



May Kyaw Oo (Nagasaki University): Responding to Microaggressions and Racial Bias in ELT Workplaces

Tips for allies



- ✦ Speak less, listen more.
- ✦ Elevate yourself from bystander to action-doer
- ✦ Acknowledge your own privileges
- ✦ Be mindful if your 'help' is actually wanted
- ✦ Understand that everyone is on their own 'allyship' path
- ✦ Be firm, but pick your battles

Dealing with emotional labor



- ✦ Confronting microaggressions can be demanding: learn when to let things go
- ✦ Make sure your own lifevest is on before trying to help others!
- ✦ Sharing responsibility reduces the Emotional Labour required by your marginalized peers

Actions



- ✦ Talk up your marginalized colleague's work
- ✦ Give interpersonal support: actively listen and cheerlead
- ✦ Let students know they're more likely to meet a 'non-native' English speaker than a 'native' one
- ✦ Join committees to initiate change from within

Actions



- ✦ File complaints when it's safe to do so
- ✦ Bring theory and expertise (data) into the discussion
- ✦ Practice compassion: colleagues may have good intentions
- ✦ Know when it's time to say goodbye to a toxic workplace



Yuzuko Nagashima (Yokohama City University) and Luke Lawrence (Toyo University): Becoming an LGBTQ+ ally in the Japanese university

Explicit Classroom Activities



- ✦ Use introductions
- ✦ Avoid value judgement questions
- ✦ Focus on heteronormativity
- ✦ Be careful not to essentialize LGBTQ+ people
- ✦ Integrate with curriculum on social/justice/critical thinking

Implicit Classroom Activities



- ✦ Avoid heteronormative language
- ✦ Reading activities: characters just happen to be LGBTQ+
- ✦ Make diversity a natural part of your materials, not the special focus

Allyship inside the classroom



- ✦ Create safe space for all students (materials, curriculum)
Think about intent versus impact
- ✦ Give students information about events (e.g., pride parade)

Allyship in the workplace



- ✦ Lead by example in interactions with colleagues
- ✦ Call out coworkers
- ✦ Point out heteronormativity in institutional processes and demand change



Katrina Persons-Nishi (Keiwa College, student): Observations & Experiences of a College Student: Awareness in Diversity

Students' sensory challenges



- ✦ Teacher's speaking volume
- ✦ Sudden loud sounds (clapping, attention getters)
- ✦ Music during class time (solution=headphones)
- ✦ Illegible handwriting, colour choices (blue chalk on green chalkboard), font choice, size, spacing, crowding

LGBTQ+ students

- ✦ Teacher's lack of knowledge on issues, misinformation
- ✦ Unconsciously misgendering students
- ✦ Materials: topics outdated, asking students to agree/disagree with value statements



Social/cultural issues

- ✦ Be careful when using social media for coursework
- ✦ Be aware of inappropriate physical or verbal interactions which may differ depending on your students' backgrounds



Considerations

- ✦ How can you support closeted students?
- ✦ How can you take accountability for the topics you introduce in class?
- ✦ What can you do to consider sensory preferences?
- ✦ What can be done to make students comfortable communicating issues to teachers? (e.g., Anonymous Google Form)





Gerry Yokota: Allies and Accomplices: An Intersectional Approach

Defining Allyship



- ✦ Terminology can be problematic
Working definitions:
- ✦ Ally: opposing discrimination on an individual level
- ✦ Accomplice: opposing discrimination on an systemic level

Allyship with Students



- ✦ Games: connect the dots
- ✦ Media literacy (mainstream vs independent media)
- ✦ Traditional and popular culture (e.g., SDGs, music, petitions)
- ✦ Storytelling and self-disclosure
- ✦ Student involvement: explicit discussions on your pedagogical practice

Allyship with Colleagues

Develop reflective partnerships:

- ✦ Partner with individual colleagues
- ✦ Brown bag lunches
- ✦ End-of-semester reviews
- ✦ Mentoring → accountability partnership



Changing the System

If you are in a secure position:

- ✦ Hold committees accountable
- ✦ Confront unfair hiring practices
- ✦ Engage in professional development: JALT, DEI, GALE, ALL; study groups; student clubs; guest lectures

