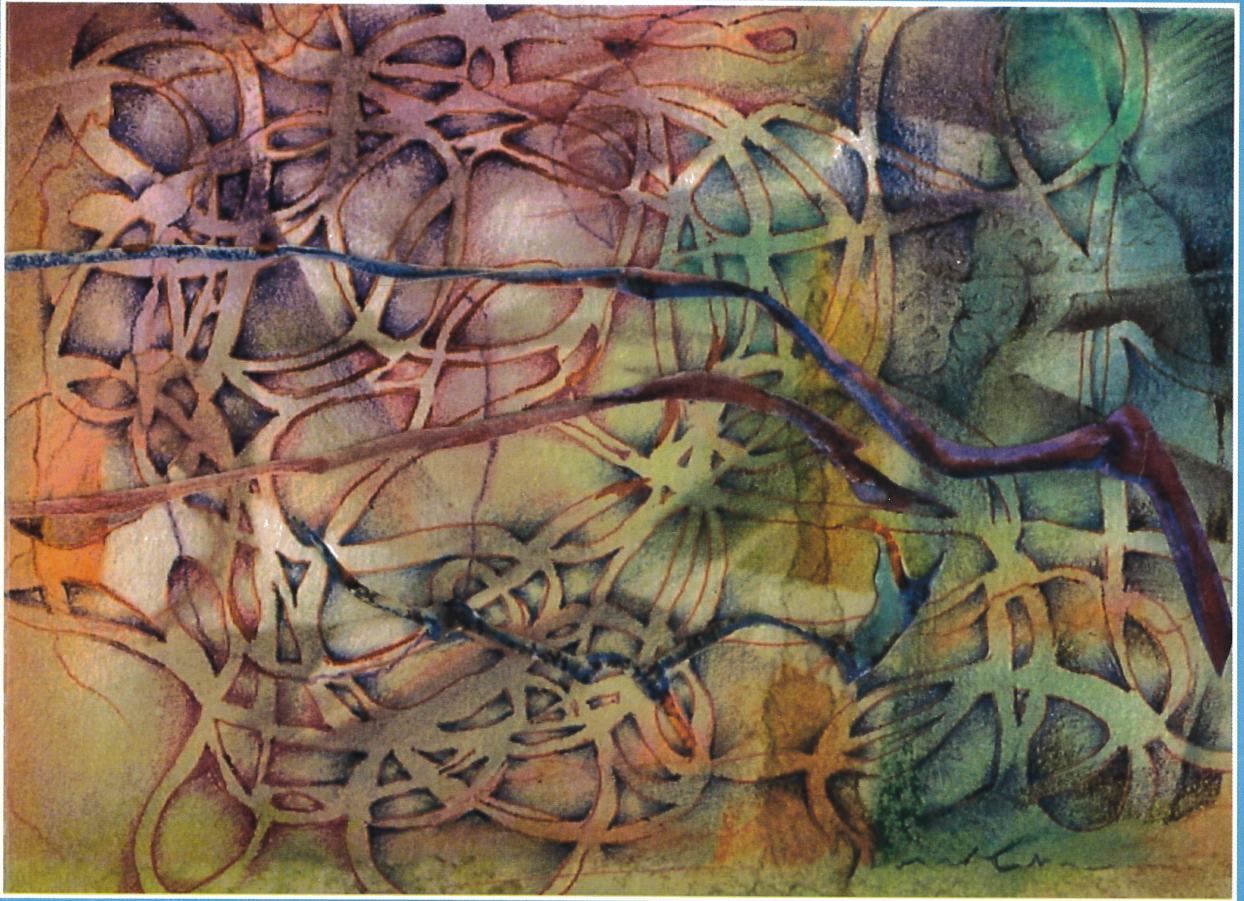


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ISLAMABAD PAKISTAN**

Editor's Note

In the spirit of Giroux's provocative oppositional and transformative politics, and radical trust in the potential of academic freedom vouchsafed in acts of being prompted by "critical", "critique", "criticism", resistance, etc., we bring to our readership this issue of NUML Journal of Critical Inquiry (JCI) that re-enacts its first promise, that is, to educe something new and different, bringing on front lines, matters that ask for attention and anchorage in what is the hope of education so beautifully said by Smith (1988 a): "How are we to respond to new life in our midst in such a way life together can go on, in a way that does not foreclose on the future?" Otherwise, how can we as educators fulfill our roles as educating beings?

The educational nature of the matters itself asks us to listen, to attend to silence that pronounces the end of the need to address them, because issues related to such matters like "returning of the possibility of the living Word", ask for a "return to the essential generativity of human life, a sense of life in which there is always something left to say, with all the difference, risk, and ambiguity that such generativity entails" (Jardine, 1992). It's a calling then, that asks us to return to a "liberal" education that involves an exploration in which one is engaged in confronting that which is "other" that will also involve a "moment of loss of self" (Gadamer, 1977).

Words prompted by such a return cannot be pinned down, for when we attempt to do so, the words, as Jardine envisages, will rise again recognizing the place of language, culture, and history in human life and discourse, eliciting from the academics as responsible adults, and students as responsive agents, a promise to open up the "risk-laden conversation" and critical spaces that the narrative of education involves and requires.

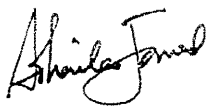
Such a movement in education appears in the form of episodic conversation with the texts and textures of human life that make up this issue of JCI. Recognizing these advents as matters of education, thinking, inquiry, discourse, the task of inquiring then, is to take the risk and open up inquiry that propels the generativity of the word's challenge to humankind to be in the world in another way, that is, in what Levinas calls "an affective state". The cause of this affection, as Miskawayh, a 12th century Islamic humanist indicates, is "fellowship [*uns*]", for man [*sic*] is, by nature, inclined to fellowship, and not savage or averse to others".

Consider then, the imaginative wisdom and imaginative love we need to manifest to fulfill our basic love-need (*uns*) and this dreamful

apocalypse, a dream of the highest compassion. Waking up with this dream, JCI offers 5 such attempts at criticality, and critical challenge to knowledge, word, many forms of language, and ways of polic(y)ing languages and statement on language policies, power of language and language of power, world and its many-faceted discourse, lived experiences and spaces, the nature of academia and role and responsibility of academics, and the university alibi, espousing attention to questions around pedagogy and the relevance of pedagogy to human sustainability and human solidarity. This also presupposes the way that meaningful education, value-laden pedagogy and language discourse and a significant world can become what they ought to be. The challenge is to explore the 'change and transform' technology that is necessary for the "horizon of future" towards which we have to move together and work together to create an inclusive context of intelligibility, to which we can respond in a meaningful, sensitive, productive, active and shared way.

This drooping dusk
out of suspense
figures, configures sense.
I and simultaneous Other is desire.
My smile seduces light
out of darkness and spreads.
If no-thing, what else is the matter with me.

Warmly,



Final word from the Editor

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NUML Journal of Critical Inquiry

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National University of Modern Languages

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Ms. Wajiha Shah
Faculty of Quality Enhancement, Research & Publication,
National University of Modern Languages

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University of British Columbia, Vancouver, Canada

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Piedmont Community College, Roxboro, NC, USA

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Vice Chancellor
Fatima Jinnah Women University, Rawalpindi, Pakistan

Dr. Nelofer Halai
Associate Professor,
Institute for Educational Development Pakistan, Aga Khan University, Karachi,
Pakistan.

Dr. Shahid Siddiqui
Professor & Director
Centre for Humanities and Social Sciences
Lahore School of Economics, Lahore, Pakistan

Contributors

On the question of social justice: multicultural perspective of language curriculum

Sohaila Javed, Ph.D., has an extensive background in English literature and language, and is currently working as Dean of the Faculty of Quality Enhancement, Research & Publication. With her research interests in interdisciplinary knowledge, qualitative research methodologies, transformational pedagogy and transcendence, literature, language, cognitive linguistics and critical discourse studies, she is also passionate about the praxis of compassionate communication.

Email: jsohaila@hotmail.com

Cultural Implications behind Power and Solidarity- A Case Study of Chinese and British English Address Forms

Zhinag Xiaopei, Ph.D., is a professor at the Faculty of Foreign Studies, Guangxi University for Nationalities, Nanning, China. Her major areas of research include Sociolinguistics, Cognitive Linguistics, and Cross-Cultural Communication.

Email: xiaopei_zhong@hotmail.com

Classroom Silence About September 11: A Failure of Education?

Four Arrows (aka DonTerrant Jacobs) is a professor of Educational Leadership and Change at Fielding Graduate University (headquartered in Santa Barbara, California). His research interests include global applications of indigenous worldviews, counter-hegemonic education, and interspecies communication.

Email: djacobs@fielding.edu

Rafiq (Robert Lewis) is a freelance writer and documentary filmmaker from Montreal, Canada. His research interests include theory and practice of religion, indigenous spirituality and ritual.

Email: hayriverbooks@excite.com

A Critique of Critical Thinking: Towards a Critical Integral Pedagogy of Fearlessness

R. Michael Fisher, Ph.D., has worked in many career tracks in the fields of art, ecology, rehabilitation and counseling, and education. He is founder of In Search of Fearlessness Researcher Institute, and is founder and director of the Center for Spiritual Inquiry and Integral Education (<http://csiie.org>), with his emancipatory projects in alternative adult and higher education. His research interests foster a transdisciplinary approach to 'Fear' Studies and developing an integral philosophy of fearlessness as a response to the post-9/11 era.

Email: rmichaelfisher@gmail.com

Language Policies in Pakistan: A dilemma of linguistic choices

Shahid Siddiqui, Ph.D., currently professor & director at Centre for Humanities & Social Sciences, Lahore School of Economics, Lahore, Pakistan, has been involved with Educational system of Pakistan in various capacities of a teacher, teacher educator, and researcher. Dr. Siddiqui has taught in some prestigious universities including the Aga Khan University GIK Institute for Engineering Sciences and Technology, and Lahore University of Management Sciences (LUMS). His areas of interest include socio-cultural aspects of language, educational change, and critical pedagogy.

Email: shahidsiddiqui@yahoo.com