

Towards incorporating critical literacy practices in a Japanese language classroom

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Abstract

This paper problematizes the traditional roles assigned to reading and writing in Japanese-as-a-foreign-language education and introduces critical literacy as an alternative approach. By presenting classroom activities that aim at promoting students' critical understanding of language and textual practices, the paper discusses the possibility of incorporating critical literacy into Japanese language classrooms.

Key words: critical literacy, reading and writing, "moment of tension", teacher's role, problem-posing

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