

A Survey on the Critical Consciousness of English Major MA Supervisors

Jin Liu

School of Foreign Languages, Guizhou Normal University, Guiyang, China

Abstract—This research is addressed to the critical consciousness of English major MA supervisors, employing the approach of critical pedagogy. This research includes three dimensions of teachers' beliefs about critical consciousness, corresponding behaviors in the class and reflections after the class. The methods and data were collected by face-to-face interviews and classroom observations from three English major MA supervisors. The research findings can be summarized as the following respects: Firstly, three English major MA supervisors all have a good command of critical pedagogy and critical consciousness. Secondly, two English major MA supervisors bring the awareness to the class topics in the real social life, and pay much attention to the sociopolitical themes. Thirdly, only one supervisor pays close attention to the communicating with students and encouraged discussions, while two supervisors mainly adopt the teaching process of teacher-centeredness. Finally, Three English major MA supervisors do reflect after the class and their reflections do not guide directly their next teachings. What's more, their reflections are not their own behaviors, but their students' learning behaviors.

Index Terms—English major, MA supervisors, critical consciousness, critical pedagogy

I. INTRODUCTION

Our society needs more all-round talented young people. English majors' critical ability is shortest piece of the cast and most of students have already shown the critical thinking absence symptom. Therefore, cultivating English majors' critical ability has been a hot topic in the field of English language teaching. This symptom can be solved through classroom observation. The reason why English majors tend to be lower in critical abilities is that most of English majors' teachers lack critical abilities. It can also be said that teachers' teaching style determines students' studying style, studying efficiency and rate of progress. Cultivating students' critical abilities means investigating teachers' critical consciousness first. The improvement of critical ability calls for the critical and reflective teachers. An eligible teacher requires the new standards with critical and reflective. This practice needs to be adopted the critical pedagogy by teachers. Critical pedagogy is not a theory, but a way of doing learning and teaching (Akbari 2008). Its aim is to recognize and critique the historical and sociopolitical context of schooling and develop pedagogical practices that not only change the nature of schooling, but also merge into the society. Therefore, this pedagogy is not only the teaching and learning of knowledge, but also the transmitting of moral standards and the developing of a person's character in the whole society. The purpose of implementing critical pedagogy is to make a person become a holistic person. Language learning not only pays attention to the way of communication, but also focuses on the practice which constructs and is constructed by the ways that language learners' cognition. The critical consciousness in the English majors' teaching means not only to learn the rules and culture of language but also contributes to the formation of the critical thinking, which brings about the growth of every learner's intellectual, emotional, social, physical, artistic, creative and spiritual potentials.

II. AN OVERVIEW OF CRITICAL PEDAGOGY AND CRITICAL CONSCIOUSNESS

A. Development of Critical Pedagogy

Critical pedagogy, inheriting from Apple's terminology "Critical Educational Studies" (1990), focuses on the purpose and the process of teaching, which is developed by Freire (1993). Critical pedagogy is one of main components of critical applied linguistics. Freire integrated with critical theory, a philosophy of education, pedagogy, and social change to develop critical pedagogy. Critical pedagogy does not accept the hierarchical relationships between teachers and students. It proposes a kind of relationship of cooperation. Freire (1993) points out that critical pedagogy is likewise critical of the traditional banking education in which the teacher deposited knowledge in students rather than promoting agency and learning through interacting with the world. The activities of critical consciousness include reading, dialogue, reflection, and action. The key to cultivating critical consciousness is to make learners share with a new self-understanding and self-cognition in historical, cultural and political contexts.

Different scholars have different views about critical pedagogy. Canagarajah (2005) assumes that it is not a set of ideas but a way of doing learning and teaching. Freire (1993) suggests that critical pedagogy aims at critiquing existing educational institutions and practices, and afterward transformation of education and society. Akbari (2008) proposes

that critical pedagogy focuses on these questions of social justice and social change through education. Crawford-Lange (1981) insists that the purpose of critical pedagogy is to develop learners' critical consciousness by presenting learners' situation to them as a problem so that they can perceive, reflect, and act on it. Hence, the arrangement and design of curriculum should pay attention to the life situation of the learners and the context of the educational situation. Giroux (1983) believes that educational systems indicate the societal systems within which they operate and people have discrimination and marginalization in the field of race, gender, or social class in the social systems, and the same biases are generated in educational systems. Therefore, we adopt critical pedagogy to unveil the realities of social, political and cultural power by indicating whose focuses are functioned through the existing forms of education. Critical pedagogy starts out the traditional education and is generally considered to be the banking concept of education (Freire 1993).

To achieve a form of integrative and transformational education and improve the banking education, Freire (1993) proposes the model of problem-posing education. In the model, In critical dialogue, students can better identify the issues from their daily life instead of solving questions from textbooks and life experiences of students are greatly paid attention to, through which teachers and students can consider each other as sources of knowledge. The problem-posing learning is regarded as a developmental process and can gradually acquire knowledge. It is the product of a challenge rather than a preexisting element of facts. Therefore, learners can wrest the initiative their learning and acquire critical view of their learning and social recognition. By regularly contacting learners' life issues in the context of learning, learners can make up their own minds in view of the learning from inside and outside classroom. Freire (1973) points out that the problem-posing learning aims at developing critical consciousness when the presentation of students' own existential situation is regarded as a problem to be addressed in dialogue.

The foreign language classroom guided by critical pedagogy is a place in which learners can make use of new ways to communicate and recognize the world. People's perception of the world may be influenced by his or her world outlook. The practice of language learning and teaching is intrinsically constructed with the political and social factors. This practice is closely related to the real life and hence language learning is regarded as ideology, not just system. Language learning is the dynamic process of language use and it is also the process of mutual penetration and influence in all the social, cultural, and political factors. As Pennycook (1999) points out, language teaching and learning focuses on the relationship between language and social change and it can be connected with the purpose of guiding learners to construe why things are the way they are and how they got to be that way. Norton & Toohey (2010) claim that language is not only a way of communication, but also a practice that can construct and can be constructed by the ways language learners construe themselves, the social surroundings and the possibilities for the future change. Suppose that language classroom become a place in which learners can recognize and construct their own identities and their own social relationship, language learning is the process of being omnipotent. Just as it should be, language teachers can play a pivotal role in empowering students to be more autonomous.

B. Core Ideas of Critical Pedagogy

Critical pedagogy pays more attention to the educational process. It not only focuses on the knowledge itself but also the educational process such as to promote learners' ability about how to learn and how to be critical. To begin with, teachers should interest social problems and provide learners with more chances to think critically and embody high efficiency in real life. Secondly, learners are expected to take appropriate actions to reconstruct their life and social conditions combining with teachers. Learners have a lot of freedom to raise questions and tend to be skeptics about the social phenomenon. Finally, learners can describe the content of discussion in details, identify the phenomenon, personalize the phenomenon, and discuss the alternatives of the phenomenon. Teachers can bring about the social reality and construct relevant knowledge of the world and learners can form the ability to reflect on the surrounding in which they live critically. Critical pedagogy focuses on the social justice and constructs practices capable of changing social relations to some extent in the process of educational practices.

Teachers and learners play an important role in critical pedagogy and they act as different roles in the problem-posing model. Teachers take part in the process of knowing as a learner and make great contribution to their ideas, perceptions and experiences in the dialogical process. The teachers' roles are raising questions while students have the right to make a decision. Freire (1993) looks upon teachers as learners and learners as teachers, and also teachers act as students and students act as teachers. He proposes a structural character that influences the resolution of their roles. Teachers can communicate with students by means of specific culture and social knowledge, which contributes to reflect critically on all things they are learning about. Learners can take appropriate actions to adapt the social transformations. Teachers should be a leader in the classroom, but not controller. They should be authoritative but not authoritarian. Wink (1999) claims that teacher roles in classroom are to produce a pertinent position for discussions, to raise challenging questions for learners' musing and to facilitate students to make appropriate arrangement. Teachers and learners are required to be cooperative learning. Learners are decision makers rather than passive recipients of knowledge. Teachers are not the authority of knowledge and they do not know everything. Teachers can provide rich and various materials, make learners understand how the learning process can be facilitated, and show learners about their own learning experiences. Actually, critical pedagogy is a dialogue between teachers and learners. Dialogue is regarded as the root of critical pedagogy because it indicates that learners are active and reflective in the processing. Dialogue encourages students make voices bravely and requires teachers to talk appropriately. Dialogue requiring the critical thinking can bring about critical reflections. Without dialogue there is no communication, and without communication, there is no real learning.

C. *Main Tenets of Critical Consciousness*

It is generally believed that critical is defined as sharing with the characteristic of being decisive or crucial, or in respect of a state of emergency. Consciousness refers to the state of being conscious, which includes a sense of one's personal or collective identity, covering the attitudes, beliefs and sensitivities processed by an individual or group. Therefore, critical consciousness mainly refers to a level of consciousness that is characterized by a state of in-depth understanding about the world and the resulting freedom from oppression. Likewise it is defined as learners' ability to first perceive social, political and economic oppression and then to take action against the oppressive elements of the society. Freire (1993) believes that critical consciousness is commonly regarded as a kind of measure of completing actions or reflection upon the real life. Critical consciousness requires learners to query how the dominant power has influenced their perspectives about their professional orientation and probe how the taking up of the dominance within their professional orientation can be keeping the dominant power differences. In language learning, critical consciousness emphasizes the ability to accomplish and inquiry the reproduction of socio-cultural and historical injustice, as well as power relationships in one's own culture, the target culture and global cultures.

The main tenets of critical consciousness cover the identity reflection, the analysis of power and the inquiry about assumptions. Likewise it stands for the ability to both critically reflect upon and act upon one's sociopolitical environment. The main tenets of critical consciousness center on reflection and action for transformation. Freire (1993) defines critical consciousness as the action and reflection of people upon their world in order to transform it. Reflection and action should work together as the part of the process in recognition and transformation of social issues because reflection without action is verbalism while action without reflection is activism. Critical consciousness promotes learners' confidence in the power of their thoughts and stimulates their actions for dialogue to consider their life and learning experiences. And finally it capacitates learners to take actions for changes to their contexts.

Freire (1973) describes the development of critical consciousness as a five-stage model. The first stage belongs to a semi-transitive state and in this stage, individuals are controlled fully by survival. The next stage is relevant to transitivity of consciousness. Individuals can reflect upon themselves and their roles and every opportunity, which helps them to dialogue with others and with society. The third stage stands at a state of naïve transitivity. People can communicate each other efficiently. This stage is characterized by an oversimplification of both personal and social problems. Individuals reach the state of critical consciousness at length in the final stage. The awakening of critical awareness arises from educational endeavor and approving historical conditions. The critical transitivity is the highest stage in the development of critical consciousness in which people can examine their conditions in term of various critical measures. That is to say, people have critical consciousness. People are fully aware of the importance and necessity of being transforming and owning critical consciousness. In this stage, people can modify the surroundings and unite surroundings with the social factors. As a matter of fact, critical consciousness signifies a dynamic relationship between critical thinking and critical action. Critical consciousness covers these tenets, such as rights consciousness, dissocialization and self-organization.

III. RESEARCH DESIGN

Critical consciousness is about the development of critical awareness of how people's personal identity, ideologies and experiences are influenced by sociopolitical factors. Accordingly, this research is mainly addressed to the relations with practice society and the interactions between teachers and students. It intends to explore the questions about the teachers' knowledge about critical consciousness, teachers cultivate students' critical consciousness in class and teachers reflect on the teaching of critical consciousness. The first question investigates teachers' ideologies and teachers' actions. The second question inquires whether teachers' topics of each class are correlated to the society, politics, or culture and whether teachers and students stand at an equal and dialogical position. And the last question examines the reflection about the class, the performances of teachers and students and the reflection about how to solve the problems in class.

The three subjects of this research are from School of Foreign Languages at a certain university in Chongqing. They have gained Doctor degree and have been studied abroad for years. And the subject classes are for MA graduate students, who have already equipped with English-language skills or competence. Teacher A is teaching Philosophy of language for graduate students. Teacher B is giving a lecture about Second Language Acquisition. Teacher C is delivering the course of Cognitive Linguistics.

The three teachers are conducted by individual interview, aiming at exploring teachers' knowledge about critical consciousness, teachers' reflections upon class and teachers' choices about teaching materials and themes. Classroom observation is employed to investigate the performances of teachers and students during the teaching. Class observations last for three weeks and each time observes three periods. The main purpose of classroom observation is to acquire some general knowledge of classroom interactions and dialogues and teaching contents.

IV. RESULT ANALYSIS AND DISCUSSIONS

A. *Discussion about Teachers' Beliefs in Critical Consciousness*

Three teachers all adopt teaching method of critical consciousness. However, they have a big difference in

understanding critical consciousness. Teacher A assumes that critical consciousness requires reading original materials critically. For graduate students, only by reading many original works, they will become professional. This way can cultivate learners' critical consciousness. Teacher A asks his graduate students to make reading report every week. He believes that reading report is not only the way of understanding the original materials, but also the best path to improve personal critical views. Reading report is the basic requirement and task for graduate students, which is conducive to cultivate them to read critically and think critically. By reading abundant original works, graduates students can have a good command of knowledge of philosophy of language. And by critical reading report, graduates students can know better which principle or idea need to be improved.

Teacher B thinks that the cultivating of critical consciousness needs a long process in Second Language Acquisition. This process is all the same dynamic. Teachers B proposes that graduate students, especially foreign language learners who contact with foreign languages and cultures frequently, should roundly observe the world critically and differently. Second language acquisition is complex and multifaceted phenomenon. It means many different things to many people. He believes that teachers from different courses give learners all kinds of information, so learners' criticalness shows a great difference. Learners should have the ability to reflect and think what are important and what are insignificant. Teachers B points out that graduate students should learn to reflect and think critically, however, the cultivating of critical consciousness requires a long process.

Teacher C proposes that language is not an autonomous cognitive faculty and knowledge of language arises out of language use. He believes that language learning is not only to learn language itself, but also the society. Language is closely related to the social life. Critical consciousness is an important part of cognitive ability of human being. The reason why most graduate students lack of critical consciousness is that they are not aware of the importance of being critical and they do not read a large number of books critically. Teacher C emphasizes that the cultivating of critical consciousness require knowing more about the frontier research and only this way can our graduate students bring forward more new ideas. To be critical means to hold skepticism while we are hearing the common sense. We should form the habits of being used to asking why these matters occurred like this. Suppose that we lack of the critical spirit, we would literally be lost.

Integrating one's personal beliefs into one's teaching is teaching ultimate objective with personalization. This kind of teaching way should encourage other teachers realize their potential critically. We found that three teachers have a good command of critical pedagogy and they have similar understanding about critical consciousness. To begin with, they all propose that critical pedagogy in the language teaching and learning occupies an important place. Secondly, three teachers all believe that the aim of critical consciousness is to arouse learners to distinguish what is valuable and what is unimportant. Milner (2003) argues that critical consciousness is an ever-evolving and ongoing process, which is influenced by the social context. Teacher A considers critical consciousness to be a kind of ability of selectivity and adaptability for reading materials. Social context can change the adaptability of one's reading. As a matter of fact, critical consciousness is equivalent to critical reading and critical thinking. The development of critical consciousness does not come about in a onetime awakening. On the contrary, it displays an ongoing process of various avenues of insightful moments. Teacher B believes that it requires a continuous process to develop critical consciousness, which includes critical thinking, critical learning and critical reflection. Teacher C generally considers critical consciousness to be skeptical and to question the common sense. He believes that when learners and teachers are becoming critic, they will constantly come up with new ideas and finally find new research themes.

B. Discussion about Sociopolitical Related Factors

By classroom observation every week, the three teachers demonstrate the sociopolitical related factors in varying degrees. Teacher A's teaching themes mainly focus on some understanding of classical documents and have less to do with the real life and recent political topics. When we interview Teacher A about the beliefs of critical consciousness, he really points out that language changes in the specific social context and language is the major bond of people's communication in politics and society. Teacher B mainly pays attention to the social-cultural factors in his class and believes that these factors can greatly influence language acquisition and learners' thinking. His class displays some typical social problems, the recent news report, related to social factors, such as ethnic, culture, identity, and gender, etc. Teacher C's understanding of critical consciousness is the most comprehensive one He shows a deep comprehension about critical education because the relationship between language and cognition is one of his favourite themes. He states that language learning covers mental process and information processing. This process includes awareness, perception, reasoning and judgment. Nearly all of his class topics are related to the society and the formation of language. He focuses on how language structures in term of the social factors.

C. Discussion about Teaching Dialogue

Teacher A adopts the problem-posing teaching. His class is divided into three parts. The first part is students' presentations. After the presentations, Teacher A has a discussion to comment the students' presentations. After the discussion, Teacher A gives a brief summary and some suggestions for students which based on the teaching contents. The second part is about introduction of classical documents. This part presents some dialogues between teachers and students. These dialogues are based on certain social contexts or students' experiences and understandings about life. Teacher A gives a summary at the end of class. Therefore, we can conclude that dialogue teaching is to learn the amount

of sacrifice to the pursuit of quality learning.

Teacher B has two periods. The first period is students' presentation and the second period is his lecturing. Teacher B pays more attention to the dialogue between teachers and students. Teacher B gives more presentation time to his students and he asks each student to prepare it carefully. Each presentation lasts for one period. After that, comments will be given students to have a heated discussion. Teacher B also gives some comments on the content of presentation. And sometimes Teacher B would like to put up with some arguing problems to have a discussion together.

Teacher C pays attention to social, cultural, and political related topics most. He has a good command of critical pedagogy and critical consciousness. However, he seldom communicates with his students and hardly raises any questions. There is no dialogue and discussion in class.

According to Pennycook's (1990) two criteria, one is that all knowledge is closely connected with social, cultural, political, and historical, the other is that teachers should neglect the dominant position and can dialogue efficiently with students. The two criteria he proposes are essentially indispensable. Teacher A's topics are based on the introduction of classical documents to draw his own understanding or ideas. He employs PowerPoint to display his teaching contents. Teacher A's teaching contents are the same as the traditional teaching. He assumes that discussion can help them deeper understand some main ideas of classical documents. The purpose of teaching is to pose problems and to have targeted discussions. Teacher A's teaching connect classical documents with learners' experiences.

Teacher B's class is more close to critical consciousness. He lists lots of social-cultural related topics. Presentation is one of most interesting part in Teacher B's class and it reflects learner's motivation or interests, which can trigger them to deepen the related discussion. In the comments part, students can freely ask questions, give comments, and discuss with each other. Presentation requires students to collect the related materials and information and select the valuable information to analyze. Students can learn some course related information by themselves. The whole class displays the equal and dialogical relationship. Students learn not only from teachers, but also from themselves, from his classmates. And likewise Teacher B is a participant who learns from her students and finds out what students need and interest.

Teacher C demonstrates many examples in daily life and social focuses to students. Teacher C is a critic in class. He reminds his students that you should not believe what I have taught and give your own thinking depending on the situation. Although Teacher C employs critical pedagogy well and knows about critical consciousness deeply, he still adopts the traditional teaching methods. Teacher C's class focuses on the recent research, the new reports, and the latest policies but seldom dialogues. Teacher C's class does not agree with the requirements of critical pedagogy even if he has talked the sociopolitical factors. The purpose of advocating sociopolitical themes is to cultivate students' awareness of the current situation in society. But it requires dialogues and discussions to encourage students to reflect their real life and experiences and work out the way to transform the inequality situations.

D. Discussion about Teachers Reflections after Class

In more ways than one, critical consciousness refers to the action and reflection of people upon their world or experiences. Reflection and action can be interpreted not only ourselves but also by a range of significant others and they should be combined together as the part of the teaching and learning process. We would like to get to know better teachers reflect on their teaching about how they evaluate the class and how they arrange the class. And teachers' reflections can be investigated whether they take actual actions after reflecting.

Teacher A explains that the purpose of presentation is to cultivate and improve students teaching and scientific research abilities. He believes that most graduate students will be teachers and scientific researcher in the future. Teacher A believes that presentation has two purposes, one is that students can share what they have read recently and what they have focused. The other is to cultivate students' teaching skills and improve students' level of scientific research. Teacher A hopes that students can make full use of what we are talking in class. And Teacher A focuses on the importance of dialogue and discussions. He concludes that discussion will help students understand the theory by relating own experiences and listening others' experiences.

Teacher B intends to have more interactions with students. In the meantime, students can share their research focus combined with this course, which can be helpful for teachers to get to know students' learning experiences. Teacher B does not provide the fixed topic for the presentation. He believes that everyone has his own interest and different research domains, and he hopes students to link this course to their domains. After the presentation, there was a comments part. Teacher B believes that this part is more important because presentation is a process of sharing learning experiences while students need to acquire various some ideas from others.

Teacher C always gives students a schedule which includes all the topics, requires reading lists, and recommends reading lists of lectures. In the lectures, Teacher C gives some recent heated topics. Teacher C doubts that students can't catch the new topics and innovative views lies in that their learning topics are too far from the states quo. He frequently stimulates students to read more classical literatures and take time to read the latest foreign papers and monographs for searching new information and research directions.

E. Discussion about Reflections Influence Teachers' Next Teaching

What make critical consciousness different from critical thinking is that critical consciousness requires not only reflections but also subsequent actions. The ultimate purpose of reflections is to address whether teachers take actions after reflecting. Teacher B ingeminates the requirements of presentation and encourages students to apply more

examples from their daily life. Teacher C teaches students how to form their own thinking and recommend students to read more books critically. After first reflection, teacher A discusses with students how to make a good presentation and give some suggestions. Teacher B concentrates on some students who are not so active in the class discussion and communicate efficiently with them. Teacher C introduces the hot issues in class all the same.

Reflection can be regarded as criticizing teachers themselves. Teachers should not only reflect students' response, behaviors, and actions but also teachers' teaching behaviors. All teachers reflect their students' behaviors and what students need to do next. Teacher A reflects what he needs to next class. He realizes the disadvantages of the course, then he decides to adopt the dialogue, the discussion, and students' own experiences to make up those shortcomings. Teacher B reflects the class and admits the theory introduction will be boring for students. Then she finds students' interests in the presentation and leads students to relate to their daily life. After reflecting, Teacher C thinks that students lack reading, so he reminds students of reading more in and after class. Teacher C likewise reflects from the daily life, and he clearly knows what students need and lack, so he adds more newly topics in his class. By and large, Teacher A and Teacher B tend to reflect their teaching and students' behaviors. Teacher C tends to reflect the sociopolitical focuses and newly research focuses. Three teachers all reflect to some degree. Although three teachers make reflections, they sometimes do the same things before reflecting.

V. CONCLUSION

The present study means to investigate the critical consciousness of university English teachers from the perspective of critical pedagogy. Though there is not so much teachers gain the highest level of critical consciousness, the prospect of critical pedagogy implication is reasonable. And a class with sociopolitical related issues and operated in an equal, dialogical relationship will bring out students with high critical abilities. The research finds that three English major MA supervisors all have a good command of critical pedagogy and critical consciousness. And two English major MA supervisors bring the awareness to the class topics in the real social life, and pay much attention to the sociopolitical themes. And only one supervisor pays close attention to the communicating with students and encouraged discussions, while two supervisors mainly adopt the teaching process of teacher-centeredness. Meanwhile, three English major MA supervisors do reflect after the class and their reflections do not guide directly their next teachings.

REFERENCES

- [1] Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT Journal*, 3: 276-283.
- [2] Apple, M. W. (1990). *Ideology and Curriculum* (2nd Ed.). New York: Routledge.
- [3] Canagarajah, A. S. (2005). Critical pedagogy in L2 learning and teaching. In *Handbook of Research in Second Language Teaching and Learning*. Hinkel, E. (Ed.). Mahwah: Lawrence Erlbaum Associates. p. 931-949.
- [4] Crawford-Lange, L. (1981). Redirecting second language curricula: Paulo Freire's contribution. *Foreign Language Annals*, 14: 257-268.
- [5] Crookes, G. & Lehner, A. (1998). Aspects of process in an ESL critical pedagogy teacher education course. *TESOL Quarterly*, 32: 319-328.
- [6] Freire, P. (1973). *Education for Critical Consciousness*. New York: Seabury.
- [7] Freire, P. (1993). *Pedagogy of the oppressed*. Translated by Myra Bergman Ramos. New York: The Continuum.
- [8] Giroux, H. A. (1983). *Theory and Resistance in Education: A Pedagogy for the Opposition*. South Hadley: Bergin & Garvey.
- [9] Johnston, B. (1999). Putting critical pedagogy in its places: A personal account. *TESOL Quarterly*, 3: 557-565.
- [10] Milner, H. R. (2003). Reflection, racial competence, and critical pedagogy: How do we prepare pre-service teachers to pose tough questions? *Race Ethnicity and Education*, 2: 193-208.
- [11] Norton, B. & Toohey, K. (2010). Identity, language learning, and social change. *Language Teaching*, 4: 421-446.
- [12] Pennycook, A. (1989). The concept of method, interested knowledge and the politics of language teaching. *TESOL Quarterly* 23: 589-618.
- [13] Pennycook, A. (1990). Towards a critical applied linguistics for the 1990s. *Issues in Applied Linguistics*, 1: 8-28.
- [14] Pennycook, A. (1999). Introduction: Critical approaches to TESOL. *TESOL Quarterly*, 33: 329-348.
- [15] Pennycook, A. (2004). Critical applied linguistics. In *The Handbook of Applied Linguistics*. Davies, A. & Elder, C. London: Blackwell Publishing Ltd. p.784-807.
- [16] Wink, J. (1999). *Critical Pedagogy: Notes from the Real World*. (2nd Ed.). New York: Longman.

Jin Liu was born in Guizhou. She received her Ph.D in 2010. She is working at School of Foreign Languages, Guizhou Normal University. Her interests include Cognitive linguistics and Philosophy of language.