From Words to Worlds: Genre Pedagogies and Corpus Tools to Foster Critical Language Awareness in World Language Education

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Critical approaches to language teaching propose the development of communicative abilities along with critical thinking, cultural understanding and learner agency. By embracing text-oriented instruction such as multiliteracies and genre pedagogies, educators can create pathways for students to discover connections between linguistic patterns and the complex sociocultural and sociopolitical landscapes in which languages operate (Cope & Kalantzis, 2015). This talk offers concrete pedagogical strategies for fostering critical language awareness to support a learner- and text-centered approach to language teaching using genre pedagogies and corpus tools (Tardy et al., 2020; Staples et al., under review). Attendees will learn strategies to select genres based on elements from the Inclusive Texts framework (Heineke & Papola-Ellis, 2022), to make decisions about facilitating interpretation of the social, cultural, and ideological dimensions of language use, including mediating learner-created texts, and to adapt activities across language proficiency levels. The discussion will address the importance of representing learners' identities and facilitating reflection on multiple worldviews (Freire, 2021). The talk also creates space for educators to examine their own roles as facilitators of social change when creating learning experiences that help students not only interpret linguistic forms but also develop the metacognitive abilities to recognize, critique, and potentially reshape the social realities constructed through language.

**Monday 3/31
2-3pm
PSYCH 306**

Dr. Sommer-Farias came to the U.S. from her native Brazil to pursue her doctorate in the interdisciplinary SLAT program at the University of Arizona. While there, she contributed considerably to the program in Portuguese as a foreign language through designing courses, teacher training, and program evaluation. Her dissertation focuses on the ways that genre-based writing instruction in an additional language can also benefit writers in their first language. She has conducted research funded by CERCLL and other entities, including the large learner corpus collection project called MACAWS. Her articles appear in journals such as Written Communication, the International Journal of Learner Corpus Research and the Journal of the National Council of Less Commonly Taught Languages (NCOLTCL).