

**Symposium title:** Deconstructing the “critical” in critical pedagogies: Teacher and Learner Perspectives

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**Symposium format:**

- Symposium Multimodal

**Symposium mode:**

- Hybrid

**Sub-themes:**

- LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- LINGUISTIC SOCIAL ISSUES: linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice

**Short abstract in English:**

Critical approaches to language education engage students deeply with cultural content and empower them to question how language and culture embody, maintain, and challenge structural inequalities and biases. The goal of this symposium is to explore how and to what degree critical inquiry is present in language classes that enact critical approaches from the perspectives of student learning and teacher understanding and enactment.

**Argument:**

Critical approaches to language education, including multiliteracies pedagogy (New London Group, 1996), social justice education (Hackman, 2005), or transformative learning (Mezirow, 1997), are at the fore in the 21st century. These approaches develop learners' language proficiency, engage them deeply with cultural content, and empower them to question how language and culture embody, maintain, and challenge structural inequalities and biases. Critical inquiry is thus essential to these approaches, but how and to what degree is it present in language classes?

The question guiding this symposium stems from research suggesting that engagement with critical pedagogies is variable in language education. For instance, teachers and students do not always see connections between the critical analysis of cultural content and the linguistic focus typical of language courses (e.g., Kubota, et al., 2003; Ramos Leiva et al., 2021). Moreover, teachers can develop nuanced understandings of concepts underlying critical approaches, but they often struggle to translate these understandings to classroom practice (e.g., Allen, 2011; Nauman, 2014). Finally, institutional culture, curricular content, resource

availability, and personal reticence can inhibit full integration of critical pedagogies into language education (e.g., Wassell et al., 2019). These research findings suggest the need to better understand what facilitates and constrains implementation of critical pedagogies and to deconstruct critical inquiry and its enactment in language classrooms.

We therefore invite proposals that explore how and to what degree critical inquiry is present in language classes that implement critical pedagogies, from the perspectives of student learning and teacher understanding and enactment. Proposals may address questions such as: Why is it important to carry out critical inquiry in a second language? What facilitates and constrains implementation of critical inquiry in language classes? How do teachers and students engage critically with cultural and linguistic content? How can teachers critically evaluate curricular content and instructional practices? What supports enhance teachers' understanding and enactment of critical pedagogies?

### References:

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- Wassell, B. A., Wesely, P., & Glynn, C. (2019). Agents of change: Reimagining curriculum and instruction in world language classrooms through social justice education. *Journal of Curriculum and Pedagogy*, 16(3), 263-284.