

Teaching for Social Justice in World Language

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Agenda

- Building Community
- Key Components and Standards Work
- Entry Points
- Unit Plan analysis
- Discuss Next Steps



Words and Actions: Teaching Languages through the Lens of Social Justice



Identity Poem

Life in Poetry

- On the shared document, open the link labeled **Identity Poems**.
- Two choices: one based on George Ella Lyons poem or one from the book
- Play around with one of the two poems in the TL you teach; it's okay not to finish it - do as much as you can in 5 min.

Where I'm From

I am from glass.
From Coke and Neon.
I am from the large red bricks.
I am from the orchid flower,
The evergreen tree, spikes, bristles, and all.

I am from green eyes and blonde hair.
I'm from Susie and Scott Rogers.
I'm from the can do's and hard headed,
From don't gives up and always stick up for yourself.

I'm from the above.
I'm from Jacksonville, Florida and of Russian and German ancestry.
Italian food and Lipton ice tea.
From the broken jaw my father got skiing.
The broken arm my mother got falling.
Under the bed in picture albums,
From the time of my birth to the present.
With the first born and the eldest of two.

Debrief Poems

- How might you adapt the identity poems to younger learners or novice learners at MS, HS or post-secondary levels?
- How do activities around identity connect to social justice education?
- Do we ask students to share their poems? Do we ask them to share them privately with us?

- privileged
- cisgendered
- heterosexual
- able-bodied
- Ph.D./formal education
- mom
- teacher
- German and French speaker

Looking Inward



Building a Transformative Classroom

- 1. Capitalize on your students' unique perspectives. Their frames of reference lead to rich learning experiences. Allow students options and freedom in their learning and demonstration of understanding.**

2. Be a facilitator and actively engage the students.

- **Avoid the “banking” model of education (Freire, 1993, p. 72).**
- **Be a “catalyst” to draw students into the dialogue and learning process (hooks, 1994, p. 11).**
- **Help students to develop critical thinking skills and be “agents of their own learning” (Nieto, 2010, p. 189).**

Learners were most responsive to tasks and projects **that were “real,”** that is, learning that came from personal or direct experiences, emerging **from student interests** – not material transmitted to students without acknowledging and tapping their own expertise and experience...

- Helmer, 2011, p. 139

Moving Away from the Teacher as The Holder of Knowledge

Example: **I-We-You** is a typical way of modeling

What happens if you switch to a **You-Y'all-We** (Eng, 2017) approach?

- How does that shift the hierarchy of your classroom?
- What role does that position students in?
- What are the benefits? Challenges?

What else can we shift in our classrooms to position students as “knowers?”

3. Be courageous and challenge students with topics.

4. Be okay with silence. Be responsive, willing to check up on them as they process, and be ready to empathize.

Defining Social Justice Education



Definitions

“If we are to teach for and about social justice, understanding what it looks, sounds, and feels like is critical”

- Wade, 2007, p. 4

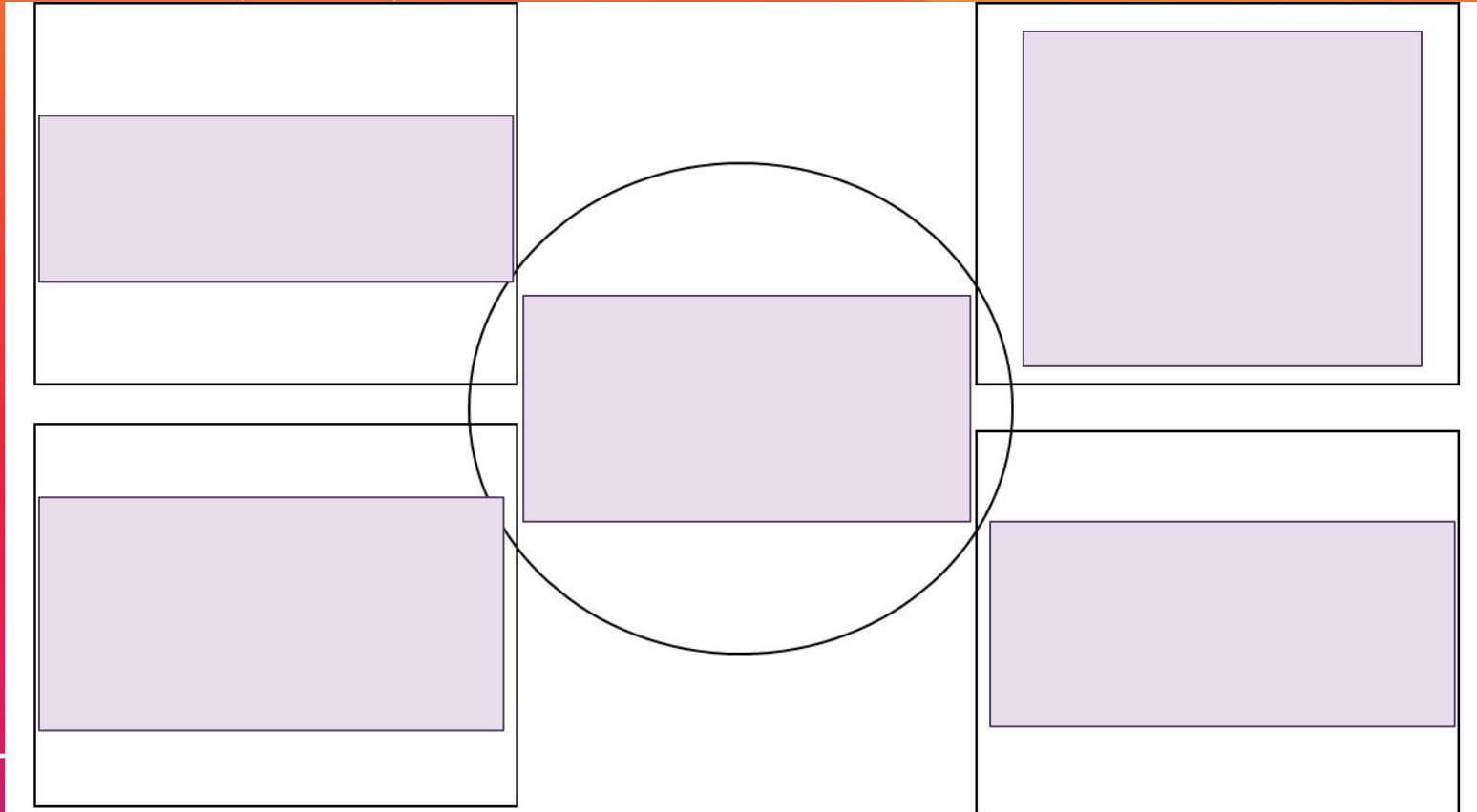


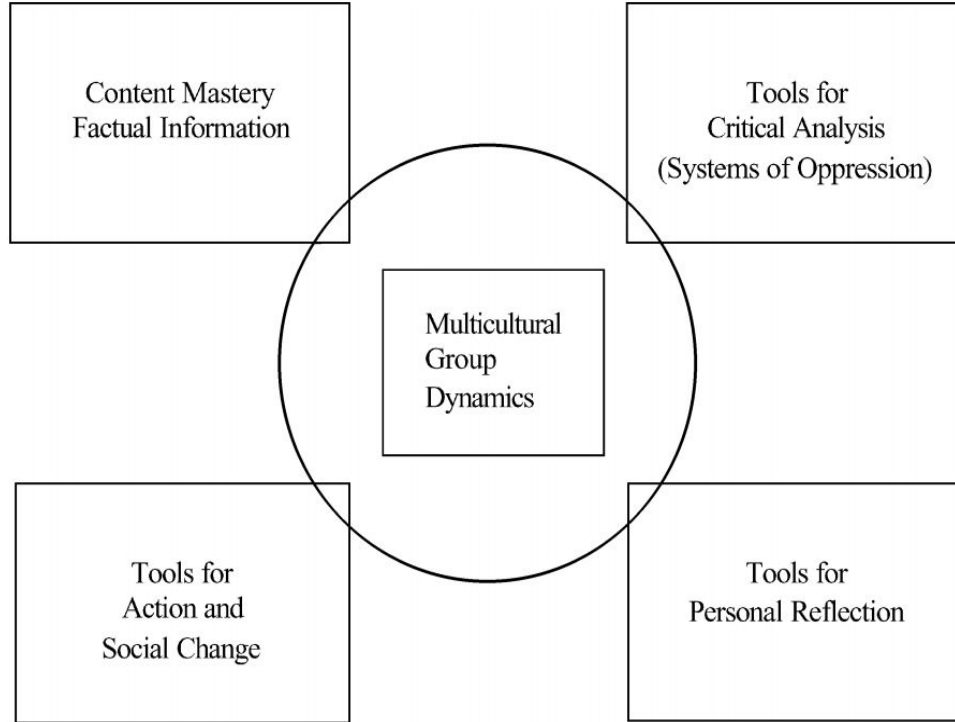
What is social justice?



“A philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity” (Nieto, 2010, p. 46).

Hackman's (2005) Model of Social Justice Education





How do these relate to what we do in language education?

**21st
Century
Skills**

**How can these
areas of our fields
reflect principles of
social justice
education??**



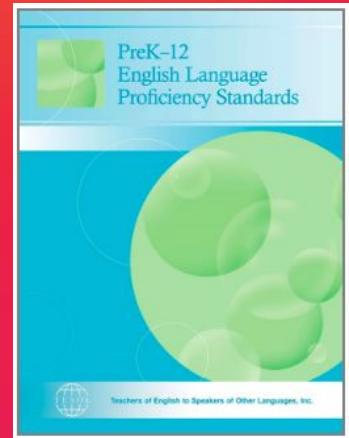
**Intercultural
Competence**

**Service
Learning**

**Project-Based
Language
Learning
(PBL)**

**Global
Competence**

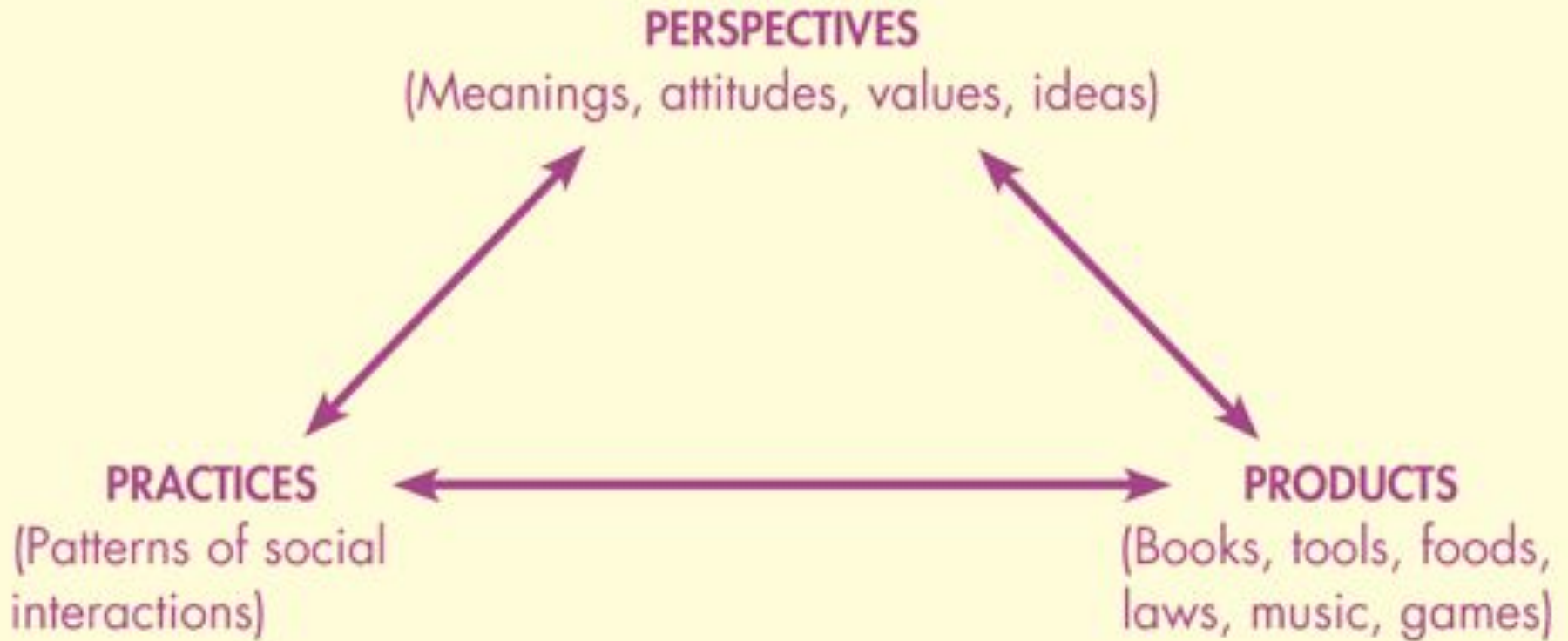
Multiliteracies



World-Readiness Standards & Social Justice Standards



CULTURES FRAMEWORK



Products, Practices, Perspectives

Social justice issues that focus on access to and relationships with tangible and intangible resources.

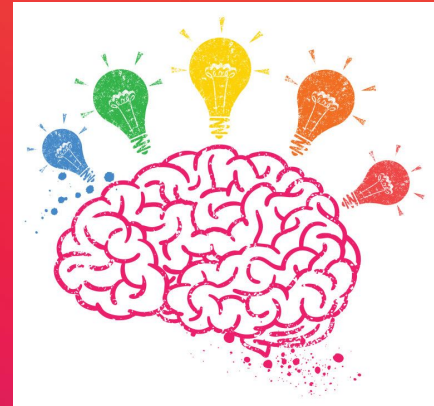
Social justice issues that arise from how people interact.

Social justice issues that stem from attitudes and values.

Brainstorming

In the shared Google doc, brainstorm products, practices, and perspectives related to social justice.

Add your ideas to the document.



Identity

Diversity

Justice

Action

**SOCIAL JUSTICE
STANDARDS**
THE TEACHING TOLERANCE
ANTI-BIAS FRAMEWORK

- **Identity #5:** Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- **Diversity #7:** Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- **Justice #11:** Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- **Action #17:** Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Some examples

Standards Activity

Making Connections to
Social Justice Standards

- Click on the link to the Teaching Tolerance Social Justice Standards
- Open Jamboard
- Use the sticky notes to brainstorm examples of activities/lessons you do or could do that meet standards in each domain.
- Try to think of one example for each domain.

Questions to Consider:



1. How do the Hackman framework and the social justice standards push us to dig more deeply into culture, for example?
2. Which connections to the social justice standards did you find to be particularly strong? Why would it be helpful to be more intentional about using the SJ Standards?
3. How do the framework and standards allow you to consider your curriculum in a different way?

Finding Entry Points in Your Curriculum

Let's Dig In!



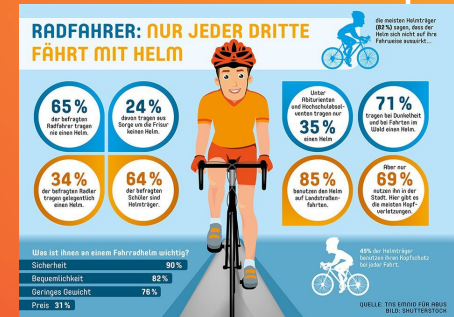
Examine your texts

Themes

Cultural Blurbs/Topics

Vocabulary Lists

Learning Activities



Questions to Ask about Cultural Topics in Curriculum

- Is there a history behind this cultural topic that might reveal past or present inequalities?
- Are there accepted truths about this cultural topic that can be challenged?
- Is this a cultural topic that people from different groups might view differently?
- Text: Coffee houses in Vienna; special language to be used; Stehcafe, Konditorei, Starbucks also mentioned.

Wasser und Wein. Zum Kaffee ist man oft Apfelfurter, Gugglhupf oder Sachertorte. Oft besuchen Gäste ein Kaffeehaus, bestellen einen Kaffee und bleiben viele Stunden. Hier diskutieren Gäste auch über Politik, Sport und andere Themen.

Wiener Kaffeehäuser haben spezielle Vokabeln: Schmei heißt Obers. Ein kleiner oder großer Branner ist ein Kaffee serviert mit Obers in einer kleinen Schale. Eine Melange ist halb Kaffee und halb geschäumte Milch. Ein Kapuziner ist ein kleiner Mokka (ein Schwarzer oder Espresso pur) mit wenig Milch.

Es gibt auch andere Cafés in Wien. In einer Espresso-Bar trinkt man vor allem Espresso und Cappuccino wie in Italien. In Stehcafés trinken Gäste Kaffee sehr schnell oder nehmen den Kaffee mit. Café-Konditoreien sind nicht nur Cafés. In der Konditorei kaufen Kunden verschiedene Kuchen und

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return to activities

Wiener Kaffeehäuser



Reading



Wasser und Wein. Zum Kaffee isst man oft Apfelstrudel, Gugelhupf° oder Sachertorte°. Oft besuchen Gäste° ein Kaffeehaus, bestellen einen Kaffee und bleiben viele Stunden. Hier diskutieren Gäste auch über Politik, Sport und andere Themen.

Wiener Kaffeehäuser haben spezielle Vokabeln: Sahne° heißt Obers. Ein kleiner oder großer Brauner ist ein Kaffee serviert mit Obers in einer kleinen Schale°. Eine Melange ist halb° Kaffee und halb geschäumte° Milch. Ein Kapuziner ist ein kleiner Mokka (ein Schwarzer oder Espresso pur) mit wenig Milch.

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Typische Caféreise

KAFFEEHÄUSER IN ÖSTERREICH HABEN

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DICTIONARY VOCABULARY TOOLS

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8:31 AM

11/16/2019

Karriere

- Text: BMW, a medical company that earns 22 billion per year, and a smaller company of baby products.

Familienunternehmen



EIN KLEINER TIPP

Die **Firma** is a general term for a business or company. **Das Geschäft** is a shop or small business. **Der Betrieb** refers to a factory or other business operation, and **die Wirtschaft** can refer to a specific business or to the economy in general.

die Familie Bertelsmann ist mit dem größten deutschen Medienkonzern sehr erfolgreich. Die Familie Heraeus besitzt Heraeus Holding GmbH, die im Bereich Edelmetall[®] jährlich über 22 Milliarden Euro erwirtschaftet. Andere berühmte Familienunternehmen sind Henkel (Reinigungsmittel), Marquard und Bahls (Mineralöl) und Fresenius (Arzneimittel).

Neben diesen großen Unternehmen findet sich in ganz Deutschland eine große Anzahl kleinerer Familienunter-

LAUT EINER STUDIE DES INSTITUTS FÜR MITTELSTANDSFORSCHUNG SIND ETWA 3 Millionen deutsche Firmen in Familienbesitz. Diese Familienunter-

Differentiating between a culture lesson and a social justice lesson situated within culture

What is the difference between the two?

- Culture lessons tend to focus on the 4 F's (foods, fairs, folklore, facts) - we can shift those to focus on more complex aspects of culture
- Social justice lesson situated within culture need not always show the issues and problems; hope, advocacy, and action taking place in TCs

Readers and Other Materials

Do a book audit, follow people in social media examining readers for issues such as a white gaze, saviorism, inauthentic culture

Picture from @MsAbeja



Nationalities or Countries of Origin

- Immigrants to the US & their voices, refugees, how/why people come to the US, nativism

Families

- Different family structures, roles of family members

Gender - grammar

- Gendered expectations, sexism, gendered items (toys, clothing, etc.)

Food or communities

- Food deserts, access to food, access to clean water

Environment

- Environmental justice

Shopping

- Consumerism, access to goods, Resources we need vs. goods we want

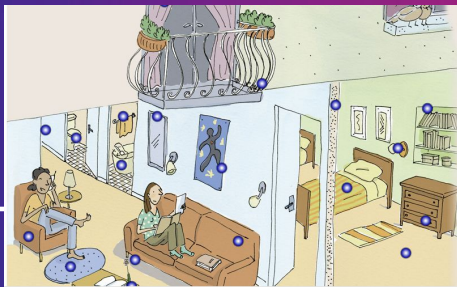
All about me

- Other students' stories from varied socioeconomic, racial, religious backgrounds (focus on building empathy)

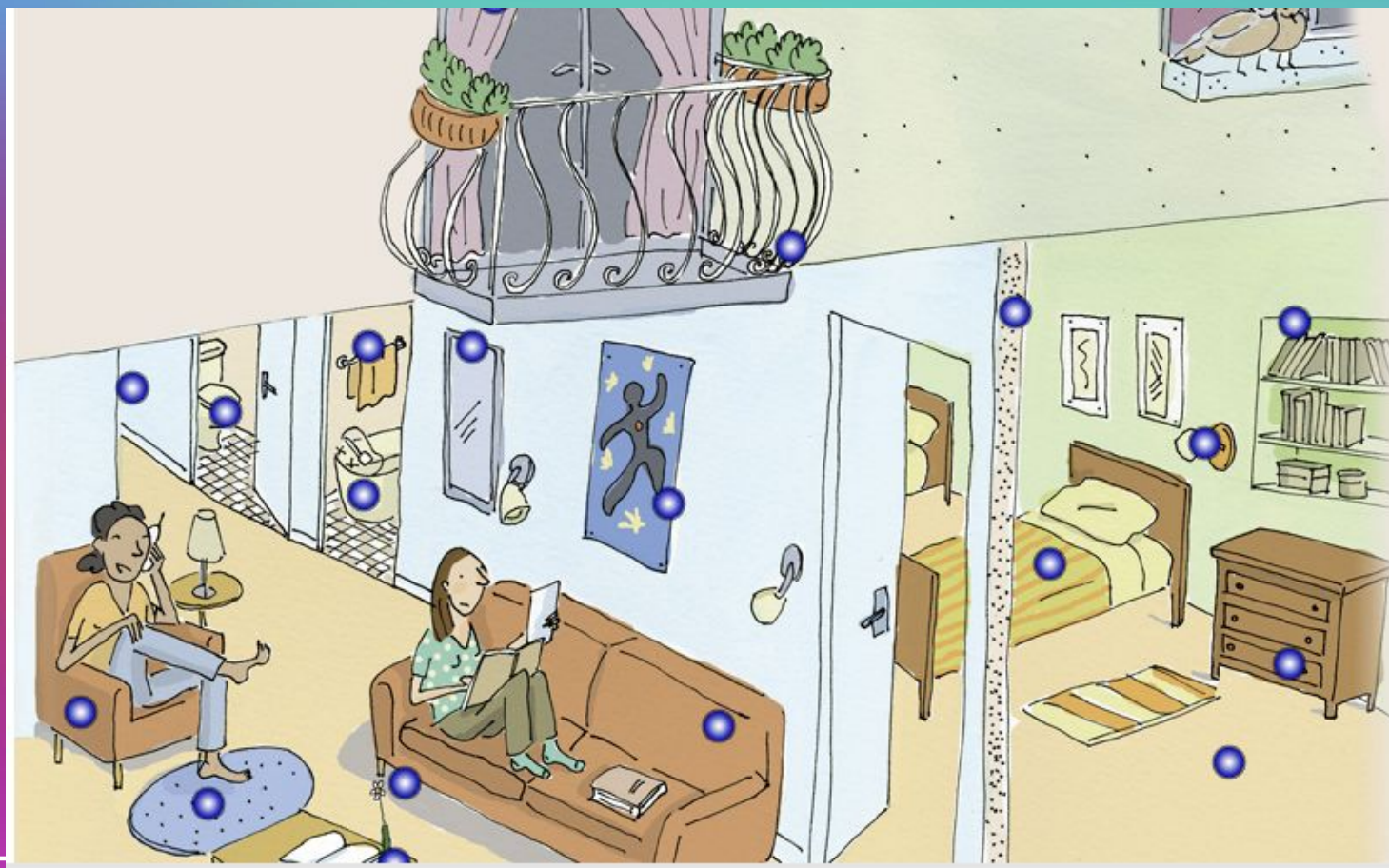
Questions to Ask about Vocabulary

The house: (sample words from VHL's *Sag Mal*)

home office	dining room
ground floor	living room
kitchen	balcony
coffee maker	freezer
microwave	vase
vacuum	duvet
bookshelf	armchair
curtain	washing machine



- Does it impart any values?
- Does it situate students or the target culture within a certain social class, for example?
- How might it reinforce stereotypes?
- How can this vocabulary list be more than a vocabulary list?



¡Así lo decimos! Vocabulario

Vocabulario básico

apoyar
ayudar
el bienestar
el derecho
en vías de desarrollo
fomentar
la libertad
el logro
la paz
promover (ue)
proteger (i)
la sociedad

Vocabulario clave: La globalización

Verbos

abogar por *to advocate (for)*
asegurar(se) *to assure (to make sure)*
competir (i, i) *to compete*
dar por sentado *to take for granted*
desaparecer (zc) *to disappear*
disfrutar (de) *to enjoy*
donar *to donate*
emigrar *to emigrate*
exigir (i) *to demand*
garantizar *to guarantee*
influnciar *to influence*
inmigrar *to immigrate*

luchar *to struggle, to fight*
oprimir *to oppress*

Sustantivos

el arancel *tariff*
el asilo (político) *(political) asylum*
la censura *censorship*
la (des)igualdad *(in)equality*
el esfuerzo *effort*
la etnia *ethnicity*
el/la habitante *inhabitant*
el/la inmigrante *immigrant*
la meta *goal*
el nivel de vida *standard of living*
el/la refugiado/a *refugee*
el sufragio universal *universal suffrage*
el trato *treatment*
el voluntariado *volunteer service*

Adjetivos

digno/a *worthy*
equitativo/a *fair*
laboral *working*
sin fines de lucro *nonprofit*

Ampliación

Verbos	Sustantivos	Adjetivos
donar	la donación	donado/a
garantizar	la garantía	garantizado/a
oprimir	la opresión	oprimido/a

Intermediate Level Vocabulary

- How might this vocabulary provide a jumping off point for exploration of the topic from different viewpoints and experiences?
- What kinds of values does this set of vocab impart?

Some Questions

Think about vocabulary in the most recent unit you taught and answer the questions.

- Does it impart any values?
- Does it situate students or the target culture within a certain social class, for example?
- How might it reinforce stereotypes?
- How can this vocabulary list be more than a vocabulary list?
- Can you co-construct vocab?

Professions

- Gender
- Representation (gender, ethnicity)
- “Value” of professions in communities and TCs
- Superheroes (“unseen” jobs)



Technology

- Influence of social media and advertisements
- Status symbol
- Consumer mentality
- Cell phone 2-3 years old = outdated
- Environmental considerations
- Staying connected; maintaining language and culture














U.N. Sustainable Development Goals



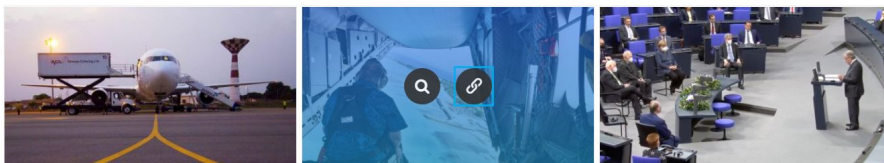
- Materials in Arabic
- “global blueprint for dignity, peace and prosperity for people and the planet, now and in the future”

(<https://www.un.org/sustainabledevelopment/why-the-sdgs-matter/>)

U.N. Sustainable Development Goals

<p>القضاء على الفاقة</p> 	<p>القضاء على الفقر</p> 	 <p>نادي الكاب لأهداف التنمية المستدامة</p>	 <p>حملة اعملوا الآن</p>	 <p>عقد من العمل</p>
<p>التعليم الجيد</p> 	<p>الصحة الجيدة والرفاه</p> 			
<p>المياه النظيفة والنظافة الصحية</p> 	<p>المساواة بين الجنسين</p> 			
<p>العمل اللائق ونمو الاقتصاد</p> 	<p>طاقة نظيفة وبأسعار معقولة</p> 			

الأخبار

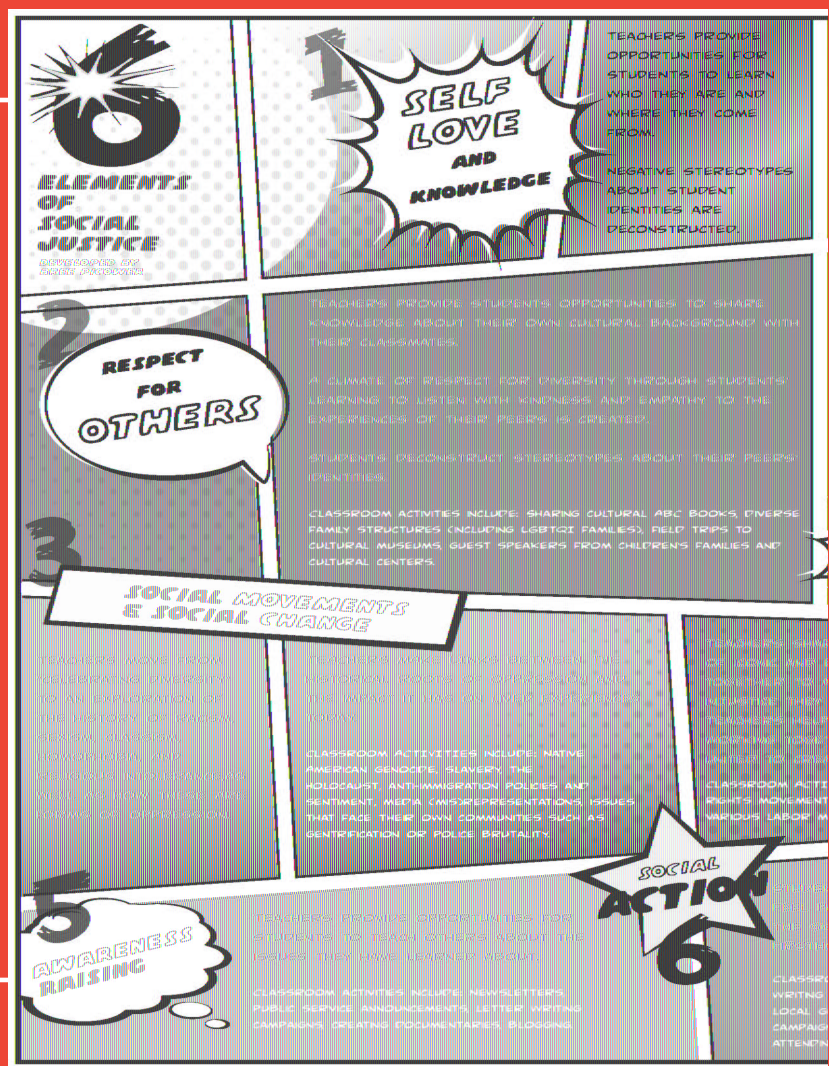


6 Elements of Social Justice Curriculum Design for Elementary Education

- **Self-love and knowledge:** establish a sense of dignity about their own cultural and linguistic heritage and learn about different aspects of identity.
- **Respect for others:** share about their own identities, explore others' identities and perspectives through readings, guest presentations, field trips.
- **Issues of Social Injustice:** shift from celebrating diversity to explore how diversity impacts people and communities in different ways, looking at it both historically and through current events.
- **Social movements and social change:** explore movements in which ordinary people have banded together to fight for social change.
- **Awareness raising:** students share with each other about issues they have learned about and feel passionately about, helping them to become advocates (might develop newsletters, PSAs, blogs).
- **Social action:** teachers help students find ways to take action that could include activities like participating in a petition, writing and sending a letter, speaking at a meeting, collaborating with organizations)

Source: Bree Picower, "6 Elements of SJE," *Using Their Words*: <http://www.usingtheirwords.org/6elements/>

Graphic of 6 elements; access at <http://www.usingtheirwords.org/6elements/>





<https://edam.org.tr/en/the-arab-spring-nine-years-on/>



NBC News

Current Events also
provide entry points
for lessons!



<https://www.theguardian.com/world/2019/nov/02/middle-east-young-frustration-joblessness-fuels-protests>

Finding Balance

- Avoid perpetuating stereotypes
- Balance drawing attention to issues and stories of hope and action/change
- Look for the change makers, the disrupters, the helpers, the advocates - tell all of the stories!



<https://www.voanews.com/middle-east/middle-east-survey-sees-patchy-progress-views-women-and-lgbt-rights>



toshfresh.com -
13 Arab Comic
Book Artists to
Follow (Social
Justice Themes)

Some Examples

Russian Example

**Developed for Advanced, Adult
Speakers
Stevie Lundell**

- Identify various groups discriminated against in Russia.
- Compare discrimination in Russia to discrimination in the US and draw conclusions about the similarities and differences
- Give examples of discriminatory acts in Russia
- Explain the values which drive various forms of discrimination seen in Russia
- Examine discriminatory sentiments of Russian political leaders

Social Justice Standards

Diversity:

- Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice:

- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination)
- Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action:

- Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

Cultures:

Practices to Perspectives:

Discriminatory behavior that has caused Russia to be included in the Human Rights Watch.

Many Russians claim they are not racist or discriminatory even while participating in racist or discriminatory behavior

Products to Perspectives:

YouTube song “Russia for Russians” represents the perspective of extreme nationalism and that Russians believe Russia should only be for white native born Russians.

Authentic Summative and Formative Assessments

- Interpret and reflect on Russian propaganda containing discriminatory and racist messages
- Discuss deficiencies around anti-discrimination work to consider in their own lives and communities
- Conduct a Socratic seminar to analyze, synthesize, and evaluate points of view presented in the text (from interpretive summative assessment).
- Give a presentation on a particular group commonly discriminated against in Russia
- Write about a Russian political leader who makes discriminatory statements/supports discriminatory action
- Organize a protest- working in groups, learners must:
agree on a cause/issue

Theme: All About Me

Language Level: novice-mid / Spanish 2 / upper middle or early high school

Essential Questions:

- Who am I?
- How does my identity inform how I act around others?
- How do we interact with those who are different from us?
- How can we create a classroom/work space that is inclusive?

Enduring Understandings:

- Our personal identities are varied and ever-changing.
- We (often) choose when and how to display certain aspects of our identity.
- Making assumptions about someone's identity may or may not provide us with accurate information about that person.

Written by: Elizabeth Carey

Summative Assessment:

1. Students create *All About Me* presentations, imagining what they would like their Google Search results page to look like.
2. Students present their projects in small groups (~5 students). Group members are required to ask a total of two clarifying or follow-up questions during the presentations.
3. Each group records their presentations (video and audio) and subsequent conversation to submit to the teacher for grading.

Interpretive
communication

Students fill out a listening comprehension template about classmates' presentations. (included with directions and rubric linked above)

Presentational
communication

Students give presentations on their Google search identity

- **Interpersonal** - Classmates ask follow-up or clarifying questions

End of Unit Reflection:

1. Students can reflect in English or Spanish. They also have the option of submitting either a written or video/audio reflection.
2. These questions are subject to change depending on how the unit goes with any given class.

Theme/Topic: Diversity and Inclusivity; The Syrian Refugee Crisis

Essential Questions: What does it mean to be a refugee? How can refugees' new country help them to resettle and feel welcome?

Social Justice Take-Away Understandings:

- There are different reasons that force Syrians to leave their homes.
- Syrian Refugees face many difficulties when they have to settle in a new country.
- We have many responsibilities towards the refugees and we have to explore ways to help them.

Language Objectives:

- Students will be able to identify what a refugee is.
- Student will be able to identify the Syrian refugee crisis and describe the historical context that led them to this current situation
- Students will be able to reflect upon the arguments for and against helping refugees and evaluate our duty to protect other people's human rights.

*Written by:
Asma Ben
Romdhane*

Next Steps

Fall/Winter Webinar Series: World Languages on Social Justice



Finding LGBTQ+ Voices in the World Language Classroom



Tuesday, November 17 - 7:00 pm
register at www.nectfl.org/webinars

Fall/Winter Webinar Series: World Languages on Social Justice



Having Conversations about Race in Foreign Language Classrooms
Wednesday, October 28, 4 p.m.
Dr. Angèle Kingué



Wednesday, October 28 - 4:00 pm
register at www.nectfl.org/webinars

Integrating social justice in the language classroom, webinar series

Transformative Learning in a Social Justice Oriented Language Classroom



A FREE WEBINAR WITH
STACEY M. JOHNSON

SATURDAY, OCTOBER 3, 2020
10 - 11:30AM (ARIZONA)

Many educators hope that building social justice into their language teaching can inspire students to become engaged citizens. This webinar will explore the steps in transformative learning, its connection to critical pedagogy and social justice, and, most importantly, ways language teachers can promote transformative learning through instructional choices that align with research and best practices in second language acquisition.

See details and link to application at cercll.arizona.edu/event/smjohnson/



THE UNIVERSITY OF ARIZONA
College of Humanities

Teach Languages

Episode 82:
Social Justice and Representation

I think the language class is a unique place in the curriculum, and there's power in that class to be able to implement a lot of the goals of what social justice entails.

-Dr. Ij Randolph



World Language Education as Critical Pedagogy The Promise of Social Justice



Timothy G. Reagan and Terry A. Osborn



Dorie CP

@doriecp Follows you

Elementary school Spanish teacher. PhD student in Applied Linguistics & Discourse Studies. Committed to antiracist work. she/her/ella



CRITICAL & SOCIAL JUSTICE APPROACHES
SPECIAL INTEREST GROUP

NICE WHITE PARENTS PODCAST DISCUSSION

JOIN US ON ZOOM TO DISCUSS! ALL WILL FACILITATE.

(episodes 1-3) and episodes 3-6) at

complete the short form to

CEI/IPS



Decolonizing Foreign Language Education

The Misteaching of English and Other Colonial Languages

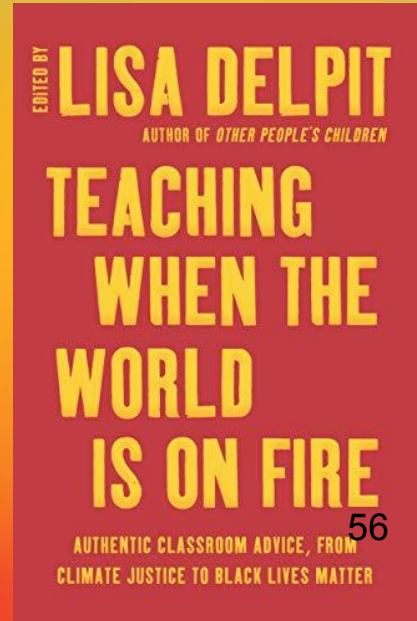
Edited by
Donaldo Macedo
Foreword by Michel DeGraff



- **Consider what you want to commit to as an educator**
- **Write them down and post them where you will see them everyday**
- **Revisit them and reflect on them daily**
- **See shared Google doc for exercise**

From the Chapter “I Shall Create!” by William Ayers

Make Your Commitments



Ayers' Example

- Every student who comes through the classroom door is a three-dimensional human being like myself, and a person of infinite and incalculable value, someone to be treated with awe and respect, humility, and patience.
- Today and every day (and in a zillion ways) we're learning to live together - the environment we strive to create is characterized by honesty, dialogue, critical questioning, fairness, and recognition, not monologue, management, control, or punishment.
- Wherever racism resides, we resist.
- In everything we undertake we foreground the arts of liberty - imagination and creativity, initiative and courage, compassion, ingenuity, and enterprise - as we work to expand the agency of students, and generate transformative possibilities for all of us.



CARLA

Center for Advanced
Research on Language
Acquisition

UNIVERSITY OF MINNESOTA

Teaching Language Through the Lens of Social Justice

July 26–30, 2021

Synchronous 1-week summer institute*

>> REGISTER NOW! >>

Teaching for and about social justice positively influences all students, yet social justice education can be challenging to integrate into the language classroom. In the first part of this institute, participants will examine the principles of social justice education and identify ways that these principles can support our standards, objectives, and targeted skills in contemporary foreign language education. Through discussion and reflection, teachers will identify their own interests and strengths as language educators for social justice.

In the second part of the institute, the participants will build on this foundation to adapt, develop, and create learning opportunities for their foreign language students. A creative set of experiences will help participants go from big ideas to activities and assessments for their classroom, all while teaching for and about social justice.



Beth Wassell, Pamela Wesely, and Cassandra Glynn

Final Reflection (add thoughts to Google doc)

- What is one idea that you're going to move forward with after this workshop?
- What is one aha moment that you had today?
- What is a lingering question you have or something that you want to explore more?

Thank You!

Contact me: cglynn@cord.edu
Twitter: @Cassandraglynn

