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 identify 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 (label the importance with numbers), leave only one to share with your group.
Identity wall
Ethnicity Race Culture
Artifacts
Behaviors

Observable values
Strategies and goals, norms and rules

Basic assumptions
Mental map of fundamental issues of time, space, reality and human nature

Visible, but not decipherable without context

Visibility depends on self-awareness of organization

Taken for granted, preconscious, invisible

Software of the mind model
Geert Hofstede (1980)
ACTFL’s 3Ps Model

Practice(s) → Target Culture → Product(s)

Perspective(s) ↔ Perspective(s)
Cultural appreciation and cultural appropriation

This teenager thinks there's nothing wrong with wearing a traditional Chinese dress to prom.

and decided to wear it as “appreciation” of Chinese culture.
Digital literacy
## Language activities

**Figure 2. CONTENT & PROCESS: BALANCING CHALLENGE**

<table>
<thead>
<tr>
<th>Ethnocentric</th>
<th>Ethnorelative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td>Defense</td>
</tr>
<tr>
<td>Minimization</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Defense</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Character</td>
<td>Perception</td>
</tr>
<tr>
<td>My cultural experience is the only one that is real and valid. There is little to no thought of “other.”</td>
<td>“We” are superior and “they” are inferior. One feels threatened and is highly critical. What is strange may be labeled as stupid.</td>
</tr>
<tr>
<td>Other cultures are trivialized or romanticized. One tends to deny differences (e.g., “color blind”) and only seek similarities.</td>
<td>I accept but may not agree with other cultures. Generally, I am curious and respectful.</td>
</tr>
<tr>
<td>I “see” the world through different eyes and make intentional changes in my own behavior and values.</td>
<td>I easily move in and out of different cultural worldviews.</td>
</tr>
</tbody>
</table>

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Neologism
Neologism

- 高学历
- 高收入
- 高年龄

剩女的
基本特征

外企白领
杜拉拉
Neologism
Neologism
Critical pedagogy beyond the classrooms
Resources

Words and Actions:
Teaching Languages Through the Lens of Social Justice

Cassandra Glynn
Concordia College

Pamela Wesley
University of Iowa

Beth Wassell
Kwansei University

Foreword by Sonia Nieto

Social Justice Standards
The Teaching Tolerance Anti-Bias Framework