



**Critical Pedagogy in ELT:**

**A scoping review on the studies conducted in Türkiye (2015-2022)**

**Ayşe Kızıldağ** 

Assoc. Prof. Dr., Aksaray University of Aksaray, Türkiye, akizildag@aksaray.edu.tr

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**ABSTRACT**

Critical Pedagogy (CP) which was introduced by Paulo Freire in 1968 has started to become visible in the context of Turkish ELT, recently. Emergence of CP in this academic field has also accelerated the crucial discussions regarding various ELT components across Türkiye. In this paper, the focus is on CP with the motivation of exploring how it is exploited in numerous Turkish ELT settings and the gap in the relevant field of research. Designed as a scoping review, the research specifically outlines the studies conducted between January 2015 and May 2022. Analyses of a total of 34 publications comprising of theses/dissertations, books/book chapters and peer-reviewed articles display that CP has been used in four research strands (i) beliefs and perspectives about CP, (ii) critique of ELT/Teacher education curriculum, (iii) course content, methodology and material analysis, and (iv) course design. As for the gap, derived from recommendation and implications of the studies, four main suggestions including CP integration into ELT curricula, opening CP-based new courses in teacher education programs, re-designing ELT materials considering CP and the use of CP-based methodologies. Last but not least, studies do not mention what does not work well with the CP-use in context. Also, very few theoretical but no policy papers are found, which might be interpreted that CP as a theory is still not quite in the agenda of the relevant authorities.

**Keywords**

critical pedagogy,  
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**Introduction**

Critical Pedagogy (CP) has extensively shed lights upon to multiple critical issues that should be altered in education systems; the philosophy reflects an emancipatory perspective for personal and social change. First and foremost, Paulo Freire, the philosopher who grounded CP on libertarian pedagogical grounds, criticized and opposed the traditional schooling by referring it as employing a *banking model*. He formed his educational conceptualization by providing arguments on how to resist the model which reproduce oppressive pedagogic praxis. The seminal work, *Pedagogy of the Oppressed* (Freire, 2018, p.73), frames the concept of banking by describing teacher and student roles as:

- (a) the teacher teaches and the students are taught;
- (b) the teacher knows everything and the students know nothing;
- (c) the teacher thinks and the students are thought about;

- (d) the teacher talks and the students listen—meekly;
- (e) the teacher disciplines and the students are disciplined;
- (f) the teacher chooses and enforces his choice, and the students comply;
- (g) the teacher acts and the students have the illusion of acting through the action of the teacher;
- (h) the teacher chooses the program content, and the students (who were not consulted) adapt to it;
- (i) the teacher confuses the authority of knowledge with his or her own professional authority, which she and he sets in opposition to the freedom of the students;
- (j) the teacher is the Subject of the learning process, while the pupils are mere objects.

His analogy, banking, means that students are seen as empty banks and teachers as investors by transferring information to students; thus, at schools students are accepted by default as ones to be shaped for the interest of the oppressors. Freire's opposition to the model is due to the fact that education reproduces the existing norms and sustains the social structure by adopting and applying them into praxis (Bourdieu, 1974; Giroux, 1983, 2005), though it is expected to create and enhance the opportunities for social mobility and individual progress. Freire (2018) points out the asymmetrical power between the teacher and the students in the model, which severely limits the critical thinking. As a response to this traditional standpoint of education, CP opens up the ways of “identifying, criticizing, resisting and engaging the normalizing practices in traditional educational contexts” (Oral, 2009, p. 4) by targeting to challenge the power-holders, in this case, teachers in classrooms. Power relations in and out of the classroom and the relevant discourse are dealt within the perspectives of CP. Pervasive structures of power at macro and micro levels in society signified by wealth, social status, education and knowledge claim for the right to persuade others in their own interests. Thus, CP urges schools to develop critical thinking by elaborating on and resisting such norms for leverage in the social change overall.

Another issue Freire (2018) highlights through CP is how to change power relations with its methodological tools of *dialogue* and *negotiation*. Such dialogic practices would enact awareness though there is an asymmetrical discourse, power/knowledge relationship among the members of different groups. CP invites “teachers and students to rethink the purpose and meaning of education” (Oral, 2009, p.4). To Freire, education is neither neutral nor realized as a mutual process, but it exclusively functions for the advantages of a particular hegemonic group. Via CP, it is aimed to enact questioning of what schools serve for so as to afford the power balances between teachers and students, authorities and citizens through dialogue and negotiation in that educational goals, curriculum, materials, methods and assessment are reformulated, which will generate social *transformation*. Therefore, the term *dialogic* is at the core of CP methodology for realizing the freedom of educational practice, because it is anti-authoritarian and interactive in its nature.

A very significant topic that Freire (2018), thus, emphasizes is the importance of learner-centeredness by initiating learner expectations and desire to change the existing top-down norms. Very starting point is to challenge in the classrooms and through this challenge to empower the learners for realizing the transformation. He, further, stresses the mutual process of people's transformation by underlying the pedagogy of the *hope* that stems from the “incompletion from which they move out in constant search—a search which can be carried out only in communion with others” (p. 91). By transformation, as another main keyword of CP, he signifies humanization of the social conditions to create a just society, and it is the only and the ultimate goal to sustain resilience for a democratic change. As a result, CP aims to bring agents of education together for mutual development and transformation of mainstream

educational practices for overcoming the oppressive philosophies and social structures in humanized reproductive systems.

CP in the field of ELT is related to the educational and cultural (Freire, 2018) dominant views about learning and teaching of English. It works on the power dynamics between the English native countries and the expanding circle (Kachru, 1992) in terms of the linguistic functions and language pedagogies. As it is desired in CP, a final destination is the transformation of these hegemonic issues in favor of the EFL learners (Pennycook, 1999). Power at this point is not symbolic, and in the field of ELT, the expansion of English globally has dominated many contexts by creating a prestige and an unequal distribution of knowledge and wealth between those who speak the language and those who do not (Phillipson, 1992a). From this perspective, people who cannot have a regular access to the language such as in EFL contexts, where the exposure to English is limited because another official language(s) is/are accepted, have become disadvantaged by default; an EFL context is an educational space where the language learners are not regularly exposed to the target language in their daily lives.

Another facet of this issue is that the EFL speakers outnumbered natives. As a result, debates around the dichotomies of native vs. nonnative, colonial vs. non-colonial, mother tongue vs. second language vs. foreign language, learner vs. user and interlanguage vs. target language have become prevailing as the main subjects of the discussions in ELT for the last few decades (Canagarajah, 2005, 2007; Phillipson, 1992b), where English is taught and learnt regularly. Within this framework, the pre-determined and prescribed curricula and teaching methodologies directly borrowed from the *native* speaker contexts ascribing teaching as a technical job rather than scientific has become another consequence of such dominance in EFL teacher education, as well (Giroux, 2005; Pennycook & Candlin, 2017).

A response to these critiques is that the concepts of English as an International Language (EIL), World Englishes (WE), English as a Lingua Franca (ELF) and Global English(es) have emerged much in the expanding circle of English according to Kachru's categorization (1992) of English speakers. Critical discussions around opposing the hegemony of native contexts over EFL settings and emancipatory initiations have unsurprisingly come to the fore globally (Mendes & Finardi, 2018; Rajagopalan, 1999; Safari & Razmjoo, 2016; Xiong & Qian, 2012; Zughoul, 2003). Opening spaces for negotiation and dialogue against such supremacy, scholars and researchers in the EFL context also provided novel approaches for teaching and learning English as well as suggesting alternative pathways for educating English teachers. Improving critical thinking and reflective thought as well as dialogic instruction have become among the developments that are integrated into the discourse of how to teach, question the status and function of language for particular foreign language milieu.

Studies focusing on CP also emerged in the field of ELT in Türkiye naturally for the abovementioned contextual reasons. The earliest studies accessed were conducted in 2000s by Akalın (2004), Güder (2004), İçmez (2004) and Oral (2009). Akalın (2004) questioned the Turkish learners of English and the communicative competence they are exposed to in the local coursebooks with regards to the hegemony of standards defined according to a native speaker's. On the other hand, Güder (2004) employed CP as a framework for developing critical thinking skills of Turkish EFL preparatory school university students in a reading course. Similarly, İçmez (2004) also designed critical literacy and critical language awareness modules in a reading class delivered to Turkish EFL high school learners within the perspectives of CP. Later Oral (2009) drew attention to the power with reference to the classroom interaction in ELT classes. Çelik and Erbay (2013) elaborated on the importance of including diversified language materials in Turkish EFL textbooks by warning the textbook writers to avoid limited intercultural focus. Jayerah and Harland (2014) found out that critical pedagogy was neither well-known nor easy to implement in a higher education institution in Türkiye. In their study, the English teacher participant working as a university lecturer still found it highly productive

to explore radical issues via a critical action research project that she implemented in her classes. Ataç (2015) highlighted the necessity of a critical pedagogical approach to teaching foreign language academic literacy classes at tertiary levels by emphasizing the scarcity of such studies in the Turkish context. All the aforementioned scholars elaborated on the critical status of learning/teaching English in Türkiye underpinning CP theoretically and empirically.

A clear interest towards CP in the Turkish ELT context has become more visible considering the number of publications produced starting from 2015. Although the number of the studies does not show regularity until 2015, a noticeable increasing trend demonstrates the significance of the theory, by and afterwards. Therefore, the current study focuses on the research in the topic in question that are published within the last seven years starting from 2015 until May 2022, at the time of the preparation of this article. As I could not find any review studies conducted in this topic in the Turkish context, I screened the related body of literature internationally, not a single review study on CP and ELT was observed, either. Luckily, a few studies in other disciplines were found. For instance, Krakouer's (2015) literature review utilized CP to grasp the awareness of indigenous people in Australia and cultural responsiveness of teaching spaces. Similarly, Pittard (2015) conducted another review study that questions the positioning of teachers in CP-employed research body. She was interested in how pedagogues and teacher educators who employ CP perceive other teachers, and assume certain qualities about them. Garzon et al. (2018), in the field of nursing education, reviewed 38 studies conducted between 1990 and 2017 to reach conclusions about how CP is effective in the scientific production of nursing. Another one focusing on systematically analyzing CP studies is in the field of physical education and sport (Meir, 2022). The author summarized the challenges of implementing CP in his working field.

Based on a lack of review studies conducted on CP integration into ELT both locally and globally, this paper aims to analyze the publications employing CP in ELT in the Turkish context with reference to their contributions to a general understanding upon how the theory in the Turkish ELT research is perceived, elaborated, discussed, implemented and advised. Finally, the current paper also has the purpose of defining and describing the gaps in the body of literature that have not been addressed during the selected period. The motive behind writing such a review study is to gain and present insights to the ELT researchers for exploring the topic further for future references.

## Methodology

### Study Design

This study is designed as a scoping review to answer the following research questions.

1. What is the nature of studies conducted employing CP in Turkish ELT context in terms of their characteristics and methodologies?
2. What evidence do these studies published between 2015 and 2022 provide to the larger body of literature?
3. What is not covered by the studies conducted in the topic in question?

Scoping reviews as in other secondary research studies like meta-analyses and systematic reviews “differ from primary research in that the collection of the information is not the responsibility of the author's” (Stewart & Kamins, 2012, p. 153). Secondary research designs collect data rather from the other published materials to gain more knowledge about

the topic in review. They benefit from the past research and are economical. Scoping reviews are ideal when they are utilized to define the coverage of a content and the body of literature; the main purpose to conduct is to map the available findings in the specific focus, and thus identifying gaps in the field for suggesting novel areas to be studied further within the scope (Arksey & O'Malley, 2005; Munn et al., 2018). Unlike systematic reviews which are after answering a particular question, scoping reviews are broader and try to understand the nature and content of a body of literature in a specific topic (Peters, Marnie et al., 2020)

As an authority for scoping reviews, Joanna Briggs Institute (JBI) developed a concise framework to conduct such studies in 2015 and revised it in 2020 (Peters, Godfrey et al., 2020). To them, unlike systematic reviews on which the focus is quantitative values of efficiency, scoping reviews are designed:

- To identify the types of available evidence in a given field
- To clarify key concepts/ definitions in the literature
- To examine how research is conducted on a certain topic or field
- To identify key characteristics or factors related to a concept
- As a precursor to a systematic review
- To identify and analyze knowledge gaps (Munn et al, 2018, p. 2)

### Data Collection and Analysis

According to JBI protocol for conducting a scoping review (Peters, Godfrey et al., 2020), the reviewing procedures, after deciding the objective and the research questions, are as follows.

- a. Inclusion criteria,
- b. Search strategy,
- c. Source of evidence selection,
- d. Data extraction,
- e. Analysis of the evidence, and
- f. Presenting the results.

Applying the protocol mentioned above, the following steps are realized during data collection. For the first stage, the inclusion criteria, the concepts and context were defined. The characteristics (values, principles, and components) of Freirean CP form the concept. In other words, any components of CP, i.e., emancipation, transformation, dialogue, negotiation, hope, hegemony, ideology, and critical thinking/reading/review/approach/awareness/syllabus/reflection/lenses/pedagogy are accepted for the concept of the current paper. As for the context, ELT studies conducted in Türkiye were included. All studies (articles, theses/dissertations, books/book chapters) published within January 2015 and May 2022 were collated. For the search strategy, the terms, Critical Pedagogy OR Paulo Freire OR Freire AND English Language Teaching OR ELT OR English as a Foreign Language OR EFL and Türkiye OR Turkish OR Turkey were used. The keywords defined are searched through databases of Google Scholar, ERIC, Scopus, Web of Science, EBSCO Academic, JSTOR, ULAKBIM-TR Index, ProQuest, and Thesis Center of HEC in Türkiye. As a final step of this stage, websites of ResearchGate and Academia.edu were also screened. After excluding the repeatedly found publications, a total of 45 studies were found. Finally, I developed a further inclusion criteria set:

- a. CP is one of the key phrases and/or at least three times mentioned throughout the article.
- b. The publication is written in English.

Since the current paper is solely based on CP utilizing studies, the collected materials were screened for the frequency of the phrase. As a result, 34 publications were decided upon to be considered. As can be seen in the appendix, 20 journal articles, four books/book chapters, and 10 theses/dissertations categorized in terms of their types of publications are included to be analyzed. To reach this final compilation, eleven studies were excluded at this stage since they violated criterion *a*. It was observed that in some studies the term was only *once* referred, for instance.

**Table 1. Coding Criteria**

Step	Criterion	Accepted Value
1	Author(s)	Any
	Publication year	January 2015-May 2022
	Title	Any
	Category of Publication	Journal Articles, Books/Book Chapters, Theses/Dissertations
	Language	English
2	Type of Study	Empirical, Non-empirical
	Setting	Türkiye
	Participants	Any agents of EFL/ELT
	Instrument	Any
	Data Analysis	Any
3	Scope	Aim and Focus
4	Gap	Conclusion and Suggestions (Implications)

The extracted studies were examined from different angles. Table 1, adapted from Kızıldağ and Tuncer (2022) and Selvi (2021), explains the stages and the inclusion/exclusion criteria adopted for the analysis. The first and the second steps were to present an overview of the reviewed studies for answering the first research question. Any refers to the open-endedness in that, for instance, author name is not limited while selecting the publications to review. The findings of the first and the second steps are explained in terms of descriptive statistics (frequency and percentage values), whereas the third and the fourth were analyzed thematically and content-based for answering the second and the third research questions, i.e., the scope and the gap of CP in ELT within the relevant literature. Each study was categorized in line with its ELT themes and sub-themes in relation to CP by focusing on the purpose. Then they were analyzed further for the findings, applying the content-based analysis by coding and then thematizing the results of the studies. The same analysis procedure was iterated for the fourth step by reviewing mainly the implications and suggestions as well as the limitations, where necessary.

To match the studies with the findings of this article, each publication was coded as S1, S2, S3, and so on; the numbers were appointed as in the order they listed in the appendix. Analysis was also done with a colleague to sustain the validity and reliability of the third- and

fourth-stage analysis results. “Correspondence between materials encompassing the same meanings establishes validity (as in criterion validity); correspondence among coders establishes reliability” (Drisko & Maschi, 2016, p.29) Therefore, themes co-decided with the inter-rater were ascribed in line with the content of the reviewed publications for validity purposes, first. Later, each rater applied content analysis procedures independently for each thematically separated set of studies. Cohen's kappa ( $\kappa$ ) is often recommended for calculating the measure of inter-rater agreement or reliability (Rau & Shih, 2021). The inter-coder agreement was found a weighted Kappa coefficient of .890, which indicated a very good agreement (89%) of the data in this study.

### **Findings**

The findings of the current paper are organized in line with the research questions posed.

1. What is the nature of studies conducted employing CP in Turkish ELT context in terms of their characteristics and methodologies?
2. What evidence do these studies published between 2015 and 2022 provide to the larger body of literature?
3. What is not covered by the studies conducted in the topic in question?

The first question is answered to display a general description of the studies in terms of their bibliographical and methodological characteristics. The second question outlines the scope of the reviewed content. The third question displays the conclusions and suggestions along with the implications to generate gaps in the field of research.

### **Description of the Studies**

This part summarizes included studies in terms of their bibliographical and methodological orientations (Table 1) and answers the first research question. The scope of this paper consists of 34 studies (see Appendix), four (11.76%) book/book chapters, 10 (29.41%) theses/dissertations and 20 (58.82%) journal articles. Two of the theses are submitted to the universities other than Turkish ones; one to UK (S31), another to Canada (S27). All the books/book chapters are published by internationally well-known companies (Lexington, Routledge, Sense & Springer). Some scholars produced many publications; eleven of them by Dr. Eser Ördem (S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18), nine of them by Dr. Ömer Gökhan Ulum (S6, S14, S15, S16, S17, S19, S20, S24, S34), three of them by Dr. Dinçay Köksal (S6, S20, S24), three of them by Dr. Seher Balbay (S1, S2, S26) and two of them by Dr. Yasemin Tezgiden Cakcak (S23, S32). Rest of the research was done by 15 researchers. 10 (29.41 %) of them are co-authored; 24 (70.58%) single-authored. When the publication years analyzed, a visible increasing trend in the amount is clear chronologically; two (5.88%) in 2015, one (2.94%) in 2016, four (11.76%) in 2017, three (8.82%) in 2018, seven (20.58%) in 2019, eight (23.52%) in 2020, eight (23.52%) in 2021 and one (2.94%) in the first half of 2022 are published. Almost three quarter of the publications (a total of 24 pieces, 70.56%) were published by 2019 and onwards (see Table 2).

Table 2. Description of the reviewed studies

Year	f	%	Types of the Publications	Reviewed Studies
2015	2	5.88	1 thesis, 1 dissertation	S25, S32
2016	1	2.94	1 journal article	S3
2017	4	11.76	2 journal articles, 1 book chapter, 1 dissertation	S13, S18, S22, S28
2018	3	8.82	2 thesis, 1 dissertation	S27, S33, S34
2019	7	20.58	3 journal articles, 2 books, 2 theses	S2, S17, S20, S21, S24, S29, S30
2020	8	23.52	6 journal articles, 1 dissertation	S5, S6, S7, S12, S16, S19, S26
2021	8	23.52	7 journal articles, 1 book chapter, 1 dissertation	S1, S4, S9, S10, S11, S14, S15, S23, S31
2022	1	2.94	1 journal article	S8
Total	34	100		

Titles vary, but when closely examined, in 22 (57.89%) studies the term *critical* is used 20 times, six (17.64%) of which precisely used as *critical pedagogy* (S12, S15, S17, S18, S22, S27). Collocations used in the titles with the term *critical* are *critical awareness* (S1, S2), *critical reading* (S3), *critical approach* (S4, S7), *critical thinking* (S4), *critical pedagogical perspective* (S8, S11), *critical reflection* (S9), *critical syllabus* (S10), *critical English teachers* (S14), *critical literacy* (S22), *critical lenses* (S25), and *localized critical pedagogy* (S27); the term is also used as teaching *critically* (S27) and *criticizing* pre-servicing (S14) in two different studies.

When methodologically examined, all studies are empirical except for two (see Table 3). S4 and S9 theoretically frame CP in analyzing and displaying insights from the theory for the EFL teaching/learning praxis across all settings in Türkiye, i.e., primary, secondary and tertiary levels, as well as criticizing EFL teaching and teacher education curriculum in terms of its hegemonic nature. As can be seen in Table 3, scoped studies mainly employ qualitative research design; phenomenography (S6, S16, S17), case study (S14, S23), action research (S8, S10, S12, S13), narrative analysis (S31), autoethnography (S11) are some of those that were utilized by the scholars to frame their research. Some researchers benefited from document analysis (S20, S24, S25, S30, S32, S34) to triangulate their data. Similarly, eight researchers (23.52%) who preferred to use mixed method-studies (S5, S6, S16, S20, S24, S29, S33, S34) also benefited from qualitative (interview) and quantitative (structured questionnaire) research designs in eliciting views of the participants. Three publications (S4, S9, S11) adopted a theoretical state-of-the-art design to elaborate on how CP can be integrated into ELT.

Table 3. Research Design

Design	Setting	Instrument	Participant	Studies*
Qualitative	Tertiary level	Questionnaire	EFL pre-service teachers	S1, S2, S3, S6, S8, S10, S12, S13
		Interviews	EFL teachers	S14, S20, S23
	Secondary level	Observation	EFL instructors	S24, S25, S30
		Reflective Journal	EFL learners	S31, S32, S34
		Reflective Dialogue	ELL students	
		Field Notes Document	English Translation & Interpretation students EFL teacher educators EFL program administrator	
Mixed-Method	Tertiary Level	Questionnaire	EFL learners	S5, S6, S16, S20, S24, S29, S33, S34
		Interview		
Theoretical	EFL learning/teaching (Primary, secondary and Tertiary levels)			S4, S9, S11

\*Studies are categorized and ordered according to the research design they adopted.

Despite the variations among settings, most of the research was conducted at tertiary levels with EFL learners and instructors. Some focused on EFL pre-service teachers (S1, S2, S3, S13, S14, S12, S17, S23, S26, S28, S32, S33); others chose to work with other English learners studying at various departments (English Language and Literature- S7, S33, English Translation & Interpretation- S8, S10, S12, and Engineering & Science, and others- S5, S6, S16, S22, S24, S34). Still others focused on EFL instructors (S6, S10, S15, S18, S20, S23, S27, S31, S32, S33, S34). Some others who worked with or about the public school teachers, students (S6, S19, S21, S24, S29, S31, S34) also framed CP applying various data analysis procedures.

### Scope

To answer the second research question of the present research, the studies were reviewed in terms of their focus and aim. In this respect, the analysis revealed four distinct strands that the authors mainly followed shown as in Table 4. Accordingly, first strand of research mainly deals with certain beliefs, views, and stances of the participants about CP and related issues such as global and democratic values, political issues in the local ELT textbooks, assignments and homework, mother tongue use in EFL classes, and gender issues. In the second strand, scholars critique the current ELT and EFL teacher education curriculum in Türkiye. The way how the curriculum and programs do not serve for enhancing critical and transformative thinking and thus learning objectives are problematized within CP framework. As for the third strand of research, studies analyze the course content and materials used as well as the teaching methods

employed. Largely, EFL textbooks used at secondary and tertiary levels are reviewed in terms of global values and ideological premises imposed by the native English context. Last but not least, some researchers also suggest new practices and pathways for re-designing existing courses in line with the basic tenets of CP.

**Table 4. Research Focus**

Strand Number	Content	Studies
1	Teacher-Learner Perspectives	S5, S6, S12, S14, S15, S16, S17, S18, S19, S27, S29, S31
2	ELT/ Teacher Education Curriculum Critique	S4, S9, S11, S23, S32
3	Course Content, Methodology, Materials Analysis	S3, S7, S20, S24, S25, S27, S30, S33, S34
4	Course Design	S1, S2, S8, S9, S10, S13, S21, S22, S26, S28

To explore the research strands cited in Table 4, one notices a set of recurring content in the focus of the reviewed studies: critical thinking and awareness, critical literacy, reflective and transformative pedagogies/practitioners, global and democratic values, ideology and hegemony, World Englishes (WE) and English as a Lingua Franca (ELF) taking action and teacher activism, inclusion and exclusion, diversity and gender, and participatory and emancipatory approach. The purpose of the studies is stated through some key verbs; the list is given alphabetically below:

analyze, apply, bring, call for, clarify, consider, describe, design, discover, dwell, emphasize, empower, encourage, evaluate, examine, explain, explore, find out, foster, identify, implement, improve, inquire, integrate, investigate, observe, prepare, problematize, provide, show, synthesize, unravel and use.

17 of them directly connect their focus with CP. S1, S2 and S3 aim to explore the effects of integrating CP in to an EFL course. S4 synthesizes the most up-to-date ideas in CP for its promotion in ELT. S8 applies CP via participatory approach to embrace the excluded content into an ELT course. S9 shows how CP can be conducted in second language research settings. S11 emphasizes the significance of CP in EFL teacher education. S12 use participatory action research by using technology in raising awareness on CP. S13 focuses on the nature of Freirean dialogue and its effects on the participants via participatory action research. S15 unravels the ideas of EFL instructors on including CP in teaching. S17 and S18 investigate the participant views on CP for transformation and emancipation. S22 explores how CP can be implemented to empower teacher and students. S23 problematizes ELT practices in Türkiye and calls for a CP-based teacher preparation. S25 uses CP to provide guidelines for designing issue/conflict-based literature instruction. S27 analyzes to what extent international EFL teachers working in Türkiye benefit from CP and provides possibilities for localized CP in restrictive settings. S30 evaluates values education elements and socially responsible teaching (SRT) in line with CP.

Rest of the studies integrates the theory into the discussion by indirectly referring to related CP sub-topics. S5 inquires learner attitudes towards democratic citizenship for enhancing awareness in EFL settings. S6, S14, S20, S24 and S34 discover ideological

hegemonic practices across the globally and locally written EFL textbooks used in Turkish ELT. S7, by applying Autobiography of Intercultural Encounters through Visual Media (AIEVM), investigates whether it can be used as a tool to foster critical thinking skills. S10 aims to improve the standard curriculum content via utilizing participatory research to produce a critical syllabus in a listening-speaking course. S16 unravels the views of university students about homosexuality. S19 inquires the views of primary school students on English assignments. S21 considers raising students' awareness on gender and socioeconomic inequalities in Türkiye through designing interdisciplinary CLIL-style project content. S26 explores the combination of critical thinking skills with oral English skills via critical Socratic Method on critical content integration. S28 investigates the impact of ELF-aware teacher education model. S29 finds out practices, perceptions and awareness about global values in Turkish public education ELT context and seeks any references to global values in EFL education curricula. S31 explores the narratives of EFL teachers on volunteering practices for their students outside professional obligations by referencing to the social, political and cultural factors in teacher identity constructions. S32 describes dominant teacher roles by explaining the social, economic and political reasons behind. S33 examines learner and teacher attitudes towards L1 use in EFL classes.

## Gap

This section aims at answering the third research question by analyzing the conclusions, suggestions, and implications that are derived from the reviewed studies with reference to CP to interpret the gap that the scoped research in this paper does not address. Though all the studies display positive results on their stated purposes, they also give certain suggestions and refer to particular implications through which the gap in the field is interpreted. Naturally, the researchers have multiple suggestions to the scholars who will follow a similar research pathway and benefit from the findings; however, only CP-related recommendations and implications are included in this part of the analysis. Accordingly, following sets of categorizations are derived as indicated in Table 5.

*Table 5. Recommendations*

Number	Content	Studies
1	CP integration into various courses	S1, S2, S4, S5, S7, S10, S11, S12, S14, S15, S18, S23, S32, S21, S22, S25, S26, S27, S28, S29, S32
2	Opening CP-based new courses	S3, S8, S23, S28, S32
3	CP-related course material design	S6, S17, S20, S21, S24, S29, S30, S32, S34
4	CP-based teaching methodologies	S2, S4, S7, S8, S9, S11, S13, S19, S21, S23, S27, S29, S31, S32, S33

There are four categories of recommendation observed. Some studies are addressing only one while some others two or more different. As can be seen from Table 5, for instance, S1 adheres to CP integration into the English speaking course at a tertiary level, whereas S32 has multiple suggestions for all the categories presented. Some studies suggested integration of CP in to some particular courses; while others proposed adding a new course based on CP. For example,

S3 explicitly states a necessity for critical reading competency for EFL teacher training institutions and calls for integrating CP into the existing reading courses. S23 invited curriculum designers and decision-makers to add an elective course mainly basing itself on CP and its methodological tools to educate EFL teachers. Some studies also advised re-designing of course materials including CP. S20, by problematizing the globally and locally published EFL coursebooks used in Turkish context for their ideological and hegemonic nature, suggested the inclusion of more World English and non-native speaker positions. In the same manner, S30 also recommended revising the existing coursebooks content-wise provided by the Turkish Ministry of National Education with reference to CP as schools should lead a significant change for the learners. Still others supported novel approaches for EFL teaching/learning based on basic principles and methodologies of CP. As an illustration, while S7 proposes a video-based approach to comprise the dialogic interaction of CP, S10 offers the inclusion of participatory action research for a listening-speaking course syllabus.

All the issues mentioned above that have come out of CP-related publications reveal the deprivation and thus need for such studies as well highlight the aspects of how related oncoming research would proceed in the Turkish ELT context. One final matter to consider the gaps in the field is to carefully analyze what was not cited in the reviewed studies. This being the case, two conclusions are found. First, not many theoretical and the state-of-the-art papers are found with the exception of S4, S9 and S11. Second, the studies mostly focused on what worked well but not the other way around.

### Discussion

The main purpose in this paper was to answer three research questions focusing on the descriptive nature, scope of the reviewed studies in terms of the use of CP in the Turkish ELT context, and the gap in the field of research that are not addressed by these studies. The most significant aspects that the first research question revealed are about the methodological orientations as well as the keywords the reviewed studies utilized. Empirically designed and mostly adopting qualitative research methodology, the studies chose the research context as secondary and tertiary level courses and learners as well as the pre-service and in-service teachers. In the international research arena, a similar trend is observed. Shin and Crookes (2005) adopted CP for enhancing *critical dialogue* in a Korean EFL high school setting and conducted a qualitative research study to generate student and teacher responses. Likewise, Morales and Holguín (2011) preferred working with English pre-service teachers in Columbia to foster *critical reflective discussions* and *professional dispositions* via benefiting from films and CP in their classes.

The second question was answered by analyzing the aim and the focus of them resulting in four different research strands (see Table 4). The review displayed that the first strand of studies focused on generating perspectives of ELT agents in relation to CP and its use. When the relevant literature is considered, one can observe concordances in the international EFL research contexts. Similar to the first strand of the research, Mahmoodarabi and Khodabakhsh (2015) analyzed Iranian teacher perspectives on CP use and its integration into EFL settings and found out a significance correlation between the teaching experience and awareness of CP. Studies in the second strand analyzed the curricula of ELT and teacher education and provided a critique with reference to basic principles of CP. West (2022) criticized the Korean EFL teaching context in the framework of CP with reference to decision-making mechanism being neoliberal and hindering emancipatory approaches. Third strand of studies examined the used materials, methods and course content. Álvarez et al. (2012) described the design of CP-related

materials and their integration into an Argentinian EFL teacher education program. Rashidi and Safari (2011) also proposed a model for developing CP-based local ELT materials for the Iranian context. A final strand aimed to re-design the existing courses based on CP. Likewise, Moorhouse (2014) examined how to use CP in EFL primary teaching in Hong Kong and explored the strategies to integrate CP in re-designing mainstream courses for young learners. Finally, Ooiwa-Yoshizawa (2018) outlined the ease of integrating CP into Japanese EFL teaching settings with reference to a negotiated syllabus, related course materials and activities, by putting the teachers as agents of change in the heart of such transformation at schools. The content in her suggested framework addresses all the research strands.

The third research question focusing on finding the gap that is created by these studies not addressing are interpreted via the analysis of conclusions, suggestion and implications of the reviewed research. Four categories were identified that the authors indicated for further researchers that are going to use CP. Integration of the theory in question into the existing courses and thus designing the course materials accordingly, as well as adding new courses based on CP with relevant methodological tools and re-design such courses were among the recommendations that came out from the review (see Table 5). Overall, considering the researchers' suggestions, it is clear that existing courses in the field of ELT in Türkiye do not embrace CP in terms of their content and methodologies. Moreover, there is not a single course solely focusing on CP-related issues within ELT and teacher education curricula except for graduate level. However, long before in various global settings, such courses were offered. Crookes and Lehner (1998) delivered a graduate CP course to international MA students specializing in TESOL in 1995 at a US university. Even at a few Turkish universities, graduate programs (Educational Management and Education Sciences Department) offer a course named CP such as Adnan Menderes, Çukurova, Ege, and Gazi University. Ural and Öztürk (2020) outlined positive perspectives of the participants attending in one of these courses. Very recently (since 2017) in the field of ELT, the Middle East Technical University MA program opened an exemplary CP course at graduate level (see Tezgiden Cakcak, 2021).

Moreover, there have been very few theoretical position papers employing CP and elaborating on for the Turkish ELT context. More state-of-the-art and philosophical discussions about CP in classroom and teacher education contexts would enlighten the forthcoming researchers to focus and examine the issue at hand further. Also, such publications would be a source of motivation to find their own ways of implementing CP into their existing courses. Additionally, studies do not mention the challenges faced. Obstacles and problems encountered in the field, may it be the research setting, participants and/or methodology followed, would provide following researchers invaluable insights on how to avoid such conditions in advance. Last but not least, despite the fact that they are not included in the scope of this paper, the search through databases did not result in any policy papers including CP in EFL teaching/learning in the Turkish context. As a result, although there is an increasing trend towards the use of CP, the theory still seems not in the agenda of relevant authorities.

### **Limitations**

Some limitations are taken into account throughout the study. First and foremost, although CP was founded by Paulo Freire in 1968, its theoretical and practical framework is shaped by other relevant theories such as Dewey's progressivism and Vygostkian social constructivism. However, this paper scoped the publications basing themselves on Freirean perspectives. Therefore, only the research studies that were theoretically and methodologically utilizing Freire's CP were considered. Another limitation was excluding policy papers to be reviewed. Interestingly, there was none found during the database search. Finally, rather than focusing a

larger timeline, the study was limited to the those published between January 2015 and May 2022, where an increasing trend in the number of the publication focusing on CP in Turkish ELT context is observed clearly. Then, it has become more practical to reach intensive results out of this scoping review.

### Conclusions

This scoping review is the first attempt to picture the content and extent of CP in Turkish ELT context. The current paper reached a few important conclusions. For one thing, it is clear that CP has started taking more attention of researchers in the field in the last decade. The increasing number of the studies as well the various research settings with multiple purposes contributed to Turkish ELT research field positively in that the strands the reviewed publications follow are quite similar to those of counterpart contexts. Another conclusion that might be derived from this study is that the publications reviewed present encouraging results in achieving their goals of both utilizing CP and yielding positive results for their research participants. However, they do not mention the problematic areas that the following researchers might be aware of during the implementation and research of CP. While Canagarajah (2006) accepted that CP has made its own progress and called for “a more dynamic and balanced orientation” (p.17) in reading the relation between the classroom and the society, further research studies in the field of CP and ELT in Turkish context might also include a so-to-speak *warning* section. Still another conclusion is inviting scholars for more of theoretical and philosophical discussion papers looking at the localized CP versions. Finally, it is the author’s hope to see more CP courses opened at ELT departments of teacher education faculties for not only graduate students but also undergraduate students. One last hope is for decision-makers’ awareness on integrating CP into the ELT policies and teacher education curricula with relevant methodologies and materials.

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## Appendix

### Reviewed Articles

#### A. Journal Articles

1. Balbay, S. (2021). Professional critical awareness development in preservice ELT students in spoken English classes. *Journal of Narrative and Language Studies*, 9(17), 289-305. <https://nalans.com/index.php/nalans/article/view/355>
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13. Ördem, E. (2017). Participatory approach in EFL classes. *Turkish Studies*, 12(3), 505-516. <http://dx.doi.org/10.7827/TurkishStudies.11576>

14. Ördem, E., and Ulum, Ö. G. (2021a). Critical English teachers and criticizing pre-servicing: A descriptive single case study. *i-manager's Journal on English Language Teaching*, 11(1), 40-49. <https://doi.org/10.26634/jelt.11.1.17524>
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20. Ulum, Ö. G., & Köksal, D. (2019). Ideological and hegemonic practices in global and local EFL textbooks written for Turks and Persians. *Acta Educationis Generalis*, 9(3), 66-88. <https://doi.org/10.2478/atd-2019-0014>

## B. Books/Book Chapters

21. Hauber-Özer, M., & Korun, M. G. (2017). Crossing the border: Collaborative critical literacy in Istanbul. In S. Baily, F. Shakrokhi, & T. Carsillo, (Eds.), *Experiments in agency: A global partnership to transform teacher research*, (pp. 129-144). Sense Publishers.
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## C. Theses/Dissertations

25. Bakır, G. Y. (2015). *Using critical lenses to teach to “kill a mockingbird”*: an interpretive synthesis. [Unpublished master’s thesis]. Bilkent University, Ankara, Türkiye. <http://repository.bilkent.edu.tr/bitstream/handle/11693/30075/0007006.pdf?sequence=1&isAllowed=y>
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