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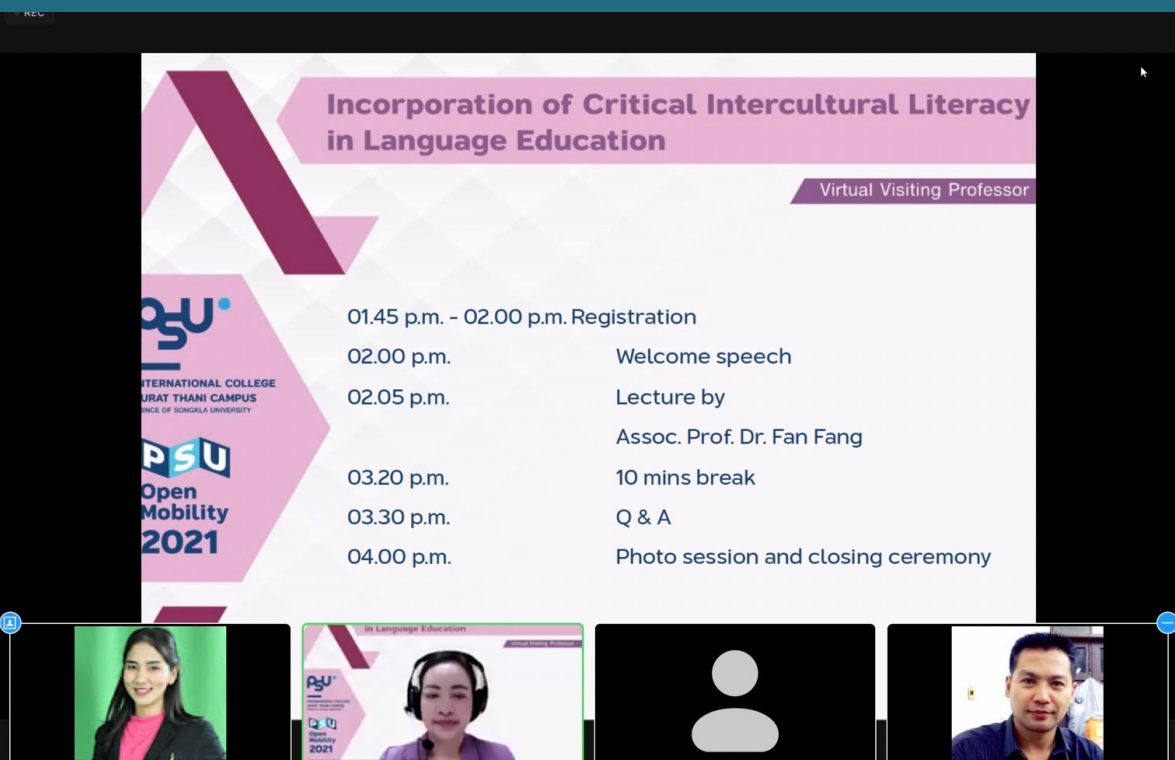
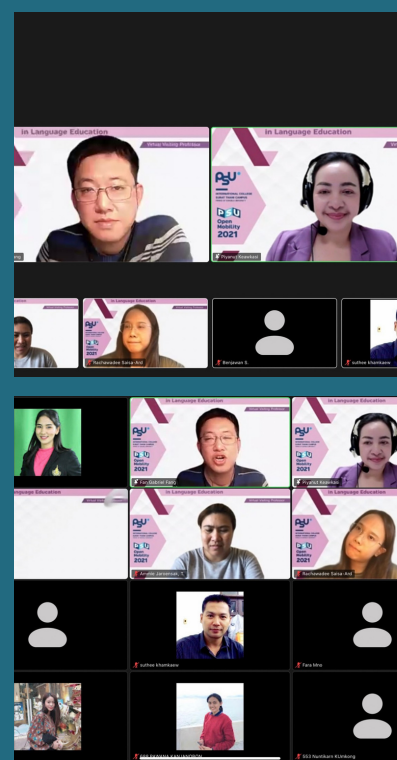
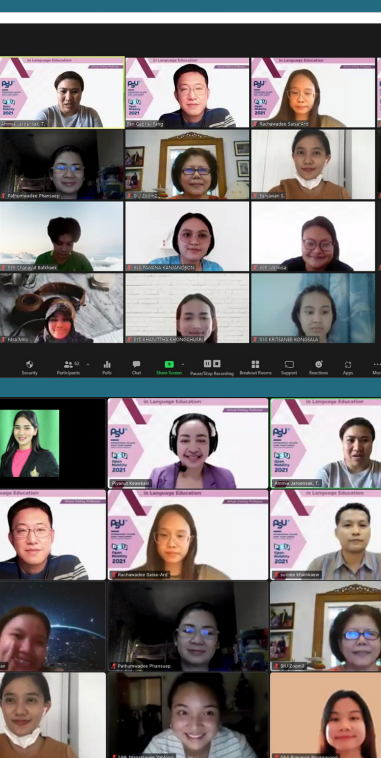
Incorporation of Critical Intercultural Literacy in Language Education

Virtual Visiting Professor

PSU
INTERNATIONAL COLLEGE
URUT THANI CAMPUS
SCHOOL OF SONGKHA UNIVERSITY

PSU
Open
Mobility
2021

01.45 p.m. - 02.00 p.m. Registration
02.00 p.m. Welcome speech
02.05 p.m. Lecture by
Assoc. Prof. Dr. Fan Fang
03.20 p.m. 10 mins break
03.30 p.m. Q & A
04.00 p.m. Photo session and closing ceremony

A screenshot of a Zoom meeting. The main window displays a presentation slide with a pink and white geometric design. The slide title is 'Incorporation of Critical Intercultural Literacy in Language Education' and it identifies the speaker as 'Virtual Visiting Professor'. Below the title is a schedule of events from 01.45 p.m. to 04.00 p.m. The left sidebar shows a grid of participant video feeds. The bottom of the screen shows the Zoom interface with a 'Leave' button and a 'REC' indicator.A screenshot of a Zoom meeting. The main window displays a presentation slide with a pink and white geometric design. The slide title is 'Incorporation of Critical Intercultural Literacy in Language Education' and it identifies the speaker as 'Virtual Visiting Professor'. Below the title is a schedule of events from 01.45 p.m. to 04.00 p.m. The left sidebar shows a grid of participant video feeds. The bottom of the screen shows the Zoom interface with a 'Leave' button and a 'REC' indicator.A screenshot of a Zoom meeting. The main window displays a presentation slide with a pink and white geometric design. The slide title is 'Incorporation of Critical Intercultural Literacy in Language Education' and it identifies the speaker as 'Virtual Visiting Professor'. Below the title is a schedule of events from 01.45 p.m. to 04.00 p.m. The left sidebar shows a grid of participant video feeds. The bottom of the screen shows the Zoom interface with a 'Leave' button and a 'REC' indicator.

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In Language Education

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Piyanut Keawkasi

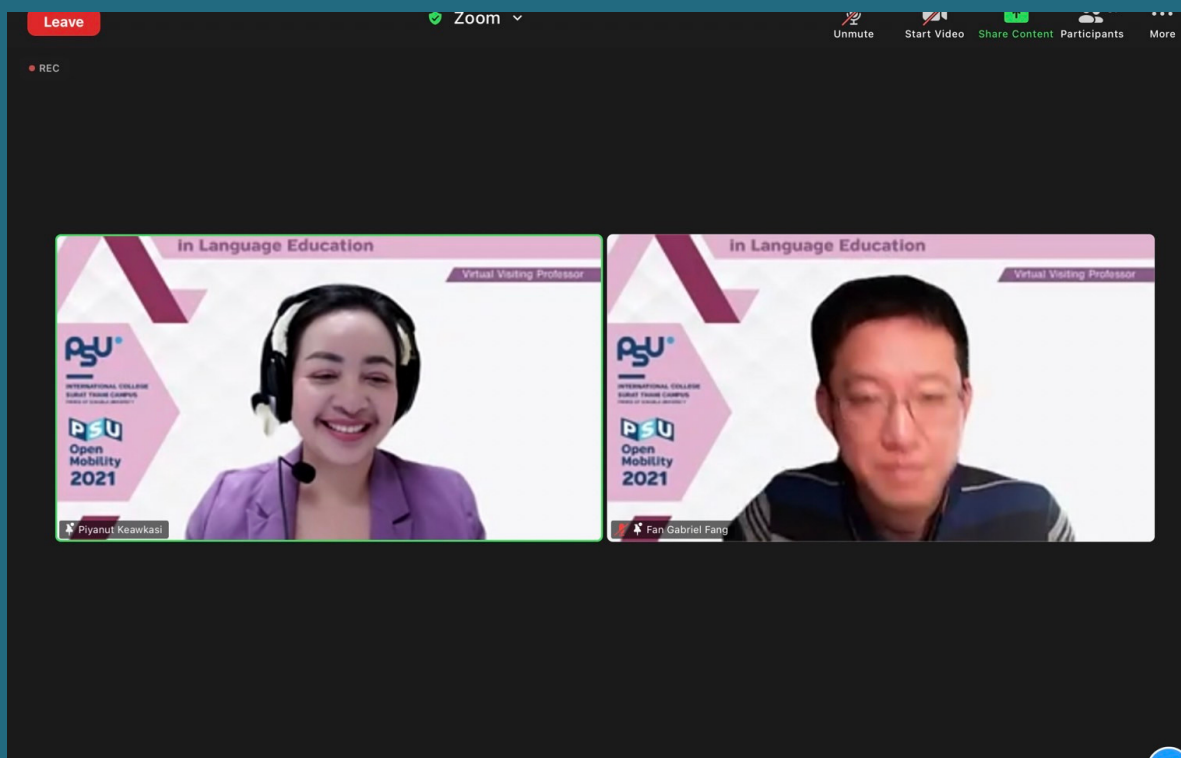
In Language Education

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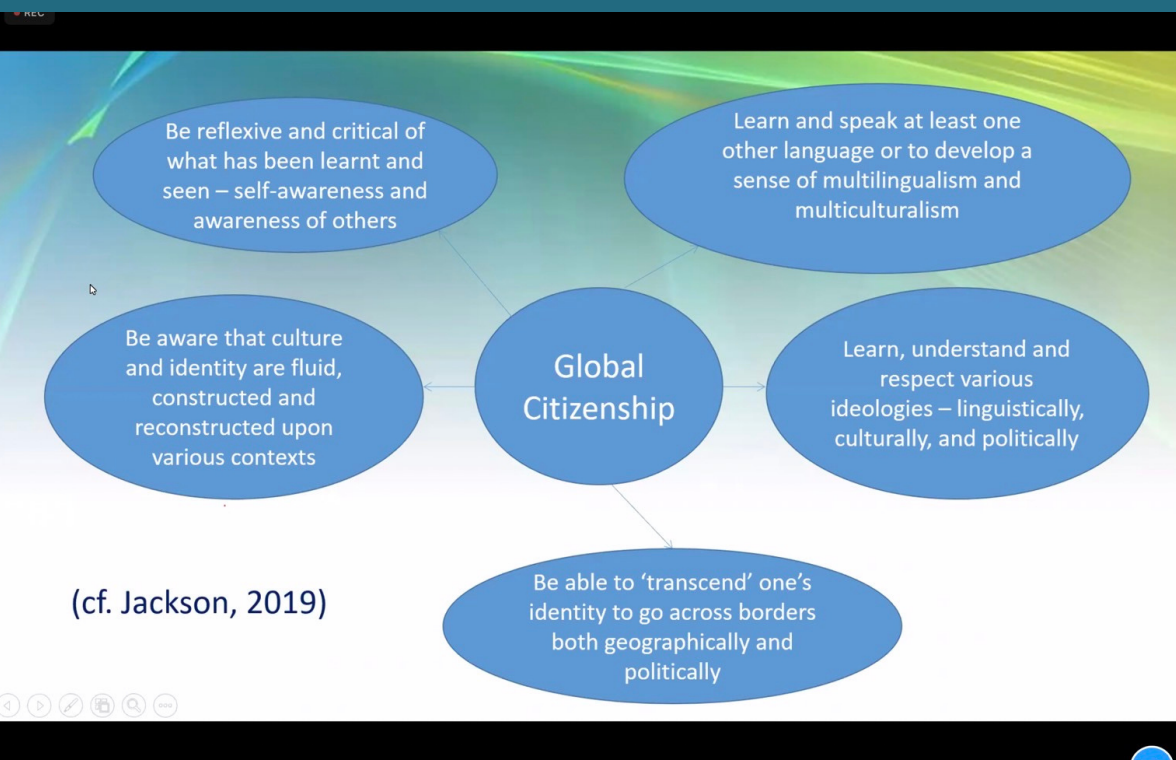
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Fan Gabriel Fang

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Incorporation of Critical Intercultural Literacy in Language Education

12 Feb 2022 by Assoc. Prof. Dr. Fan Fang



Zoom

In Language Education

Virtual Visit

Spotlight

ALISE

Open Mobility 2021

Incorporation of Critical Intercultural Literacy in Language Education

Google Scholar

Fan Fang

Associate Professor, East Asia Institute
Verified email at su.ats.ac.jp
English as a Lingua Franca World English Language Attitude Identity

TITLE	CITED BY	YEAR
I was like, 'just wow!': Insights from Global Englishes teacher professional development	22	2022
Towards a Global Englishes-aware National English Curriculum of China	1	2022
Developing EFL research for critical language education	1	2021
Re-envisioning English medium instruction, intercultural citizenship development, and higher education in the context of studying abroad	1	2021
Global Englishes and Teacher Education: Present Cases and Future Directions	1	2021
I feel a sense of solidarity when speaking 'Teacher', unlearning binary language	1	2021

Rethinking Culture

Cultural Masala

Diversity & Cultural Awareness

Becoming more aware about the diversity of people around you is built upon an open-minded attitude and a willingness to accept that the journey towards greater enlightenment is valuable and worthwhile. Individuals need to reflect upon where their prevailing attitudes may be closed-minded or limited and what needs to be done to change this and to bring about a climate that welcomes diversity of belief, opinion and action. Awareness is typically heightened, and an organizational climate changed by talking about diversity and focusing on the strengths and the benefits it can bring. Effort also needs to be committed to drawing attention to fear, bias, discrimination and prejudice in relation to looking or acting differently or having beliefs that are at odds with the 'majority' position.

REC

Critical Intercultural Literacy

- **Critical multiculturalism** 'critically examines how inequality and injustice are produced and perpetuated in relation to power and privilege' (Kubota, 2004: 37) and explores 'a critical understanding of culture' (p. 38). It involves students 'in critical inquiry into how taken-for-granted knowledge, such as history, geography, and lives of other people, is produced, legitimated, and contested in power struggles' (p. 40).
- **Reconstruct local and target culture** – is there a clear boundary of local or target culture? Is there something called local/target culture? If yes, what are they? If no, how should we 'teach language as culture' (Kramsch, 2014)
- **Language and culture as emergent** – one should develop 'a capacity to negotiate and mediate between different emergent socioculturally grounded communication modes and frames of reference' based on the traditional understanding of culture in IC (Baker, 2012: 66)

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