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RESEARCH TIMELINE

Critical language pedagogy

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Introduction

There are long and diverse strands of thinking about how schools and schooling, teaching, curriculum, and learning could be conceptualized and developed so as to foster what is often loosely called social justice. Many of these strands go back (in Europe) at least to the French Revolution. The original term that encompasses this area is 'radical pedagogy[1]' (that is to say, a pedagogy suitable for radicals[2] or radical purposes; cf. Crookes, 2009). Emerging out of this area in the post-World War Two era, one version of this thought and practice that has become somewhat influential in language teaching is 'critical pedagogy', and 'critical language pedagogy' (CLP) is a key term used to refer to applications of the concepts of critical pedagogy to second language (L2) contexts.

Since CLP (by definition) takes stances opposed to the mainstream in many aspects of its theory and practice, it is not surprising that this tradition has a comparatively slight professional and academic literature. Its development has been quite slow and gradual, because only a handful of specialists have had the favorable conditions necessary to explore it and put down the results of their efforts in print. (For an account of opposition faced, see Morgan, 1997).

In this timeline, I draw out some of the main threads in the development of CLP. It is, necessarily, a simplification, and subject to the constraints of a developing genre in this journal, and of publication and referencing space, as well as the partiality or subjectivity of the author.[3] In addition, 'The appearance of a continuum generated by the quality of ideas is not always the case. Looking through the rear view mirror of final publications may be misleadingly coherent. I think it's the little skirmishes, disruptions and individual transgressive acts by authors/researchers and editors that are the real drivers of change' (Brian Morgan, personal communication).

The timeline refers to key concepts for CLP. As with any specialized area, there are central concepts of importance, and researchers have taken time to explore, develop, or clarify these. In CLP there are a few terms which are *sui generis* (such as *Critical Pedagogy* itself) and there are others which, while common terms of art or theoretical concepts in applied linguistics and elsewhere, have to be explored in answer to the question 'how does or should CLP address this area?' – for example, *Race*. Without such theoretical clarification, or in some cases instantiation and conceptual exposition, practical work cannot easily go forward. In the first group of terms are *Critical Pedagogy* itself, *Critical Consciousness*, *Critical Dialogue*, *Criticality*, *Critical Literacy*, *Code*, *Feminist Pedagogy*, *Critical Needs Analysis*, and *Critical Vocabulary*. The latter group would include *Sexual Identity/Queer Theory*, *Race*, *Class*, *Emotion*, *Assessment*, not to mention *Teacher Development*, *Teacher Education*, *Heritage Language Learner*, and *World Languages*.

The timeline lists certain initial or breakthrough publications. That is, when I have felt comfortable in saying 'This appears to be the first work of its kind', I have pointed it out. Since the timeline should attempt to show what came about and when, and by implication, what was NOT present when, I have in a few cases noted the prolonged absence of what might have been expected earlier: for example, CLP's early failure to engage with *Race*, or similarly its lack of engagement with *Sexual Orientation* as it relates to teaching and to the instructed learning of an L2 (which, when it finally appears, is not very explicitly motivated by previous CLP work).

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The body of work considered in this report shows some degree of progress and the accompanying timeline suggests a pattern of gradual growth over more than 40 years in our field. Insofar as there has been progress, it has mostly manifested itself as a broadening or expansion of the initial ideas beyond the main L2 (English), beyond the initial institutional context (adult English as a second language) (ESL), beyond an initial social justice-related category (*Class*), and beyond initial countries (say, the US and Canada). The literature in this tradition begins in the 1970s with general conceptual overviews and accounts based on practice (often in the form of small case studies or partial narrative discussions). These draw inspiration from outside applied linguistics, from the key sources of critical pedagogy (of the late 1960s and early 70s), initially an approach to first language (L1) adult literacy. By the 1980s, there are theoretical treatises, a handful of significant examples of materials, and a few extended works combining empirical report with curriculum theory and materials presentation and analysis. In keeping with developments in critical pedagogy elsewhere in educational (non-language specific) contexts, it began in the mid-1990s to engage with newer sites and causes of oppression, namely gender and sexual orientation, though not until the turn of the century did it consider race (and to a small degree, culture). The 1990s through to the turn of the century saw an increase in the depth of theoretical work and breadth of practical reports but not until the beginning of the century is there work on world languages and in English as a foreign language (EFL) contexts. As CLP has spread geographically or culturally into EFL countries, it has appeared in areas which some observers might have thought quite unfavorable to such challenging practices.

Many reports are at the level of a one-shot attempt at implementing a CLP, and in form and content are a simple case study report, very often examples of teacher research (usually without explicit connection made to that tradition of action research). They contain empirical data, but it is unusual for that data to have been collected, analyzed, or reported with a high degree of research methodological sophistication or explicit signaling of theoretical or conceptual rigor. I am not saying these works are necessarily of poor quality; rather, they must be considered as reports from a front-line which has some degree of danger and difficulty, and thus likely to be partial, not always polished, or deliberately reflect a writing style intended to be maximally accessible. However, by contrast, a few publications (including some key works preceding L2 applications) are indeed polished, book-length accounts, whether the result of years of work reflected upon by major figures in critical pedagogy, or the materials and curriculum of substantial projects. A number of studies, written within the last decade or so, can be identified which probe key concepts (as opposed to considering an entire range of thought), or focus on a specific area of practice (as opposed to a case or a classroom). In addition, we are seeing more substantial literature reviews ranging over sets of case studies, as well as longer works (e.g., book-length edited collections) bringing together diverse perspectives. So, the literature is certainly more substantial than it was, even if the practices of CLP remain (as perhaps they always will) outside the mainstream and therefore reports of them simply will not be numerous.

In developing this timeline, I have something of a responsibility to identify progress in research if I can find it. One datum suggesting progress is the fact that over the last ten years, more dissertations have been done in this area than ever before. That is, while smaller studies of the kind mentioned in the previous paragraph continue to appear, there are also some longer and more complex works coming out the most recent of which are dissertations that have yet to be published in article or book form.

As for research methodology, the predisposition toward the case study is accompanied by a broadly qualitative research perspective. Few, if any, works used an experimental or quantitative approach. I have singled out just one such for listing in the timeline (Ashtiani & Babaii, 2007*), and this case does not have a strong connection to other CLP studies. Understood broadly, this 'research methods predisposition' also suggests an inquiry orientation in which holistic understanding, rather than causal explanation relating together selected factors, is the preferred goal. Similarly, the overall approach could be described as inductive and exploratory, in that this work moves forward gradually accumulating more and diverse cases, rather than posing explicit hypotheses which are then subjected to test.

*Indicates full reference appears in the subsequent timeline.

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This would be consistent with advice provided by the person to whom the tradition in question is often attributed (Freire), who commented that there was no one *método Freire* and that he (that is, his ideas) had to be reinvented for each circumstance or context (Freire, Freire, & de Oliveira, 2016).

The most obvious gap in the timeline and the body of literatures of CLP is 'with beginners'. There are also few studies pertaining to young learners (though there are some; Kim [2014*] is my marker here). World languages, as an area, appears very early but remains tiny by comparison with studies of English, whether in ESL or in EFL contexts. And an area in which there is developing work but which is most practically important in its limitations is still *Materials*. There are conceptual reasons for the latter (the very local vision that CLP has of what is needed in the area of curriculum and materials). But that does not get us out of the problem that as a result it is certainly hard to quickly show what CLP might look like. Without something moderately tangible, such as published materials, this is difficult. If the question is 'What would I use to teach a L2 in this way?', my answer, as a teacher educator, could be 'Go and read Brian Morgan's [1998*] book'; but this is not so immediate as 'Here's a sample lesson plan or typical textbook that may work with your kind of students'. Finally, on this theme, since testing and assessment is one of the areas where power and oppression particularly manifest in language teaching, the fact that language testing has some growth is encouraging (thanks to the efforts of Shohamy [e.g., 2001*]) in particular, but it is still one of the least fleshed-out parts of the domain, certainly relative to its importance.

In the timeline, the reader may be able to see the gradual expansion through initial compressed sketches of theory and practice (mostly concerning the acquisition of first language and literacy) from Freire in the mid-twentieth century, moving almost immediately through expansion of ideas in terms of L2 curriculum, case studies, and materials examples. Then the line broadens out, addressing gender, sexual identity, and eventually race (and culture), while accruing further cases in non-Western countries and EFL contexts. There is a substantial deepening of theoretical and practical understanding as we enter the present century, and an extension to language teacher education that was more or less absent earlier. There is also a gradual move toward other L2s; for example, while we have spent decades with almost exclusively English as the L2 of CLP, in the new century we have footholds in less commonly taught languages such as Japanese (Kumagai & Iwasaki, 2011*) and Filipino (Parba, 2018*), or even isiXhosa (Lewis, 2019*). Though having mentioned these conventional 'sites of oppression' (gender, sexual identity, and race, which should be accompanied by their classical first such term: 'class'), perhaps it is worth citing that, as a critical observer looking across the wider field of applied linguistics as a whole, Block comments (2014, p. 166) on the continuing absence of 'class' from studies of L2 teaching: 'There seems to be little space for conversations about … how teachers might incorporate into their teaching the raising of class consciousness among their students.'

In compiling the entries for the most recent decade, I have had to be more selective and have tried to note in particular studies that can be pointed to as indicating something like accumulation of knowledge, or the continuation of lines of work. This seems to take more the form of a deepening (though still partial) understanding of practice in areas already adumbrated in earlier work. Perhaps I can optimistically characterize these publications as providing greater depth to topics only very lightly sketched or hinted at before. For example, Shin established that CLP was not impossible in the English classes of South Korean high schools (Shin & Crookes, 2005*); a decade later, West (2014*) demonstrated how it can be done in even more challenging parts of that country's English education system (the private cram school). Or more broadly, Freire (1967*) having posited 'critical consciousness' as an essential goal and requirement of critical pedagogy, very recently Leal (2018*) provided empirical data concerning what that looks like and how it might be arrived at among L2 teachers. Or less obviously critical but at least participatory, the broad thrust of Shohamy's work on critical L2 assessment can be seen as complemented by the detailed study of the benefits of a participatory approach to classroom EFL testing previously mentioned (Ashtiani & Babaii, 2007*) as well as a promotion of this sort of thing to teachers by Murphey (2017*).

In educational contexts of increased surveillance, the future of any approaches not mandated by central authorities is not bright. But in an era of wide (internet-mediated) access to even the long

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tail of alternative perspectives, perhaps this contribution of key items of hard-won understandings of CLP will inspire still more attempts at emulation and development.[4]

The fourth column in the timeline identifies major themes addressed in the works cited, as follows:

C – Culture
CM – Curriculum and materials
EAP – English for academic purposes
EFL – English as a foreign language
ESL – English as a second language
K – Key concepts
O – Overviews, surveys, introductions, theoretical works
T – Teaching
TA – Testing and assessment
TE – Teacher education and development
WL – World languages

Notes

[1] An early appearance of the phrase is in an appropriate location: *The New Review,* 'a magazine of the American radical movement' (Davenport, 2011, n.p.), discussing 'an immediate demand, complete democracy in education' ('Democracy in Education', 1914, p. 190), links 'radical pedagogy' (p. 191) to the educational ideas of Condorcet and the radical William Godwin, Shelley's father-in-law. (Retrieved from https://www.marxists.org/history/usa/pubs/newreview/index.htm)

[2] The Oxford English Dictionary provides the relevant definition of this word (Radical, 2008) as 'Advocating thorough or far-reaching political or social reform' and finds it in use in and around the period in question by the poet Shelley (1820, p. 8): 'Kings and laurelled Emperors, Radical-butchers' (also p. 17: 'ultra-radical').

[3] At present, the language most prominent in the literature of 'critical language pedagogy' is English. Partly as a result, rightly or wrongly, most publications in this area do appear in English, even if carried out in Brazil, Iran, or Korea, etc. But as an early counter-example, note Kubota (1996), published in Japanese.

[4] I thank my three reviewers, who are all my seniors in this area, for helping me spot gaps and fill them. The article has greater accuracy and comprehensiveness for their work on it.

[5] Short versions of this work appeared in Crawford-Lange, L. (1981). Redirecting L2 curricula: Paulo Freire's contribution. *Foreign Language Annals*, *14*(4/5), 257–268; and in Crawford-Lange, L. (1982). Curricular alternatives in second-language learning. In T. V. Higgs (Ed.), *Curriculum competence and the foreign language teacher* (pp. 81–113). Skokie, IL: NCTE. Reprinted in M. H. Long & J. C. Richards (Eds.), *Methodology in TESOL: A book of readings* (pp. 121–144). New York, NY: Harper & Row.

[6] However, the term had been in circulation before that. 'In 1979… we established the Critical Pedagogy and Cultural Studies forum at OISE [University of Toronto] … [and] a number of us started publicly using the term 'critical pedagogy'" (Simon, 1992, p. xv).

[7] This study continued to be influential in its expanded, book-length context: Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford, UK: Oxford University Press.

[8] This will be followed by the author in various publications including a complete book-length treatment of the area: Benesch, S. (2001). *Critical English for academic purposes*. Mahwah, NJ: Erlbaum.

[9] Reported at greater length in McMahill, C. (2001). Self-expression, gender, and community: A Japanese feminist English class. In A. Pavlenko & A. Blackledge (Eds.), *Multilingualism, second language, and gender* (pp. 307–344). Berlin, Germany: De Gruyter.

[10] The ideas were developed at book length shortly afterwards, in Shohamy, E. (2001). *The power of tests: A critical perspective on the use of language tests*. New York: Routledge.

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'Democracy in education'. (1914). *The New Review*, *2*(3), 190–191.

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Freire, P., Freire, A., & de Oliveira, W. (2016). *Pedagogy of solidarity*. New York, NY: Routledge.
Kubota, R. (1996). Critical pedagogy and critical literacy (in Japanese). *Nihongo Kyoiku Ronshu*, *6*, 35–48.
Morgan, B. (1997). The politics of publishing: Positioning critical voices in an ELT journal. *College English*, *7*(1), 14–31.
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Shelley, P. B. (1820). *Œdipus tyrannus*. London, UK: J. Johnston.

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Year	References	Annotations	Theme
1967/1973	Freire, P. (1967). *Educação como prática da liberdade.* Rio de Janeiro: Paz e Terra. Originally published in English (1973) as *Education: The practice of freedom.* New York, NY: Seabury Press.	Although Freire's *Pedagogy of the oppressed* is the most commonly identified point of origin for critical pedagogy and its literatures, it is this earlier work (Freire, 1967, appearing in English in the US in 1973 and in the UK in 1974), with its pictorial illustrations and accounts of actual teaching practice, in which **Freire** initially offers most explicit practical guidance and examples to the practitioner.	**CM, K**
1970	Freire, P. (1970). *Pedagogy of the oppressed.* New York, NY: Seabury.	This is the conventional *locus classicus* for *Critical Pedagogy*. But nothing comes from nothing: historical precedents are to be found in the earlier radical pedagogy tradition.	**K**
1978	Crawford, L. M. (1978). *Paulo Freire's philosophy: Derivation of curricular principles and their application to second language curriculum design* (Unpublished dissertation). University of Minnesota, Minneapolis.[5]	The title of this path-breaking dissertation explains its importance. **Crawford** was the first scholar to develop a full-length treatment of Freire's work that applied it to teaching an L2, including *world languages*, in a formal classroom setting.	**CM, K, WL**
1979	Giroux, H. (1979). Paulo Freire's approach to radical educational theory and practice. *Curriculum Inquiry*, *9*(3), 257–272.	Though his work is not directly related to language, the prominent oeuvre of **Giroux** is regularly cited in CLP. He is notable for drawing the concepts of critical theory more explicitly into the discussion of critical pedagogy. Here, in the Ontario Institute for Studies in Education-based journal *Curriculum Inquiry*, (University of Toronto, Canada), Giroux advances Freire's ideas as allowing a drawing-together of what he sees as two strands of radical pedagogy, one associated more with strategies (basically, humanistic, libertarian, free school traditions) and the other associated with 'socialist pedagogy' – radical content but conventional, even didactic, forms of instruction. Note the heavy use of the term '*radical*' at this point (and no use yet of the term *Critical Pedagogy*).[6]	**K, O**
1979	Moriarty, P., & Wallerstein, N. (1979). Student/teacher/learner: A Freire approach to ABE/ESL. *Adult Literacy and Basic Education*, *3*, 193–200.	This work was perhaps the first publication to depict, if briefly, the practices developed for using these ideas in the US adult ESL sector. Wallerstein (1983) reports that as early as 1973, she was organizing a community education project which drew on Freire's ideas, which by that time were becoming available in the US through the two books mentioned earlier. Freire had had a one-year period of residence in the US by this time, at Harvard.	**O, ESL**
1980	Shor, I. (1980). *Critical teaching and everyday life.* South Bend, MA: Bergin & Garvey.	Though not an L2 specialist, **Shor**'s extensive practical publications drawing from his (L1) freshman composition experience are important for L2 developments. In this, his first book, he provides a broad and deep practical account of Freirean pedagogy (drawing on most if not all of Freire's publications appearing in English to that date) in, for the first time, the university (formal post-secondary) sector; and with regard to 'freshman composition'. This book-length study has an expanse of ethnographic detail, together with personal narratives, lesson plans, and Shor's reflections as a teacher and theorist. It also contains the first substantial use of the term *Critical Literacy* in the critical pedagogy tradition. Several other important books by Shor followed over the next two decades.	**O, CM, K**

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Note. Authors' names are shown in small capitals when the study referred to appears in this timeline.

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1983	Giroux, H. (1983). *Theory and resistance in education.* South Bend, MA: Bergin & Garvey.	This book is a notable turn by critical pedagogy to neo-Marxist theory, and in it, **Giroux** uses the term *Critical Pedagogy* in print (p. 40); probably its first published occurrence, a decade or more since the apparent beginning of this tradition (in Freire 1967). Giroux claims it was initially suggested (by him, to Freire) for merely pragmatic reasons, over the more plausibly overarching, longstanding term *radical pedagogy.*	**O, K**
1983	Wallerstein, N. (1983). *Language and culture in conflict: Problem-posing in the ESL classroom.* New York, NY: Addison-Wesley.	**Wallerstein** (1983) is the first published L2 textbook of any kind in this area, though its format and layout is more that of a teacher-oriented handbook. Its content largely foreshadows the next entry (Auerbach & Wallerstein, 1987). It is important for an explicit discussion of *codes*, a key concept in CLP material, expounded particularly in Freire (1967). Wallerstein mentions Shor (1980), but otherwise draws only on Freire and on discussions of ESL techniques and methods that are either from the mainstream of incipient communicative approaches or humanistic ones.	**CM, K**
1987	Auerbach, E., & Wallerstein, N. (1987). *ESL for action.* New York, NY: Prentice-Hall (Student's book; teacher's book).	**Auerbach and Wallerstein**, building on Wallerstein's initial (1983) substantial *materials* effort, produce the first conventional-looking ESL textbook example of CLP materials. These are designed for the adult immigrant ESL population in the US. Again, besides the work of Freire, e.g., (1967), the only other critical pedagogy specialist cited is Shor (1980). The teacher's book, a brief practical introduction to the CLP area, explains the use of sample units, and includes a short guide for teacher educators.	**CM, O, TE**
1988/ 1989	Janks, H. (1988). Critical linguistics: A starting point for oppositional reading. Unpublished paper presented at the 14th annual Boston University conference on Language Development, Boston. ED 314942. Janks, H. (1988/1989). Critical linguistics and the teaching of language. *Critical Arts* (South Africa), *4*(4/5), 89–94.	The appearance of **Jank**'s work in the published record is the initial manifestation of a somewhat different strand of practical CLP *materials* to that of Auerbach & Wallerstein (1987). By 1989, Janks, working in South Africa, had already been developing materials and applied concepts from critical linguistics and critical language awareness, to the analysis of ideological discourse in the apartheid regime of that country. This line of work was to continue in the form of six short textbooks. While her early work did not reference Freirean sources, her later work does, along with critical discourse analysis perspectives. She has continued to be active in South Africa and published up to the present (e.g., Janks, 2010) with practical teacher-oriented work reflecting this broad set of ideas.	
1989	McLaren, P. (1989). *Life in schools.* New York, NY: Routledge.	Though not directly related to language, the work of this prominent theorist of critical pedagogy should not be left out, because of its continuing influence on (or at least citation by) L2 critical language specialists. At this time (1989) **McLaren** joins Giroux as a prolific writer on the theory of critical pedagogy. Though his earlier work is ethnographic, this book, currently in its sixth edition, is one of the most well-known theoretical works in the general area of CLP.	**O**
1989	Norton Peirce, B. (1989). Towards a pedagogy of possibility in the teaching of English internationally: People's English in South Africa. *TESOL Quarterly*, *24*(1), 105–112.	**Norton Peirce** (like Janks, 1993), had developed *materials* for use in South Africa. Her appearance, and that of Pennycook (1989), in the published literature, reflects the developments mentioned in Canada at OISE. Like Janks, she also shows the influence of the revolutionary context of South Africa in this period. She later moved away from directly researching pedagogy as opposed to researching L2 learning as an outgrowth of identity, drawing on post-structuralist ideas.	**CM**

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1989	Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly*, *23*(4), 589–617.	**Pennycook** graduated from the same Ph.D. program in Canada, OISE, mentioned above. This initial example of Pennycook's work, though not directly concerned with the practicalities of instruction, is an application of the practice of critique (integral to *Critical Pedagogy*) to the curricular and research practices and concepts of TESOL.	**O**
1990	Pennycook, A. (1990). Towards a critical applied linguistics for the 1990s. *Issues in Applied Linguistics*, *1*(1), 8–28.	This article marks the beginnings of critical applied linguistics as a self-named and identified field or overarching perspective, within which CLP is to be located.	**O**
1991	Murphey, T. (1991). Student-made tests. *Modern English Teacher*, *17*(1–2), 28–29, 41. Murphey, T. (1994–5). Tests: Learning through negotiated interaction. *TESOL Journal*, *4*(2), 2–16.	Though **Murphey** is not explicitly critical, his participatory approach to test implementation in the classroom is exceptional and the only thing to fill the gap in CLP for assessment at this stage.	**EFL**
1992	Auerbach, E. R. (1992). *Making meaning, making change: Participatory curriculum development for adult ESL literacy.* McHenry, IL: Center for Applied Linguistics/Delta Systems.	The US Department of Education provided a substantial grant to **Auerbach**. She designed and implemented a family literacy ESL project, together with teachers, who also contributed a book of *materials* and first-person accounts of practice. Together, they constitute one of the more extensive published accounts of a CLP instructional project, with both books written in an accessible (teacher-friendly) style. It is interesting that, within applied linguistics work, Auerbach references the Australian work of Candlin, Nunan, and Brindley. Though not critical scholars, this work emphasized negotiated syllabi, learner needs, and learner-centered curricula. Auerbach here emphasizes the term *Participatory* as an alternative (and very useful) way to signal both critical pedagogy in general as well as a key aspect of it. The publication also reflects adult education and literacy work.	**CM, K**
1992	Simon, R. (1992). *Teaching against the grain.* Bergin & Garvey. New York, NY: Bergin & Garvey	This collection of essays, though not L2-oriented, marks the longer-term influence of **Simon** on CLP (going back over 20 years from the date of publication). The collection analyzes education and schools with a more forward-looking view than usual in critical pedagogy, with the emphasis on hope and possibility. Simon's work at OISE was a substantial influence on the development of authors such as Norton, Pennycook, Kubota, and Morgan, who all graduated from OISE. Some evidence of the study groups involved can be seen in extant issues of the *Critical Pedagogy and Cultural Studies Newsletter*.	**O**
1992	Wallace, C. (1992a). Critical literacy awareness in the EFL classroom. In N. Fairclough (Ed.), *Critical language awareness.* London, UK: Longman. Wallace, C. *Reading*. (1992b). Oxford, UK: Oxford University Press. Published as Wallace, C. (2003). *Critical reading in language education*. Oxford, UK: Oxford University Press.	UK-based, **Wallace**'s ouevre emphasizes reading and texts, reflecting teaching she began in 1989. Like Janks (e.g., 1993), she draws from 'language awareness' and Critical Discourse Analysis. In her teacher-friendly (1992b) book she references Freire (1970) and reproduces extracts and images from Auerbach & Wallerstein (1987); in the chapter published the same year (1992a), she cites Auerbach (1990). As the titles suggest, Wallace uses a range of different terms for her work. *Critical literacy* (a term attributable originally to Shor) will become a significant strand of thought and practice from about this year on in L2 contexts.	**K**

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1992–1993	Morgan, B. (1992/1993). Teaching the Gulf War in an ESL classroom. *TESOL Journal*, *2*(2), 7–13.	**Morgan**'s first CLP publication is a short practical account drawing on his teaching of adult immigrants in Canada, the beginning of an extended body of work that subsequently ranges from the very practical to the highly theoretical. This first example includes a description of cross-age teaching of a challenging topic (adult ESL learners talk with 7th grade students about war). Among its short list of references is Simon (1992); Morgan graduated from OISE, shortly after Norton and Pennycook.	**CM**
1993	Benesch, S. (1993). ESL, ideology, and the politics of pragmatism. *TESOL Quarterly*, *27*(4), 705–717.	**Benesch**'s work is to prove very influential; this early theoretical article analyzes and affirms the political dimensions of L2 writing pedagogy. In this endeavor, Benesch (1993, p. 706) quickly calls on what by now had become a group of established authorities and sources for this area, including Norton Peirce (1989), Pennycook (1989), Shor (1992), and Simon (1992).	**O**
1993	Canagarajah, A. S. (1993). Critical ethnography of a Sri Lankan classroom: Ambiguities in student opposition to reproduction through ESOL. *TESOL Quarterly*, *27,* 601–626.[7]	This study is not about how to do CLP (in an EFL classroom) but both documents its absence and the presence of resistance to opppression and indicates how this should be researched. This is almost certainly the first time critical ethnography has been mentioned in a major applied linguistics journal. It is influential because of its date and placement, not to mention provenance.	**EFL, CM**
1993	Janks, H. (Ed.). (1993). *Critical language awareness series.* Johannesburg, South Africa: Witwatersrand University Press and Hodder & Stoughton.	**Janks** edits a series of six small textbooks (called 'workbooks') for use in South African language arts high school classes, all implementing a critical language awareness perspective. There had been no similar EFL textbooks published thus far. They are important as they add to the tiny part of the CLP literature which takes the form of instructional *materials*.	**CM**
1994	Vandrick, S. (1994). Feminist pedagogy and ESL. *College ESL*, *4*(2), 69–92.	**Vandrick** is the first person to make our field aware of *feminist pedagogy*, an area that developed in dialogue with and in contention with early critical pedagogy. Bringing *gender* in could be seen as an initial move toward a post-structuralist understanding of CLP. Vandrick cites Mclaren (1988) but, more importantly, builds on the feminist critiques of critical pedagogy and many other feminist theorists. Within applied linguistics, she references Benesch (1993) and Pennycook (1989). This first appearance of *gender* as a site of oppression with L2 pedagogical implications implicitly draws attention to the fact that *race* is still not visible in CLP; throughout the previous decades of work, only *class* has been taken as the primary site of oppression to be considered by critical language teachers and theorists.	**K, O**
1996	Benesch, S. (1996). Needs analysis and curriculum development in EAP: An example of a critical approach. *TESOL Quarterly*, *33,* 573–580.[8]	**Benesch** now establishes the existence of critical EAP through this case study that both critiques conventional EAP and provides an example of how a critical needs analysis drives course design and action by students (in a US community college). This is not a direct extension of previous critical L2 pedagogy ideas, though it alludes to the ideas of critical research of Canagarajah (1993), and authors such as Pennycook and Norton. Rather, it is a new application of critique to conventional L2 needs analysis, though one implied, perhaps,	**CM, EAP**

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		in Freire's own (1967) discussion of on-site literacy curriculum development in response to the local needs and interests of specific groups of adult peasants and workers.	
1997	McMahill, C. (1997). Communities of resistance: A case study of two feminist English classes in Japan. *TESOL Quarterly*, *31*(3), 612–621.[9]	A follow-up to Vandrick (1994), whom she cites, **McMahill** is among the earliest investigators of *feminist language pedagogy* (or any other aspect of CLP) in an EFL setting; in this case, Japan. McMahill also draws on work from women's studies. The appearance of this work indicates that pre-existing work on *gender* and language, which had rested largely separate from language classroom instruction, is now being transformed and brought into pedagogical forms.	**EFL, K**
1998	Crookes, G., & Lehner, A. (1998). Aspects of process in a critical pedagogy teacher education course. *TESOL Quarterly*, *32*(2), 319–328.	Probably the first empirical study in this area addressing language *teacher education* – a small case study supporting initial suggestions of features that should appear in an applied linguistics teacher education course for consistency with the overall perspective of critical pedagogy. Among key general sources, the authors reference Crawford (1978), McLaren (1989), and Pennycook (1990, 1994). However, this is still a new initiative and none of these sources speaks directly to language teacher education.	**TE**
1998	Morgan, B. (1998). *The ESL classroom: Teaching, critical practice, and community development.* Toronto, Canada: University of Toronto Press.	Still one of few book-length accounts of CLP as classroom practice, this path-breaking work describes numerous related cases of classroom practice to document five years of **Morgan's** work with adult immigrants in Canada. Morgan references Peirce (1995), Janks (1993), Simon (1992), among many others. For a key instructional concept in his work (*problem-posing*), he cites familiar sources: Freire (1974), Wallerstein (1983), Auerbach & Wallerstein (1987) and Shor (1992). Morgan puts a post-structuralist, Foucauldian understanding of discourse near the beginning of his work, and this is something of a departure (or forward move, showing openness to new ideas) for CLP. (Cf. Pennycook, 2001.)	**CM, O**
1998	Shohamy, E. (1998). Critical language testing and beyond. *Studies in Educational Evaluation*. *24*(4), 331–345.[10]	Probably the first publication to focus on and establish the area of '*critical language testing*'. **Shohamy** reviews and summarizes her past work and speaks directly to other language testing specialists. It is notable that she explicitly signals ('borrowing mostly from' p. 332) Pennycook (1994) as one of two main critical pedagogy sources.	**TA**
1998	Osborn, T. (1998). The concept of 'foreignness' in U.S. secondary language curricula: A critical philosophical analysis (Ph.D. dissertation). University of Connecticut. Reagan, T., & Osborn, T. A. (1998). Power, authority, and domination in foreign language education: Toward an analysis of educational failure. *Educational Foundations*, *12*, 45–62.	This dissertation and the broad conceptual co-authored paper appearing at the same time signals the incipient resurgence of a critical view in foreign language education (still not *world languages* education). **Osborn** analyzes the failure of foreign language education in the US context, drawing on a range of critical sources and authors, such as Giroux (1983), Norton Peirce, McLaren (1989), and Benesch (1993). This work will be followed by a steady stream of critical analyses of aspects of *world languages* education in the US, with Osborn the central figure (e.g., Reagan & Osborn, 2002).	
1999	Kubota, R. (1999). Japanese culture constructed by discourses: Implications for applied linguistic research and English language teaching. *TESOL Quarterly*, *33*, 9–35.	Despite the fact that Freire refers to teachers as 'cultural workers', the construction (and potential reconstruction) of the L2 cultures involved in CLP has not until now been critically considered. **Kubota** points out and critically analyzes the orientalizing tendencies in TESOL discourse of the late 90s.	**C**

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Year	References	Annotations	Theme
1999	Nelson, C. (1999). Sexual identities in ESL: Queer Theory and classroom inquiry. *TESOL Quarterly*, *33*(3), 371–391.	Five years after *feminist* (L2) *pedagogy* (with *race* still not in sight), *sexual identity* finally arrives (in print) on the pedagogical horizon of TESOL. **Nelson**'s focus on identity begins with post-structuralism and moves quickly to *Queer Theory*. In this case study of a US community college classroom, she models an inquiry-based pedagogy that can develop space for LGBTQ identities. Using inquiry (particularly student-driven) rather than teacher-led instruction is a central technique of critical pedagogy. Nelson takes suggestions for inquiry from the concepts of *codes* and problematic situations from Freire (she does not cite a source) and Auerbach & Wallerstein (1987).	**CM, K**
2000	Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire.* Bristol, UK: Multilingual Matters.	Like Kumaravadivelu (2003), **Cummins**' work was well known and influential well before its critical orientation became explicit. His use of '*transformative pedagogy*' in this work signals no difference from '*critical pedagogy*', beyond an additional emphasis of the importance of the transformation of language education. It is a marker that can be interpreted as showing how advocacy of bilingual students had become more radical in tone and analysis and how established parts of the field of applied linguistics had correspondingly moved away from a (non-sociopolitical, cognitive) center. The work is also significant for addressing the k-12 sector from a CLP position, which remains rare. Cummins cites Freire (1970) and Shohamy (2001), among others.	
2001	Lynch, B. K. (2001). Rethinking assessment from a critical perspective. *Language Testing*, *18*, 351–372.	An important work for bringing Pennycook's Foucauldian understanding of 'critical' to bear on language testing (and also simply because of the lack of material in this crucial area of testing).	**TA**
2001	Ohara, Y., Saft, S., & Crookes, G. (2001). Toward a feminist critical pedagogy in a beginning Japanese as a foreign language class. *Japanese Language and Literature: Journal of the Association of Teachers of Japanese*, *35*(2), 105–133.	Perhaps the first empirical report (a case study, as usual) of critical language teaching in an L2 other than English. For *Critical Pedagogy* sources, the authors cite Freire (1970); for CLP, Crawford (1978), Auerbach & Wallerstein (1987); for *feminist pedagogy*, Vandrick (1994), and Benesch.	**WL**
2001	Pennycook, A. (2001). *Critical applied linguistics.* New York, NY: Routledge.	A discussion of CLP constitutes only one chapter. However, the book is a milestone for the establishment of a wider critical area within which CLP pedagogy can be located. It continues the mostly Morgan- and Pennycook-driven use of post-structuralism in CLP.	**O**
2002	Gray, J. (2002). The global coursebook in English Language Teaching. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp. 151–167). New York, NY: Routledge.	**Gray** adds to the longstanding line of *materials* analyses in English language teaching (ELT) by drawing on a more explicitly critical position. This does not produce actual examples of CLP materials but paves the way for them. Thus, Gray takes little direct input from CLP sources focused on teaching, as opposed to situating his work within an overall 'wave of books' appearing in the 1990s producing 'soul searching within the English language teaching (ELT) profession' (Gray, 2002, p. 151) in which 'linguistic imperialism' is an important context. Among other 'soul-searchers' are Pennycook (1994, 1998) and Canagarajah (1999).	**CM**

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2002	Kubota, R. (2002). The author responds: (Un) raveling racism in a nice field like TESOL. *TESOL Quarterly*, *36*(1), 84–92.	A dispute between two scholars begins to uncover aspects of *race* in TESOL. The piece foreshadows KUBOTA AND LIN (2006), below. Within CLP, it draws generally on Auerbach's work (1995) and CANAGARAJAH (1999) though as this is near the beginning of CLP paying attention to *race*, it draws substantially on non-CLP sources, within bilingual education and antiracist studies.	**K**
2002	Ramanathan, V. (2002). *The politics of TESOL Education: Writing, knowledge, critical pedagogy.* New York, NY: Routledge.	Suddenly, the CLP *teacher education* literature has a book-length contribution, an exercise in critique, that is empirically strong (based in a comparison of TESOL M.A. programs) and theoretically advanced (an initial epigraph from Foucault sets the tone).	**TE**
2002	Reagan, T. G., & Osborn, T. A. (Eds.). (2002). *The foreign language educator in society: Toward a critical pedagogy.* Mahwah, NJ: Lawrence Erlbaum.	This is the first book-length collection pertinent to CLP outside teaching English to speakers of other languages (TESOL). It continues to draw on key critical pedagogy sources cited in its immediate predecessor REAGAN AND OSBORN (1998). This work will be followed by several other book-length treatments of critical perspectives on *world languages* by the same authors.	**O, WL**
2003	Kumaravadivelu, B. (2003). A postmethod perspective on English language Teaching. *World Englishes. 22*(4), 539–550.	Ten years earlier, **Kumaravadivelu**'s work had begun to move TESOL in the direction of sets of principles as a way to present a specific perspective a teacher might have (as opposed to espousing a 'Method'). As he developed this, he took in concepts from critical pedagogy, but also grounded his analysis in postcolonial theory. This article appears as part of a 'forum' on CLP in a journal that focuses on varieties of English. The incorporation of a critical principle in a major successor to Methods is itself significant; this puts a new and distinct pressure on *World Englishes* to see forms of English and ELT itself from a critical, postcolonial position. He cites CANAGARAJAH (1999) and PENNYCOOK (1989).	**O**
2003	Kubota, R. (2003). Critical teaching of Japanese culture. *Japanese Language and Literature*, *37*, 67–87. (Reprinted in Sato, S. & Doerr, N. M. (Eds.) (2014). *Rethinking language and culture in Japanese education: Beyond the standard* (pp. 218–287). Bristol, UK: Multilingual Matters.)	**Kubota** continues the attention to the second culture taught in association with an L2, in this case Japanese. The location of the article (i.e., in a non-ELT journal) is important as well (given the continuing lack of attention to languages and cultures other than English).	**C**
2004	Crookes, G., & Talmy, S. (2004). Second/foreign language program preservation and advancement. *Critical Inquiry in Language Studies*, *1*(4), 219–236.	This publication could be considered a preliminary entry for the matter of '*action*'. Critical (language) pedagogy is supposed to result in, or at least facilitate, action in the world to address problems. Not surprisingly this is the most difficult and rarely reported aspect of CLP. This piece surveys some relevant literature on advocacy, discusses the concept of *organizing*, and briefly reports on some US ESL teachers' lack of preparedness for an orientation to action. As with some other studies in this timeline which are new departures, the paper draws mainly on outside work (on advocacy) while briefly locating itself in terms of references to BENESCH (2001), CROOKES AND LEHNER (1998), MORGAN (1998), PENNYCOOK, (2001) REAGAN AND OSBORN, (2002).	**K**
2004	Kubota, R., & Lehner, A. (2004). Toward critical contrastive rhetoric. *Journal of Second Language Writing*, *13*, 7–27.	Culture obviously manifests in writing, but ELT had tended previously to make stereotypical associations of culture and rhetoric. **Kubota and Lehner** critique these and build out L2 *critical literacy* through a focus on its cultural dimensions.	**C**

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2004	Kubota, R. (2004). Critical multiculturalism and second language education. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 30–52). Cambridge: Cambridge University Press.	This work breaks ground on *race* for this area. Within the first full-length edited collection on critical language pedagogies in our field, **Kubota** supplies a theoretical analysis that identifies the principles of critical multiculturalism as an antiracist perspective with implications for L2 teaching and learning. Kubota draws more on external traditions (Critical Race Theory, Whiteness Studies) than CLP but does briefly locate this tradition through citations of work by Morgan (1998), Canagarajah (1999, 2005), Benesch (2001), Pennycook (2001), and Norton & Toohey (2004).	**K, O**
2004	Lin, A. (2004). Introducing a critical pedagogical curriculum: A feminist reflexive account. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 271–290). Cambridge: Cambridge University Press.	One of the earliest studies of critical language *teacher education*, also in an EFL context, with a feminist perspective.	**EFL, TE**
2004	Norton, B., & Toohey, K. (Eds.). (2004). *Critical pedagogies and language learning.* Cambridge: Cambridge University Press.	The first major book-length edited collection in this area; it appears in a prominent mainstream series with a major academic press. The authors cover a very broad range of topics: conceptual definitions of CLP, the role of *gender*, nonstandard varieties, *materials*, the role of grammar, critical research perspectives on CLP, and teacher education.	**O**
2004	Pennycook, A. (2004). Critical moments in a TESOL praxicum. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language learning* (pp. 327–345). Cambridge: Cambridge University Press.	Probably the first study in this area addressing teaching practice (within critical language teacher education). This reflective case study is inward-looking and does not draw explicitly on other literature (e.g., neither concerning the practicum nor CLP teacher education sources).	**TE**
2004	Sung, K. (2004). Critical English language teaching using a multimedia and inquiry-based approach. *Multimedia-Assisted Language Learning*, *7*(1), 171–200.	The first report of the application of CLP ideas to teacher education in EFL in South Korea. **Sung** drew on Pennycook (1989, 2001), Norton & Toohey (2004), McLaren (1998), among others.	**EFL**
2005	Ghahremani-Ghajar, S., & Mirhosseini, S. A. (2005). English class or speaking about everything in class? Dialogue journal writing as a critical EFL literacy practice in an Iranian high school. *Language, Culture, and Curriculum*, *18* (3), 286–299.	In what the authors a '*critical literacy* approach to foreign language education, based in 'critical language pedagogy' (p. 286), the authors explore dialogue journal writing in a private high school in Iran. This is possibly the first report of CLP in an EFL setting (Iran) that is not from the rich North. This country will come up surprisingly often in the small EFL critical pedagogy literature that follows. Authors locate their work using reference to: for CLP, Crookes & Lehner (1998), Reagan & Osborn (1998), Pennycook (1990): for critical literacy, McLaren (1988): and for critical pedagogy, Freire (1970), among many others.	**EFL**
2005	Leeman, J. (2005). Engaging critical pedagogy: Spanish for native speakers. *Foreign Language Annals*, *38*(1), 35–45.	An initial work applying CLP ideas to the Spanish *heritage language learner* context. The article is conceptual rather than empirical. It notes the relevance of CLP through familar citations: Canagarajah (1999), Pennycook (2001), Reagan & Osborn (2002), though as with other	**O, K**

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		new developments mentioned in this timeline, **Leeman** draws a lot on relevant outside sources, for example from bilingual education and Hispanic heritage education.	
2005	Shin, H., & Crookes, G. (2005). Exploring the possibilities for EFL critical pedagogy in Korea: A two-part case study. *Critical Inquiry in Language Studies*, *2*(2), 95–112.	This is probably the first empirical work on CLP in an East Asian context (South Korea) to appear in a Western journal. The article challenges Orientalist perceptions that critical pedagogy is culturally inappropriate for East Asian contexts. It is particularly interesting for articulating a focus on the concept of *critical dialogue*. The authors take general leads from, and cite, e.g., Auerbach & Wallerstein (1987), Crawford-Lange (1981), Wallerstein (1983), Crookes & Lehner (1994), Morgan (1998), Pennycook (2001), inter alia.	**EFL**
2006	Curtis, A., & Romney, M. (Eds.). (2006). *Color, race, and English language teaching.* Mahwah, NJ: Erlbaum.	This edited book-length collection substantiates attention to *race* in TESOL through a collection of teacher narratives, drawing on the key theoretical perspective of Critical Race Theory. It is a significant work, given the general interests of CLP, but is not directly related to pedagogy.	**K**, **O**
2006	Hammond, K. (2006). More than a game: A Critical Discourse Analysis of a racial inequality exercise in Japan. In Kubota, R., & Lin, A. (Eds.). (2006). Race and TESOL (SI), *TESOL Quarterly 40* (3), 545–571.	The special issue is an important marker indicating a belated turn to *race* in CLP. Within the collection, it is this article that has the most explicit focus on L2 pedagogy. **Hammond** implemented an established racial awareness exercise as a form of EFL antiracist pedagogy, through a simulation game and its follow-up discussions. As part of an EFL course with content on racism, Japanese undergraduate EFL students were assigned groups (divided on the basis of color of clothing) and experienced forms of simulated discrimination in a classroom exercise. Students then wrote (in English) about what they felt and had learned. Hammond locates her pedagogy primarily in antiracist and simulation games traditions, but refers to Canagarajah (1999), Benesch (2001), and Pennycook, (2004), while also drawing heavily on Critical Discourse Analysis.	**K**
2006	Osborn, T. A. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. New York, NY: Routledge.	Continues the still quite small body of work on CLP in *world languages* and important for that reason.	**WL**
2007	Ashtiani, N. S., & Babaii, E. (2007). Cooperative test construction: The last temptation of educational reform? *Studies in Educational Evaluation*, *33,* 213–228.	Participatory testing and assessment practices are implied by CLP, but rarely documented, let alone on a controlled experimental basis as here (in Iran again). The key source within applied linguistics whom **Ashtiani and Babaii** cite is Murphey (1991, 1994–1995); they also draw on work on cooperative learning, but in education. As not even Shohamy is cited, it could be argued that this is not in the CLP tradition; however, CLP needs examples of participatory L2 testing and this is a rare case that deserves to be better known.	**TA, EFL**
2007	Herman, D. M. (2007). It's a small world after all: From stereotypes to invented worlds in secondary school Spanish textbooks. In R. Kubota & T. Austin (Eds.), Special issue of *Critical Inquiry in Language Studies*, *4*(2–3), 117–150.	This critical discussion of existing, largely mainstream Spanish as L2 *materials* suggests points of departure for the CLP of L2 Spanish.	**WL**

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2007	Kubota, R., & Austin, T. (Eds). (2007). Critical approaches to world language education in the United States. Special issue of *Critical Inquiry in Language Studies*, *4*(2–3).	This special issue broadens and deepens perspectives in what remains a neglected area in CLP: *world languages*.	**WL**
2010	Janks, H. (2010). *Literacy and power.* London, UK: Routledge.	This volume is a book-length study demonstrating the continuing vitality of the South African critical literacy tradition of **Janks** and colleagues.	**O**
2011	Kumagai, Y., & Iwasaki, N. (2011). What it means to read 'critically' in a Japanese language classroom: Students' perspectives. *Critical Inquiry in Language Studies*, *8*(2), 125–152.	**Kumagai and Iwasaki** show the potential for L2 Japanese to carry a *critical literacy* perspective. The article interestingly differentiates between *critical (language) pedagogy* and *critical literacy* (the latter described as analytic and not focused on action). Having distinguished the two and distanced themselves from sources on Japanese CLP such as Ohara et al. (2001), the authors take a lead from Wallace's work (e.g., 1992a). Despite the distinction, given the lack of CLP studies of *world languages*, this is an important work.	**WL, K**
2012	Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education*, *28,* 706–717.	This article is probably the first study of *critical language teacher education* in an EFL context (Iran) published in a major international journal.	**TE, EFL**
2012	Benesch, S. (2012). *Considering emotions in critical English language teaching.* New York, NY: Routledge.	This is the first substantial (book-length) treatment of *emotions* in CLP. Emotion, as an area of study, had previously been neglected in applied linguistics, though it has emerged as a prominent area in the social sciences and even the humanities. Given the importance of the emotional elements of Freire's work (for example, his use of hope, and even love), this is a necessary turn for CLP.	**K, O**
2013	Abednia, A., & Izadinia, M. (2013). Critical pedagogy in ELT classrooms: Exploring contributions of critical literacy to learners' critical consciousness. *Language Awareness*, *22* (4), 338–352.	This work continues the development of CLP in EFL settings with attention to a central theoretical concept, *critical consciousness*; in Iran. It draws on familar sources and classical references repeated throughout this timeline. The study itself focuses on dialogue journals. It could be that this activity type will attract continuing attention in CLP as it allows for L2 learner reflection and teacher-student dialogue without necessarily being particularly visible in the open classroom.	**K, EFL**
2013	Crookes, G. V. (2013). *Critical ELT in action.* New York, NY: Routledge.	This volume is one of the few book-length treatments that provide practical guidance on CLP classrooms, teaching practices, and *materials* while placing CLP in the contexts of the history of education, learning theory, and political and economic ideas.	**O**
2013	Gray, J. (Ed.). (2013). *Critical perspectives on language teaching materials.* Palgrave Macmillan.	**Gray**'s collection extends *materials* critiques to English, French, Spanish, German and content and language integrated learning (CLIL), although the relationship to CLP is variable across chapters. Indicating the limitations of existing *materials* is important in fostering the development of better (more critical) ones.	**CM**

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2014	Glynn, C., Wesely, P., & and Wassell, B. (2014). *Words and actions: Teaching languages through the lens of social justice.* Washington, DC: American Council of Teachers of Foreign Languages.	The appearance of this work under the imprint of a mainstream professional association is a significant leap forward for critical *world languages* pedagogy. This consists mostly of practical advice, always welcome in a literature (not always fairly) accused of being too theoretical.	**WL**
2014	Kim, S. J. (2014). Possibilities and challenges of early critical literacy practices: Bilingual preschoolers' exploring multiple voices and gender roles. *Journal of Early Childhood Research*, *14*(4), 1–19.	A small group of pre-school English-Korean bilingual students are followed as they engage with Korean picture stories that have a gender aspect (at a weekend Korean language school in the US). **Kim** suggests that their teacher's strategies enabled them to question 'dominant gender ideologies' (p. 13). For present purposes, however, this is also a striking example of how young L2 learners (in this case, *heritage language learners*) can indeed engage with or draw from critical perspectives.	**WL, K**
2014	West, G. B. (2014). Doing CLP in neoliberal spaces: A materialist narrative analysis of teaching young learners of English in a Korean hagwon (Unpublished MA thesis). University of Hawai'i. Retrieved from http://hdl.handle.net/10125/101229	**West** demonstrates how elements of CLP were developed and applied in the apparently unfavorable circumstances of EFL in a 'cram' school *(hagwon)* in Korea.	**EFL**
2015	Chun, C. W. (2015) *Power and meaning making in an EAP classroom: Engaging with the everyday*. Bristol, UK: Multilingual Matters.	**Chun's** book-length study of a case of critical L2 teacher development (through extended dialogue between teacher and critical friend) shows a major deepening of the *teacher education* strand in our area. As a work in critical EAP, it is naturally indebted particularly to the work of Benesch.	**TE, EAP**
2015	Nuske, K. (2015). Transformation and stasis: Two case studies of critical teacher education in TESOL. *Critical Inquiry in Language Studies*, *12*(4), 283–312.	**Nuske** continues the line of inquiry on critical language teacher education, pointing out that only a handful of studies exist, identifying principally Crookes and Lehner (1998) and Lin (2004). Within this area he focuses on the concept of *critical consciousness* or, as now renamed, *criticality.* In this case he addresses the question 'what makes a language teacher critical?' and contrasts two student teachers (one EFL non-native speaker and one domestic native speaker who show different capacities to respond to a critically-oriented curriculum).	**TE**
2016	Khatib, M., & Miri, M. (2016). Cultivating multivocality in language classrooms: Contribution of critical pedagogy-informed teacher education. *Critical Inquiry in Language Studies*, *13*(2), 98–131.	This work shows the ability of the current literature to sometimes focus on narrower questions than always simply provide a case study, **Khatib and Miri** focus on classroom interactional elements of CLP and ask how they are improved or developed as a result of relevant language teacher education (in Iran).	**EFL, TE**
2017	Kubota, R., & Miller, E. R. (2017). Re-examining and re-envisioning criticality in language studies: Theories and praxis. *Critical Inquiry in Language Studies*, *14*(2-3), 129–157.	**Kubota and Miller** review and analyze *criticality*. The appearance of this publication suggests that CLP scholars are now taking the time and space to regularly check, review, analyze, and extend central concepts in light of continuing changing social conditions.	**O**

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2017	Murphey, T. (2017). Provoking potentials: Student self-evaluated and socially-mediated testing. In R. Al-Mahrooqi, C. Coombe, F. Al-Maamari, & V. Thakur (Eds.), *Revisiting EFL assessment* (pp. 287–320). New York, NY: Springer.	This work is highly student-centered, participatory, and aware of the effects of power (but does not explicitly cite CLP). However, **Murphey**'s intermittent attention to student participation in classroom assessment activities in EFL (in Japan, including his earlier work: Murphey (1991, 1994–1995), is important both in itself and given how little work there is in this area.	**EFL, TA**
2017	Morgan, B., & Mattos, A. (Eds.). Special issue on theories and practices in critical language teaching. *Brazilian Journal of Applied Linguistics/Revista Brasileira de Linguística Aplicada*, *18*(2).	Given the original home of critical pedagogy, it is important to note the increasing amount of work in CLP emanating from Brazil, with its regular conference on critical applied linguistics. The issue includes, notably, treatments of EFL teacher education in Brazil, Portuguese as an L2, and (as newer topics for CLP) translanguaging and social media.	**O**
2017	Pearson, J. (2017). Processfolio: Uniting academic literacies and critical emancipatory action research for practitioner-led inquiry into EAP writing assessments. *Critical Inquiry in Language Studies*, *14*(2–3), 158–181.	**Pearson** draws from the UK AcLIts version of EAP, which (she writes) 'takes much from Freire's (1970) notion of dialogic education' (p. 163). She also locates her work in critical EAP (citing Benesch, 2001, among others), and applies critical praxis and 'critical emancipatory action research' (p. 160) concepts to the development of a US-based local EAP writing process assessment procedure. She recognizes Shohamy's (e.g., 2001) work but comments 'the alternative assessment literature has tended to emphasize theory over empirical practice due to the problems associated with practical implementation' (p. 165).	**EAP**
2017	Yoshihara, R. (2017). *The socially responsible feminist EFL classroom: A Japanese perspective on identities, beliefs and practices* Bristol, UK: Multilingual Matters.	**Yoshihara** simultaneously advances *feminist language pedagogy* and produces one of the only Japan-based book-length treatments of the topic (20 years after McMahill (1997) broke ground in this area).	**K, O, EFL**
2017/2018	Appleby, R. & A Pennycook. (2017). Swimming with sharks, ecological feminism and posthuman language politics. *Critical Inquiry in Language Studies*, *14*(2–3), 239–261. Later developed at book length in Pennycook, A. (2018). *Posthumanist applied linguistics.* New York, NY: Routledge.	**Appleby and Pennycook** are engaged in an important retheorizing of critical applied linguistics through a major infusion of ideas from pre-existing areas – the familiar being critical ecology, the less familiar being posthumanism (from Nietzsche and Bergson, by way of Deleuze and Braidotti), to arrive at 'critical posthumanist applied linguistics.' It is important because the conceptual idea-space for CLP must reflect the changing material conditions of the world, which include global heating, and a recognition that the human is not central to our planet. The link to CLP is not so much on the teaching side as the philosophical side.	**O**
2018	Leal, P. (2018). Becoming and being a critical English language teacher: A mixed-methods study of critical consciousness (Unpublished doctoral dissertation). University of Hawai'i at Mānoa, Honolulu, HI.	**Leal** analyzes the nature of *critical consciousness* and probes its development among L2 teachers (mostly outside of formal teacher education). Within the critical tradition, regarding *teacher education* she cites familiar names (e.g., Abednia, Crookes, Osborn, and Pennycook, but the emphasis on how critical consciousness develops is a gap not substantially filled by any of them. This study takes its central focus directly from earlier work in this tradition (Freire, 1967).	**K, TE**

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2018	Parba, J. (2018). Empowering the Filipino language classroom: Towards critical pedagogy and curriculum (Unpublished doctoral dissertation). University of Hawai'i at Mānoa, Honolulu, HI.	In this full-length empirical study of classroom practice, **Parba** extends critical L2 pedagogy to Filipino as a second and/or *heritage language* (in a US university), and provides extensive examples of curriculum development, lesson plans, and *materials*. The work introduces the concept of *critical vocabulary*, a largely new idea though implicit in Freire (1967); in some sense an extension of implications of Wallerstein's (1983) work on codes, though looking at text rather than images.	**WL, K, CM**
2018	Renigar, P. G., & Waugh, L. R. (2018). 'We learned a ton!': Web 3.0 for second language critical discourse studies. *Critical Inquiry in Language Studies*, *15*(3), 167–186.	**Renigar and Waugh** extend CLP to online instruction that includes the use of *technology* and social media (in an L2 course at a US university). 'Technology' is a new domain in the study of CLP. The paper does not take its cue from classical critical (language) pedagogy work but draws it at secondhand from Nuske (2015).	**WL**
2019	Abednia, A, & Crookes, G. (2019). Critical literacy as a pedagogical goal. In X. A. Gao (Ed.), *Second handbook of English language teaching* (pp. 255–275). New York, NY: Springer.	We are now reaching a stage in the development of the field at which extensive literature reviews are feasible. Scholars in the field are more aware than before of time depth and geographical or cultural breadth. (The temporal perspective allows better sight of the earlier traditions informing CLP, encompassed by the broad term *radical pedagogy*, cf. Giroux, 1979.) With over 100 references, this review of *critical (L2) literacy* begins with the identification of critical studies of authors in ancient Greece, and habits of critical analyses of texts in Islamic, Jewish, Christian, and Chinese traditions. It also picks up cases of *critical L2 literacy* studies across Iran, Israel, Pakistan, Taiwan, S. Korea, Japan, China, Nepal, Sri Lanka, Vietnam, Singapore, Poland, Spain, Turkey, Brazil, Colombia, North America, and Australia. A broad range of institutional contexts is also considered.	K
2019	Lewis. T. (2019). #Blacklanguagematters: A case study of Black identities in an L2 isiXhosa classroom. *SLS Papers*, *37*(2), 35–73.	A case study of the critical pedagogy of isiXhosa as a *heritage language* (in the US). Perhaps the first reported application of CLP (**Lewis** cites Freire, 1970, Crookes, 2013) to an African language. **Lewis** draws also from 'critically culturally relevant pedagogy' and engages with intersectional (rather than merely racial) perspectives, drawing on Nelson (1999).	**WL**
2019	Lopez-Gopar, M. & Sughrua, W. (Eds.). (2019). *International perspectives on critical pedagogies in ELT.* Hampshire, UK: Palgrave.	The growing international scope of critical L2 pedagogy is further indicated by this recent edited collection. The title speaks for itself. (Australia, Saudi Arabia, Hong Kong, Mexico, South Africa, Colombia, Japan, and France are represented.)	**O**
2019	Norota. M. (2019). Gender categorization in a critical language pedagogy class (Unpublished paper). Department of Second Language Studies, University of Hawai'i at Mānoa, Honolulu, HI.	Given the importance of *dialogue* in critical (language) pedagogy, it is surprisingly late that we get the detailed methodology of Conversation Analysis being applied to L2 *critical dialogue*, as in this paper, which has few if any direct antecedents. **Norota** takes a broadly critical focus from Crookes (2013), and a *feminist pedagogy* perspective from McMahill (2001), but the use of Conversational Analysis and Membership Categorization Analysis is largely new and another example of young scholars continuing to fertilize the CLP tradition by bringing in new, different or additional, conceptual and analytic material.	**K**