Research Article

A Qualitative Study on Iranian EFL Teachers' Perceptions of Critical Pedagogy-Based Teacher Effectiveness

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ABSTRACT

One of the significant factors in EFL learning is teacher effectiveness which is of high importance since teachers are really and directly engaged in language learning as the final aim of English classes. This study aimed at exploring Iranian EFL teachers' perceptions of critical pedagogy-based teacher effectiveness. In so doing, a qualitative thematic analysis method was used. The participants included 20 male and female Iranian English teachers who were selected through purposive sampling. To collect the data, a semi-structured interview was used. According to the results, the following themes were extracted from the data: Paying Attention to Students' Needs, Being Aware of Students' Goals in English Learning, Friendly Relations with Students, Flexibility in Teaching/Assessment Methods, Making Classes Student-Centered, Cooperative Teaching, Facilitating Students' Learning, Being Aware of the Last Achievements in the Field of TEFL, Generating Equal Opportunities for All Students in the Class, Teaching Students Problem Posing Skills, and Teaching Students Critical Thinking Skills. The findings have some implications for EFL teachers, learners, teacher education instructors and policymakers.

Introduction

One of the significant factors in English as a Foreign Language (EFL) learning is teacher effectiveness which is of high importance since teachers are really and directly engaged in language learning as the final aim of English classes (Richards, 2001). Vogt (1984) considers effective teaching as connected to teachers' ability to instruct students who are diverse in terms of objectives and abilities. Due to the significant role of teacher effectiveness in the quality of EFL teaching, it has been the focus of several studies. Rahimi and Nabilou (2011) examined teacher effectiveness of teachers teaching in Iranian public and private schools. According to the results, in both settings, teachers were effective. This shows that context does not affect teacher effectiveness. Navidinia et al.

(2014) examined teacher effectiveness in Iran through a mixed-methods study. The results confirmed that the current system is not valuable and high quality. In the research by Rahimi and Hosseini Karkami (2015), the impact of EFL teachers' teaching strategies on teaching effectiveness was examined. As found by the results, teaching effectiveness was heavily impacted by teachers' methods of teaching. Shahvand and Rezvani (2016) examined whether gender influences teacher effectiveness. The findings showed similar perceptions for male and female teachers. This confirmed that gender was not effective on teacher effectiveness. Therefore, it was concluded that teacher effectiveness is independent of gender characteristics.

Furthermore, in recent years, critical pedagogy-based changes in English Language Teaching (ELT) have taken the attention of scholars in the field of ELT (Ahmadian & Erfan Rad, 2014; Wei, 2018). According to Freire (1993, as cited in Giroux, 2010), critical pedagogy is a praxis-based educational thinking line whose aim is supporting students in learning freedom, authoritarian views, and power knowledge. Critical pedagogy is an educational philosophy that seeks to show reaction to oppression (Brosio, 2000) by putting social inequities aside to strengthen and change others in line with ethics and values (Capper, 1993). In total, critical pedagogy seeks to generate positive social change to make society democratic and fair (White et al., 2014). Those who support the use of critical pedagogy in EFL teaching focus on the ties between EFL learning and social change to reach a dialectic interplay between language and learners' self-concept (Zohrabi et al., 2019). According to this view, the relationship between language and learner is dynamic. This is why the belief in critical pedagogy is that teachers should be made aware of the inherent inequalities and injustices in educational settings and become capable of responding to them and in this way, reconstruct their selves (Zohrabi et al., 2019). To McLaren (1988), critical pedagogy is after human injustice and unfairness. This is why teachers are recommended to uncover the unity of knowledge and power. One area wherein critical pedagogy has penetrated is teacher education (Wei, 2018).

Critical pedagogy has influenced different realms of ELT based on the view that critical pedagogy makes teacher education dynamic and active (Gao et al., 2020; Wei, 2018). Critical pedagogy has been explored using different approaches by scholars. Larson (2014) investigated how the use of critical pedagogy can be grounded in Indonesia. Having described critical pedagogy, the researcher justified the application of critical pedagogy by reviewing the literature. Finally, some stages were suggested for unearthing critical pedagogy in EFL teaching. Rahimi et al. (2015) suggested some recommendations for curriculum designers upon the principles of critical pedagogy. Moreover, it was concluded that choosing and grading materials should also be done based on critical pedagogy. Taylor et al. (2015) teachers' perceptions of critical pedagogy. According to the results, while teachers corroborated the necessity of using critical pedagogy, they perceived that currently critical pedagogy is not fully implemented in EFL teaching settings. Roohani et al. (2016) planned a scale, namely Teacher Critical Pedagogy, to assess the volume of critical pedagogy utilized in the English contexts by Iranian teachers. The scale that was developed in the Likert scale was confirmed in terms of validity and reliability. Enyew and Melesse (2018) explored the amount of infusion of critical pedagogy in universities. The qualitative and quantitative results were opposite to each other: According to the quantitative findings, critical pedagogy has been incorporated into EFL curricula. However, the qualitative findings showed the opposite of this. In the study by Wei (2018), educational shifts in EFL curricula were addressed based on critical pedagogy. According to the results, the recent observations show basic changes in EFL curricula with the arrival of critical pedagogy. Parker (2019) addressed the values of critical education for ELT and teacher education in post-secondary education and recommended that stakeholders take these elements as starting points for re-conceptualizing their teaching principles and methods.

Merging these two lines of discussion, it can be argued that critical pedagogy approach can also be taken into account in the realm of teacher effectiveness. To further justify this stance, it can be

stated that since teacher effectiveness is directly tied to student achievement and learning, any attempt at generating reconciliation between teacher effectiveness and critical pedagogy can directly or indirectly contribute to the enhancement of students' achievement in line with the recent theoretical underpinnings of World educational orientations. There is consensus that teaching English is a difficult act that needs high practice and professional development via different educational channels (Ahmed, 2003). EFL teachers may face obvious problems when teaching English (Ahmed, 2003). Coping with these problems can be easier if EFL teachers try to enhance their teaching effectiveness by resorting to new findings in the field of education. Representations of new findings are different one of which is critical pedagogy (Ahmadian & Erfan Rad, 2014). Clearly, critical pedagogy is the representation of novelty in reaction to mainstream banking education (Freire, 1970).

However, apparently, critical pedagogy is not practically much worked in teacher education of Iran. In more detail, this system has not much benefited from critical pedagogy. This is rooted in the underlying assumption that teachers know everything and learners do not know anything. This view is not compatible with newly accepted thinking lines in teacher education.

Moreover, in spite of the fact that teacher effectiveness is seen as the topic of several new studies (e.g., Sezer, Hasan, & Fezile, 2019; Shahvand & Rezvani, 2016; Zamani & Ahangari, 2016), it has not been examined as connected to critical pedagogy. This is while reconciling teacher effectiveness with critical pedagogy may contribute to great achievements in EFL teaching and learning. To bridge this gap, this study seeks to explore Iranian EFL teachers' perceptions of critical pedagogy-based teacher effectiveness. To this end, the following research question was formulated:

1. What are Iranian EFL teachers' perceptions of critical pedagogy-based teacher effectiveness?

Material and Methods

In line with the objectives of the present study, a qualitative thematic analysis method was used. This method is appropriate for extracting the recurrent themes and patterns in the data. The participants included 20 male and female Iranian English teachers who were selected through purposive sampling based on the criterion of familiarity with critical pedagogy. They were picked up from different state and Azad universities in Iran. They were MA and PhD holders in the field of ELT. They were in the 25-60 age range. This group took part in an interview so that their perceptions of critical pedagogy-based teacher effectiveness could be explored. The participants were aware of the purpose of the study, and they were assured that the data would be kept confidential and their responses to the questionnaire and interview would not affect their job status at all.

A semi-structured interview (see Appendix) was designed based on consultation with previous research and seven ELT experts. The interview consisted of five open-ended questions that addressed the characteristics of an effective English teacher in line with critical pedagogy. The language of the interview was English. Besides, there was no time limit for each interview session. Moreover, each interview was taken individually. All the interviews were taken through social networks including WhatsApp and Telegram applications for the convenience of the interviewees and due to constraints generated by the outbreak of Covid-19 virus. All the interviews were taken by the researcher and transcribed to create verbatim written data for analysis. Then, the transcribed version was subjected to the qualitative content analysis.

To establish the dependability and credibility of the interview data, low-inference descriptors and member checks were used. Here, using low-inference descriptors means presenting direct quotations from the interviews which allow the reader to experience the participants' world by seeing the actual words of the respondents (Ary et al., 2010). Using member checks involves the researcher's sharing her interpretations of the data with the participants to avoid any miscommunication, identify inaccurate interpretations, and show courtesy to the participants by letting them read what has been written about them. In member checks, the

researcher gets feedback from the participants about the study's findings (Ary et al., 2010).

At the outset of the study, sampling procedure was conducted by observing the research ethics. Then, in the first step of data collection, a semi-structured interview was designed based on consultation with previous research and seven ELT experts. Next, through interviewing EFL teachers, their perceptions of critical pedagogy-based teacher effectiveness for Iranian English teachers were explored. Data analysis was done qualitatively. The qualitative thematic analysis was conducted in four steps. In the first step, the researcher tried to become familiar with the data by taking notes or looking through the data. In the second step, the data were coded. It involved making some phrases and sentences of the text bold and coming up with some codes which represented the content of the bold parts. In the third step, the codes were looked over to identify the recurrent patterns in them. In the fourth step, the extracted themes were reviewed to ensure about their accuracy.

Results

Interviews were content analyzed and eleven themes were extracted that are explained and exemplified below.

Theme 1: Paying Attention to Students' Needs

The first theme that emerged from the data analysis was " Paying Attention to Students' Needs." This theme revolves around the matter that based on critical pedagogy, effective teachers are those who pay attention to students' needs.

This theme is corroborated by the participants' sayings in the interviews. For example, Participant 1 (P1) stated: " EFL teachers should try to recognize students' needs to enhance their teaching effectiveness. Effective teachers do not neglect students and their needs, as implied in the principles of critical pedagogy." P1's saying highlights the point that teaching effectively, based on critical pedagogy, means paying heed to students' needs.

In addition, Participant 3 (P3) pinpointed the need to take students' needs into account in critical pedagogy-based teaching: "teaching effectiveness is not achieved without endeavor to materialize the needs of students. Students' needs are of dominance in critical pedagogy theory." This quotation underscores the importance of paying attention to students' needs in EFL teaching.

Furthermore, Participant 5 (P5) emphasized the role of teaching in line with students' needs, stating, "teachers cannot teach effectively and successfully if they do not teach congruent with needs of their students. Critical pedagogy is deeply concerned with students' needs." P5's comment confirms that critical pedagogy-based teacher effectiveness is not separate from teachers' attention to students' needs.

Theme 2: Being Aware of Students' Goals in English Learning

The second theme that emerged from the data is "Being Aware of Students' Goals in English Learning." This theme implies that critical pedagogy-based teacher effectiveness is tied to teachers' awareness of students' goals.

This theme is understood from the participants' quotations. For instance, Participant 10 (P10) stated: "I believe that based on critical pedagogy, teachers must first of all recognize the goals that have stimulated students to learn English." P10's saying is reflective of the idea that critical pedagogy-based effective teaching requires teachers' recognition of students' goals.

Participant 2 (P2) also meant the same thing when he stated: "critical pedagogy supports helping students reach their goals. Therefore, an effective teacher is one who identifies learners' goals and tries to help them achieve their goals." P2's statement shows that teacher effectiveness is not formed in the absence of teacher's awareness of students' goals.

Furthermore, Participant 20 (P20) had the same idea, stating: "in my opinion, teaching effectively requires different strategies. One of these strategies is the identification of students' goals of language learning. Students come to English classes with diverse goals." P5's idea highlights the role of being aware of students' goals in effective teaching.

Theme 3: Friendly Relations with Students

The third theme that emerged from the data is "friendly relations with students." This theme

reflects the role of teachers' relations with students in critical pedagogy-based teacher effectiveness.

This theme is supported by quotations from the participants, providing their views about the association between teacher effectiveness and teacher-students relations. Participant 15 (P15) stated: "Teachers should make a warm relationship with students by greeting them, laughing with them, and so on. It enhances their success in teaching." P2's belief is that warm relations are key to teacher effectiveness.

Participant 4 (P4) attested to the significance of class relations in critical pedagogy-based teacher effectiveness, expressing: "relations which are formed in the class between teacher and students are very important in critical pedagogy. In critical pedagogy, even language learning itself is a social activity. Based on this, teachers must build good relations with students." P4's viewpoint underscores the emphasis of critical pedagogy on class relations.

Participant 11 (P11) discussed how relations lead to teaching effectiveness, stating: "what is more important of teachers' teaching principles is their relations in the classroom. Students judge teachers based on their behavior. This is why teachers should have conducive relations with students." P7's perspective highlights the point that teachers' relations are more important than the strategies and methods of their teaching.

Theme 4: Flexibility in Teaching/Assessment Methods

The fourth recurring theme, "Flexibility in Teaching/Assessment Methods" highlights the contribution of teachers' flexibility in their teaching or assessment methods to their teaching effectiveness. Participant 17 (P17) noted this, expressing: "teachers should use various teaching methods. MALL, CALL and similar methods are good strategies to use diversity in teaching."

Participant 9 (P9) echoed this sentiment in this quotation: "I ascribe the adjective of effective to teachers who respect diversity in their teaching. Critical pedagogy is deeply concerned with diversity and its potentials in high-quality teaching."

Participant 6 (P6) highlighted the same view, stating: "teacher effectiveness means teaching and assessing students' learning through different methods. If teachers just stick to one or two teaching or evaluation method, they are not moving in the path of critical pedagogy."

This theme, in sum, emphasizes that teachers should not make themselves constrained to a specific teaching/assessment method. The rationale behind this theme is that critical pedagogy is concerned with diversity.

Theme 5: Making Classes Student-Centered

The fifth recurring theme, " Making Classes Student-Centered", emphasizes the shift towards student-centered classes from teacher-centered ones. Participant 14 (P14) highlighted that teachers should do their best to make classes student-centered, stating: "The time has reached for teachers to use student-centeredness in their class. Teachers should accept the reality that teacher-centeredness has come to its end." According to this quotation, a shift of paradigm is supported by critical pedagogy from teacher-centeredness to student-centeredness.

Participant 12 (P12) stressed the need for EFL classes to be made student-centered if teachers seek to increase their effectiveness of teaching, stating: "teachers should inevitably build student-centered classes through technological methods. In this way, they can expect teacher effectiveness with a high probability level."

Participant 19 (P19) described her view of critical pedagogy-based teacher effectiveness as tied to student-centered teaching, stating: "students have changed remarkably. Critical pedagogy has rightly recognized this. They do not like lecture-based classes anymore. Thus, to be regarded as effective teachers, EFL teachers should put lecturing aside."

Theme 6: Cooperative Teaching

The sixth recurring theme, "Cooperative Teaching", underscores the association between teacher effectiveness and cooperative teaching, according to the principles of critical pedagogy.

Participant 1 (P1) shared this view, stating: "Teachers should enhance their effectiveness by generating cooperation between themselves and their colleagues in the teaching process. The involvement of colleagues in teaching affairs enhances teaching effectiveness."

Participant 17 (P17) linked teacher effectiveness to cooperative teaching, discussing: "an important element of teaching effectiveness is cooperative teaching. Critical pedagogy has admitted the importance of collaboration in achieving goals. I think collaboration among teachers in the form of team teaching."

Participant 13 (P13) acknowledged the significance of cooperative teaching in teacher effectiveness, expressing: "co-teaching is a significant factor in teacher effectiveness. My belief is that one hand has no sound. This means that teachers' cooperation with each other influences their effectiveness in teaching."

Theme 7: Facilitating Students' Learning

The seventh recurrent theme, "Facilitating Students' Learning", emphasizes the role of teachers as learning facilitators, congruent with critical pedagogy principles.

Participant 18 (P18) recognized the importance of this role of teachers in teaching effectiveness, stating: "teachers should be facilitators of students' learning by utilizing various advancements in education. This makes their teaching more effective for students."

Participant 2 (P2) noted the relationship between teaching success and the facilitating role of teachers, stating: "Teachers should be facilitators of learning rather than learning dictators. Students should be helped to learn more easily by teachers. This is a technique for teacher success. They should support students' learning by different strategies."

Participant 10 (P10) echoed a similar sentiment, discussing: "in critical pedagogy school, teachers are not controllers of students anymore. But they are here to facilitate learning for learners. This leads to several positive outcomes including teaching effectiveness."

Theme 8: Being Aware of the Last Achievements in the Field of TEFL

The eighth recurring theme, "Being Aware of the Last Achievements in the Field of TEFL", underscores teachers' awareness of the new advancements in the field as a key contributor to teaching effectiveness.

Participant 14 (P14) expressed teachers' awareness of new educational achievements as a factor influencing their effectiveness of teaching, stating: "teachers' teaching effectiveness passes through different factors one of which is awareness of the recent achievements in the language teaching field. My idea is that the role of new innovations in the field of teaching is a cornerstone of critical pedagogy."

Participant 7 (P7) shared that using new findings in EFL teaching is effective on teacher effectiveness, stating: "to me, teachers are required to use new research findings in their profession to increase their own teaching effectiveness. For example, they can use search motors to download new papers published in their field."

Participant 3 (P3) referred to the contribution of new advancements to critical pedagogy-based teacher effectiveness, expressing: "critical pedagogy theory emphasizes innovation and newness. I feel teachers should take this into account when teaching EFL. This contributes to higher effectiveness of their work."

Theme 9: Generating Equal Opportunities for All Students in the Class

The ninth recurring theme, "Generating Equal Opportunities for All Students in the Class", highlights that effective teachers, based on critical pedagogy, are those who generate equal opportunities for all students in the class. Participant 10 (P10) expressed equal learning opportunities as a right of students that is well recognized by an effective teacher, stating: "every student has the right to be provided with the opportunities which are available to other students. If a teacher recognizes this, he can claim that he is an effective teacher."

Participant 9 (P9) also regarded equal class opportunities as a concern of effective teachers, stating: "an effective teacher is concerned with providing equal opportunities for all the students. This is justified by the emphasis of critical pedagogy on the lack of bias and discrimination."

Participant 12 (P12) perceived the equality of learning opportunities as a main issue for effective teachers, expressing: "an effective teacher pays attention to the equality of learning opportunities.

No student should be lagged behind others for personal reasons."

Theme 10: Teaching Students Problem-Posing Skills

The tenth recurring theme, "Teaching Students Problem Posing Skills", highlights how teaching problem-posing skills is a feature of effective teachers, in the light of critical pedagogy.

Participant 20(P20) noted that teaching effectively involves teaching problem solving skills, stating: "Teaching effectively based on critical pedagogy involves teaching problem-posing skills so that students can raise problems independently."

Participant 9 (P9) emphasized the importance of incorporating problem posing skills in teaching effectively, discussing: "teaching effectively is not separate from problem posing skills, at least when critical pedagogy is going to be the basis of teaching. Students are needed to learn how to pose problems."

Participant 17 (P17) discussed the need for students to be trained on problem-posing skills as a requirement of effective teaching, stating: "effective teaching involves students' learning to express problematic issues which preoccupy their minds. As supported by critical pedagogy, learners must be empowered with regard to problem-posing skills."

Theme 11: Teaching Students Critical Thinking Skills

The eleventh recurring theme, "Teaching Students Critical Thinking Skills", highlights that effective teachers teach students how to think critically.

Participant 2(P2) noted that criticality and critical pedagogy are tightly intermingled, stating: "critical pedagogy is seriously concerned with critical thinking. Teacher effectiveness cannot be positively judged without teaching critical thinking skills."

Participant 13 (P13) emphasized the importance of critical thinking in effective teaching, discussing: "I think effective teaching is achieved if students are taught critical thinking. They should be instructed on the strategies of thinking critically."

Participant 5 (P5) discussed the need for teachers' emphasis on critical thinking, stating: "In

the critical pedagogy-based teaching, it is a must for teachers to put emphasis on critical thinking. This has a high effect on students' success in learning."

Discussion

This study sought to unearth the Iranian EFL teachers' perceptions of critical pedagogy-based teacher effectiveness. According to the results of thematic analysis, the following themes were extracted from the data: Paying Attention to Students' Needs, Being Aware of Students' Goals in English Learning, Friendly Relations with Students, Flexibility in Teaching/Assessment Methods, Making Classes Student-Centered, Cooperative Teaching, Facilitating Students' Learning, Being Aware of the Last Achievements in the Field of TEFL, Generating Equal Opportunities for All Students in the Class, Teaching Students Problem Posing Skills, and Teaching Students Critical Thinking Skills.

The extracted themes resonate with the results of the studies by Abdeli Soltan Ahmadi and Sadeghi (2016), Colombo (2013), Daryai-Hansen et al. (2015), and Sadeghi (2012). The findings are also consistent with the results of Colombo (2013), Honnett (1992), and Taylor (1992). Furthermore, the results are supported by the studies of Adams (2004), Aikman and Unterhalter (2007), Gollnick and Chinn (2002), Mohammadi, et al. (2016), Mostafazadeh, et al. (2015), Sadeghi (2012), Subrahmanian (2005), Unterhalter (2007), and Wilson (2003).

To interpret the findings, the perceptions extracted in the present study are reflective of how critical pedagogy can be utilized at the service of EFL teacher effectiveness or effective EFL teaching. Indeed, Paying Attention to Students' Needs, Being Aware of Students' Goals in English Learning, Flexibility in Teaching/Assessment Methods, Generating Equal Opportunities for All Students in the Class, Teaching Students Problem-Posing Skills, and Teaching Students Critical Thinking Skills are among the main tenets of critical pedagogy (Colombo, 2013). Furthermore, Friendly Relations with Students, Making Classes Student-Centered, Cooperative Teaching, Facilitating Students' Learning, and Being Aware of the Last Achievements in the Field of TEFL are also

indirectly emphasized in critical pedagogy under a variety of concepts including social consciousness-raising, learner empowerment, and alignment with globalization (Abdeli Soltan Ahmadi & Sadeghi, 2016). In addition, enhancing the communication skills of students, teaching based on the needs and goals of students, and providing equal discrimination-free learning opportunities are in opposition to the banking system of education and therefore, congruent with critical pedagogy (Gollnick & Chinn, 2002).

EFL teachers who teach based on the above themes are effective in teaching, based on critical pedagogy (Wilson, 2003). When a teacher seeks to attain effectiveness in light of critical pedagogy, he/she must inevitably follow the tenets of critical pedagogy in EFL teaching. Going beyond banking teaching, being involved with students' critical thinking and problem-posing skills, teaching as free from subjectivity and bias, making learning easier for students, and taking advantage of others' views are what make teaching critical pedagogy-laden and transformative (Adams, 2004). In sum, critical pedagogy-based teacher effectiveness passes through the channel of critical pedagogy principles and tenets. No one can claim that he or she is teaching EFL effectively in line with critical pedagogy without manifesting or representing critical pedagogy in his/her teaching and assessment methods and strategies, classroom behaviors, social interactions, and so on.

Conclusion

In line with the findings of the study, it can be concluded that critical pedagogy-based teacher effectiveness is a multi-faceted phenomenon. It revolves around several factors including pedagogical factors, student-related factors, classroom management factors, and strategic factors. Under pedagogical factors, such factors as Flexibility in Teaching/Assessment Methods, Cooperative Teaching, and Being Aware of the Last Achievements in the Field of TEFL are placed. Student-related factors include Paying Attention to Students' Needs, Being Aware of Students' Goals in English Learning, Friendly Relations with Students, Making Classes Student-Centered, Facilitating Students' Learning, and Generating

Equal Opportunities for All Students in the Class. Last but not least, strategic factors refer to Teaching Students Problem Posing Skills, and Teaching Students Critical Thinking Skills.

In sum, it is concluded that EFL teachers should take different factors into account in seeking to achieve critical pedagogy-based teacher effectiveness. Given that critical pedagogy as a theory is broad in theory and practice, implementing its principles in EFL teaching requires a bulk of knowledge, research, experience and training. This implies that critical pedagogy-based teacher effectiveness does not occur overnight. However, EFL teachers are needed to enhance their critical pedagogy knowledge base, make their teaching practices consistent with the principles of critical pedagogy, conduct research on this research area, and benefit from critical pedagogy-based training and educational programs.

The findings may engage different groups of stakeholders. EFL teachers can take useful insights from the findings and follow them in their teaching to achieve critical pedagogy-based teacher effectiveness. EFL teacher education policymakers may revise the leading policies of the current teacher education programs in Iran based on the findings of this study. EFL teacher education instructors can emphasize the themes extracted in this study in teaching student teachers so that they become more familiar and equipped with critical pedagogy-based teacher effectiveness. EFL learners benefit from this study because teacher effectiveness enhances their English achievement significantly.

Taking limitations and delimitations of this study, future researchers can triangulate the data collected in this study by other tools including reflective journals, open-ended questionnaires, diaries, etc. Moreover, investigating the role of such factors as age, education, experience and cultural backgrounds of teachers in the findings may reveal untouched aspects of Iranian EFL teachers' perceptions of critical pedagogy-based teacher effectiveness.

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Appendix

Semi-Structured Interview Questions

1. What are the characteristics of effective teachers based on critical pedagogy?
2. What activities do effective teachers do in their classes based on critical pedagogy?
3. What are the main concerns of effective teachers based on critical pedagogy?
4. What goals do effective teachers follow based on critical pedagogy?
5. What teaching and evaluation methods are used effective teachers follow based on critical pedagogy?