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Choi, Soo Jung. (2013). The possibility of critical pedagogy in TESOL teacher education in Korea. *Modern English Education*, 14(2), 239-262.

The present study examines the experiences of eleven pre- and in-service English teachers in one semester-long graduate seminar designed to introduce critical pedagogy in TESOL. Data were collected from multiple reflection papers and observation notes throughout the spring semester of 2011 and were analyzed qualitatively. The findings demonstrate that the majority of the participants in the study found the content of the critically-oriented seminar hitherto unheard of and thought-provoking, which they consider to be important for future teachers to learn. Provided with the opportunities to deconstruct the monolingual paradigm and native speaker superiority and to imagine more democratic TESOL practices in Korea, they gradually began to view themselves in a positive light, regaining self-confidence as legitimate and competent teachers of English. In addition, the teachers articulated that they wanted to introduce what they had learned in the seminar to their students so that the students could become critically aware of issues related to the global spread and power of English in the contemporary world, as well as its socio-cultural manifestation in their lives as users of English. The study draws attention to the importance of developing a balanced approach to Korean TESOL that not only helps students improve their communicative competence, which is indispensable in the global era, but also ensures they do not lose sight of inequalities and oppression intricately related to current TESOL practices.

[critical pedagogy/teacher education/professional identity of teachers/
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(Holborow, 1999; Pennycook, 1994). , 가 가

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(Auerbach, 1995;
Canagarajah, 1993; Pennycook, 1994, 2001; Phillipson, 1992).

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(, 2009; 가 , , 2011; , 가 , 2007; K. Sung, 2007).

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II.

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 Giroux(2001) ,
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 Freire(1970)
 ‘(the banking concept of
 education) ,
 (libertarian education) .
 (Shor & Freire, 1987),
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 (Auerbach, 1995; Giroux, 2001; McLaren, 2003),

2.

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 1990 (Canagarajah, 1993; Lin, 1999; McKay & Wong,
 1996; Nelson, 1999; Peirce, 1995).
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 (Abednia, 2012; Brutt-Griffler & Samimy, 1999; Frye, 1999;

가 . Golombek Jordan
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Abednia(2012)

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Pessoa Freitas (2012) Crookes Lehner(1998)
2000 (, 2006; , 2011;
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— 가,
(p. 224).

¹ (2009) critical pedagogy ‘ (p. 207).

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Kachru & Nelson(1996), McKay(2002), Widdowson(1992), Kirkpatrick(2006), Phillipson(1992), Skutnabb-Kangas(1998), Medgyes(1992), Braine(1999), Canagarajah(1999), Thomas(1999)

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(Stake, 1995)

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(Abednia, 2012; Golombek & Jordan, 2005)

(Brutt-Griffler & Samimy, 1999; Frye, 1999; Graman, 1988; Huang, 2012; Pavlenko, 2003; Pessoa & Freitas, 2012; Rivera, 1999).

(Pavlenko, 2003)

(Brutt-Griffler & Samimy, 1999; Golombek & Jordan, 2005; Pavlenko, 2003).

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(Brutt-Griffler & Samimy, 1999; Pavlenko, 2003),
(Abednia, 2012)

Brutt-

Griffler Samimy(1999) 17
Golombek Jordan(2005)

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VI.

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(Bourdieu, 1991) , ,

(Holborow, 1999; Pennycook, 1994; Phillipson, 1992).

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(Examples in): English

가 **(Applicable Languages): English**

가 **(Applicable levels): Tertiary**

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