following research questions were formulated:

1. To what extent does critical participatory pedagogy in practice affect female learners' engagement in and enjoyment of classroom activities in Iran?
2. To what extent does critical participatory pedagogy in practice affect the development of female learners in terms of taking an active role in the process of learning EFL in Iran?

3. Method

3.1. Participants

The population included female Iranian EFL learners learning EFL in language institutes of Iran. The participants were selected based on the inclusion criteria of being at an advanced level and consent to participation in the study. Accordingly, 15 participants were selected based on purposive and availability sampling procedure. They were in the age range of 20 to 32 ($M=25.4$, $SD=12.93$). They were homogenized in terms of proficiency level, as indicated by the results of the Oxford Placement Test.

3.2 Instruments

From among the various methods for qualitative data collection, the researcher selected interviews with the participants, class observation and their reflection journals. The researcher used the online google form to design the interview based on the framework of the study to elicit data about participants' perception of engagement and voice, and their current challenges in terms of class participation, doing tasks and activities, etc. following the experiment. The

participants kept weekly reflection journal regarding their learning experiences and the impact of the participatory critical pedagogy on the same issues.

Interview: The semi-structured interview used for the purpose of the study was developed by the researcher based on the categories of participation and the review of literature on student engagement describing the indicators of engagement (e.g., Burch et al., 2015; Gunuc & Kuzu, 2015; Kahu, 2013). Accordingly, class engagement was evaluated in terms of learning effort (corresponding to non-participant category), participation in class activities, interaction, knowledge construction, application and completion (collaborative participation), and learning interest, self-regulation, sense of belonging (female-oriented participation). The original interview included 15 open-ended questions (related to the participation categories), which were then reduced to 10 questions following peer review by the EFL experts, to ensure the content validity of the instrument. Piloting with three potential participants and two trusted colleagues with experience in qualitative interviewing was also used to ensure the validity of the final interview in terms of avoiding biased questions and any potential ambiguities.

Reflection Journal: As another instrument to collect qualitative data, reflection journal writing was used by the researcher to find how the participants of the study evaluate their experience of CP during treatment. For this purpose, following each session of the treatment, the participants were asked to write about their reflection and observation of themselves, the teacher and the classroom given the guiding questions provided by the researcher based on the categories of the present study's Model of Participation.

Class Observation Checklist: Observational methods are among the common instruments applied both at individual and classroom level to measure the participation and engagement of the learners (Volpe, DiPerna, Hintze, & Shapiro, 2005). Accordingly, the structured non-participant observation was

used in the present study by the researcher, for which the checklist for class observation was developed by the researcher based on the description section of the research model. It included 8 items which the researcher evaluated based on observance and non-observance.

3.3 Design

This case study was conducted using inductive qualitative strategies fused with the elements of experimental design, known as inductive qualitative experiment design. Accordingly, the in-depth experience of a group of participants during treatment sessions of CP was evaluated through interview, structured non-participant observation and reflective journals.

3.4 Procedure

Initially, the participants were informed about the purpose of the study and anonymity of their personal information. Then, they were labeled as 1 to 15 to ensure privacy and confidentiality of the personal data. The treatment included 8 sessions of learning EFL with other male peers based on CP principles adapted and adjusted from the study by Simpson (2018) on Critical Participatory Pedagogy. The principles included: 1) Introducing the objectives for the next session, collecting the learners' opinions on their preference for learning the objective and presenting their learning; 2) Preparing the teaching material and resources to meet the learners' ideas by the teacher; 3) Teaching the lesson by the teacher while learners decide about how to meet their objective and learning outcome; and, 4) Reflecting by the learners on the whole teaching and learning process, lesson and classroom interaction and atmosphere. Each treatment session design followed the same principles. The participants also wrote reflective journals following each session. Following the final session, the participants were interviewed to evaluate their performance in terms of participation and engagement level prior to the treatment sessions. Moreover, following Goodwin and Goodwin (1984), to

ensure the inter-observer reliability, data were collected by the researcher and an expert colleague, the collected data of whom was mirrored.

3.5 Data Analysis

The collected data were analyzed using content and thematic analysis aiming to find and to code the repeated patterns of meaning (Braun & Clarke, 2006). Moreover, as suggested by Goodwin and Goodwin (1984), to ensure the reliability of data analysis, the researcher and an expert colleague agreed upon the method of coding and categorizing the data.

4. Result

Given the purpose of the study to evaluate the impact of implementing CP on the engagement and participation level of the female EFL learners, and their role in classroom activities (in terms of having voice and opportunity to participate in the activities), thematic analysis and review of the reflective journals written by the female learners indicated that the concepts of choice and opportunity to share ideas and play an active role” were sickly followed within the classroom. However, the observation checklist indicated that they did not fully develop and expand within the classroom possibly due to the short duration of the treatment. For instance, the female learners had the chance to select the tasks and assignments by themselves or they could select from among the options provided by the teacher. What they said about the treatment sessions was different from the common practice in EFL classes:

Within the classroom, female learners are motivated and asked by the teacher to select the type of tasks and assignments for the class by themselves or select from among the options provided by the teacher.

As another instance, a participant stated:

Our teacher usually arranged us sitting in circle rather than in rows and asked us to vote for the classroom activities. Everyone had a right to vote for selecting and doing our favorite activities.

Given the leading individual within the classroom, the participants stated the collaborative leading of the lessons by the teacher and the learners. However, they did not mention any differences between the female and male learners in terms of leading class activities:

The whole class had the chance to lead the lessons within the classroom. Teacher gave us the chance lead the lesson in corporation with her. The male learners were more active in this regard.

Or,

Teacher asked the male and female learners in rows to lead the discussion groups and to ask our own questions to discuss further topics, and to select the partners.

This feedback could indicate the potentially different experience whereby the female learners found the chance to be more active and take a leading role in the classroom. Moreover, the evidence indicated that the CP practice raised the female learners' interaction with the teacher and male peers in terms of sharing ideas and consulting about setting up the learning projects:

We were allowed to share ideas on how to set up the learning projects. We worked in teams to reflect and consult on class activities and projects.

Regarding the significance of the teacher's instruction, however, it seemed that applying CP had the potential transformative influence on the learning experience of the participants in this regard. Most of the participants emphasized the reduced rate of instructions given by the teacher during each session. That is, using CP teaching practice in the short run resulted in change in teaching and learning practices.

I think it is important to follow the teacher instruction. But during each session the teacher let us to do the activities and tasks freely. We had the chance to select the tasks and activities.

Or,

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Unlike other classes, in our class, our teacher works with us as a member of a group or collaborates with the leaders of the groups to do the tasks. She usually asked what we need to do the tasks.

The participants also commented the high frequency of volunteering for class activities during the session. The participants also found the activities interesting, more specifically the group works, where they had the chance to share ideas with peers and even lead the projects. They also referred to the gradual involvement and enjoyment of the new learning and teaching environment. The democratic atmosphere of the classroom inspired them to be more active and volunteer for the tasks.

We had more chance to volunteer for class activities, especially in group works. Most of the time, I am the leader of the group for doing tasks.

Or,

First, I thought it was hard to collaborate in the classroom, but gradually I got eager to participate in class activities and benefit from my volunteer contribution as participant or leader to the activity groups.

The content analysis of the responses given on the interviews indicated that the new approach to teaching had transformative and positive impact on the participants through learning process. Class engagement was considered as a significant factor in the participants' positive evaluation of the CP in terms of giving them the chance to share ideas, play active role in the classroom, consult and interact with teachers and male peers. Furthermore, the thematic analysis of the reflective journals showed the high frequency of the terms indicating the dynamic engagement and active participation of the participants within the classroom. There were some issues in the journals about revising the teaching and learning approach in future and other classes.

I think it was quite hard to cope with the new method, but it was much fun and I had more chance to communicate and interact with the learners and the teacher without being shy or afraid of doing mistakes. I wish the other classes were the same.

Or,

This class was useful for me to improve in terms of interaction with others since I was used to be shy and quiet in the class. I think it is a really good idea to involve students in planning and deciding about learning tasks and projects.

As indicated in this piece of reflective journal, the participants had more motivation and engagement during the sessions as they liked it and wanted other classes to follow the same method. The observation checklist also indicated the high rate of active participation and voice by the female learners and the shared control between the female learners and the teacher/male peers, indicating the empowerment of the female learners during the treatment sessions.

Moreover, the effect of the CP sessions was not limited to increased participation of the female learners. Rather, it gave them the voice, to go beyond the classroom and to develop and enhance their agency as an active individual.

I think it was a quite important experience which made me more confident and competent as a female both in classroom and outside. Now, I can speak English with more confidence and I'm not afraid of participating in discussions with my male classmates in and out of class.

Or,

I would participate in class discussion in future and I am not shy any more to collaborate and work with other classmates, more specifically the

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male peers. I feel free to speak up and have my voice. Now I can lead a group to do class activities.

Or,

Now, I am more willing to share ideas about classroom activities, work with partners and I'm not afraid of giving opinions and speaking in the classroom.

These quotes could be illustrative of the female learners' perception of their voice and ability to participate as an active learner. The CP sessions have clearly provided an opportunity for the participants, both male and female, to find their voice and be more self-confident to speak English and collaborate with others in and out of classroom.

5. Discussion

This study aimed to examine the extent to which critical participatory pedagogy in practice may affect female learners' engagement in and enjoyment of classroom activities, and their development in terms of taking an active role in the process of learning EFL in Iran. With regard to the first research question, the results of analysis indicated the positive and transformative impact of CP in practice on female learners' engagement in and enjoyment of classroom activities in Iran. The results of the study were in line with the findings of the study by Simpson (2018), who studied the impact of CP on class practice in terms of pupils' motivation, engagement and voice. Findings of this study indicated a significant relationship between using CP framework and three dependent variables. In other words, CP was shown to improve and enhance pupils' motivation and engagement, and to increase the chance of providing a space for pupil voice.

Findings of the study by Abdollahzadeh and Haddad Narafshan (2016) also supported this study as it showed taking a CP approach toward teaching EFL enhanced the learners' motivation, indicated by a higher level of interest in the culture differences. However, the findings were not in line with the results of Sarani et al. (2019), who found no statistically significant difference between male and female EFL teachers in terms of CP perception level. That is, according to Sarani et al. (2019), gender difference was not related to the perception of CP levels among Iranian EFL teachers.

Moreover, CP in practice resulted in the development of female learners in terms of taking an active role in the process of learning EFL in Iran. However, the development was not significant. In this regard, the results of the study confirm the findings of the study by Khan et al., (2014) who found a quite similar result in examining the difference between male and female learners in terms of class participation. Their study showed a significant correlation between gender and class participation, where female learners had a low rate of participation due to sociocultural issues including patriarchy or male dominance.

Although the results of the study indicated the significant impact of the CP treatment session on providing more chance for the engagement and active role of the female learners, the observation made by the researcher indicated the placement of the CP session at *active joining* and *collaborative participation* categorizations based on the research model; that is, implementing CP approach did not result in female-oriented participation, which may be due to the time limitation and short-time frame of the experiment.

The analysis of the collected data and statements reported by the participants implied differences between the male and female students in terms of participation and interaction with the teacher, where the teacher-student interaction was mostly male-oriented. This is in line with the literature on

language classroom interaction by gender where differential teacher treatment, discrimination and even favoritism by gender have been repeatedly reported (Sunderland, 2000). However, applying CP as treatment seems to affect this dominant pattern shifting the teacher-student interaction toward equality rather than inequality by gender. In line with the main and ultimate objective of CP in educational contexts to achieve a more democratic pedagogy (Simpson, 2018), the participants of the study leaned toward agency, active joining and collaboration in classroom activity. In other words, the participants were no more at the non-participant step, but moved up to the upper steps. However, although they were asked to say what they thought about a subject, they had little or no choice about how to express their views or ideas. That is, it was still the teacher who decided on the project and female learners only volunteered for participation. Moreover, it seemed that the CP practiced during the treatment session caused the female learners to understand the class activities and project and know who decided they should be involved and why teacher/male peers respected their views. Furthermore, the teacher consulted the female learners in designing and running the lesson. The female learners reported to have full understanding of the process and their ideas were taken seriously by teacher/male peers. However, it was the teacher or the male peers who had the initial ideas and the female learners were only engaged in implementation of their ideas. Moreover, the findings of the study suggested that the female learners were far away from reaching a really active role in the classroom as they had no chance to suggest the initial ideas and decide about the lesson plan or design. The participants also did not have the chance to set up any tasks. Therefore, the results did not seem to be in line with the main claim based on which CP is supposed to promote the ideals of equality (Simpson, 2018). That is, the CP treatment only raised female learners' "voices of knowledge" (McLaren, 2003, p.7), which means they did act of knowing.

However, it might not prepare them to be critical agents of transformation and have meaningful and critical voices (Gomez, 2010).

6. Conclusions

Relying on a qualitative experimental design, this case study provided positive results for the impact of CP framework as an approach to EFL teaching and learning in terms of class participation and engagement of Iranian female learners. However, given the time limitation of this study, it is suggested that future studies design a CP-based treatment with a longer time frame. Moreover, as this was the first study examining the use and effect of the CP framework within the EFL context in Iran, more research is required to confirm the findings of this study as well as investigate other related issues and variables regarding the approach. Moreover, female EFL learners from various age groups and language proficiency levels can be included as participants to explore the potential effects of CP at different stages and proficiency levels. In addition, more creative research designs are required to provide more comprehensive and generalizable findings for use in EFL teaching and curriculum designing contexts. Future studies can also consider more diverse CP activities and methods to support implementation of CP pedagogy as a non-gendered approach in EFL classroom and curriculum in Iran with its specific socio-cultural context. Findings of this study can be used by the EFL teachers, practitioners and curriculum designers to consider implementation of CP more seriously into EFL teaching practices as an empowering approach for the female learners.

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