



The 'Critical' in Language Education

Presenter:

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Aim of this talk

- To introduce the 'critical' in language pedagogy

The word 'critical'

- Critical discourse analysis
- Critical language awareness
- Critical pedagogy
- Critical literacy

Critical Discourse Analysis

Analysis of how power and inequality is constructed through discourse.

- Different schools:
 - Norman Fairclough: three-tier approach CDA
 - Ruth Wodak: Historical contextual CDA
 - van Dijk: Socio-cognitive CDA

Discourses?

- Naturally occurring interactions (e.g. classroom)
- Photographs, images,
- Media: movies, newspapers, documentaries
- Websites
- Textbooks
- Policy documents



CDA example

Global Textbooks

Culture and authenticity in English textbooks

A garage sale is a sale of items you no longer want or need. People have these sales in their home, yards, or garages. It is a way for sellers to make money in their homes, yards or garages. It is a way for sellers to make money by getting rid of old items. It is also a way for buyers to get secondhand items, or used items, cheaply.

Look at the list below. With a partner decide which items you would want to buy new and which items you wouldn't mind buying secondhand Write N or S. Then discuss your answers with your classmates. (p. 47)

Hynes & Baichman, (1989).Breaking the Ice. New York: Longman

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McKay



Students are then asked to check the following items: a cassette recorder, shoes, pots and pans, a mattress, children's toys, a rocking chair, sheets, blankets and pillows, a clock radio, babies' clothes, old records, picture with frames, a tablecloth, jewelry, a toaster, a rug, underwear, a winter coat and tools.

Let 's Talk 1 (pp. 56-57) and Let 's Talk 3 (pp. 24-25)

- By assuming everyone is exposed to and interested in western culture, the text uses various famous people that may not be familiar to the students.

13A I know that name!

Activity 1 **A Pair work** Look at these people. What are they famous for? What do you know about them?



Michael Jordan



Ricky Martin



Celine Dion



Russell Crowe



Meg Ryan



Chow Yun-Fat



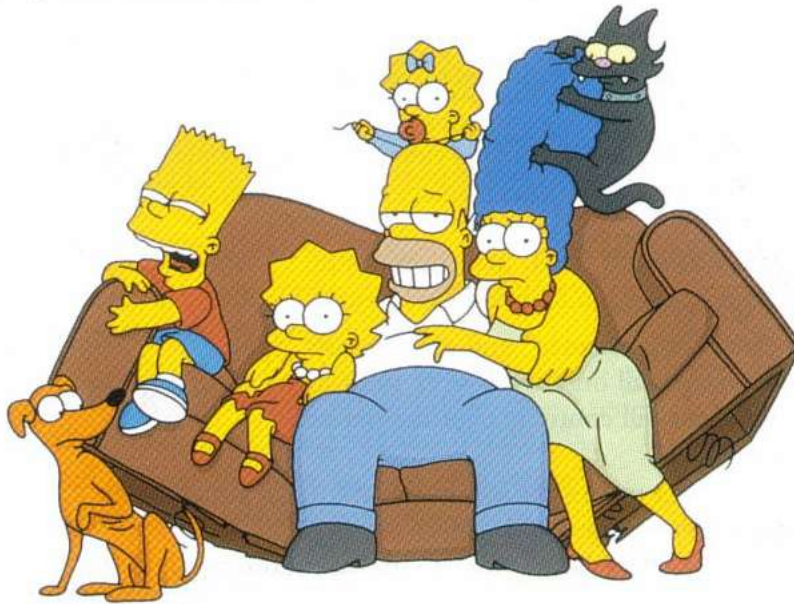
Tony Blair



Salma Hayek

Activity 3

A Pair work Look at the picture of the Simpsons, a family in a popular TV show. What do you know about them?



Born to Be King



Prince William was born in _____ on June 21, 1982. He was the first future king of England to be born in a _____ and the first to go to nursery school. However, his life is not typical. He has bodyguards wherever he goes. He can't fly in the same _____ as his father, Prince Charles, because an accident might take the lives of two future _____.

In many ways, he is just like other people his age. He enjoys action _____ and watches MTV whenever he can. He enjoys painting, playing video _____, drawing, and playing soccer. Some people say that he doesn't want to become king, but Prince William will probably be King William V someday.

Activity 2

A Pair work These famous people died at an early age. There is one mistake about each person. Try to find the wrong information.

Name	Minibiography
Marilyn Monroe	American actress, famous films include <i>Some Like It Hot</i> and <i>Breakfast at Tiffany's</i>
Bruce Lee	Japanese-American film star, appeared in kung-fu action films in the early 1970s
James Dean	American movie star and rock 'n' roll singer, died at the age of 24
Vincent van Gogh	Nineteenth-century German artist, famous paintings include <i>Sunflowers</i> and <i>Starry Night</i>
Princess Diana	British royal, known for her glamour and humanitarian work, died in Paris in 1999

Assignments/Theses topics

- Collect naturally occurring interaction data in a language classroom and analyze how a stuttering student is treated by the teacher and the fellow classmates.
- Analyze how professional roles are represented in terms of gender in English textbooks of Grade 9 and 10
- Analyze how 'Nepali' culture is constructed in English textbooks....
- Critically analyze how VP Paramanda Jha's oath in Hindi is constructed by media.



Critical Pedagogy

'Critical'? in pedagogy

Freire (1972), Giroux (1981) and Apple (1982):

- critical pedagogy is primarily concerned with critiquing existing educational institutions and practices, and subsequently transforming both education and society.

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- critical pedagogy is primarily concerned with **critiquing** existing educational institutions and practices, and subsequently **transforming** both education and society.

Several names

Critical pedagogy

Radical pedagogy

Feminist pedagogy

Transformative
pedagogy

Pedagogy of
possibility

Pedagogy of
empowerment

Concerns in Critical/Transformative Pedagogy/Literacy

- Kumaravadivelu (2003) : parameters of particularity, practicality and possibility
- Freire (1970): Pedagogy of the Oppressed: Problem-posing nature of education; critical consciousness raising
- Morgan and Ramanathan (2005): Curriculum design based on students' experience, and forms of discrimination in their community
- Social Responsibility Interest Section in TESOL & Global Issues Specific Interest Group in IATEFL

Concern?

“In this area there has been too much theoretical discourse and not enough practical analysis! There are very few reported studies in EFL contexts.”

Graham Crookes



Critical pedagogy

Two important aspects

- Give students voice
- Critical analysis skills

The Tamang Project

Privileging Indigenous Knowledges: Empowering Multilingual Education in Nepal

DAVID A. HOUGH, RAM BAHADUR THAPA MAGAR
and AMRIT YONJAN-TAMANG

The Tamang Project

- Critical indigenous pedagogy
- Workshop for teachers
- Two schools in Rasuwa

The Tamang Project

- Herbal medicines and healing practices
- Traditional and modern knowledge and skills
- History, numerical systems, weights and measures
- Relations, belief systems and practices
- Life rituals, feasts and festivals, songs, lyrics and poems



Critical Language Awareness

Critical Language Awareness (CLA)

English as a Global Language	Critical Language Awareness	Linguistic Imperialism
<p>English opens doors to opportunities and mobilities No English-no jobs, no education, no mobility, nothing, etc.</p>	<p>Knowledge of the dominant (English) can be gained without denigrating the local</p>	<p>English as a killer language, language shift and language death, devaluation of local culture and languages,</p>

Critical language awareness

- Importance of 'noticing', applicable to marginalized language speakers
- Deconstruct the standard language ideology.
- Dialect awareness
- Non-standard language awareness (AAV)
- Pidgin and Creole awareness
- Native/Heritage language awareness (think of internal migrants)

Assignment –

- Develop a lesson or activities which ask all of the students to discuss and present on their languages and cultures and how they make use of their languages in their lives, both in and out of school. The students can bring in an artifact from home which represents their home language(s)/ culture(s), and they can be encouraged to teach the class some expressions in their home language. The Tharu language in Chitwan, for example. The students should also be encouraged to work with their parents.



● BREAK



Critical Literacy

Critical Literacy is...

an educational practice that focuses on the relationship between language, social practices, citizenship, intercultural relations and global/local issues, with several implications for our understanding of language, our pedagogical practices and the role of teachers.

How it connects to you: Issue-based teaching:

- Critical literacy addresses various issues like **race, gender, education, politics, human rights, environment, peace, and so on**
- The process and level of engagement is as important as the issues themselves.

Inspiring Examples

- Shin and Crookes (2005): Make small scale interventions within the existing institutional constraints
- Konoeda and Watanabe (2008): Raise students' consciousness on matters relevant to their lives
- Ajayi (2008): Connect ESL pedagogical practices to issues of power, equity, and social justice



BAL'S PROJECT

Part I: Materials Design

Textbooks



Materials and Process

Materials:

Materials: Newspaper and magazine articles, pictures, and videos

Process:

1. Selection of readings, pictures, videos that go with lesson themes
2. Adapting or/designing these materials that go with the course goal.
This may include simplifying the original texts, introducing new grammar and vocabulary items in those readings, shortening the length of the materials, etc.
3. Designing pedagogical activities based on the teaching materials above
4. Producing the final form of the materials in three lessons in the following format: Lesson goal; materials to be used; teaching-learning activities; post-lesson activities

Intervention/Dissemination

- Sharing in a professional discussion blog for English teachers in Nepal:
neltachoutari.wordpress.com
- <http://neltachoutari.wordpress.com/2012/08/01/a-brief-reflect-3/>
- Complete lessons (desktop)



Part II

Workshops 2012 Summer

World through words?
Adapting Critical Literacy in EFL

Prem Phyak

Bal Krishna Sharma

Doctoral Students

Department of Second Language Studies

University of Hawaii at Manoa, USA

2012/05/15 11:28

Procedures

- Icebreaker and introduction
- Session 1: Input on Critical Literacy
- Session 2: Lesson plan reading
- Session 3: Lesson plan design and demo
- Evaluation and Reflection

Issues Elicitation

Task I: What are some critical social issues in your locality?

- Gender inequality in education
- Domestic violence, e.g.
- Dowry in marriage
- Discrimination of gender at and after birth
- Caste/ethnicity/class discrimination
- Brain drain
- Human trafficking; Cultural pollution/ degradation/ imperialism; kidnapping
- Poverty; Child labor; drug addiction; superstition; sexual harassment; global warming; bullying; cyber bullying; corruption; unemployment; price hike; energy crisis;

Reading a sample lesson plan

- Quickly read the text in page 6-8
- What are the teaching items for this lesson? (page 1 top)
- What are the SLOs and instructional materials?
- What are the main components of the lesson plan?
- What activities, materials, and SLOs are mentioned in the lesson?
- What do pre-reading activities include (page 2-4)? Fill out some slots in page 2, 3 and 4.
- What activities are used for the reading text?
- What grammar items are focused in this lesson?
- What makes this lesson more interactive? How does this address critical literacy issue?



© Prem Phyak

Groups



Critical issues

- street children,
- elderly population,
- pollution,
- witchcraft practice.

Home assignment: > Visit your locality and make a report of street children and child labour on the following headings.

- * Introduction
- * Objectives
- * Methodology
- * Finding
- * Conclusion.

Prepared by
Group 3

Street Children

Muna, Radha Krishna, Binod
& Kedar.

mp: One
Illustration

LESSON TITLE: THE AIR UP THERE

LEVEL: TEN

TEACHING ITEM: VOCABULARY

STUDENT LEARNING OUTCOMES

The Students will:

- * Critically reflect on the issues of pollution.
- * Critically think the meaning and tell the meanings.
- * Engage in dealing the causes of these problems and preventive measures.
- * Compose a story using a set of pictures.

INSTRUCTIONAL MATERIALS

* Newspaper cut outs

* Pictures

* Word cards

2012/05/15 15:38

a. The teacher asks open questions about elderly as

- Do you have grandparents?
- How old are they?
- Who cares them?
- Are they facing any problems?
- Are they living happily?
- How do you help them?

4. Pre-reading Activities (10 minutes)

- Picture study; What do you see in the pictures?, Tell one s
- Work with worksheets (pair work)

- | Topic | Information |
|---------------------------------------|-------------|
| - Name of the elderly | |
| - Relation | |
| - Age | |
| - Physical Features | |
| - Condition of teeth, hair, cloth etc | |
| - Sickness | |
| - Loved / Hated by others | |
| - Desires | |

5. Reading (25 minutes)

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- Read the text and answer these questions:-
 - What do you mean by co habitation?

Lesson plans demo



SESSION 4!

Reflection in groups

1. What did you learn from this workshop?
2. Why is it important to use critical social issues in teaching English?
3. Does it work in your context? What challenges do you foresee and how will you overcome them?
4. What will you use the knowledge and skill that you learned today in your 'real' classroom teaching?

Assignment

- Offer a workshop on Critical Pedagogy/Literacy to a group of secondary level teachers. Collect their reflection through FGDs. Ask each of them to prepare and implement one lesson using CP. Video-record the teaching. Finally, analyze their reflection.
- That could be your 'thesis' for M Phil

Questions/Comments

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