“Developing critical consciousness: Applying lessons learned from a community-university partnership program to Korean language classrooms”

Thursday, November 10/4:30–5:50 p.m. EDT/Zoom

Register to attend virtually

This talk will introduce a community-university partnership entitled School Kids Investigating Language in Life and Society (SKILLS), which is a sociolinguistic justice-centered outreach program that guides students, particularly those from linguistically minoritized backgrounds, to conduct original linguistic research and community-action projects on language-related issues in their families, peer groups, and local communities. Through student-led inquiries, learners are able to develop their academic skills, language proficiency, and multilingual/multicultural identities. Using instructional examples and models of student projects from this program, the talk will discuss how features of SKILLS may be applicable to Korean language classrooms as a means to move foreign and heritage language curricula beyond solely communicative goals to one that includes the development of critical consciousness. Thus, by connecting Korean language learning to such educational goals, language education is located in a more authentic learning context, enabling students to develop their proficiency via engagement with purposeful and relevant extensions of their horizons as well as with aims of social justice and action.

Jin Sook Lee is currently Professor of Education at the University of California, Santa Barbara with faculty affiliations in the Departments of Linguistics and Asian American Studies and also an Associate Dean of the Graduate Division at her institution. She earned her doctorate from Stanford University and is a former Fulbright Scholar in Applied Linguistics. Her research, which has been supported by various organizations such as the National Science Foundation, Foundation for Child Development, and National Institute of Health, focuses on the sociocultural factors that shape the language learning and teaching processes among heritage language learners, English language learners, and bilingual learners in immigrant communities, community-based programs, and dual language immersion schools. Her publications include The Education of Language Minority Immigrants in the US (Multilingual Matters, 2009) and Feeling it: Language, Race and Affect in Latinx Youth Learning (Routledge, 2018). She serves as an associate editor for the International Journal of Multilingual Research as well as on the editorial boards of Bilingual Research Journal, Language Arts, Asia TEFL, Korean Language in America, and Language Teaching for Young Learners.

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