

# Poll Data

## 54% of college/university students in the US are White

19.4% Hispanic | 14.5% Black | 8.4% Asian | 3.1% Other

## The fastest growing group is Two or more Races

Since the 2010 census, this group has grown by 36%. The Asian identifying population comes in second, at 32% growth. Whites: 1%.

## 76% of college/university faculty in the US are White

11% Asian/Pacific Islander | 6% Black | 6% Hispanic | 1% American Indian, Two or more Races

## 85% of LGBTQ+ students report verbal harassment at school

LGBT students of color, transgender students, LGBT students in rural communities, and those living in the South tend to face more hostile school climates.

## 21% of US children live at or below the poverty line

The poverty line is one indicator, but cost of living often means that even families with income above the poverty threshold are still functionally in poverty. 43% of children in the US by that measure are either at or below poverty level or considered low-income.







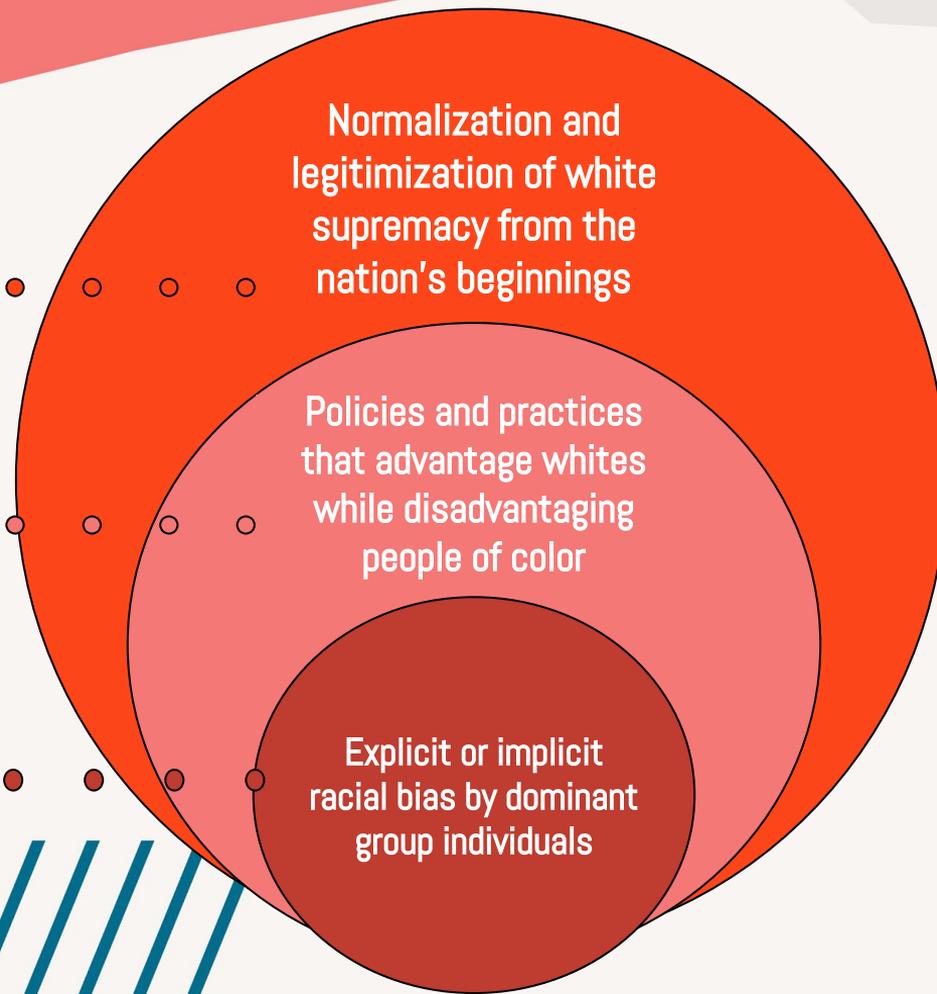
## Today's Topics:

- 01 Theory: Identity Affirmation, Language Learning, and Online Learning
- 02 Praxis: Content + Materials, The Old Way vs. the New Way

**STRUCTURAL  
RACISM**

**INSTITUTIONAL  
RACISM**

**INDIVIDUAL  
RACISM**



(Davis 2019, p.34)

# Identity & Online Learning



Student Heterogeneity in Remote Learning Contexts



Social Presence



Accessibility



Global Interaction



Learning Beliefs & Expectations



Technical Knowledge



Perceived Status



Learning Experience



Religious or Cultural Beliefs



Content Beliefs



Age/Education



Race/Ethnicity/Nationality



Sex/Gender Identity/Orientation



Language(s)/Communication



Barriers to Learning

# Identity & Language Learning



Student Identity Diversity in Language Learning Contexts



Race/Ethnicity



Sex/Gender Identity/Orientation



Religious or Cultural Beliefs



Ability/Disability/Neurodivergence



Class/Poverty/Cultural Capital



Family of Origin/Trauma/Support



Country/Region of Origin/Language(s)



Education Background/History

*intersectionality*

# Race, Ethnicity + Language Learning

**Successful learners** must experience a “sense of connectedness and investment in their immediate community of learners **in direct relation to their past and present** ethnic, racial, and linguistic identities” and **be able to envision a future** of “themselves interacting with members of a community of target language speakers who mirrored both these future/ideal L2 speakers and, sometimes, their past/present ethnoracial selves.”

(Anya 2011, p. 458).



# Gender Identity, Sexual Orientation + Language Learning

Just as **underrepresentation** of students' racial and ethnic identities may **negatively impact** the language-learning experience, "**homophobia** (prejudice) and **heterosexism** (systematic discrimination) **adversely** affect learning and teaching"

(Nelson, 1999, p. 372)



# Family, Class + Language Learning



- 4.3% of US population identifies as **LGBTQ+**
- 200K children in the US have **same-sex parents**
- 40% of first marriages end in divorce; 60% of second marriages end in divorce
- 40% of married couples have **blended families**
- 450K children in the US are in **foster care**
- 2.5% of US children are **adopted**
- 2.3% of US children have an **incarcerated primary caregiver**
- 22% of US children **live with a single mother**
- In **1980**, 77% of children lived with both parents.  
**In 2018: 65%**
- 25% of US children have **an immigrant parent**
- 31% of US adults self-identify as **working class**

# Assets, Not Deficits



“The diversity of our students **challenges us to be honest about othering**; to understand the impact of our own cultural understandings on our teaching; and **explore the complexities** of the cultures, histories, and experiences of our students”.

(Duval 2018, p. 52)

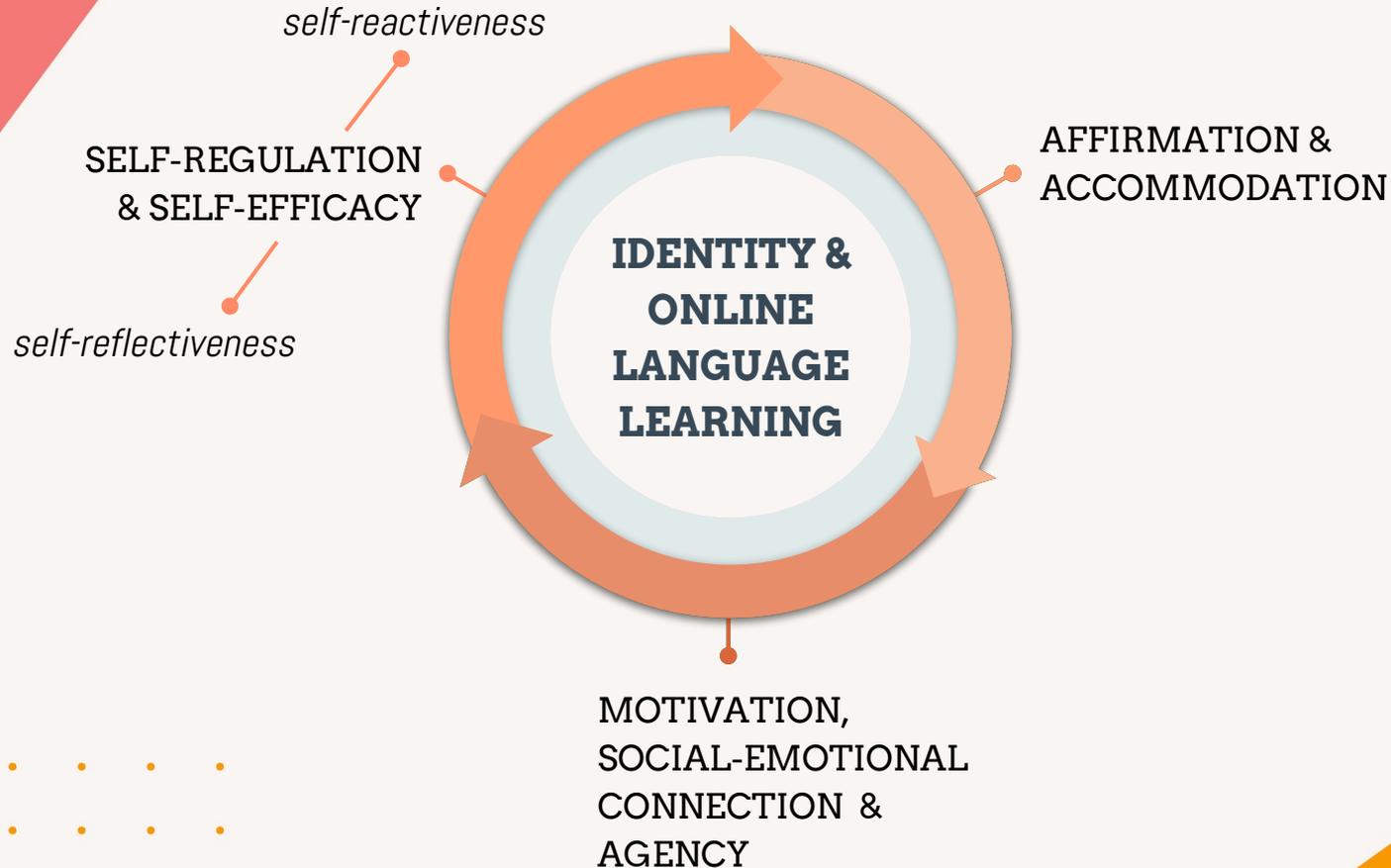




"The *critical* component of critical pedagogy relates to paying close attention to the **day-to-day experiences, struggles, and realities of learners**. Critical pedagogues seek to understand **what works and what does not work**, as the learners themselves **see, experience, and express their reality**, and co-create with learners the knowledge, awareness, and dispositions to **break through imposed barriers to full citizenship and self-actualization.**"

(Bradshaw 2017, p. 9)

# COMMUNITY

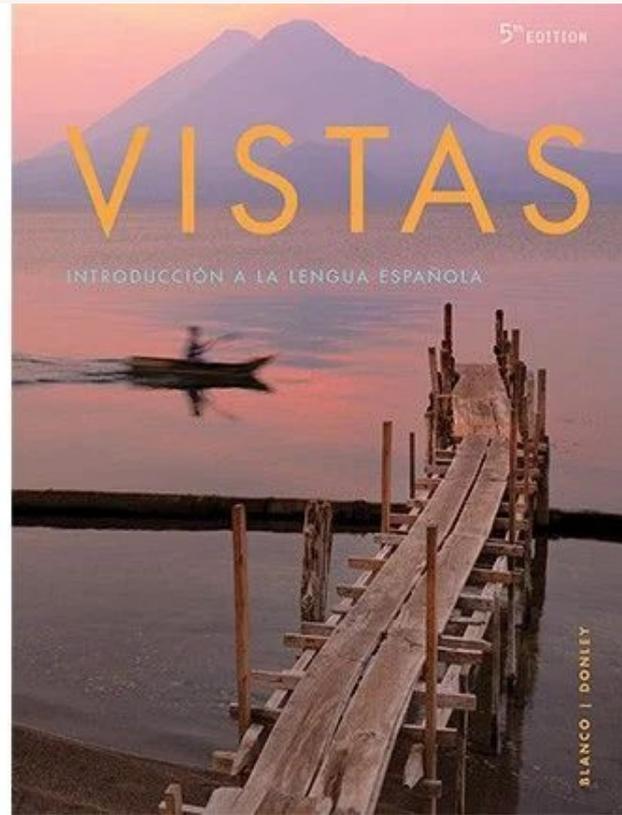
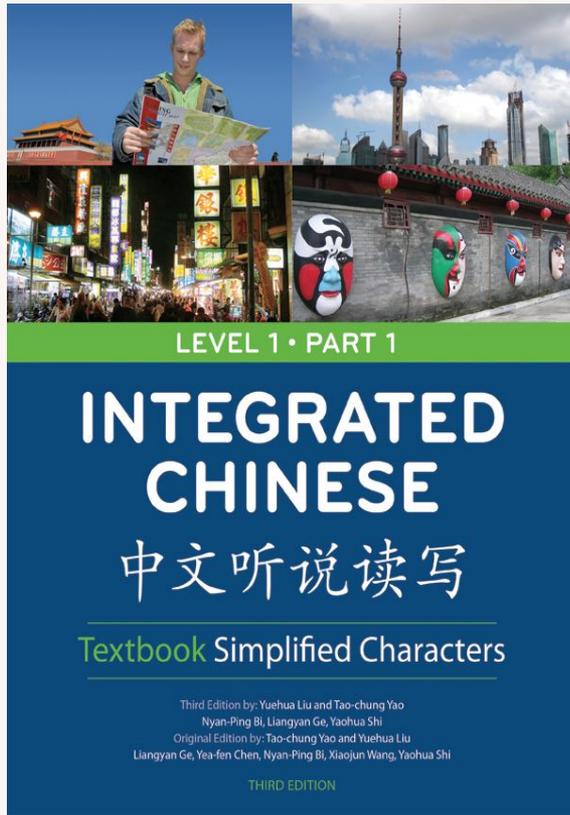
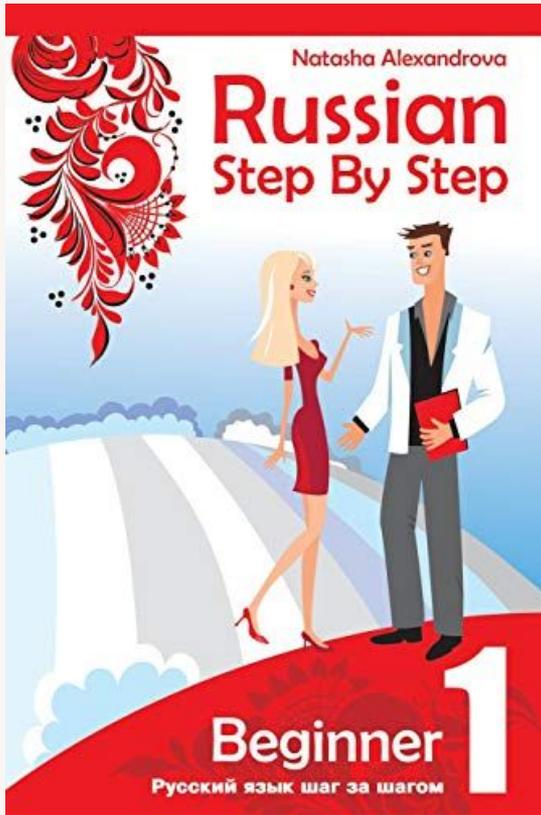




- **Follow** the textbook
- **Conform** identity to textbook content
- Students are **captive** to content choices
- Students **do not see or participate** in discussions of identity in L2 (ever)
- Students **see mostly dominant representatives** of C1 and C2
- **Submission** --> **Acceptance**



- **Supplement** the textbook
- **Affirm** identity **and** discuss C1 and C2 relevance
- Students have **agency** in content choices
- Students **see and participate in discussions of identity** in L2 (from novice-level)
- Students **see diverse intersectional identities** affirmed in C1 and C2 representation
- **Innovation** --> **Disruption**



# Count me in!

1

## REFLECT

Identify unconscious & implicit biases. Study, read, reflect on new concepts and information.



2

## ENGAGE

Seek data. Survey students. Conspire with colleagues and admins.



3

## ASSESS

Critically evaluate instructional materials and institutional policies.



4

## DISRUPT

Supplement. Challenge cultural norms. Conspire with students. Innovate.





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