

# Creating Inclusive LINC Classrooms for those who have Experienced Trauma

An Infographic Based on the Qualitative Study Conducted by Wilbur (2016).

## The Five Faces of Oppression and Instructor Incorporation in LINC Classrooms

### What are the Five Faces of Oppression?

Trauma looks at individuals who acted in an "abnormal" way (Wilbur, 2016). Using this information given by instructors, the researcher studied these observations through the lens of the Five Faces of Oppression. Iris Marion Young looked at these oppressive factors as reasoning for the existence and continuation of trauma. Wilbur (2016) took these factors into consideration and asked instructors how they may respond to these factors in their classrooms.

#### VIOLENCE



Experiences of persecution, threats against safety, torture and war.

Instructors recall students' experiences of trauma relating to family members, friends, etc.

Often careful reevaluation of resources and supports can be implemented to support those who have experienced violence.

#### POWERLESSNESS

Participation in society has no value due to their status. Instructors can account for this barrier by conversing about racism, classism, sexism, and other minority statuses and barriers. Instructors can take advantage of their role as being often the first new person of contact to provide resources and connections.



#### MARGINALIZATION



Intentional separation or restriction of certain groups to a lower standing or position. It is important for instructors to engage in conversation about topics such as intersectionality and oppression. Instructors can further open conversations by recognizing their own position of privilege and building a supportive community.

#### CULTURAL IMPERIALISM

Defined as the establishment of a dominant group as being the norm and rejecting other cultures or groups' way of life. When addressing this form of oppression, instructors can speak about colonization, and how their work may be built off of certain values and dominant cultures.



#### EXPLOITATION



Those who benefit from capitalistic policies (have) may exploit the have-nots for work and resources. In this way, it is important for instructors to understand that such processes can create unequal distributions for different individuals and create a gap, causing barriers and difficulties for certain individuals to earn and make a proper living.

# Application of the Five Faces of Oppression

Instructors can apply their knowledge of these factors by initiating conversations and discussions about risk factors and offering support and resources if needed. Recognizing privilege and power can assist in acceptance and conversation.

## The Study

### Purpose of the Study

How can instructors of Language Instruction for Newcomers to Canada (LINC) classrooms support individuals who have experienced trauma?

### Methodology

Wilbur (2016) used the Five Faces of Oppression Model created by Iris Marion Young to analyze instructor interviews about the experiences of LINC students.



## LINC Teacher Understandings of Trauma

Instructors noticed several behavioural differences in individuals that have experienced trauma or hardship in their home country. Some of the various examples are as follows:

- Difficulty maintaining focus on tasks and having lacking "normal" social skills.
- Absences from class, unengaged, the use of substances.
- Many of the students appeared as if they were not fully present in the class although they were physically there, they were not fully in the right headspace (Wilbur, 2016).

The Five Faces of Oppression were used to understand the different identifiable behaviours of individuals who have experienced trauma. Using this, LINC instructors could incorporate practices into their classrooms to account for such barriers to create more inclusive spaces.

## References

Wilbur, A. (2016). Creating Inclusive EAL Classrooms: How Language Instruction for Newcomers to Canada (LINC) Instructors Understand and Mitigate Barriers for Students Who Have Experienced Trauma. *TESL Canada Journal*, 33, 1–19. <https://doi.org/10.18806/tesl.v33i0.1243>