Equity, diversity, and social justice have recently attracted a great deal of attention in language education. These values are widely accepted by institutions and instructors committed to fostering ethics and collaboration among citizens in our increasingly volatile world. Yet, they can also become a set of superficial slogans with little substance, resulting in a discourse that is non-performative. The recent antiracist social movements also contain both potential and pitfalls. This presentation will scrutinize the concept of social justice, various dimensions and effects of racism, and raise an alarm for so-called Oppression Olympics—competitions focusing on the amount of vulnerability experienced by different racialized groups, pitting them against each other. Critical language teaching must recognize these potential problems of education for social justice and antiracism, and should strive for developing contextual ethics and empathy in order to build solidarity among different groups and to enact criticality in institutional and instructional practices.

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