



Contribution ID: 86

Type: **Research-oriented Oral Face-to-face presentation**

## What Case Studies Tell us about Critical Language Pedagogy in University EFL Teaching in Japan

*Saturday 17 May 2025 14:50 (25 minutes)*

### TITLE

What Case Studies Tell us about Critical Language Pedagogy in University EF

### RELEVANT SIG

Global Issues in Language Education

### FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description

### KEYWORDS

Critical Language Pedagogy  
Case Study Research  
University EFL

### First-time presenter?

### ABSTRACT

The number of papers being published on Critical Language Pedagogy (CLP) in Japan is growing (Jackson & Kennett, 2025). This literature is largely composed of individual teachers' reports on their incorporation of CLP principles into their teaching practices. These teacher-researchers have explored such themes as sociocultural compatibility, student receptivity, teacher pathways, and ethical issues relating to the implementation of CLP in Japan. Despite this, the extent and variety of CLP practices is still to be fully understood and documented. In this presentation, we first introduce our ongoing multi-case investigation into the teaching philosophies, backgrounds, and practices of twenty self-identifying critical language pedagogues in Japan. We then show how, methodologically, case studies can be an effective approach to exploring the experiences of teachers

within their unique and specific contexts. Using examples from our data, we describe and account for the reasons why teachers' stated ideas and philosophies are not always realized in their practices. We show that not only can case studies contribute to our theoretical understanding of CLP, they can also have useful teaching implications for practitioners.

Reference:

Jackson, L & Kennett, B. (2025). Critical language pedagogues in Japan: enhancing student receptivity. *ELT Journal* 79:1.

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**Session Classification:** B8-113 SAT: Task-Based Learning, GILE & PIE; SUN: Study Abroad, Vocabulary

**Track Classification:** Global Issues in Language Education