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Implications of critical pedagogy in second language classroom education: a georgian case study

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Abstract

The article considers teaching of the language by means of critical pedagogical approach. The work provides the existing needs, challenges in Georgia in this regards and offers practical solutions. The article is of the practical nature and aims to assist the practitioner teachers in implementation of class objectives and tasks. In the end, knowledge and skills obtained will facilitate the students to social integration and wellbeing.

Keywords: Second language teaching; Second language acquisition; Critical pedagogy; Critical thinking; Teaching strategies; Recommendations for teachers

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1 Introduction

Full-fledged realization of the personal potential in the modern world, career and personal success and integration to the social milieu and international society require the academic knowledge along with other skills, critical thinking and high linguistic competence (as in native so in the second and foreign languages). Combination of critical pedagogy and the second language learning is an effective instrument of the national minority for maximal integration to the target social strata and career promotion. The issue is particularly relevant for Georgia inasmuch as the national minorities constitute approximately 13% of Georgian population (2014 General population census).

The level of the minority speaking the official language (Georgian) is extremely low especially in the regions densely settled by hereof minorities (in some areas, the percentage of the minorities achieves 95% and hence, it is crystal clear to estimate the importance of learning the official language for them). Absence of knowledge of the official language unfortunately exposes them to disadvantageous and uneven position in regards with the dominant population. Quality of their integration to the dominating population is minimal, which entails their isolation from the ongoing political, economic, social and cultural processes of the country. For instance, according to the current data, only four Members of Parliament out of 150 MPs represent the national minorities and none of the Ministers and high officials of the central authority are the representatives of the national minorities. The number of ethnically non-Georgian Judges is as well critically low. It is as well noteworthy that no fact of change of the situation or will to be employed on the leading or managerial positions in the state structures from the national minorities is evident. One of the studies reveals that "information about actual attempts of the national minority representatives to be employed in the administrative structures is scarce. No such information at the local level is available at present. The will to be employed on the central level – in the legislative or executive authorities – is relatively low in Samtskhe-Javakheti region (12.8% state that they are ready for this type of job) and in Kvemo Kartli region (14.7%) than countrywide (17.1%). This data concludes general public service including the position of the Minister" (Assessment of the national integration and tolerance).

One of the acute problems envisage inaccessibility to the services mostly entailed with lack of information due to absence of knowledge of the official language, which results in impeded communication, non-realization of market rights and needs, hindered receipt of the judicial and medical services etc.

The high index of early marriage in the ethnic minorities, coercive marriage, abduction in view of marriage and premature births, which are often justified with ethno-cultural peculiarities, can be considered as one of the important obstacles as well (The Special Report by the Public Defender of Georgia, 2016). However, on the

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other hand, it can as well be entailed with absence of high quality education for the youth, incapacity to make independent decisions and lack of evaluation skill.

The hereof problem is peculiarly related to the issue of terminated education. This problem is particularly relevant in female population (Needs and priorities of ethnical minority women in Kvemo Kartli region, 2014). The number of the seekers to enter the higher educational institutions in also generally low. It is as well noteworthy to underline high index of gender discrimination in the target regions (Needs and priorities of ethnical minority women in Kvemo Kartli region, 2014).

Naturally, there is the question concerning the reason not only for creation of the hereof situation but for maintenance and long-term effect thereof. On the basis of our experience and personal pedagogical practice we can presume that there are sundry reasons facilitating to existence of similar negative sustainable situation: first of all, it is the low education level. Obviously, the existing educational system is less adjusted to the needs of the national minorities. The crucial factor in the hereof regions is the old age of the teachers, traditions of Soviet education, which were unified and directed to collection of knowledge and failed to envisage academic needs of particular individuals and groups. The methods of Soviet period teachers are still applied. Besides, as the studies revealed, they are accommodated to the current situation, accept the reality and have no attempt, will and commitment to improve it. Besides, this situation is facilitated with the firmly established rule of life of the national minorities, arrangement format and activity spheres, namely most of the national minority representatives support their families with agricultural activity. Some of them are self-employed. In our opinion, one of the crucial factors is also the closed mono-lingual society, especially amongst the new generation. Unlike the older generation, speaking the native and Russian languages as lingua franca, the youth speaks only the native language inasmuch as Russian language has lost its function currently, and Georgian language in capacity of the official language is not due taught despite of various attempts and projects by the state.

This is clear that similar problems cannot be solved with one particular recipe or approach. Generally, solution of the problems of similar scale requires systemic and multidirectional approach. We presume that the optimal solution shall envisage creation of the artificial lingual islands in the target regions to facilitate to study of the official language on the one hand and immersion on the other hand. However, this approach solely is not enough but it shall be accompanied with critical pedagogical approaches and principles.

The hereby the paper aims at combination of the second language learning and critical pedagogical principles in view of rise of lingual competence of the learners and development of critical thinking, which in its turn may serve the basis for successful integration of the national minorities. The Paper provides attitude of the teachers towards application of the critical pedagogy in the course of learning Georgian as the second language, their commitment and openness to the hereof

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issue. Besides, the Paper provides the problem solution ways and offers the stages, methods and strategies of development of critical thinking in the course of the second language learning. The Work as well includes the list of the material respective to each strategy. Finally the practical recommendations are provided according to the needs of particular teacher's groups.

2 Theoretical Background

The scientific literature provides various definitions for the critical pedagogy, through it is highly probable that similar approach should be encouraged by the educators and education administrators in various manners. First of all, critical pedagogy serves for development of critical thinking. „Critical pedagogy is a teaching approach attempts to help students question and challenge domination, and the beliefs and practices that dominate. This to say that, it is a theory and practice of helping students achieve critical consciousness" (Riasati; Mollaei, 2012, p. 224). It is most important that critical pedagogy is not a unique approach. It shall always consider local context and needs of the local learners (Riasati; Mollaei, 2012, p. 224).

Critical pedagogy applies socialization means in the academic process, "theoretically, critical pedagogy in classroom discourse embodies the practice of engaging students in the social construction of knowledge, which grounds its pillars on power relations. In utilizing critical pedagogy in the classroom, teachers must question their own practices in the process to construct knowledge and [must define] why the main knowledge is legitimized by the dominant culture" (Sarroub, Quadros, 2015, p. 253), which in turn is important variable in the second language teaching classroom.

The students, upon applying the method of critical pedagogy, shall be encouraged to ensure their involvement in the joint activities aiming at social equality and justice (McLaren, 2009). Besides, "a critical education begins with students exploring their concrete reality, sharing those experiences and linking themselves to their socio-political context" (Katz, 2014, p. 2). In this case, the students are accommodated to the idea that they simultaneously obtain knowledge and become critical thinkers. It is as well important to realize that even the teachers learn lessons from this approach about the students. They know „what their personal and work lives are like, what their authentic language sounds like, what degree of alienation they have experienced—and basing courses on students' experiences" (Katz, 2014, p. 2).

In the end, critical pedagogy facilitates to development of the skills that help people achieve a certain stage of wellbeing and be able to realize their capacities, make proper decisions and choices and deal with difficulties. However, the local context and socio-cultural characteristics shall be necessarily considered in the course of learning the second language. It requires the teachers to qualitatively change their teaching approaches in the academic process and to be able to transform the banking

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model and apply the strategies of critical consciousness problem posing pedagogy. All above mentioned issues are essential factors for the second language teaching classroom, since it will result in achievement of sundry significant goals of the academic process: rise of lingual and socio-cultural competence, development of cultural sensitivity and of critical thinking. Consequently these objectives should support the students to be involved in the different social activities and to apply their skills in everyday activities properly.

3 Method and Procedures of Study

3.1. Sample

The study has been held on the basis of the complex approach using the following methods of the study: desk study, questionnaire and observation, interview and analysis. The questionnaires are elaborated and the analysis of their results is provided. Inasmuch as the study is of the preliminary nature, only 53 teachers have been questioned and interviewed as from the target regions so from 4+1 program (4+ is the state-funded special program serving for training of the national minorities in Georgian language who will further study at the bachelor's programs they choose. The program is being implemented by the Universities of Georgia). Teachers were selected by the Simple Random Sampling technique and afterwards the focus group was divided into the following sub-groups to get the sufficient, detailed and precise data which will give us the main directions to elaborate the set of recommendations for practitioner teachers:

For the research both male and female teachers were selected: among them female teachers constitute total amount of 42 while male teachers were 11. Four age groups were maintained: 25-34 years old – 4 teachers; 35-44 years old – 12 teachers; 45-54 years old – 10 teachers and finally 55-64 years old – 27 teachers. Educational background of the instructors was as follows: Doctor – 45 teachers; PhD Candidate – 5 teachers; MA (Diploma Specialist) – 3 teachers.

All the teachers were experienced due to the teaching Georgian as a Second/Foreign Language. Thus teaching experience of 0-5 years had only 6 teachers. 6-10 years of working experience was mentioned for 14 teachers; 11-15 years – 16 teachers; 16-20 years – 13 instructors and only 4 teachers had more than 21 years of teaching practice.

Teachers were selected from the leading universities of the country, but mainly instructors presented Tbilisi State University - 39 teachers; seven instructors participated in the research were selected from Georgian Technical University; Samtskhe-Javakheti State University was represented by 5 teachers and 2 instructors cooperated with the project were our colleagues from Gori State teaching University.

Limitations of the study might be the fact that the number of teachers who accepted to participate in the study was not high. Particularly small was the age group of 25-35 years old teachers (4 out of 51), since the total number of Georgian as a

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Second Language teachers from this age group is remarkably low in comparison to representatives of other language groups. It can be reflected on the validity of the final results. The research will be extended in the next studies.

3.2. Research Tools and Instruments

The special questionnaires consisting of sundry components were developed. Questionnaire development has three blocks of the questions, which have particular goals to achieve. The first block of the questions (questions 1-4) concerns the methods and activities applied by the teachers in the academic process. The second block of the questions (questions 5-12) addresses the attitude of the teachers to the students, consideration of their needs and opportunity of realization of obtained knowledge by the students in their routine. And finally, the third part studies the level of the knowledge and use of the critical pedagogy methods and principles by the teachers in their everyday language teaching activities. Besides, teachers were interviewed according to the strategies of semi-structured interview. Instructors were mainly asked to widely describe and discuss the particular activities applied in the classroom.

4 Results

First off all it should be mentioned that the difference between the answers of Male and Female teachers is not noticeable, the same applies to educational background, thus the analyses were not developed in this direction. The essential difference was observed within the different age groups and groups with different working experience, consequently the main findings are focused on this data.

1. Which activities do you use more often to rise the cultural competence (movies, videos, media, trips. History, traditions, folklore, analyzing of each point)?

The data shows that the teachers from the first and second age groups are tend to apply media in their everyday classroom activities more widely rather than the instructors from the other age groups. In opposite, history, traditions, folklore as tools to build the cultural competence is more preferable for the older age groups. Likewise the trips are developed by the same age groups to apply activity within the daily routines. The data is as follows:

Age group of 25-34 years

Movies, videos, media – 74%

Trips – 0%

History, traditions, folklore – 25 %

Age group of 35-44 years

Movies, videos, media – 58.3 %

Trips –8.3 % (1)

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History, traditions, folklore – 33.3
Age group of 45-54 years
Movies, videos, media – 50%
Trips – 10%
History, traditions, folklore –40 % Age group of 55-65 years
Movies, videos, media – 37.7%
Trips –18.5 % (5)
History, traditions, folklore –44.4 %

2. Which methods and strategies do you use more often to develop critical thinking (problem posing and discussion/debates, project, presentation, debates, social and cultural events, cultural exchange and study-tours, classroom conferences and their analysis)?

The data reveals the following tendencies: the most frequent activities in order to develop critical thinking are problem posing and discussion; debates for the younger teachers while the instructors from age groups of 35-44 years and 55-65 years are less likely to use them in a extend. Project as a tool to develop the critical thinking skills took one of the last positions; in contrary presentation and role plays are the most spread activities within the all age groups. As for the cultural exchange and study-tours, these activities were not used at all according to the questionnaires. Questionnaires reveal that the part of the teachers are using almost all above mentioned activities except cultural exchange and study-tours, classroom conferences. Consequently the data is as follows:

Age group of 25-34 years
Problem posing and discussion, debates – 50%
Project – 0%
Presentation – 50%
Cultural Exchange and study-tours – 0%
Classroom conferences – 0%
Age group of 35-44 years
Problem posing and discussion, debates – 41.6%
Project – 16.6%
Presentation – 50 %
Cultural Exchange and study-tours – 0%
Classroom conferences – 0%
Age group of 45-54 years
Problem posing and discussion, debates – 40%
Project – 10%
Presentation – 50%
Cultural Exchange and study-tours – 0%
Classroom conferences – 0%

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Age group of 55-65 years

Problem posing and discussion, debates – 37%

Project –3.7% (1)

Presentation – 59.2%

Cultural Exchange and study-tours – 0%

Classroom conferences – 0%

3. How often do you apply extracurricular activities?

The questionnaire analysis revealed that the teachers often use the extracurricular activities. The data doesn't show the big difference between age groups in order the frequency of usage these activities; however the type of activities was not specified in the questionnaires.

Age group of 25-34 years

Often –50% (2)

In any possibility – 25 % (1)

Rarely - 0 %

Do not experience it – 25 % (1)

Age group of 45-54 years

Often – 50 % (5)

In any possibility – 30 % (3)

Rarely - 20 % (2)

Do not experience it – 0 %

Age group of 35 -44 years

Often – 58.3 % (7)

In any possibility –25 % (3)

Rarely – 8.3 % (1)

Do not experience it – 8.3 % (1)

Age group of 55-65 years

Often – 48.4 % (13)

In any possibility – 22.2 % (6)

Rarely – 22.2 % (6)

Do not experience it –7.4 % (2)

4. To which purpose do you apply extracurricular activities (to improve the language knowledge, to enrich the classroom activities, to raise the cultural competence, communication to the target language speakers).? (more than one answer was possible)

The teachers presume that it makes the class courses more diverse and enriches the classroom activities. Mostly teachers consider that it generally serves for enhancement of the knowledge of the language. On the other hand it serves less to

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improve the critical thinking ability. In might be assumed that the teachers from all age groups reveal more less the same tendencies in this section.

Age group of 25-34 years
To improve the language knowledge – 75 %
To enrich the classroom activities – 50%
To raise the cultural competence – 50 %
Communication to the target language speakers – 25%
To improve the critical thinking ability – 25%
Age group of 35 -44 years
To improve the language knowledge – 66.6%
To enrich the classroom activities – 25 %
To raise the cultural competence – 41.6 %
Communication to the target language speakers –16.6 %
To improve the critical thinking ability – 16.6%
ge group of 45-54 years
To improve the language knowledge – 40%
To enrich the classroom activities –10%
To raise the cultural competence – 40%
Communication to the target language speakers – 10 %
To improve the critical thinking ability – 10%
Age group of 55-65 years
To improve the language knowledge –51.8%
To enrich the classroom activities –5.4%
To raise the cultural competence – 29.6 %
Communication to the target language speakers – 11.1 %
To improve the critical thinking ability – 7,4%

5. Do you tolerate the students personal (outstanding) view points (appreciate, appreciate but do not extend the further discussion, support only in certain cases, do not experience it)? Most of the instructors declare that the point of view of the students within the class is important for them and thus, they facilitate them in this term, however they abstain from extending it within the class. The distribution of the data is as follows:

Age group of 25-34 years
Appreciate – 50%
Appreciate but do not extend the further discussion – 25 %
Support only in certain cases – 25%
Do not experience it – 0%
Age group of 45-54 years
Appreciate – 30 %

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Appreciate but do not extend the further discussion – 50%
Support only in certain cases – 20%
Do not experience it – 0%

Age group of 35 -44 years

Appreciate – 33.3 %
Appreciate but do not extend the further discussion –41.6 %
Support only in certain cases – 16.6 %
Do not experience it – 8.3%

Age groups of 55-64 years

Appreciate – 29.6%
Appreciate but do not extend the further discussion – 51.8%
Support only in certain cases – 14.8%
Do not experience it – 3.7%

6. How do you encourage to express his/her own ideas and points of views (bonus scores, verbal prizes, encouraging prizes)?

Most of the instructors prefer verbal encouragement or encouraging prizes and abstain from resorting to the estimation system. It must be admitted that all age groups revealed approximately the same approach. Accordingly the data was as follows:

Age group of 25-34 years

Bonus scores –0 %
Verbal prizes – 75 %
Encouraging prizes – 25 %

Age group of 45-54 years

Bonus scores – 10 %
Verbal prizes – 70 %
Encouraging prizes – 20%

Age group of 35-44 years

Bonus scores – 0 %
Verbal prizes – 66.6 %
Encouraging prizes – 33.3%

Age group of 55-65 years

Bonus scores – 0 %
Verbal prizes – 70.3.1 %
Encouraging prizes – 25.9 %

7. How do you teach students to apply their knowledge to real life (links between acquired knowledge and real life, success stories, role play and imitation, participation in different events)?

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In this regard, most of the teachers still resort to success stories and role play. All the teachers provided approximately the same answers. Although one main difference is obvious, due to the applying the role play and imitation as one of the interesting activities teachers from the first age group resort them more then the instructors from the last age group.

Age group of 25-34 years

Links between acquired knowledge and real life – 25%
Success stories – 25 %
Role play and imitation –50%
Participation in different events –0 %

Age group of 45-54 years

Links between acquired knowledge and real life – 20%
Success stories – 40%
Role play and imitation- 30%
Participation in different events - 10%

Age groups of 35-44 years

Links between acquired knowledge and real life – 8.3%
Success stories – 50%
Role play and imitation – 33.30%
Participation in different events –8.3 %

Age group of 55-65 years

Links between acquired knowledge and real life – 22.2%
Success stories – 40.7%
Role play and imitation –25.9%
Participation in different events – 11.1%

8. How helpful is acquired knowledge for real life experience (It is useful, sometimes, less, can not use)?

The respondents consider that the knowledge acquired during the academic process will be helpful in their routine activity; otherwise some of them are tend to think that all the activities cannot be helpful outside the academic and educational environment:

Age group of 25-34 years

It is useful – 50%
Sometimes – 25%
Less – 25%
Can not use – 0%

Age groups of 35 -44 years

It is useful – 41.6%
Sometimes – 25%
Less – 16.6%

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Can not use – 16.6%

Age group of 45-54 years

It is useful – 40%

Sometimes – 30%

Less – 20 %

Can not use – 10%

Age group of 55-65 years

It is useful – 40.7%

Sometimes – 21.6 %

Less –14.8%

Can not use – 10.8%

9. Does the school activities support your students to develop their attitudes to reality, diversity (extremely, in some cases, it is difficult to answer)?

Teachers from all age groups except 25-34 years old instructors found it difficult to answer this question, but generally the teachers tend to think that in some cases the student's attitude can be formed based on the school activities.

Age group of 25-34 years

Extremely – 25 %

In some cases – 50%

It is difficult to answer – 25%

Age group of 45-54 years

Extremely –20 %

In some cases – 40%

It is difficult to answer – 60%

Age group of 35-44 years

Extremely –16.6 %

In some cases – 33.3%

It is difficult to answer – 50% Age group of 55-65years

Extremely –18.5 %

In some cases – 33.3%

It is difficult to answer – 61%

10. How are your students prepared to be integrated into the society and to realize their personal purposes (completely, partly, need additional improvements, are not prepared, it is difficult to answer)?

The instructors from suppose that the students after graduation are still less prepared for the real life and they need additional skills.

Age group of 25-34years

Completely – 0 %

Partly, need additional improvements – 50%

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Are not prepared – 25%
It is difficult to answer –25% Age group of 45-54years
Completely – 0%
Partly, need additional improvements –50%
Are not prepared – 30%
It is difficult to answer – 20%
Age group of 35-44years
Completely – 8.3 %
Partly, need additional improvements – 25 %
Are not prepared – 25% (3)
It is difficult to answer – 41.6% (5) Age group of 55-65years
Completely – 3.7%
Partly, need additional improvements – 51.8%
Are not prepared – 29.6%
It is difficult to answer – 14.8%

11. If the students are not prepared for it please identify the main obstacles (low language proficiency, low social and cultural competence, lack of education, low communicational skills, low critical thinking skills): (more than one answer was possible).

In this regards, the main impeding factor as the instructors consider is low proficiency of Georgian language and low communication skills. Meanwhile the ability of critical thinking is less considered as the main obstacles for their social integration within the dominant society.

Age group of 25-34 years
Low language proficiency – 50%
Low social and cultural competence – 10 %
Lack of education –20%
Low communicational skills – 10 %
low critical thinking skills – 10 %
Age group of 45-54 years
Low language proficiency – 40 %
Low social and cultural competence – 10%
Lack of education – 20 %
Low communicational skills –30%
low critical thinking skills – 10 %
Age group of 35-44 years
Low language proficiency – 33.3%
Low social and cultural competence –16.6 %
Lack of education – 25%
Low communicational skills – 25%

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low critical thinking skills – 8,3 %

Age group of 55-65 years

Low language proficiency – 44.4%

Low social and cultural competence – 11.1%

Lack of education – 33.3%

Low communicational skills – 11.1 %

low critical thinking skills – 3.7 %

12. Are you aware of main principles and methods of critical pedagogy (completely, partly, do not aware)?

Most of the teachers are partly aware about the methods and approaches of the critical pedagogy. However the teachers from the last two age groups claim that they are not aware completely as well.

Age group of 25-34 years

Completely – 0 %

Partly – 75%

Do not aware – 25 %

Age group of 45-54 years

Completely – 0%

Partly – 60%

Do not aware – 40%

Age group of 35 -44 years

Completely – 0 %

Partly – 58.3%

Do not aware – 41.6% Age group of 55-65 years

Completely – 0%

Partly – 55.5%

Do not aware – 44.4 %

13. Share your ideas and recommendations regarding the topic (optional):

It must be mentioned that most of the teachers 58.5% (31 out of total 53) left this field empty. Other respondents mainly shared two essential answers:

1. I would like to be aware this approach better and to use it in my daily practice, because it can be useful in my classroom , so training for teachers can be very helpful – 24.5 (13 teachers)

2. I would rather use this method in combination with other, more traditional methods- 20.7% (11 teachers).

5 Discussion

The aim of the questions of the first block was to reveal importance and frequency of usage the methods and strategies to improve the student's language

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proficiency and critical thinking skills. Data analyze allows us to conclude that the teacher's attitude varies between age groups. Instructors from I (25-34) and II (35-44) age groups are tend to use different activities and techniques to achieve their teaching goals. In order to improve the cultural competence instructors are using widely the different kind of movies and videos in their classrooms, historical facts and cultural information are also important in their practices. As for the trips this type of engagement is less popular within these age groups. Due to improve students' critical thinking skills teachers mostly prefer applying projects, debates, role plays. What is notable, 25% of total amount use almost all the activities given in questionnaires.

Personal interviews were conducted after the elaboration of the questionnaires, thus the main reasons of the teachers' decisions to choose the particular activities was as follows:

1. Their educational background which includes studying modern teaching theories, methods and strategies; 2. Participation in the trainings and in the different workshops connected to the second language teaching and acquisition; 3. Students' positive feedbacks on these type of activities; 4. Teachers' openness and readiness to face new challenges and techniques.

Other age groups were constituted by the instructors of 45-65. Data of these age groups present the different results, in contrary of the previous teachers group instructors in their classroom activities mostly applied folk stories and historical and cultural information, also the study tours due to the develop students cultural competences. One of the most preferable activities in order to develop critical thinking ability is the role play and social and cultural events to the particular age groups. According to the interviews these activities are familiar to the instructors of the above mentioned age groups which serve as traditional teaching tools for many years. The most highly used technique for all the groups is presentation, which is also the part of the daily classroom activities thus teachers are familiar and feel secure in this regard.

The interviews clarified one important observation that, for the most part, the teachers less tends to resort to the preliminary and post activities and analysis while using media activities. While discussing the second question, it was clear that the teachers preferably resort to the presentations and social and cultural events. However, in this case as well the events are not accompanied with the preliminary and post works, weaknesses and strengths are not analyzed especially regarding the social and cultural events.

After the analyzing the face to face interviews it was clear that the teachers' decisions to use the particular methods within the classroom activities are influenced by the several important aspects:

1. Lack of the skills and experience which are important to fulfill the necessary activities;

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2. Both positive or negative personal attitudes towards the given techniques;
3. Easy access to the resources or vs.;
4. Lack of technical skills;
5. Problems of time and classroom management;
6. Lack of readiness to face challenges and fear of novelties.

The third question implies the necessity of using extracurricular activities and teachers responded that they were using it widely; nevertheless deep interviews did not reveal the wide list or particular activities necessary to develop the students' skills. The type of activities was not specified in the answers. Little amount of the teachers answered that extracurricular activities are able to provide critical thinking skills, which emphasizes the instructor's awareness of the main principles of the critical pedagogy.

The analysis of the questioners and interviews presented that questions that require the answers based on personal experience and observation rather than subject knowledge or skills (questions 10-14), shows the same tendencies regarding the answers. It can be said that the answers fail to outline how the teachers analyze the problem upon such type of activity. Most of the instructors declare that the point of view of the students within the class is important for them and thus, they facilitate it in this term, however instructors abstain from extending it within the class. Teachers were discussing that the main reasons of it could be as follows: 1. avoiding the mess in the classroom; 2. low language proficiency of the students; 3. Lack of self-assurance of the students.

It is also worth to mention that most teachers consider that the classroom activities and acquired knowledge is important for the students' real life experience, but on the other hand it is hard to give the answers if the school activities support students to develop their attitudes to reality and diversity. It seems to be quite natural since the teachers are not able to brows students' behavior outside the classroom. But it also shows the weakness of the students' preparations in terms of the critical thinking ability.

The last block of the questions refers to the the knowledge theories and practices of critical pedagogy. In their answers and interviews instructors' discussed the importance of the critical pedagogy for the second language teaching classroom, otherwise they responded that their theoretical and practical background is less satisfactory, hence the interviews revealed that based on their experience they subconsciously are applying these methods in a certain extent.

6 Conclusions and recommendations:

The analysis of the results revealed that the teachers are not aware of the main principles of the critical pedagogy due to develop language learning and critical thinking. As a result of the study, we have developed certain

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recommendations aiming to assist the teachers in establishment of innovative approaches in the classes to achieve the certain and effective outcomes. Below you can find the table providing sundry aspects. On the one hand, the table provides the outlined targets to be achieved during the lessons and on the other hand, the material and resources useful for the teachers in achieving the outlined goals. We also offer the strategies and methods to facilitate to elaboration of some certain material and resources and achievement of outlined goals. The table allows the teachers, deriving from the particular situation composing the combination(s) of the desired material and strategies.

Outlined goals

Material/resources

Strategies and methods

Development of critical and analytical thinking.

The texts of the informative, analytical and fictional nature (authentic and adapted). Media means. Direct contact with the native language speaker.

Reading out loud, critical reading, definition of key words, interpretation and critical realization, brainstorm, sharing and estimating the ideas and points of view related to the text, communication of the positions, argumentation, individual, couple and team work.

Development of the still for independent decision-making and conclusions.

Case consideration, multimedia, various genre documents.

Team work, role play, debates, modeling, study, composition of questionnaires.

Increase of self-confidence.

Success stories, texts of various genres, multimedia.

Debates, modeling, team work, role play, individual presentations, participation in the natural routine situations.

Detection of superstitions and prejudices and elaboration of the skill to deal with them.

The texts enhancing socio-cultural competences, multimedia.

Experiment, short lingual and ethnographic trips, exchange activities, full lingual penetration, team work, work in couples.

Development of sense of equality.

Social advertisement, famous political texts, laws, socio-cultural competence enhancing documents, human rights oriented documents and laws, multimedia.

Estimation, analysis, discussion, presentation, communication of the positions, debates.

Intercultural and multi-cultural competence development.

Texts, multimedia, advertisement, texts developed on one and the same topic, films in native and target cultures. Comparison, confrontation, analysis, deduction, induction, debates, presentation.

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Naturally, various activities and strategies can be applied at the learning stage deriving from the local context and the goals of the certain lessons. At the same time, one and the same material and activities can be applied at various stages, however, the capacity, intensity of provision of information and analysis shall vary.

At the initial stage of learning, the student acquires the basic lingual knowledge and at the same time, gets developed the basic multi-cultural skills, creative thinking and socio-cultural competence. Chasing this purpose, the teacher may act in the format of provision of information and provide the texts (in the native language or adapted in the target language) about the historical heroes, events and characters. The following resources may as well be used: photos, pictures, video material and fairy-tales. As to the activities, the teacher may use the loud reading, critical reading, team work, role play, trips, presentations etc.

At the interim stage of learning, all above-mentioned skills are being developed and all outlined goals are being achieved according to the certain class and targets. Following activities may be as well used: discussions on problematic issues, including on the issues initiated by the students, presentations, development of the projects on interesting and socially relevant issues, debates and class conferences, field and educational events and analysis thereof from various point of view, collection of information through media, processing and analysis of the material etc.

At the final stage of learning, the transformative and social activity level is being intensified. Socio-cultural and multi-cultural competence is being increased and critical thinking and media literacy are being developed as one of the forms of critical thinking. At this stage, the student shall be able to associate his/her experience with the problems, acquired knowledge, local social context and routine life experience.

The activities of all types provided in the table can be used at this stage, namely: watching and analyzing respective films, various films on one and the same relevant issue, comparative analysis and debates, consideration of the novels and works of other arts, expression and protection of own opinion, discussion, debates, participation in the school or regional conferences, video conferences on international level, participation in essay competitions etc.

In the end of the study, we will consider the role of the teacher of a language at the lessons based on critical pedagogical approaches. The teachers assume various functions at various stages and deriving from various purposes. The teacher of a language has strictly outlined sundry important roles in the modern studies: controller, organizer, participant, tutor, observer, expert, dictator, and source (Harmer, 2001,57-62).The studies reveal two more additional functions, namely: mediator and supporter (Hedge, 2000, 28-29). At the same time, the teacher shall manage to deal with the "culturally sensitive" issues, which as a rule, often occur during teaching the language as one of the significant challenges.

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The teacher is responsible for integration of the context and teaching the language. The teacher shall ensure support and facilitation to the students by means of:

1. Selection of the material and adjustment/adaptation thereof to the teaching objectives on lingual level;

2. Preliminary provision of the vocabulary and lingual structures and means and facilitation to application thereof in the practice;

3. Creation of a favorable milieu for the students to express their opinions and support their lingual knowledge with development (phrases, non-verbal communication rules, socio-cultural competence and verbalization means thereof);

4. Teaching the lingual signals to be used by the student for telling the basic and secondary information apart.

The questionnaires, filled out by the teachers and interviews have revealed that they have scarce information about the critical pedagogy approaches, rarely use them and often, their use is unreasonable and unconscious. Hence, we considered it expedient to offer the brief instructions and the list of the activities and material/resources the combinations of which will facilitate the teacher to give knowledge to the students and make them develop the skills facilitating to their social integration and welfare.

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