Teaching language & culture through a lens of social justice

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Session Description:

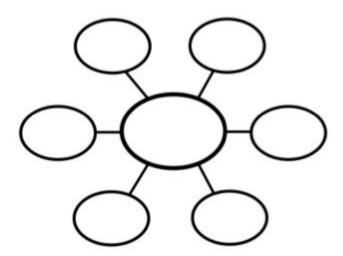
This session will allow participants to explore and experience the transition from a traditional treatment of culture to teaching for social justice. Critical thinking is important for students to identity and combat stereotypes, biases and injustices that may appear in their lives in relation to different cultures. Teaching for social justice through language classes entails not only changing a teacher's mindset but also employing strategies to address culturally sensitive topics. This session will demonstrate how language teachers can tap into deep culture using critical strategies and the intercultural competence framework. Participants will broaden their ideas on the integration of culture into curriculum and learning plan design. Critical analysis of digital resources and media, youth culture, and other related topics will be incorporated into the session. Small group discussion, hand-on activities, and interactive mini-lecture will be used during this session.

Conference Strand: Extending and Sharpening the Vision

Who is in the room?

Activity: Identity analyze
Identity analyze: Using the diagram to list all your identities and then delete all one by one

Identity analyze: Using the diagram to list all your identities and then delete all one by one (label the importance with numbers), leave only one to share with your group.



Identity wall



Ethnicity Race Culture



Artifacts Behaviors

Visible, but not decipherable without context

Observable values

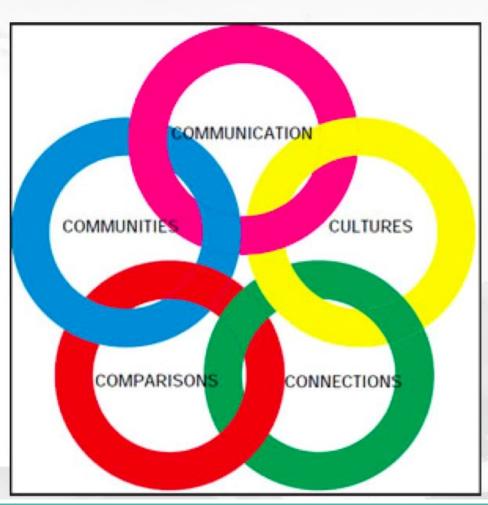
Strategies and goals, norms and rules

Visibility depends on self-awareness of organization

Basic assumptions

Mental map of fundamental issues of time, space, reality and human nature Taken for granted, preconscious, invisible

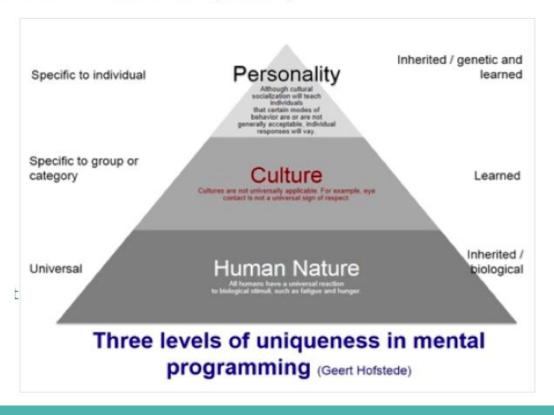
Source: adapted from Schein, E. H. 1984. "Coming to a Nev of Organizational Culture," Sloan Management Review (25.



Software of the mind model

Geert Hofstede (1980)





ACTFL's 3Ps Model



Cultural appreciation and cultural appropriation





Digital literacy

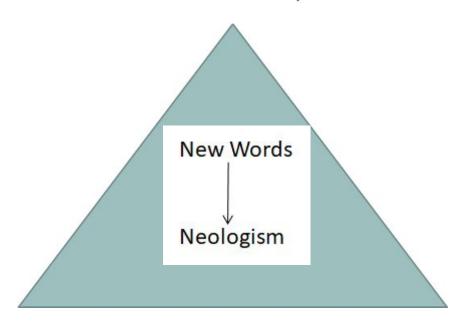


Language activities

Figure 2. CONTENT & PROCESS: BALANCING CHALLENGE

| Denial Defense Minimization Acceptance Adaptation Integration My cultural experience is the only one that is real and 'valid. There is little to no thought of "other." Defense Minimization Acceptance Adaptation Integration Acceptance Adaptation Integration I accept but may not agree with other of different cultures. eyes and curious and intentional cultural worldviews. I easily move in and out of different cultural worldviews. LEARNER LEARNER ACQUIRES KNOWLEDGE LOW CHALLENGE PROCESS LEARNER DEVELOPS SKILLS LEARNER DEVELOPS SKILLS LEARNER DEVELOPS SKILLS | Ethnocentric | | | Ethnorelative | | | HIGH CHALLENGE | | |
|---|--|---|---|---|---|--|--------------------|----------|-----------|
| cultural experience and "they" are is the only one that is real and valid. There is little to no thought of "other." Cultures are trivialized or romanticized. One feels valid. There is little to no thought of "other." Cultures are trivialized or romanticized. One tends to deny valid. There is little to no thought of "other." Cultures are trivialized or romanticized. One tends to deny valid. There is little to no thought of "other." Cultures are trivialized or romanticized. One tends to deny valid. One feels deny valid. There is little to no thought of "other." Cultures are trivialized or romanticized. One tends to different cultural worldviews. Cenerally, make intentional changes in my own behavior and values. CHALLENGE PROCESS LEARNER DEVELOPS SKILLS LEARNER DEVELOPS SKILLS LEARNER DEVELOPS SKILLS | Denial | Defense | Minimization | Acceptance | Adaptation | Integration | | | |
| There is and is (e.g., "color blind") and respectful. my own thought of "other." What is strange may be labeled as straigle may | cultural experience is the only one that is real and | superior and "they" are inferior. One feels | cultures are trivialized or romanticized. One tends to deny | may not agree with other cultures. Generally, | world through different eyes and make | move in and out of different cultural | | ACQUIRES | CHALLENGE |
| 1 DW | There is little to no thought of | and is highly critical. What is strange may be | (e.g., "color blind") and only seek | curious and | changes in my own behavior and | | DEVELOPS SKILLS | | |

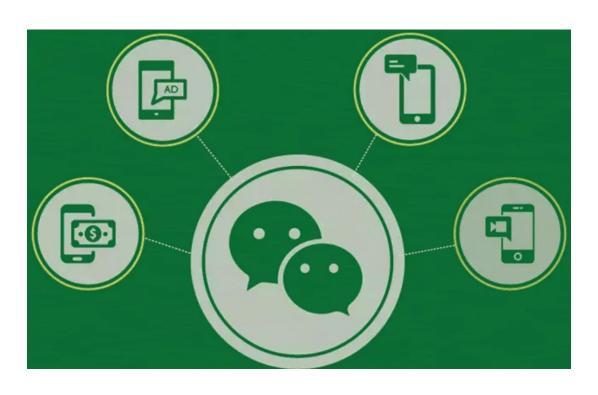
Social Culture Implication



Linguistic Awareness

Literacy Development







Critical pedagogy beyond the classrooms



Resources

