

Aiko's Module – Personal Stories of Cultural Identities (pp. 233-235)

The aim of this module is for students to gain a framework and vocabulary to conceptualize cultural identities and cross-cultural mobility so that they can apply the concepts later on in the course. In this module, students are introduced to a framework called “Anchors and Mirrors” from the book *Third Culture Kids: Growing Up Among Worlds* (Pollock et al., 2017). I make sure to localize the framework by making use of stories from my own life and others in the Japanese context. For instance, I draw on my own narratives in modeling presentations (Appendix A-1) or as discussion prompts (Table 9.1, Class 8), and I also include narratives from social media, fictional work (such as *manga* or *anime*), or those in the local community (Appendix A-2). I also employ my insider/outsider perspective by intentionally choosing narratives that engender a variety of contexts and perspectives. For example, the task “Give advice to teenager Aiko” (Appendix A-3) contextualizes the challenges of an intercultural identity for students, and I play the role of an outsider by giving students the authority to analyze and articulate the norms of their local Japanese communities.

Table 9.1
Aiko's Module on Cultural Identity and Mobility

	Tasks/ activities in class	Objectives related to addressing hidden diversity [SWBAT]
Classes 1-3	1. Reading: “Anchors and Mirrors” cultural identity framework (Pollock et al., 2017) 2. Presentation: Personal identity formation and family, community, place (Appendix A-1) 3. Instructor models the presentation and shares own cultural identity.	1. To gain a framework to analyze cultural influences on self 2. To articulate their own cultural identity formation 3. To set community norms for sharing personal stories
Classes 4-6	4. Reading: Cultural chameleon and cultural identities (Pollock et al., 2017) 5. Discussion: Find someone who (Appendix A-2) 6. Discussion: Give advice to teenager Aiko (Appendix A-3)	4. To gain vocabulary to discuss cultural identities in relation to surrounding culture 5. To explore cases of diverse cultural identities in lieu of their contexts 6. To contextualize the challenges of mixed cultural identities
Classes 7-8	7. Reading: Hidden losses and unresolved grief (Pollock et al., 2017) 8. Discussion: Sharing experiences of “loss” as a result of mobility *Instructor shares examples of her own losses.	7. To gain vocabulary to discuss mobility and its psychological influence 8. To apply the “Anchors and Mirrors” cultural identity framework to cross-cultural mobility

Note. SWBAT = Students Will Be Able To

Can be copied and used for teaching purposes.

Citation: Minematsu, A., & Morgan, J. (2023). Insider/outsider perspectives: Utilizing educator funds of knowledge to explore 'hidden diversity' in university English courses in Japan. In G. P. Glasgow (Ed.), *Multiculturalism, language, and race in English education in Japan: Agency, pedagogy, and reckoning* (pp. 228–249). Candlin & Mynard ePublishing. <https://doi.org/10.47908/26/9>