INTEGRATING SOCIAL JUSTICE INTO TEACHER EDUCATION & CLASSROOM PRACTICE

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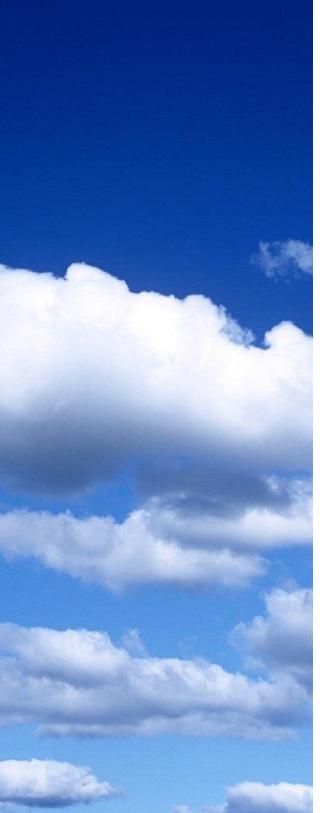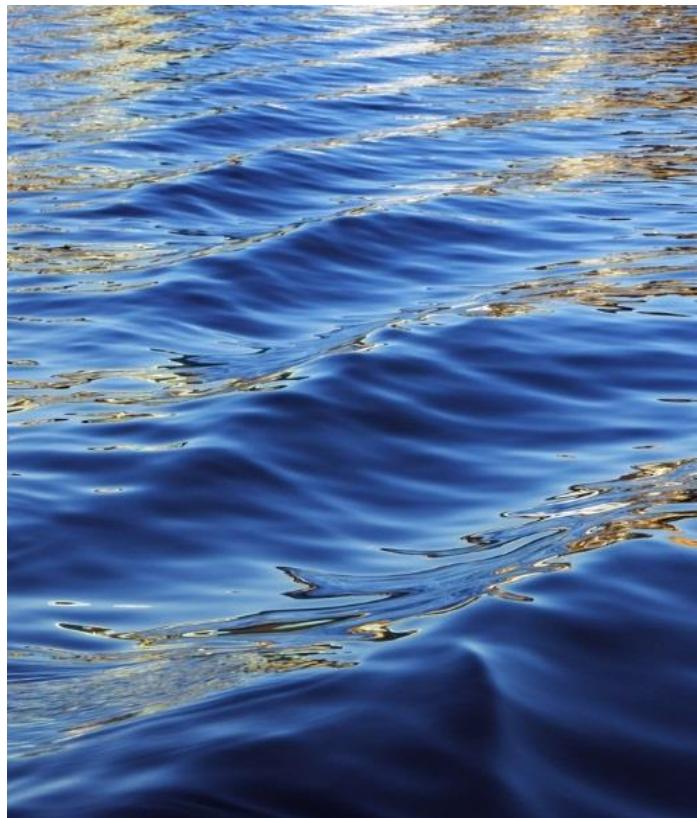
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Social and Environmental Responsibility Toolbox: Practical Techniques and Strategies for Teaching EFL and Training EFL Teachers

Peter T. Sakura
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Presentation prepared for TESOL Online Webinar: Integrating Social Justice into Teacher Education & Classroom, April 18, 2018

Introduction

"What does it mean to be educated in a biosphere that is suffering ecological degradation at a rate that is unparalleled in human history at a time when demand for ecosystem services is growing rapidly?"
--T. Kelly, *The Sustainable Living Community* (2009, p. 9)

Quoted in K. Calvert, *The Ecology of English: Real World Experiences in Sustainability and Language Teaching* (2015, p. 202)

This question can be answered in different ways. Knowledge about what is going on, Consciousness about equity and justice, Skills to communicate effectively and take nonviolent, collective action.

Classroom settings
International college students from different countries studying English at various levels from beginner to advanced in noncredit or for-credit courses for short-term, quarter(s) or a semester. Domestic students volunteering in the EFL classes from time to time and occasional practicum students with more responsibilities and time commitment. I am not a teacher trainer; I am an instructor and cooperating teacher or mentor teacher.

Abstract

Discuss different types of learning activities with the goal of social and environmental justice as well as show how they can be integrated into teacher training. Target audience: EFL instructors at the high school and post-secondary level.

Learning Outcomes

Webinar participants will see how various classroom methods can lead to positive social justice actions in the context of pre-service and in-service teacher training. Participants will also learn how to:

1) Get to know the student teachers—obtain writing samples, have meetings before, during and after the term
2) Support alternative, cooperative syllabus design
3) Make and use materials for classes.
4) Connect learners with social justice events on campus and in the community

"...benefits [out-of-class] opportunities provide encompass the development of language and communication skills, improvements in confidence and motivation, personal growth, and intercultural awareness.

"...need to integrate classroom-based learning with out-of-class learning since both support each other."

"...establish clear goals for out of class learning activities, to prepare students for the activities, and to provide follow-up in the classroom."

--David Nunan and Jack C. Richards (2015)

"The critical shift from mitigating to eliminating inequity"

--Paul Gorsky (2018)

Get to Know the Student Teachers

Obtain writing samples, have meetings before, during and after the term. When the practicum students become part of the teaching effort, before the start of the term, I ask them if I can borrow essays they have written to read them and find out what the practicum student is interested in. I can begin to think how the practicum student can integrate their interests productively into the upcoming class. For example, one practicum student was interested in dismantling patriarchy and I never would have known that unless I had read her essays. Essays are already done (save time—learn a lot up front, no questionnaire). I wasn't sure how to best incorporate her area of interest until I saw Professor Angela Davis was coming to speak on campus. We made space in the course for attending the lecture and discussing issues later. I realized I should try to get to know the practicum student as well as I know the students.

During the term I had planning meetings with the practicum student that were sometimes scheduled and sometimes just walking together back from class to go over the lesson and talk about why I had done a lesson a certain way. After the term finished, I have a final meeting to hear their thoughts and to review some of the teaching methods demonstrated. One way to talk about teaching is with "love sandwiches" where a positive comment is followed by a criticism/suggestion, followed by another positive comment.

Student Volunteers

Domestic students do an orientation, then sign up online to volunteer in language classes. There can be anywhere between one and six volunteers in a class of 18 international students. Volunteers can join small group discussions of international students in class or move around during class helping students who have questions. The classroom volunteers are often students who are at the point just before they do their practicum. When the instructor is doing a lesson with a socially responsible theme, the classroom volunteers get to experience the lesson as more than an observer and with fewer responsibilities than the instructor.

Alternative, Cooperative Syllabus Design

Instead of only planning out every lesson in advance, be open and allow for flexibility.

Practicum student suggest things to add to the syllabus. One time the practicum student suggested a trip to the art gallery on campus if there is an exhibit related to the themes of the course. We went and the students were excited and impressed by the exhibit. I had assumed the students weren't interested in art, but they were.
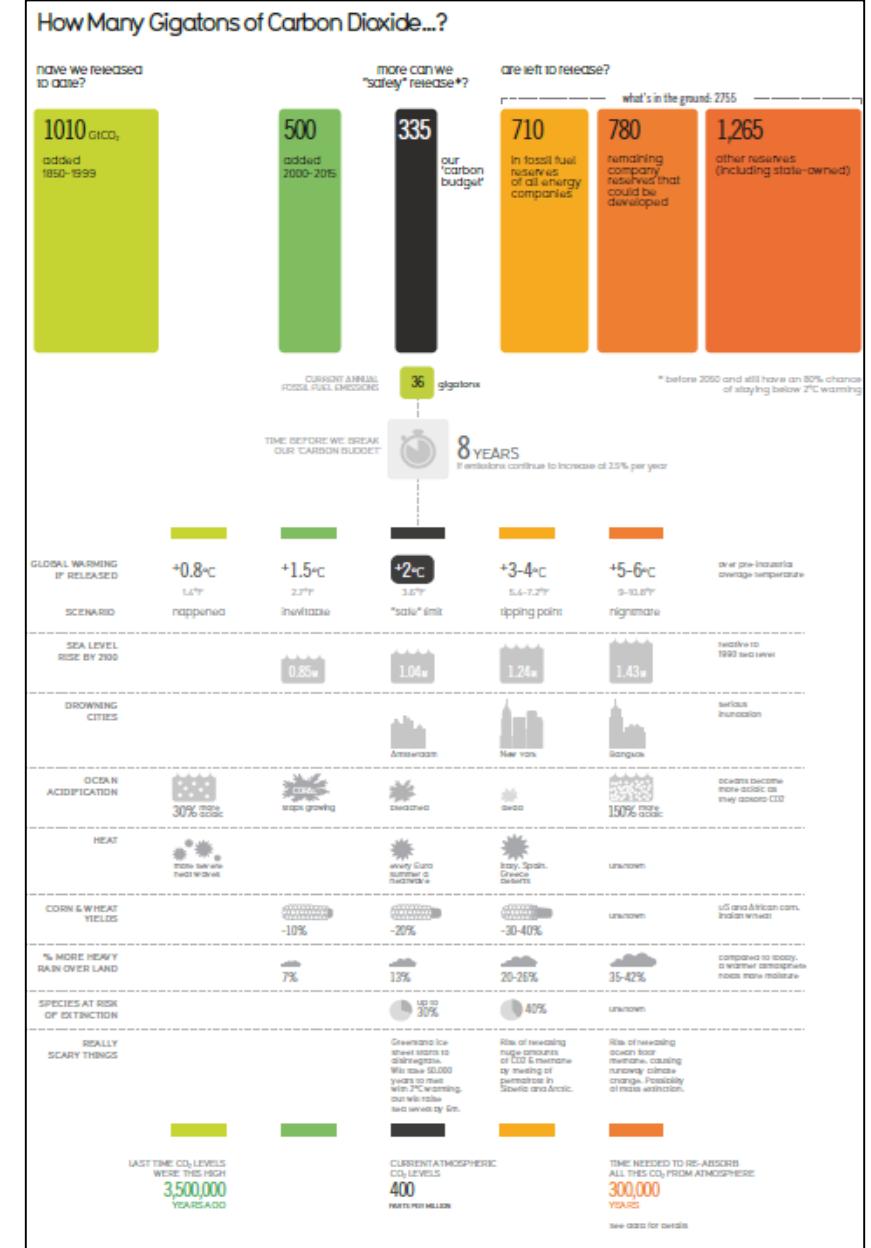
If the students speak up and say they want to have a party last day of class, it can be arranged.

Infographics

How many gigatons of carbon dioxide can we safely release?

(McCandless, et al, 2016)
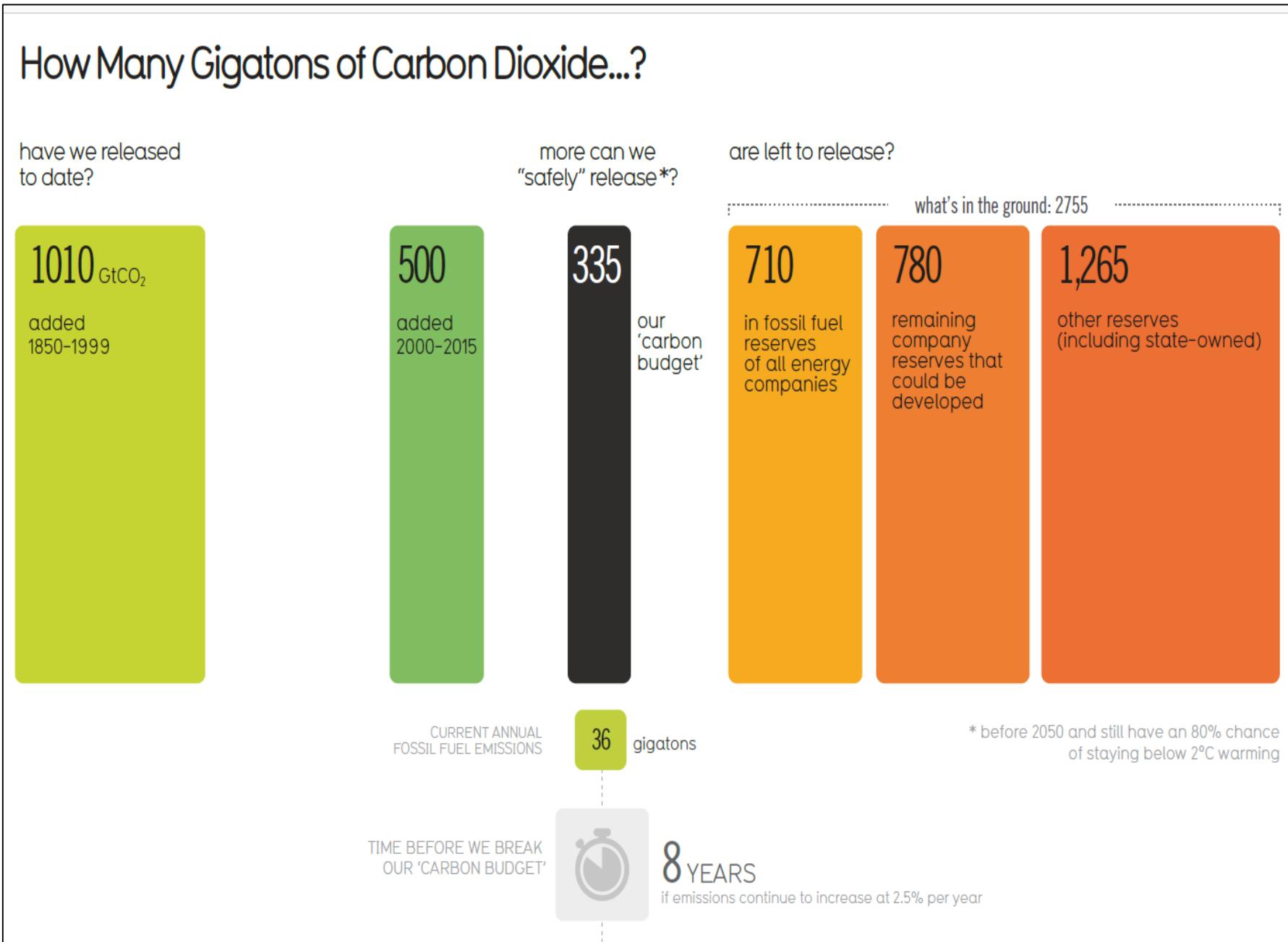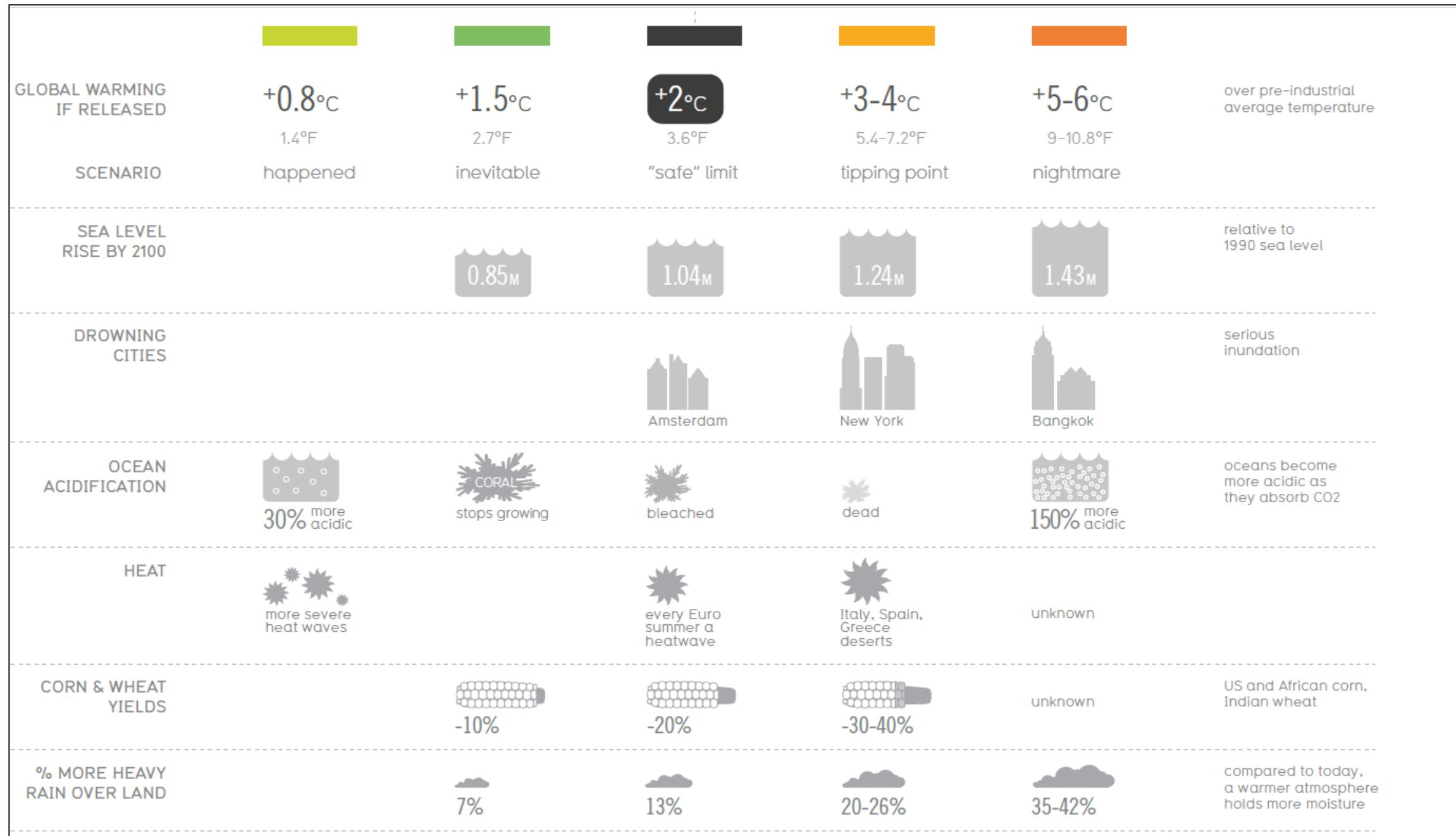
Carbon Budget

- A gigaton is one billion tons.
- Annual emissions is 36 billion tons.
- We will break the carbon budget very soon.

Other studies have different definitions of safe, different estimates and conclusions with varying probabilities (Evershed, 2017).

Raftery et al (2017) estimate 2.0-4.9 degree C increase by 2100.

How Many Gigatons of Carbon Dioxide...?

have we released to date?

1010 GtCO$_2$
added 1850-1999

500
added 2000-2015

more can we "safely" release*?

335
our 'carbon budget'

are left to release?

what's in the ground: 2755

710
in fossil fuel reserves of all energy companies

780
remaining company reserves that could be developed

1,265
other reserves (including state-owned)

CURRENT ANNUAL FOSSIL FUEL EMISSIONS

36 gigatons

* before 2050 and still have an 80% chance of staying below 2°C warming

TIME BEFORE WE BREAK OUR 'CARBON BUDGET'

8 YEARS
if emissions continue to increase at 2.5% per year

	+0.8°C	+1.5°C	+2°C	+3-4°C	+5-6°C	
GLOBAL WARMING IF RELEASED	1.4°F	2.7°F	3.6°F	5.4-7.2°F	9-10.8°F	over pre-industrial average temperature
SCENARIO	happened	inevitable	"safe" limit	tipping point	nightmare	
SEA LEVEL RISE BY 2100		0.85M	1.04M	1.24M	1.43M	relative to 1990 sea level
DROWNING CITIES			Amsterdam	New York	Bangkok	serious inundation
OCEAN ACIDIFICATION	30% more acidic	CORAL stops growing	bleached	dead	150% more acidic	oceans become more acidic as they absorb CO_2
HEAT	more severe heat waves		every Euro summer a heatwave	Italy, Spain, Greece deserts	unknown	
CORN & WHEAT YIELDS		-10%	-20%	-30-40%	unknown	US and African corn, Indian wheat
% MORE HEAVY RAIN OVER LAND		7%	13%	20-26%	35-42%	compared to today, a warmer atmosphere holds more moisture

SPECIES AT RISK
OF EXTINCTION

up to
30%

40%

unknown

REALLY
SCARY THINGS

Greenland ice sheet starts to disintegrate. Will take 50,000 years to melt with 2°C warming, but will raise sea levels by 6m.

Risk of releasing huge amounts of CO2 & methane by melting of permafrost in Siberia and Arctic.

Risk of releasing ocean floor methane, causing runaway climate change. Possibility of mass extinction.

LAST TIME CO$_2$ LEVELS
WERE THIS HIGH

3,500,000
YEARS AGO

CURRENT ATMOSPHERIC
CO$_2$ LEVELS

400
PARTS PER MILLION

TIME NEEDED TO RE-ABSORB
ALL THIS CO$_2$ FROM ATMOSPHERE

300,000
YEARS

see data for details

Note: Our emissions data is expressed in gigatons of carbon dioxide (GtCO2), so values are 3.664 times larger than the same amount of emissions expressed in gigatons of carbon (GtC).

Data based on emissions from fossil fuel burning only – see data sheet for emissions including land use changes.

All data & workings: http://bit.ly/CO2Gigatons2016

Concept & Design: David McCandless // v2.2 // Feb 2016
Lead Research: Miriam Quick
Additional Research: Ella Hollowood // Additional design: Kathryn Ariel Kay, Paulo Estriga, Fabio Bergmaschi
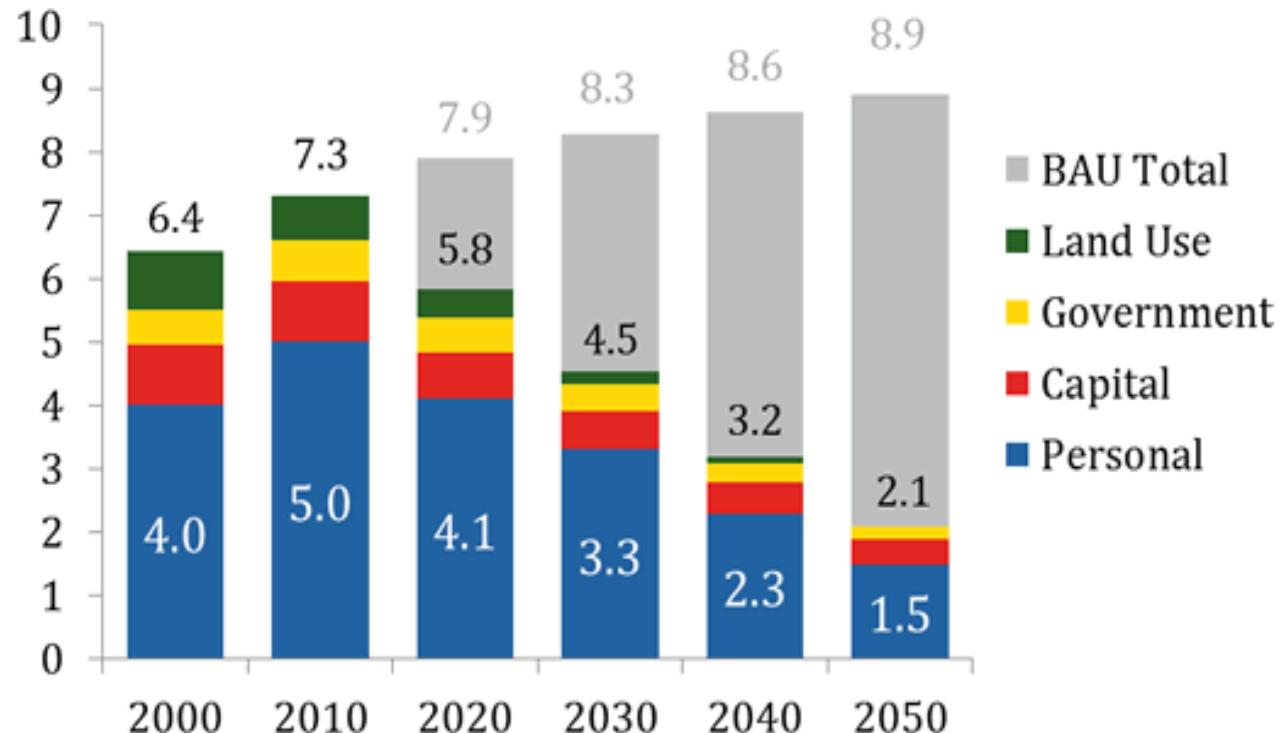
InformationisBeautiful.net

Personal Carbon Budget

Every year, the activities of the "average" person on the planet should emit fewer than five tons of greenhouse gases (GHG) by now.

Target: most personal budgets going down every year with the goal of emitting only 1.5 tons a year by 2050.

2° C Target - Personal Carbon Budget (t CO2e)

Legend: BAU Total, Land Use, Government, Capital, Personal

Values by year:
- 2000: 6.4 (Personal 4.0)
- 2010: 7.3 (Personal 5.0)
- 2020: 7.9 / 5.8 (Personal 4.1)
- 2030: 8.3 / 4.5 (Personal 3.3)
- 2040: 8.6 / 3.2 (Personal 2.3)
- 2050: 8.9 / 2.1 (Personal 1.5)

Note: Emissions totals for 2020-2050 are based on a pathways for limiting likely temperature increase by 2100 to 2°C above pre-industrial levels. 'Personal' includes the sum of emissions of the consumption categories: housing, travel, food, products and services. BAU is the 'business as usual' forecast for total emissions. The analysis assumes global population of 6.1 (2000), 6.9 (2010), 7.5 (2020), 8.3 (2030), 8.8 (2040), 8.9 (2050) billion people.
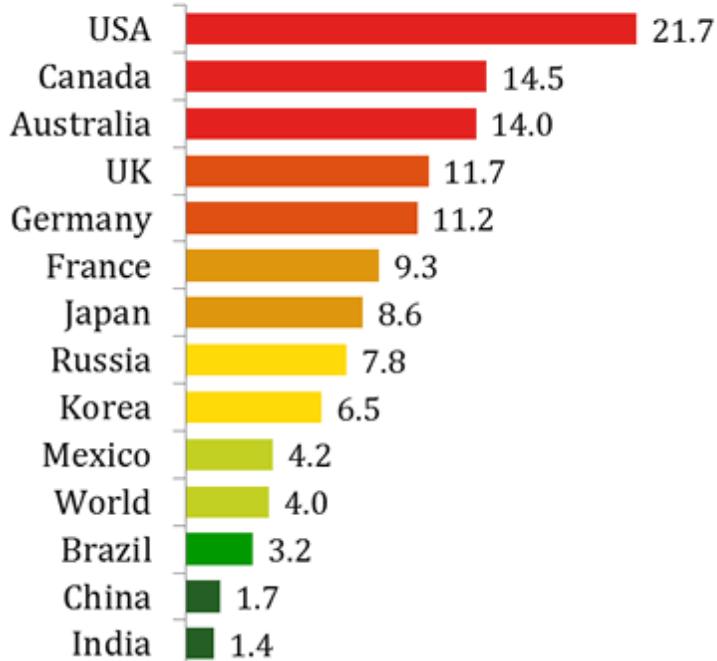
Source: Authors own calculations, IEA, UN

Shrink That Footprint

Personal Carbon Footprints

The activities of the "average" person in the U.S. result in 21.7 tons of greenhouse gas (GHG) emissions every year.

Personal Carbon Footprints: t CO$_2$e (2001)

Country	t CO$_2$e
USA	21.7
Canada	14.5
Australia	14.0
UK	11.7
Germany	11.2
France	9.3
Japan	8.6
Russia	7.8
Korea	6.5
Mexico	4.2
World	4.0
Brazil	3.2
China	1.7
India	1.4

Note: The personal carbon footprint represents the combined emissions from personal consumption, inlcuding housing, travel, food, product and service emissions. It excludes capital, government and land use emissions.

Sources: Hertwich & Peters 2009

Shrink That Footprint
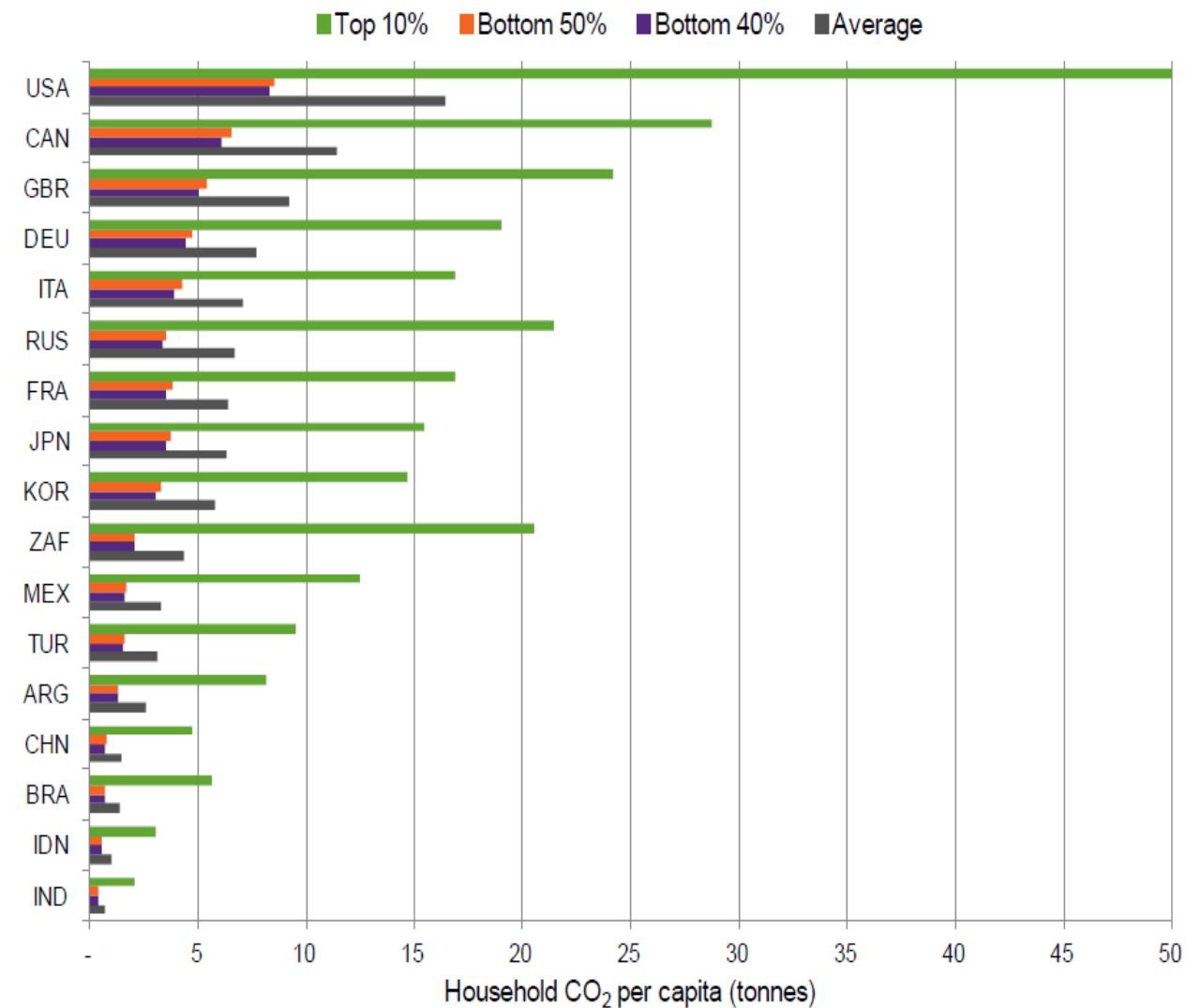
As you can see the average person in places like the US, Canada and Australia has great potential to shrink their personal footprint. Someone with a footprint as big as 15 tonnes will be able to reduce it significantly just by acting on the major parts of their footprint. These are typically car travel, heating, electricity use and flying.

Extreme Carbon Inequality

The top 10% richest people in the world per capita lifestyle consumption emissions make up around 50% of emissions and the top 10% richest Americans per capita lifestyle consumption emissions are 50 tons a year (Gore, 2015).

It has been proposed that one of the best ways to deal with emissions is to tax the wealthy (Roberts, 2017).

Figure 4: Per capita lifestyle consumption emissions in G20 countries for which data is available

Legend: ■ Top 10% ■ Bottom 50% ■ Bottom 40% ■ Average

Household CO_2 per capita (tonnes)

Call for Political Action
- "Discussing the role of individual choices in climate change without discussing income inequality is a mug's game.
- It smears the responsibility evenly over everyone, when the responsibility ought to be concentrated where the emissions are concentrated: among the wealthy.
- And the only way to get at the individual consumptive choices of the wealthy, in any meaningful way, is through policy.
- So if you're rich, quit flying so much. But if you're not, the *best thing you can do to reduce carbon emissions is to get involved in politics* and policymaking.
- That's the only frame for climate mitigation that makes sense" (Roberts, 2017) [Emphasis added].
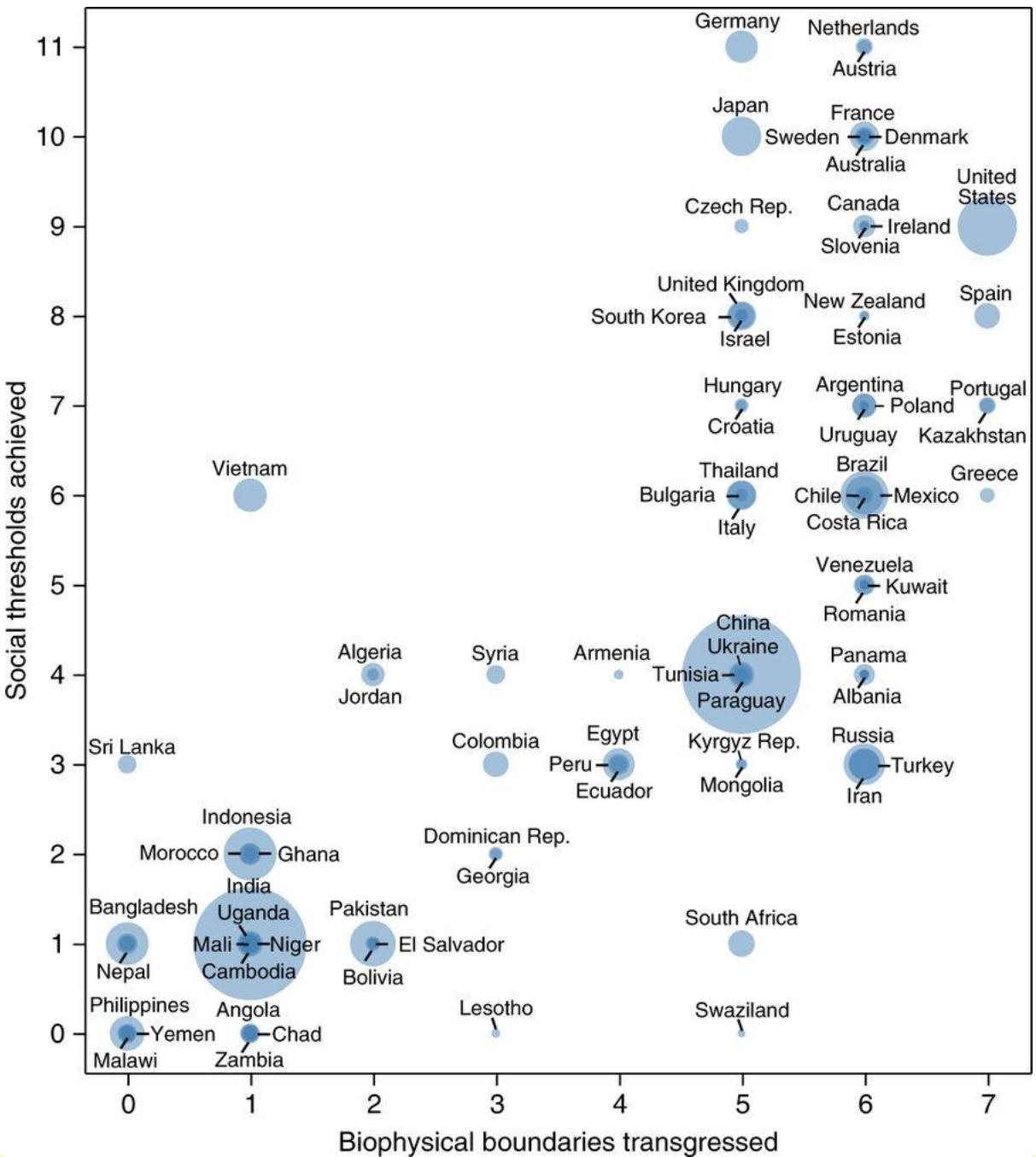
Teacher Show and Tell
- Bring an actual ballot to class and show the students what it looks like. The students hold it and discuss the various candidates and ballot questions.

- Bring flyers from student groups to class and explain them to the students. Invite students to go to the meetings, e.g., Sierra Club student chapter.

"A good life for all within planetary boundaries"

Number of social thresholds achieved versus number of biophysical boundaries transgressed for different countries (scaled by population).

Countries needing to change to move toward the top left of the graph.

Mind Maps

Source:
http://learningfundamentals.com.au
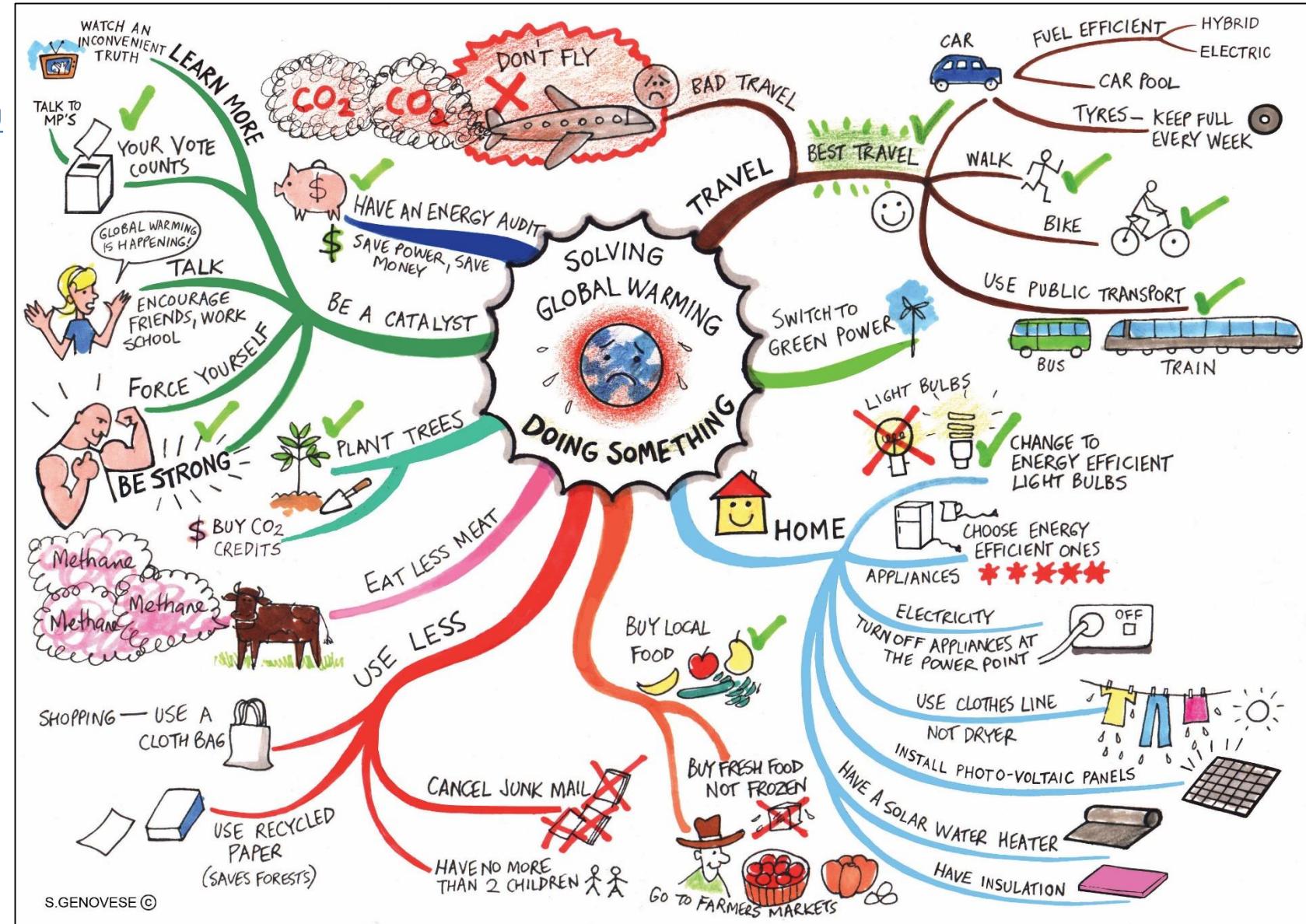
(Used with permission)

Suggesting Books

1) Recommending individual titles spontaneously in class or in conversation.
2) Make a numbered list of one hundred books you've read that you can recommend to students ranging from preschool, K-12, college-level and beyond. Author, publisher. Can be a mix of graded readers, original literature, and some books about teaching. Give list to all the students. Have them highlight certain titles and explain who reads them in the U.S. and why so they can get a sense of the English level and age-appropriateness. Some of the students will become teachers at all levels and can become familiar with a book now and have it become a teaching material later when they are teachers. Book list can be customized for different classes.
3) Make a calendar with important days and make a short booklist that goes with the theme that day. For example: Holocaust Remembrance Day, suggest *Diary of a Young Girl* by Ann Frank, *Maus I and II*.
4) Make a calendar with authors' birthdays and make a short booklist with books by the author(s).
5) Library walking tours to show them how to use the library. Ask librarian for suggestions for things to read.
6) Field trips to bookstores. At the store, take a few books off the shelves and talk about them with the students. They will feel comfortable looking around and being in a bookstore.
7) Recommend book clubs in the community so the students can see and hear people talking about books.

Books

Title	Author	Year	Genre	Notes
The Carbon Diaries 2015	By Saci Lloyd	2008	Young Adult fiction Eco-thriller Climate fiction (Cli-fi)	"But Laura, these years, when we all said *No! Enough!*—those who come after us may well view us all as heroes." --p. 267
When We Wake	By Karen Healey	2013	Young Adult fiction Eco-thriller Climate fiction Science fiction	Climate change, refugees, friendship, religion
River Dreams	By Carol A. Collier	2009	Fiction Eco-thriller	The Amazon, U.S., coal mining, family, intercultural friendship

Social and Environmental Responsibility Toolbox: Prac   Techniques and Strategies for Teaching EFL and Training EFL Teachers

Film Discussion Circles

- Students buy Netflix subscription for one or two months.

- Film introduced in class.

- Watch film at home for homework.

- Take short quiz in class.

- Small discussion groups in class.

- First few classes in computer lab. Students log in to do focused study with cloze exercise of key scene in beginning.

Different ways to set up a film class (Hobbs, 2017).

Blackfish

Navigating Campus
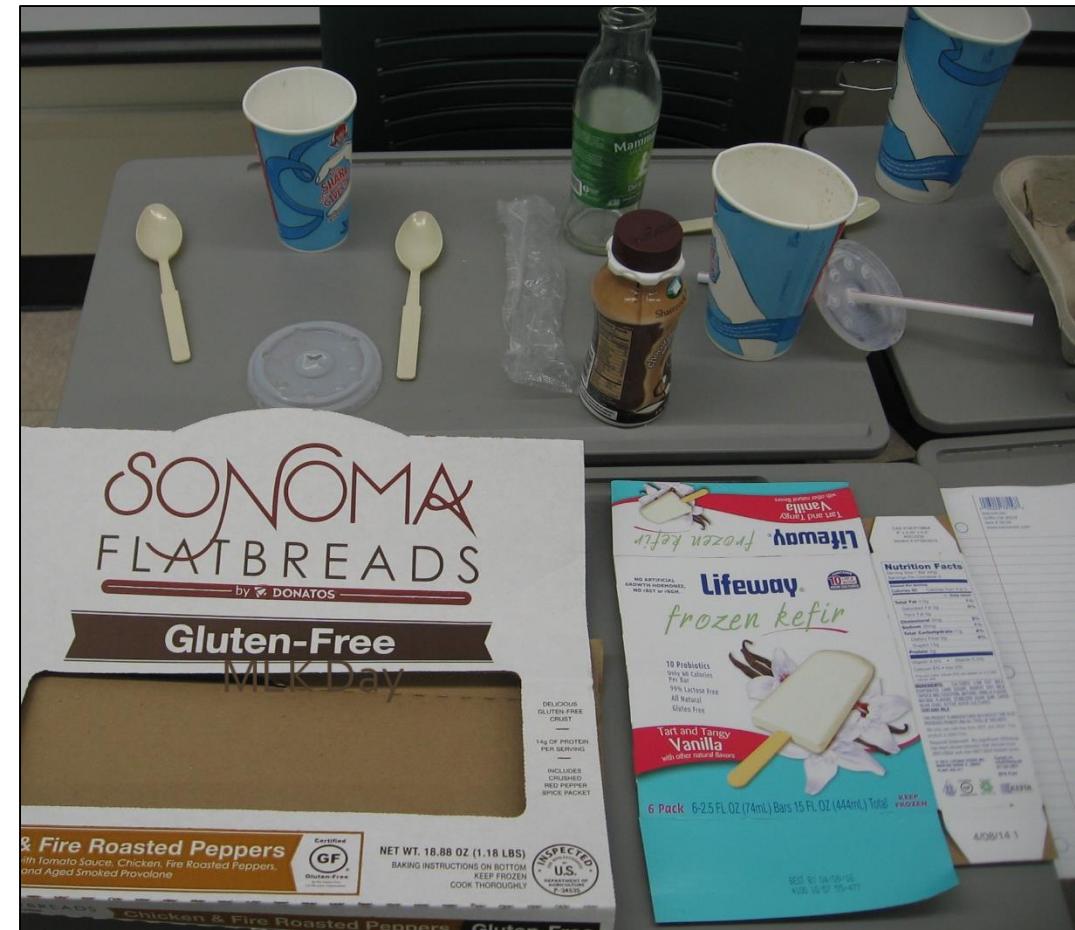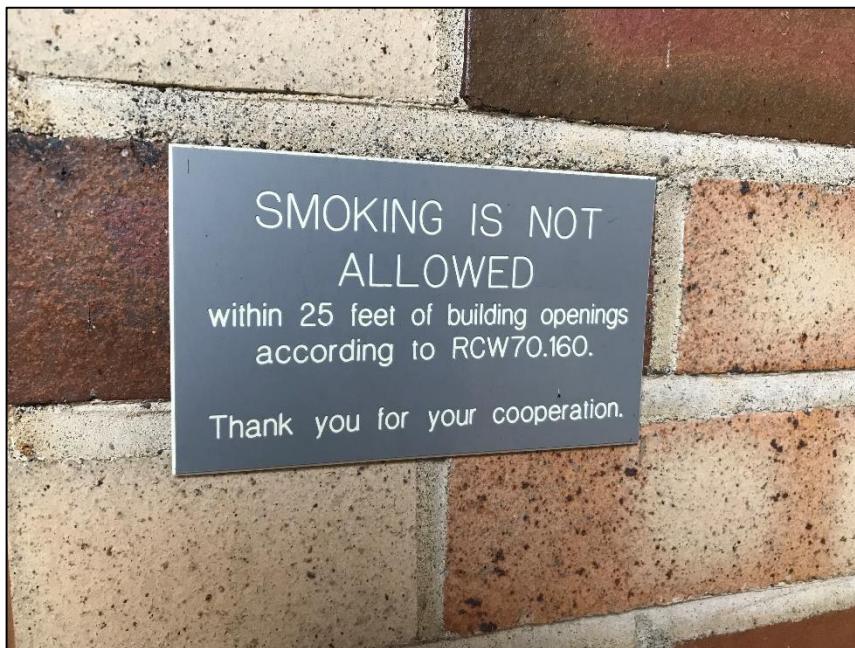
Sorting into Recycle Bins, Compost, Landfill

Bring some waste items to class.

Introduce recycling guidelines.

Students pick up one or two things.

Walk together to the hallway and students put stuff in the right bins.

Low-Carbon Transportation

- Bus riding orientations are standard.
- Bicycle riding orientations have a place.
- Mini-lessons/orientations.
- Bike locks
- Braking with right hand
- Bike helmets
- Clothing
- Rules of the road
- Lights

Peaceful Demonstrations and Marches
Introduce the concept beforehand.
Going with the students to the march.
Suggesting they go on their own either in town or out of town.
Make it optional or give extra credit for a reflection journal entry after.
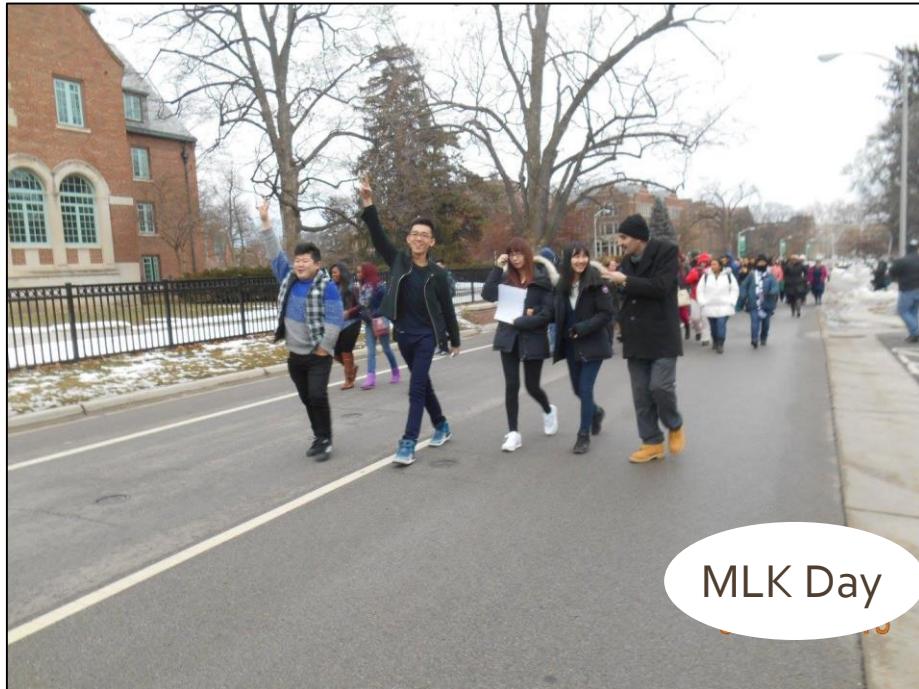
Divestment

MLK Day

MLK Day
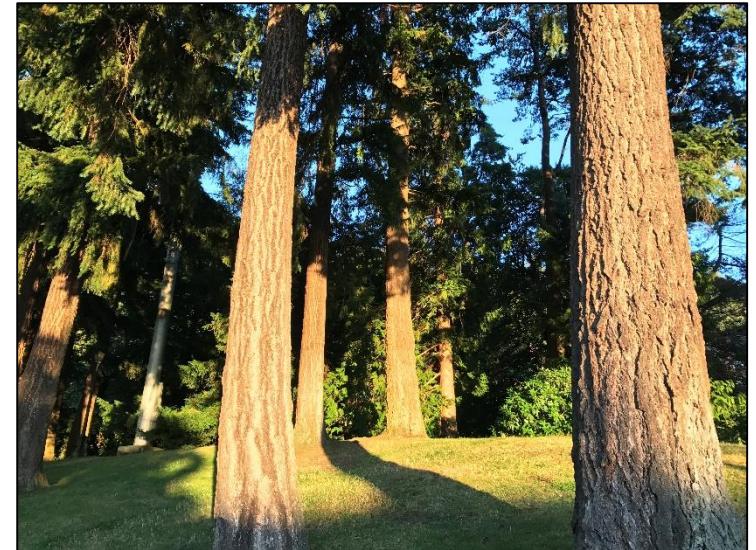
Doing Things on Campus

- Solar eclipse viewing
- Sustainability Walks. These are tours of the campus highlighting notable ecological and sustainable features. Mix of built spaces and natural spaces (Coletta, J., et al). Public art walk

Public indoors and outdoor art walks. Sculptures. Ask the gallery director to lead a tour of the sculpture collection.

- Planetarium shows
- Star-gazing
- Bird watching
- Tree and flower identification

Field Trips with Teachers

- Teachers getting to know about important places of interest
- Can help them prep for and lead effective field trips with students later

Field Trips with Students

- Field Trip Prep Class: Prep class has introduction to the site, reasons for going, vocabulary, assignment, museum manners, logistics
- Field Trip
- Field Trip Follow-up Class with discussion, assessment.

School Visits to Partner Schools

- Students from different schools meet
- Same/ different age/grade
- Classroom-based interactive activities

Nokomis Learning Center. Okemos, MI

Environmental Public Lectures
- Environmental activist Peter Sinclair gave a public talk in evening.
- Was homework assignment for students.
- I was there too and took attendance.
- Speaker had a PowerPoint presentation which really helped the students follow along.

Environmental Guest Speakers
University student activist from Greenpeace gave a really short talk and had longer Q&A with students.

Local grassroots activist from Clean Water Action came to talk about water quality in the local area. Did a longer Q&A. Students discuss.

Student Choice Homework
Students attend a lecture of their choice on their own and hand in a report / reflection writing within a week.

Climate Activist Peter Sinclair

Public Lectures

- Flexible syllabus will allow for using class time for events.
- Public talks after class can be homework.
- Can see and hear main event speaker.
- Can see and hear student activists who organized event.
- Can see that students go to public lectures.

Student organizers

Prof. Angela Davis

Discussion after the Angela Davis lecture
Using quotes from the talk, paraphrasing, thinking of examples.

"Why it is issues of race have inevitably been assumed to be the property of those who have been the targets of racism?"

"Why is it that [people of color] have to always bring up issues of racism?"

"What I am trying to suggest is that our analysis has to be a feminist analysis, it has to be an intersectional analysis"

"Feminism allows us to approach things in more complicated ways, and allows us to recognize that to understand something is not equivalent to condoning it."

Nonviolent Communication Skills

- Students practice making effective I statements in conversation.

- Students make skits showing successful conflict resolution. They perform skits in class.

Three Types of Mock United Nations Climate Change Conferences

1) COP3 Kyoto, Japan (1997) Poster Session. Students interview people from different countries. Interviewees' personal opinions "become" "their" country's official position. Posters serve as helpful visual aids.

2) COP21 Paris, France (2015) Role Play Movie (Sakura, 2016). Students pick a country and "become" that country's lead climate negotiator. Students do research and state that country's greenhouse gas reduction targets. Treaty is negotiated. Camera shy students can submit a research paper instead.

3) COP23 Katowice, Poland (2018) Short Play. Teacher makes the script in simple English. Characters include: nonprofit organization leaders, climate negotiators from different countries, and UN conference official. Students rehearse and perform the play.

4/18/2018 Social and Environmental Responsibility Toolbox: Practical Techniques and Strategies for Teaching EFL and Training EFL Teachers

Final Thoughts

Social and Environmental Responsibility Toolbox: Practical Techniques and Strategies for Teaching EFL and Training EFL Teachers

About the Presenter

Bio: Peter Sakura teaches English as a foreign language (EFL) and occasionally mentors teachers of English to speakers of other languages (TESOL) practicum students and classroom volunteers at Western Washington University, in Bellingham, Washington, USA. He is chair of the Environmental Responsibility Professional Learning Network (PLN), a TESOL International Association PLN. He has given presentations at TESOL, Kyoto JALT, Okayama Prefectural English Teachers Conference, and Northeast Council of Teachers of Japanese. His research interest is climate change education.

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From Teachers & Students to Neighbors (?): Critical Intercultural Citizenship & Immigrant Integration Frameworks

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Pronouns: she/her/hers

Today

LEARNING AFFORDANCES

- Understand how "critical intercultural citizenship" expands and enhances social justice teacher education

- Consider how to use immigrant integration frameworks and policies in our work in schools and communities

SEQUENCE

Generative prompt: What is going on here?

Contextual Realities & Challenges

Conceptual framework & key terms

Example endeavors/engagements

Q&A

Brief intro & generative prompt

Situation:

In-service teachers in small cities in Northeastern USA
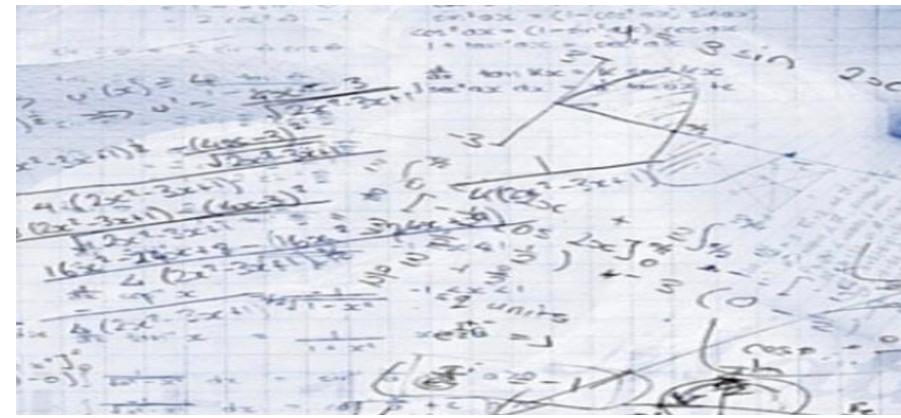
Adding ESOL certification to their credentials

Increasing number of immigrants & refugees in their communities

Anti-immigrant, Islamophobic, English-only discourses, policies swirling, circulating, being enacted.

Asset-based curriculum: funds of knowledge; community-engaged pedagogies (community partnerships, field work, etc).

Planning for fall 2016 course: language & culture in schools & schooling when eye catching story in the news….

Ivy League economist 'suspected of terrorism' while doing maths aboard American Airlines plane

His seat neighbour incorrectly identified his equations for another language or code

Questions for audience

What are your initial responses to the prompt? Check all that apply.

a. I don't understand what happened.

b. I can't imagine this happening in my town/city (closest airport)

c. Unfortunately, this is not surprising.

d. This prompt is disturbing because…. (add comments in chat box)

e. I can't wait to see what this has to do with our topic

f. Other: _____

Using moments of racial, linguistic, religious profiling—tricky terrain.

It's risky to use this slide.
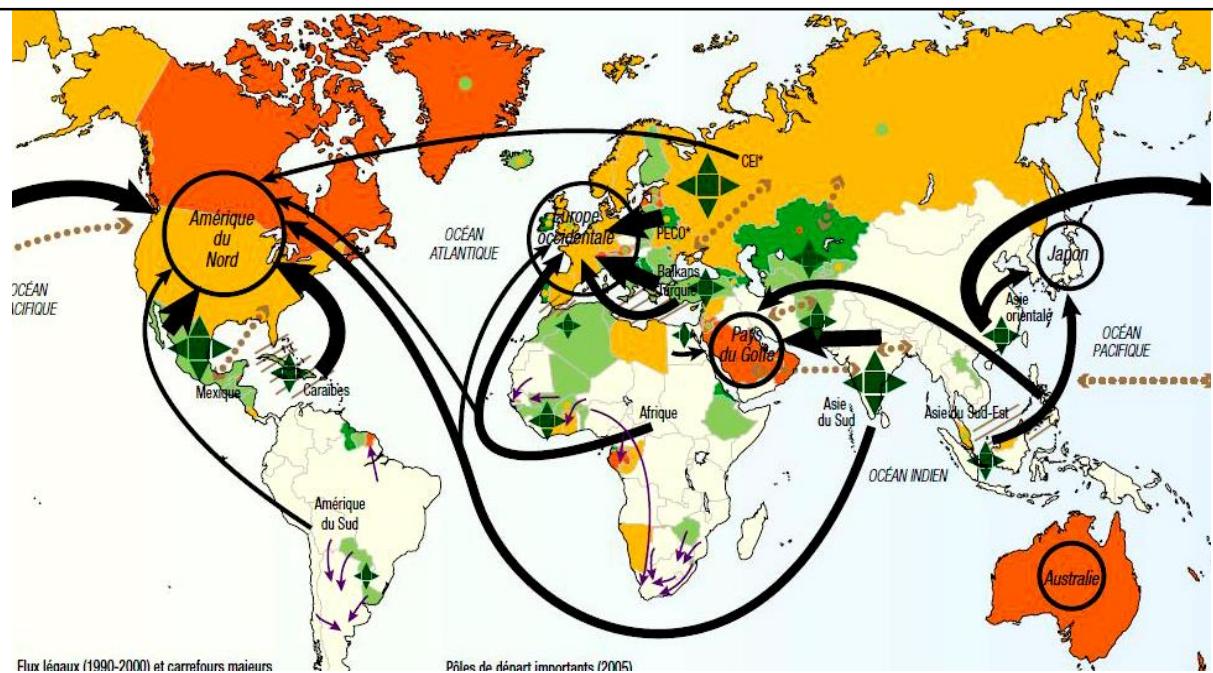
The incident is a blatant example of racism.

How to use this incident to identify what needs to be done in Teacher Ed without seeming to dismiss the offense? To not acknowledge the dehumanization of Prof Menzo? ….Trying to put this in context →

Contexts

Record levels of **global migration** affect all sending and receiving countries. **258 million** living outside country of birth (United Nations, 2017)

In the USA, 40 million people (13.3%) are foreign born (Migration Policy Institute (n.d.).

Images:

http://www.emersonkent.com/map_archive/world_map_2005_global_migration.htm
https://govbooktalk.files.wordpress.com/2013/04/united-states-map-immigrant-faces.jpg

In USA: increased diversity, increased segregation + <mark>de facto language</mark> teachers (Sharkey, 2018).

- Majority of P-12 students in US are students of color

- **White students** outside of metropolitan areas are the most **racially & linguistically** isolated

- **82% of teachers are White**, female, English-speaking

- Only **5 states** (including DC) have a world **language requirement** for high school graduation (Ed Commission of the States)

- Few Teacher Ed programs require international/cultural experiences or studying a second language.

So how does this relate to social justice?
.

Social Justice Teacher Education (SJTE)

- roots in critical pedagogies and literacies (Freire, 1988; Giroux, 1988)

- Identifies inequitable distribution of resources and opportunities in education, particularly with a focus on how issues of race, culture, language, poverty, and geography intersect and exacerbate these inequities (e.g., Nieto, 2000; Zeichner, 2011).

Social Justice LANGUAGE Teacher Education (SJLTE) (Hawkins, 2011).

Highlights "teachers' responsibilities to serve as agents of social change" (p. 106). Collaborative and *involves teachers working with students, families, and community members in and out of schools to affect social change.*

Could this woman be in my teacher ed Class?

Given the teacher demographics in the US, **how prepared**...**how comfortable** are our white, EO teacher learners to **work with our multilingual, multiracial students, families, and community members?**

Are asset-based approaches enough? And can we please get beyond quick strategies and techniques?

Do we need enhanced frameworks for preparing these teachers?

Critical intercultural citizenship:
→ SJLTE + Intercultural citizenship (IC)

IC combines **language learning** with **citizenship education** (Byram, 2008; 2014).

• IC necessitates the development of critical reflection, analysis, curiosity, and empathy

• emphasizes learning together through interaction; it is learning <u>with the Other</u> rather than <u>about the Other.</u> It takes humility and accepting that mistakes will be made.

***CRITICAL INTERCULTURAL CITIZENSHIP* explicitly acknowledges and addresses the consequences of segregation and racial/linguistic isolation** *on the preparation of de facto language teachers. It asks teacher learners to question their own histories re involvement in segregation.*

IC is In line with Paris' **culturally sustaining pedagogies (2012)**

• **CSP** support the linguistic and cultural dexterity and plurality necessary for success and access in our demographically changing US and global schools and communities

• **CSP** effectively argue against assimilationist approaches, not only for the harm they do to our newcomers but in how they harm monolingual students as well. [**THINK MATH SCARE ON THE PLANE! An example of stunted growth along with racism].**

Like CSP, **intercultural citizenship education** is learners from different groups –linguistic, cultural, ethnic, etc, 'acting together in the world' (Byram, 2014, p. 194) in political and social engagements (Byram, 2008).

Initial implications for teacher education
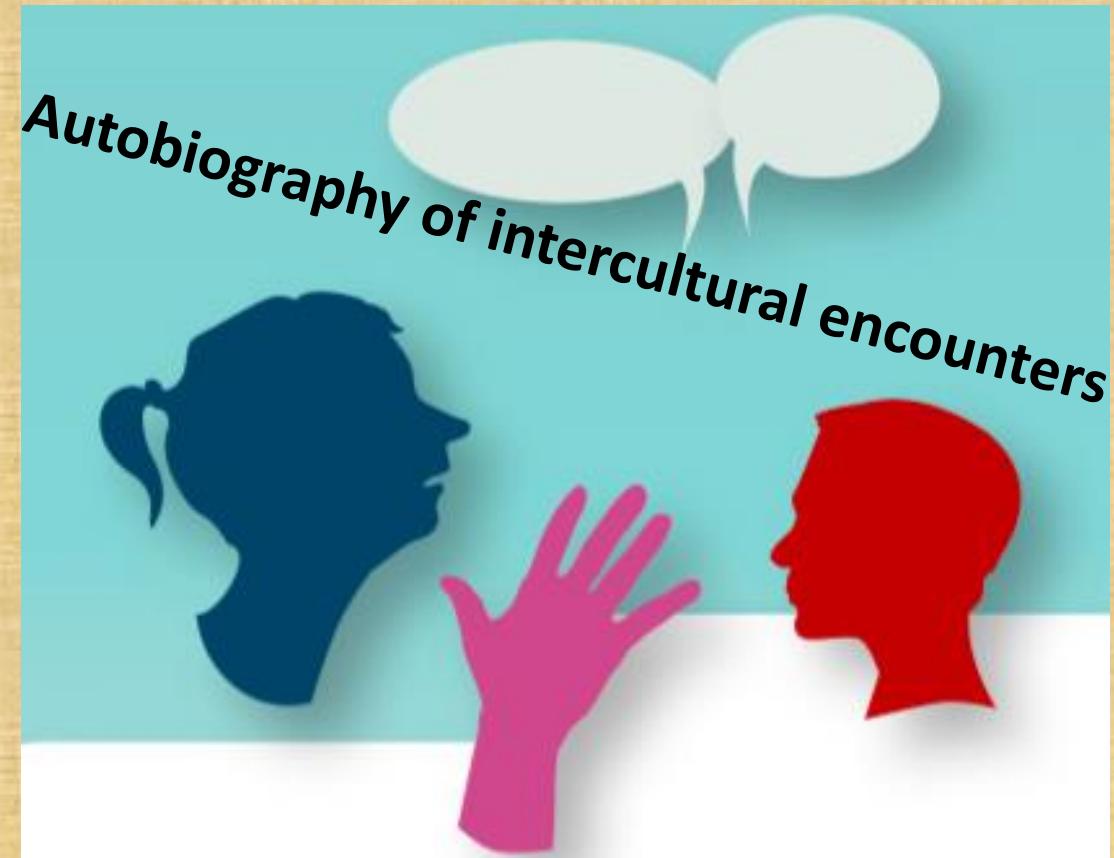
Who are our teacher learners?

What is their experience interacting with others? (as friends, neighbors, co-workers, teammates) How do their identities affect the nature of these interactions?

Who are our community partners that are invited into this work?

How do we integrate multiple types of interactions/experiences in all phases of our programs?

How do we help them process those interactions?

Autobiography of intercultural encounters

(Byram, 2008; Council of Europe, 2009)
Retrieved from: https://rm.coe.int/16806bf02d

Community engagement assignments

Without IC (fall 2014)

Teacher learners held info session with parents regarding how to access parent (online) portal.

Teacher learners organized parent panels so they could share experiences from their countries/ cultures. They report what they found out

Good intentions, and welcoming parent interactions. Showing interest in students' and families' cultural and linguistic backgrounds but not in critical ways.

Missing IC awareness

Teachers decided topic of session w/o parent input. Still very useful! Learned that certain parent populations had not been given access to the system. Experience didn't generative comparative questions (e.g., why do our schools keep so much student data? Who does it benefit?)

Teachers didn't use information learned (e.g., "In China, we teach math differently") to question cultural assumptions/ideologies/biases in US math instruction).

How does Critical intercultural citizenship enhance our SJLTE work?

It makes us place our work in the larger global and historical contexts:

> *Migration*

> *Segregation*

Makes us focus on the development of critical skills, awareness, etc., that teacher learners need to work with communities and build these into our programs

Oh, but what do we mean by "Citizenship" in IC?

Audience question: How do you define citizenship? Check all that apply

a. **Legal status** (as in "I am a citizen of the United States of America.")
b. **Feeling**: a sense of belonging to a place, feeling welcomed, identifying with a particular community.
c. **Practice:** active participation, engagement in shaping one's community.
d. **Hmmm…** I haven't thought about it before.
e. **Other:** _____

How **"Citizenship"** is defined and enacted affects how **Citizenship education is defined and enacted**
(Block, 2011; Osler & Starkey, 2005)

As status: Citizenship Ed can be requirements to pass a test

As practice: In US social studies curriculum, citizenship/civics are disconnected from issues of immigration (but facts vs. acts debate)

As belonging: Refugee and im/migrant students may have legal status but feeling unaccepted or unwelcome can impede participation and their access to rights and privileges (Abu El-Haj, 2007; Wong, Gosnell, Foerster Luu, & Dodson, 2018).

Yikes! A lot of terms! Let's review

Social Justice Language Teacher Education (SJTE)

Critical Pedagogies + SJTE (teachers as social change agents)

Critical Intercultural Citizenship Education

-S**JLTE + Intercultural Citizenship (IC) Education**

IC: **Language Education** + **Citizenship Education**

IC in line with **culturally sustaining pedagogies**

- *members from different groups acting together* in

political and social engagements

Citizenship: Status? Feeling? Participation?

Immigrant integration policies & frameworks: Teachers as citizens, as neighbors

AUDIENCE QUESTION: What do you know about immigrant integration policies? **Check all that apply**

a. **Nothing**
b. **A little**
c. **A good deal**

Immigrant integration policies & frameworks

(e.g, Jones-Correa, 2011; Petsod, Wang, & Garvey, 2006; Ramalingam, 2013).

Models vary:

STRANDS   PILLARS   PATHWAYS
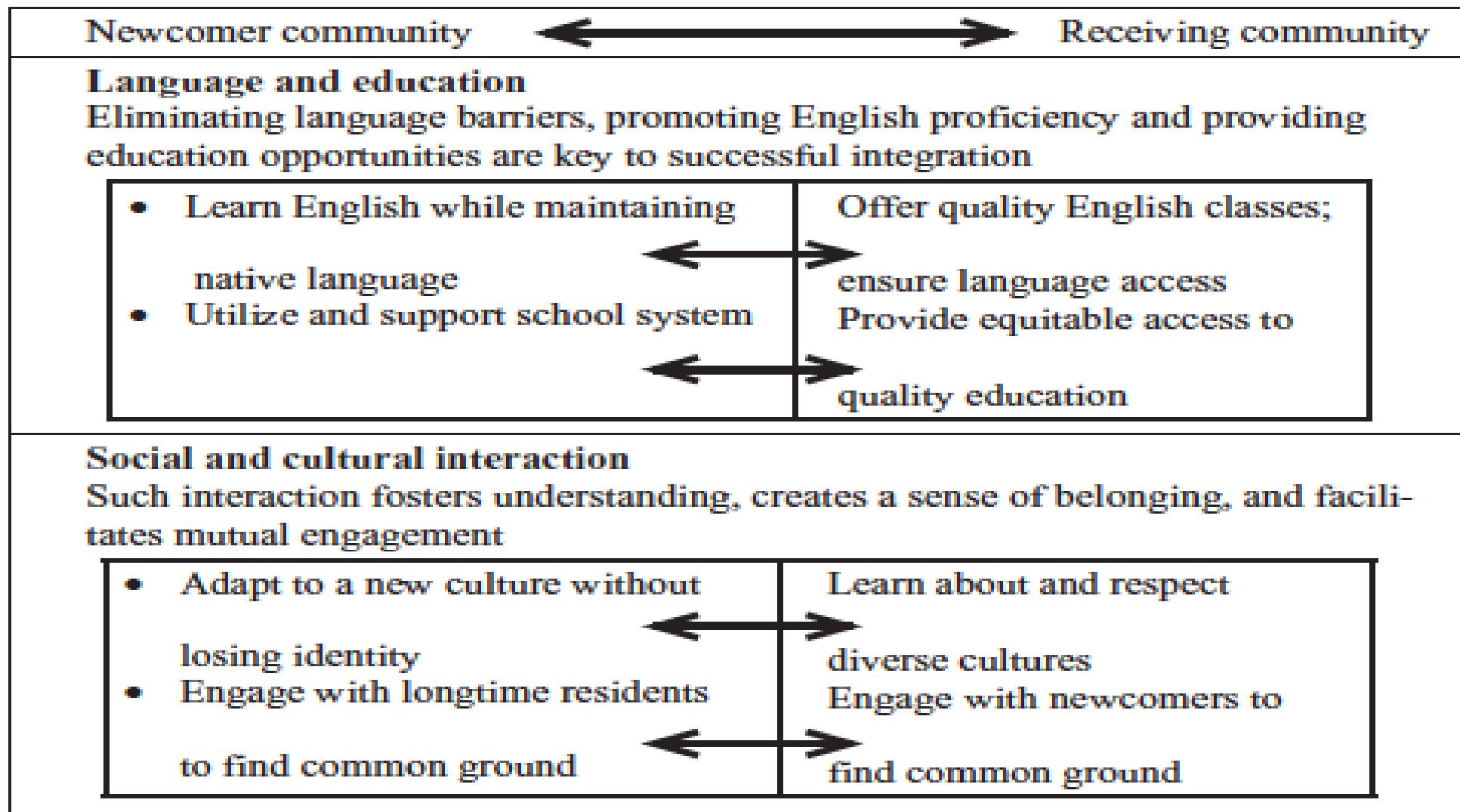
• education • employment •community involvement
   • mental and physical well-being   • equal opportunity

But typically emphasize mutual responsibility between newcomers & receiving community and seek to promote social cohesion

NOTE: Any of these models/frameworks are useful starting points for discussion. All texts should be critically analyzed through a social justice lens

Excerpt from
Investing in our communities: Strategies for immigrant integration (Petsod et al, 2006)

Newcomer community	⟷	Receiving community

Language and education
Eliminating language barriers, promoting English proficiency and providing education opportunities are key to successful integration

• Learn English while maintaining native language	Offer quality English classes; ensure language access
• Utilize and support school system	Provide equitable access to quality education

Social and cultural interaction
Such interaction fosters understanding, creates a sense of belonging, and facilitates mutual engagement

|	
• Adapt to a new culture without losing identity	Learn about and respect diverse cultures
• Engage with longtime residents to find common ground	Engage with newcomers to find common ground

What is the role of immigrant integration policy work in teacher education?

Can be a conversation starter –with community partners, teachers, etc.

Reminds us that our work takes place in larger communities than just a physical building

Shifts the focus from school based tasks to how we want to live together, to the type of communities we want to build and sustain.

Highlights shared, mutual responsibilities in this work

Reminds us that integration is not easy --

1972

Martin L. Krovetz

DESEGREGATION OR INTEGRATION: WHICH IS OUR GOAL?

Some proposals for discarding "desegregation" and making "integration" work, based on a study in North Carolina schools

Promising signs but more work to do

Community engagement projects Fall 2016 –*after integrating Critical IC & IIW*

High School Students as Advocates: Homegrrrls

Students designed and implemented a survey called 'Trump's USA'. The project was connected to the city's immigrant integration task force. The students were invited by the city to make their findings part of their work.

Know your rights!

Team of 3 teachers worked with community liaisons and parents to understand special education law in the US. Included positing terms ("special needs" "coded", etc) as culturally & ideologically laden terms. Result was a 4 page informational brief translated into multiple languages and used by parents to advocate for their children.

How did we do?

LEARNING AFFORDANCES

- Understand how "critical intercultural citizenship" expands and enhances social justice teacher education

- Consider how to use immigrant integration frameworks and policies in our work in schools and communities

Generative prompt: What is going on here?

Contextual Realities & Challenges

Conceptual framework & key terms

Example endeavors/engagements

Thank you!

Gracias!

شكرا

Merçi

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Pushing back against (neuro)sexism through teacher education

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- #MeToo
- #TimesUp

"[Fine's] sharp tongue is tempered with humor and linguistic playfulness . . . Read this book and see how complex and fascinating the whole issue is."
—*New York Times*

DELUSIONS

HOW OUR MINDS,

SOCIETY, AND NEUROSEXISM

CREATE DIFFERENCE

OF GENDER

CORDELIA FINE

Carol Lethaby, 2018
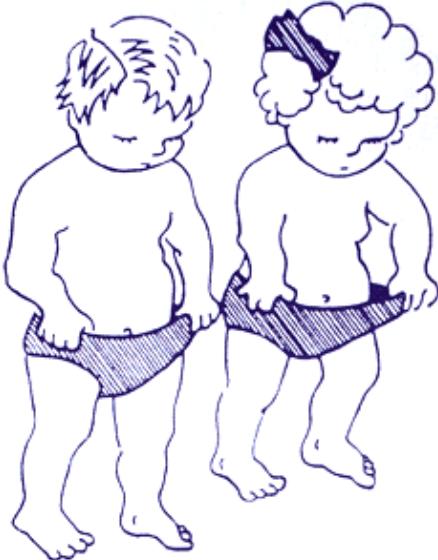
Neurosexism?

Neurosexism = "using neuroscience to reinforce and legitimate potentially harmful gender stereotypes and discrimination" (Fine, 2010: 154)

# "Neurosexism promotes damaging, limiting, potentially self-fulfilling stereotypes." (Fine, 2010: 174)
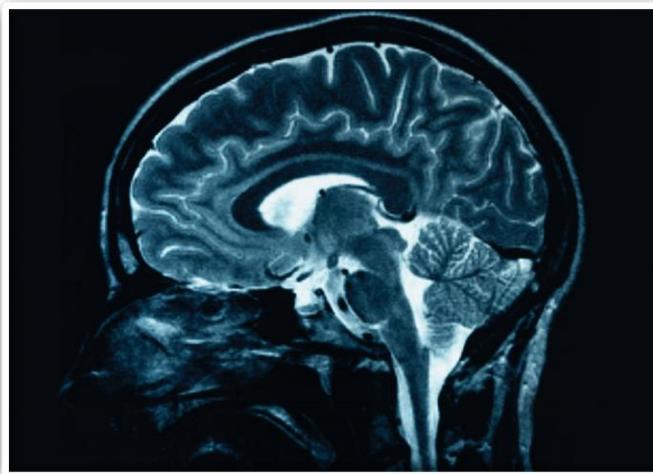
"OH! THAT EXPLAINS THE DIFFERENCE IN OUR WAGES"

http://www.teara.govt.nz/files/hero-26380.gif

- Neuroscience is used as a scientific way to back up sexism, when in most cases the fMRIs can't tell us anything about the claims about how and what women and men think!
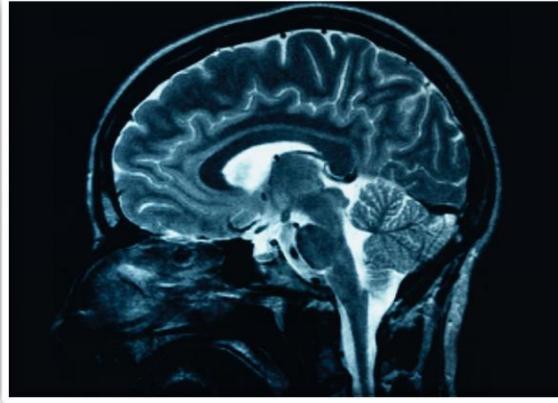
- "The beliefs that are most damaging to women are not beliefs about the brain as such, they're beliefs about sex-specific abilities and behaviour (like 'women are no good at maths' or 'men can't express their feelings') which at the moment are often justified by appealing to supposed facts about the brain."
- Cameron, 2015

"… the core of neurosexism isn't the neuro, it's the sexism."

- Cameron, 2015
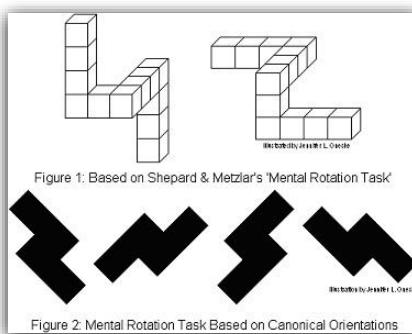
Neuroscience and gender (in a nutshell!)

- Men's and women's brains are not very different
- Girls are not innately different from boys in their abilities in math and science and language
- The environment is largely responsible for gender differences in brain structure – there is a complex interaction between the brain, hormones and the environment
- Priming exists in education and can be harmful
- Stereotype threat exists and can be harmful
- Education and teaching is the key to helping both girls and boys fulfill their language learning potential.

Carol Lethaby, 2018

Priming

- Priming means setting you up – preparing you to succeed or fail

- Eg mental rotation ability
  - One way to change the results is by training!
  - Another way is to 'prime' people differently eg (Sharp, Price and Williams, 1994, Angelica Moe, 2009)

Figure 1: Based on Shepard & Metzlar's 'Mental Rotation Task'

Figure 2: Mental Rotation Task Based on Canonical Orientations

Carol Lethaby, 2018

Stereotype threat

- When we feel under threat of not being able to perform well because of our sex we put up barriers (mental obstacles) and find it harder to perform well – self-fulfilling prophecy – the brain is taking away from the task at hand because of the mental obstacles.

- "strains working memory resources" (Fine, 2010)

- Men can concentrate on the task with ease.

- Think of examples of priming / stereotype threat that you have encountered:
  - A in your everyday life
  - B in your teaching / learning situation

  - - consider eg the importance of different subjects in your school, the staff, how children are gendered and socialized

"… the core of neurosexism isn't the neuro, it's the sexism."

- Cameron, 2015

What about teacher education and language teaching?

- How can we push back?
- This needs to start with educating teachers of children, but can happen with all types of teacher education

Carol Lethaby, 2018

1. Be aware of, and reject, sexism and gender stereotyping in the classroom.

Stereotyping and stereotype threat can be limiting and damaging, affecting children's ability to develop their full potential.

Carol Lethaby, 2018

What about ELT Materials and Methodology?

- grammar examples
- vocabulary use
- contexts

Carol Lethaby, 2018

Reject 'firstness'

- Porreca, 1984 in Stockdale, 2006

- Being non-sexist is difficult in the gendered world we live in!
- Darryl and Sandra Bem (1970s)

1981

2011

Junior Ranger Gear
Located in Back of Store

Snap-On T-Shirt $16.99

Vest $23.95

Onesie $19.99

Sun Hat $10.99

Cap $15.99

JUNIOR PARK RANGER

GRAND CANYON NATIONAL PARK

GRAND CANYON

JUNIOR RANGER

Grand Canyon National Park

Junior Ranger Activity Book

Carol Lethaby, 2018

EXIT

Research shows:

- Children reach "peak rigidity" in their ideas about gender between the ages of 5 and 7
  - (Trautner et al, 2005 in Fine, 2010: 231).

Carol Lethaby, 2018

How Small Differences Grow
Into Troublesome Gaps—
And What We Can Do About It
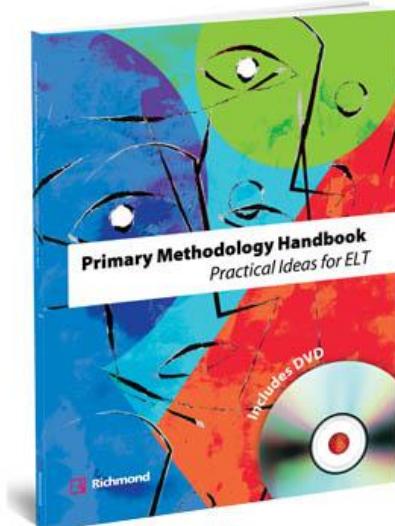
PINK BRAIN
BLUE BRAIN

LISE ELIOT, Ph.D.

Carol Lethaby, 2018

Classroom suggestions and ideas:

- (see Lethaby, C (2014) 'Children, Gender and Learning' in Primary Methodology Handbook: Practical Ideas for ELT Richmond Publishing)
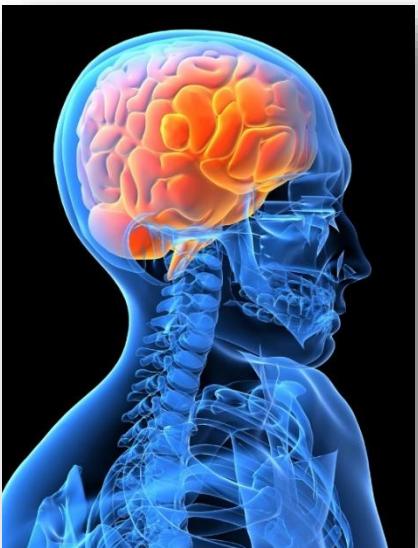
2. Teach everyone about how the brain works

- This starts in teacher education – include neuroscience and psychology in teacher education

- Pickering and Howard-Jones (2007) , Howard-Jones (2014), Dekker et al (2012)

Carol Lethaby, 2018

- "the importance of a dialog between teachers and neuroscience experts in order to establish effective collaborations between the two fields"
- Dekker et al, 2012
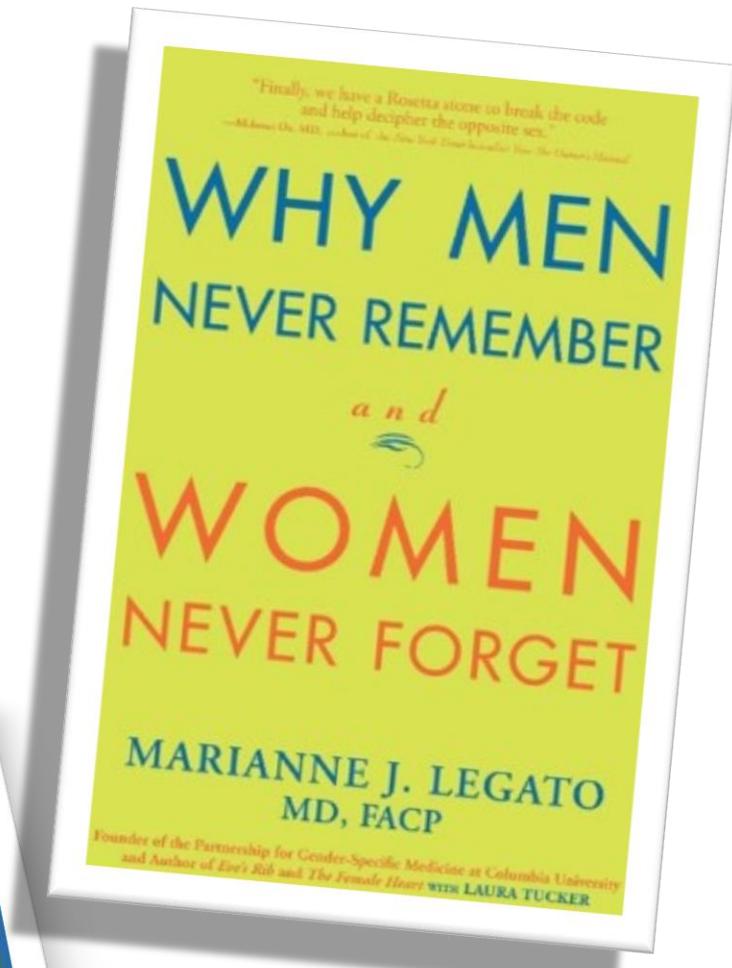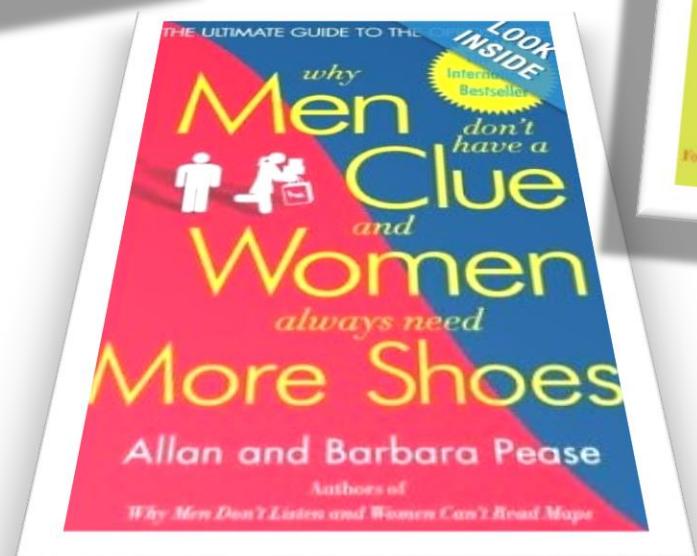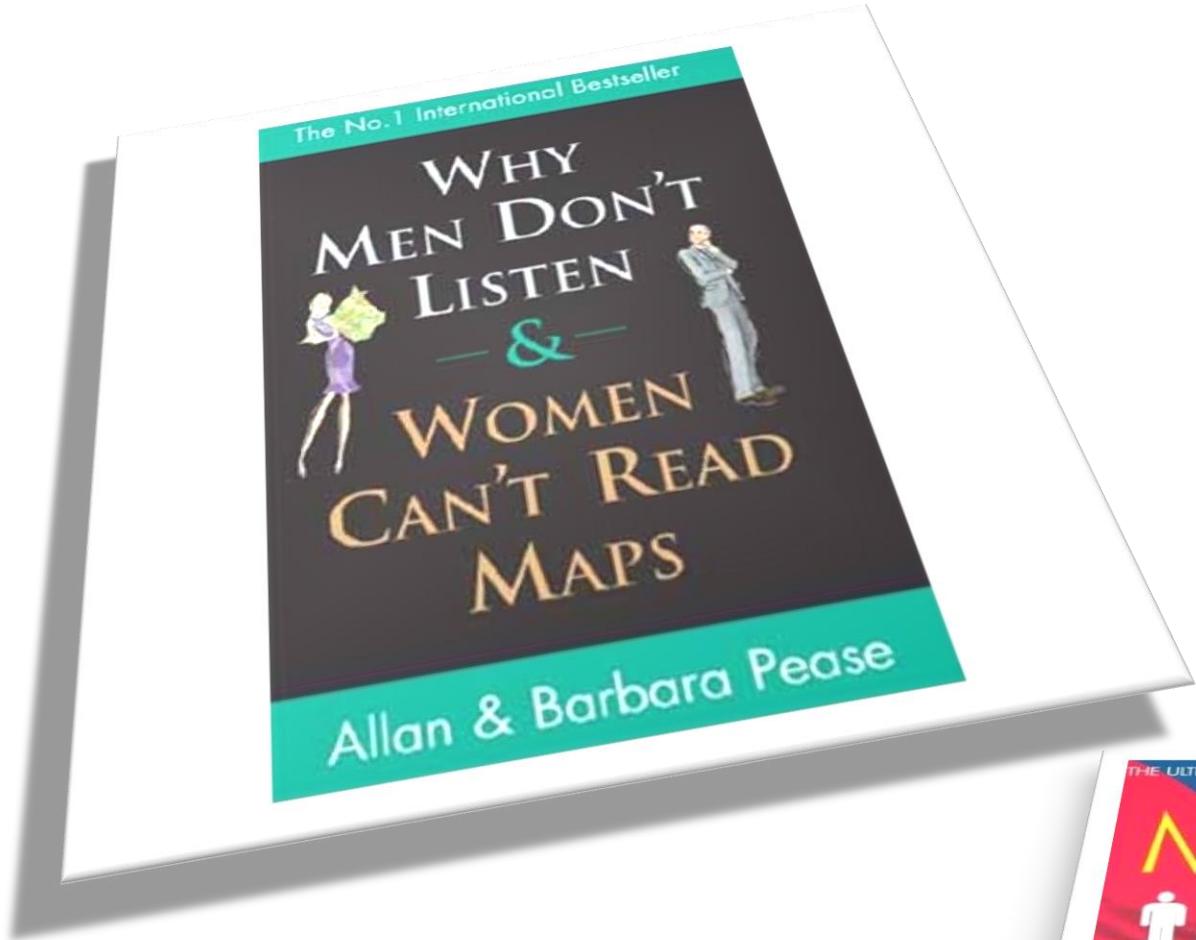
Reject neuromyths and 'neurononsense'

- Eg left vs right brain
- Women talk more than men!
- Women are more 'emotional' than men etc

The No.1 International Bestseller

WHY MEN DON'T LISTEN & WOMEN CAN'T READ MAPS

Allan & Barbara Pease

THE ULTIMATE GUIDE TO THE OPPOSITE SEX
LOOK INSIDE
International Bestseller

why Men don't have a Clue and Women always need More Shoes

Allan and Barbara Pease
Authors of
Why Men Don't Listen and Women Can't Read Maps

"Finally, we have a Rosetta stone to break the code and help decipher the opposite sex."
—Mehmet Oz, M.D., coauthor of the New York Times bestseller You: The Owner's Manual

WHY MEN NEVER REMEMBER and WOMEN NEVER FORGET

MARIANNE J. LEGATO
MD, FACP

Founder of the Partnership for Gender-Specific Medicine at Columbia University and Author of Eve's Rib and The Female Heart with LAURA TUCKER

Carol Lethaby, 2018

"Our minds, society, and neurosexism create difference. Together, they wire gender. But the wiring is soft, not hard. It is flexible, malleable and changeable." Fine: 239

Carol Lethaby, 2018

3. Include discussion of gender and gender-neutral language in the classroom

- Call it out!
- It's a language classroom, so let's talk about how language is used and how this can affect the way we think. (See eg Wallwork, 1997, Prior, 2017)
- Talk about this in teacher education – methods and materials classes

In Prior, 2017

- Provide learners with example sentences such as the ones below and ask them to discuss the situations, without drawing their attention to gendered language. Then once they have discussed them, where they will have inevitably used the generic male pronouns, discuss why this happened (Wallwork 1997).

- a. A manager realises an employee is stealing from the company. How should the manager deal with this situation?

- b. A pedestrian sees a cyclist involved in a road accident. What should the pedestrian do?

As teachers and teacher educators we need to:

- Be aware of how we reinforce and encourage gender stereotypes – priming and stereotype threat

- Remember that socio-economic status is a far greater predictor of language ability than gender (30-70%) – compared to her/his sex (just 3%) (Eckert et al, 2001, Hatlaar et al, 2005)

- Remember that education is powerful – the complex interaction of nature and nurture – we can play a part in this

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Pushing back against (neuro)sexism through teacher education

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Preparing Teachers to Support the Learning of Adult Refugee-Background Students

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Pronouns: she/her

Overview

- Responsibility of TESOL professionals to refugee-background populations
  - Expanding upon SLA theory
  - Re-defining the teacher knowledge base
  - Embracing the sociocultural turn in language teacher education
- Challenges and opportunities to have an impact
- A sample course

Expanding on Existing SLA Theory

Expanding Upon SLA Theory

SLA has been grounded in research on certain populations
- Educated, literate, studying in academic settings

- Bigelow, M. and Tarone, E. (2004). The role of literacy level in SLA: *Doesn't who we study determine what we know? TESOL Quarterly, 38*(4), 689-700.

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Expanding Upon SLA Theory –cont.

Studies Contributing to SLA Theories

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Expanding Upon SLA Theory –cont.

- LESLLA, 2005 (www.leslla.org)
    - (Low-Educated Second Language Learning by Adults) →
    Literacy **E**ducation and **S**econd **L**anguage **L**earning for **A**dults
    - Proceedings available from each symposia

Palermo, Italy

PALERMO, ITALY – 14TH ANNUAL LESLLA SYMPOSIUM, 2018

The University of Palermo will host LESLLA's 14th annual symposium October 4-6, 2018.

Please use these links to learn more about the call for proposals in English and Italian.

Pre-LESLLA Conference, October 3rd, 2018 "Alfabetizzazione e italiano L2. Ricerca, pratiche e politiche dalla scuola al volontariato" CALL FOR PAPERS

LEARN MORE
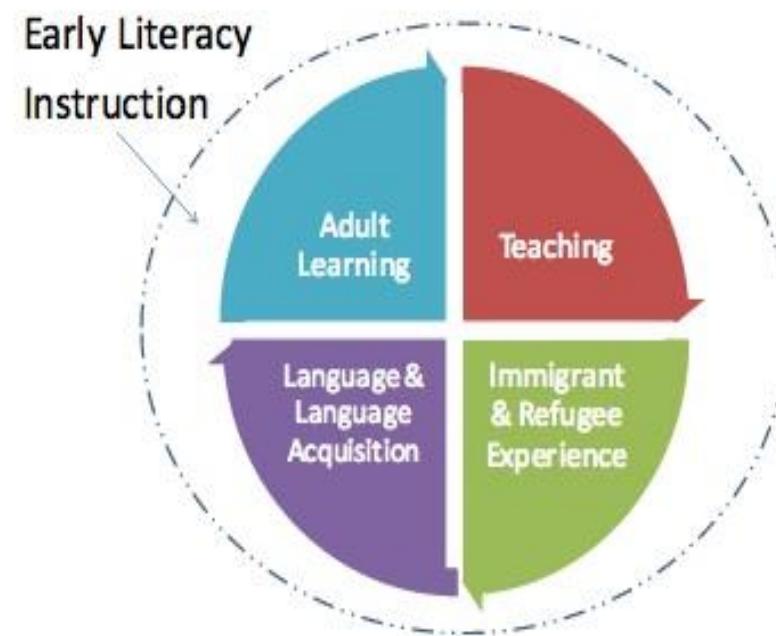
- Refugee Concerns Interest Section (RCIS)

Re-defining the Teacher Knowledge Base

1. **The refugee experience**
2. Types of literacy-level learners
3. Literacy in childhood vs. adulthood
4. **Emergent readers**
5. Second Language Acquisition
6. Key research
7. Components of reading
8. Balanced literacy
9. Approaches to teaching literacy

10. Connections between first and second language literacy

(Vinogradov & Liden, 2009)

Knowledge Base for LESLLA Teachers

Early Literacy Instruction

Adult Learning

Teaching

Language & Language Acquisition

Immigrant & Refugee Experience

(Vinogradov, 2013)

The Refugee and Immigrant Experience

- Refugee Backgrounders
  - Country Profile (education, geography, politics, etc.)
  - Conditions in first-asylum countries
  - Implications for resettlement
- Educational backgrounds & L1 literacy
- Cultural, linguistic, social, & familial capital (Assets)
- Deficit narratives in resettlement countries and educational institutions
- Trauma
  - Trauma and Learning
  - Trauma informed pedagogy/schools/communities
  - Trauma Stories & Resilience

COR Cultural Orientation Resource Center

Refugees from **SYRIA**

As of October 2014, the three-year conflict in Syria has displaced nearly 9.5 million people, more than 40% of the country's pre-war population. Of these, over 3 million have found temporary asylum in the neighboring countries of Lebanon, Turkey, Jordan, Iraq, and Egypt. Only about 15% of the Syrian refugees live in refugee camps. The rest live outside camps, in cities, towns, and rural areas, often in difficult circumstances and in locations not easily reached by humanitarian aid organizations. The great majority of the refugees are Sunni Muslim Arabs, but the population also includes ethnic and religious minorities, such as Kurds, Druze, and members of various Christian and Shiite Muslim sects.

The influx has stretched to the breaking point the capacity of asylum countries to provide protection and assistance to the refugees. In an effort to relieve the pressure–and enable asylum countries to continue providing sanctuary to Syrians fleeing the war–the United Nations High Commissioner for Refugees (UNHCR) has asked resettlement countries

The Sociocultural Turn in L2 Teacher Education

Sociocultural Approach to Teacher Education

- Integrate **field experiences** throughout program of study
- Involve teacher-learners in the **sense-making** around what they do and who they are within the various cultural, social, and historical contexts in which they work (Johnson & Golombek, 2011; Johnson, 2006, 2009)
- Involve learners in **praxis** – theorizing practice through constant reflection on how theory and practice interact and inform one another (Johnson, 2009)
- **Post-method Condition** (Kumaravadivelu, 2003) - Methods "have been largely guided by a one-size-fits-all, cookie-cutter approach that assumes a common clientele with common goals" (p. 28).

Challenges and Opportunities

Challenges – How do we …

- **Find space within our curriculum** to adequately develop our students' teacher knowledge base for work with all populations?

- **Make time** to do the work required to develop our own knowledge base?

- **Cultivate important connections** within the community?

- **Avoid perpetuating a 'single story'** about certain learner populations?

Chimamanda Ngozi Adichie
The Danger of a Single Story

Opportunities – We get to …

- **Explore creative ways** to integrate unique, population-specific teacher learning into our curriculum.
- **Make time to read**, learn and deepen our understanding.
- **Form relationships** with stakeholders in the community.
- **Grow from interactions** with learners with refugee backgrounds.

What we can do – The Minimum

- Build our own teacher knowledge base
  The 3 R's
  - **Read**
  - **Reach out**
  - **Research**
- Know the resources
  - LESLLA, Minnesota Literacy Council, ESL Literacy Network, ELL-U online courses, + many more!!
- Know the learners
  - Explore www.culturalorientation.net
  - View the documentary: *Rain in a Dry Land*
  - Visit language programs and classes in the community
  - Teach!

English Language Learner University (ELL-U)

ELL·U *National Adult English Language Learning Professional Development Network*

Description
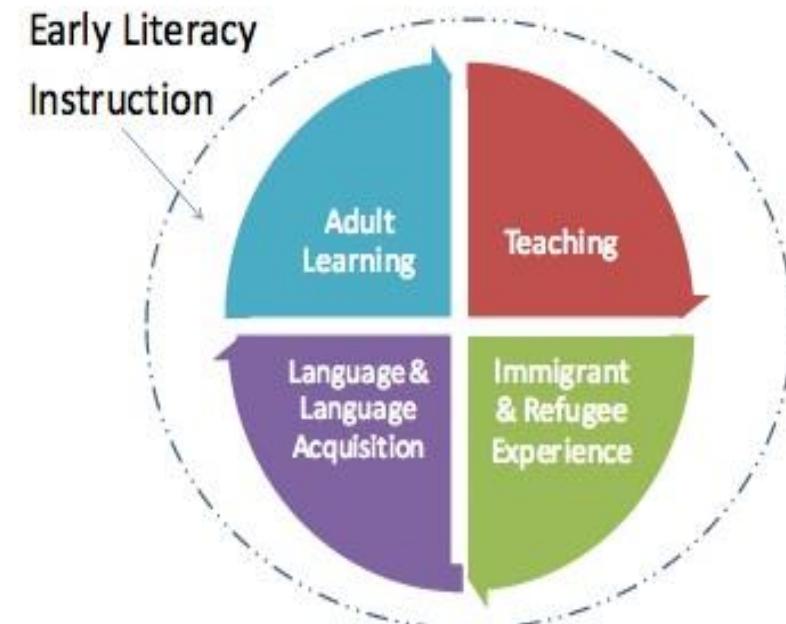
ELL-U was a free professional development network for ESOL practitioners. The resources developed through this federally-funded initiative were designed to broaden, deepen, and strengthen the knowledge and skills of educators working with adult ELLs. ESOL practitioners and ELLs may continue to leverage these resources and the network of practitioners where they now reside on the LINCS site. Follow the links below to explore these evidence-based, high quality courses and resources.

What we can do – A Step Further

- Prioritize this work in our teacher education courses
  - Add a module to an existing course
  - Create **an entire course** (e.g., Teaching Adult Emergent Readers, Teaching Refugee-background Students)
- Integrate Community Engaged Learning into TESOL curriculum
  - Develop materials for a school or community partner
  - Expand teaching practicum experiences into community-based settings
- Conduct ethical research to contribute to our understanding of SLA by adult emergent readers, by adults with interrupted formal schooling
- Establish sustainable, mutually beneficial partnerships

Knowledge Base for LESLLA Teachers

A Sample Course

Targeting the Knowledge Base for LESLLA Teachers

Building the Knowledge Base

✓ **Immigrant & Refugee Experience**

- Know who we're teaching
- Tap into this knowledge for curriculum design, material selection, and building community
- Tap into lives and experiences in the classroom
- Explore the migration experience

Tasks & Assignments

READ & SYNTESIZE
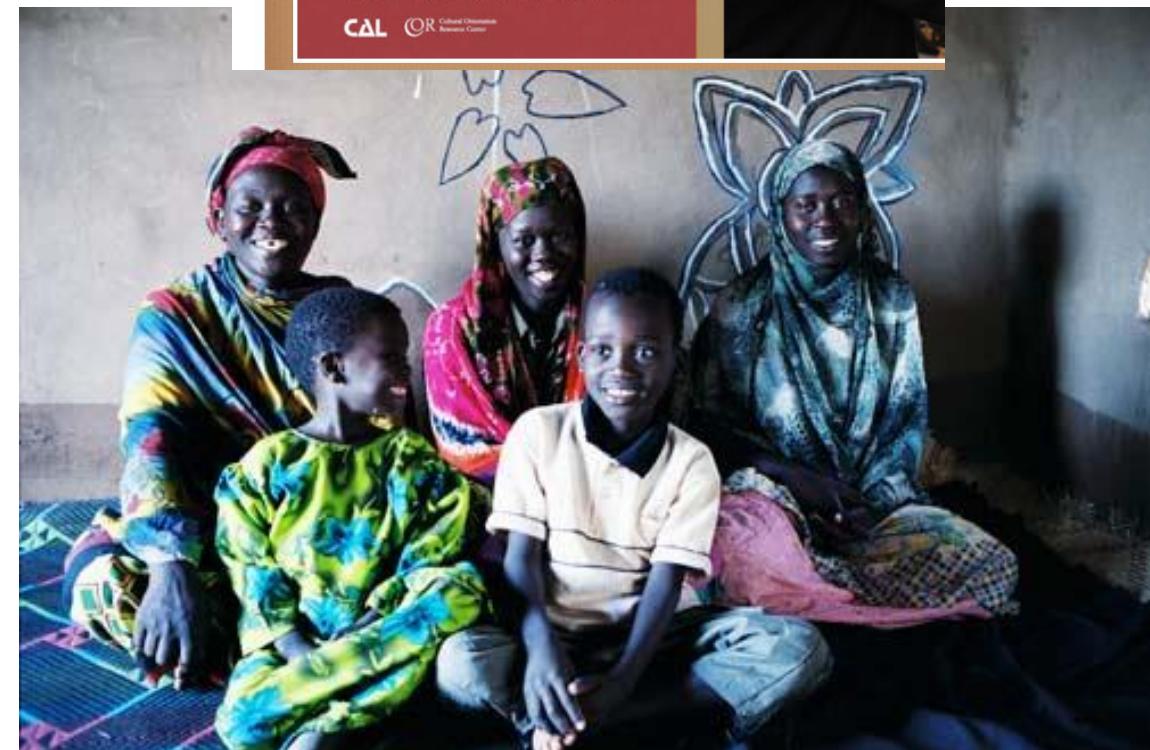
- Instant expert on a cultural group present in Vermont
- Resources: http://www.culturalorientation.net/

VIEW & REFLECT

- View Documentary: ***Rain in a Dry Land***

RESEARCH & WRITE

- Profile of a LESLLA learner

Building the Knowledge Base

✓ Teaching

- Emphasis on certain principles
  - Foster respectful, enjoyable atmosphere; relationship-based teaching
  - Teacher and student roles
  - Clear instructions (modeling, CCQs, teacher talk)
  - ***Differentiation*** & Scaffolding
  - Monitoring, ***tracking***, providing feedback
  - Teacher presence, ***professionalism***

Tasks & Assignments
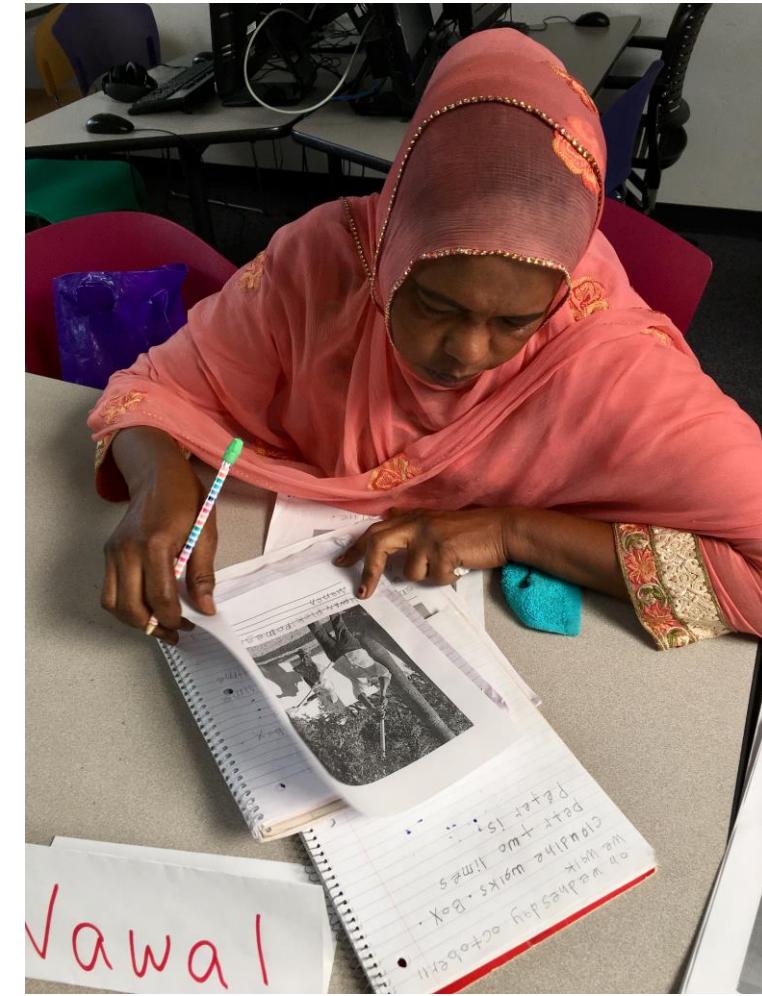
- Observations
- Micro-teaching
- Discussion
- Feedback (online, in class)
- Practicum Hours

Building the Knowledge Base


✓ **Adult Learning Theory**
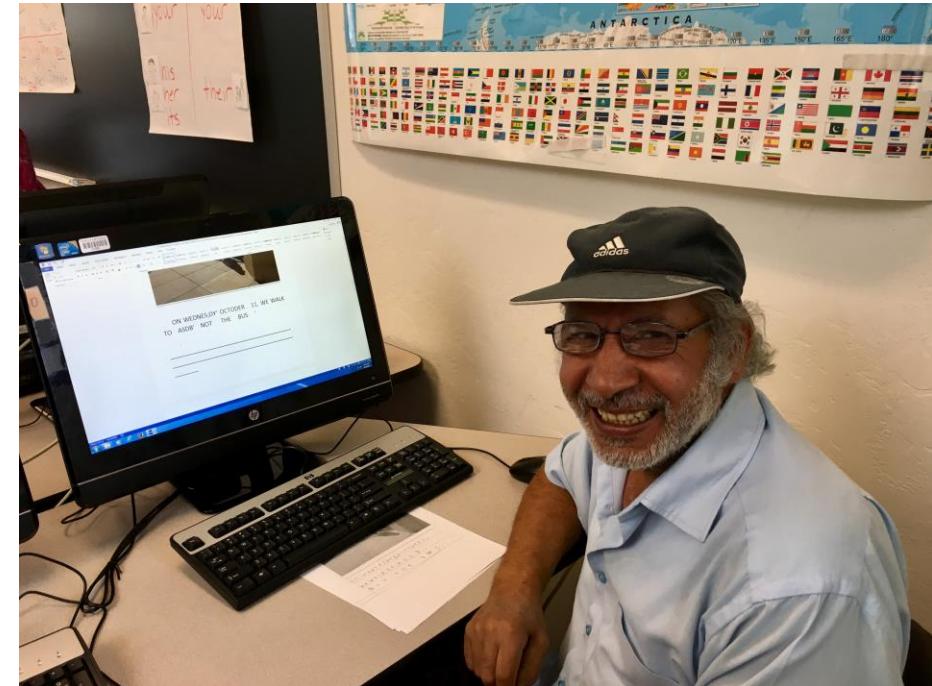
- Learning → Meaningful, Relevant
- Needs and Goals → Central to learning
- Tasks and Materials → Authentic
- Literacy Instruction → Keep it in context
- Classroom Atmosphere → Build confidence
  - Tap into strengths and experience
  - Establish routines
  - Provide choices

Building the Knowledge Base

✓ **Language and Language Acquisition**
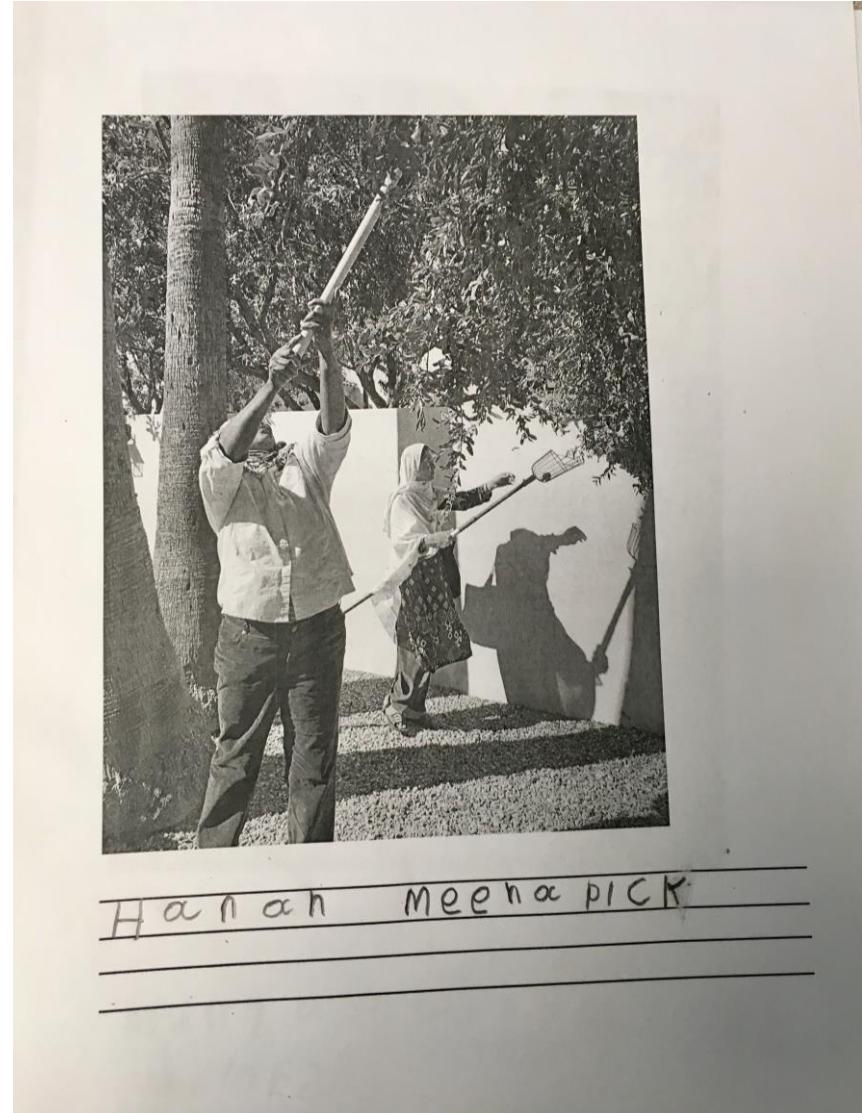
- L1 Interference & Transfer
- Interlanguage
- Comprehensible input/output
- Interaction
- Individual differences
  - Motivation, age, personality, learning style preferences
- Oral language processing
- Assessment
- Multiple Literacies

Building the Knowledge Base

✓ **Early Literacy Instruction**

- 5 Components of Reading
  - Phonological Awareness
  - Phonics (Alphabetic Principle)
  - Vocabulary
  - Comprehension
  - Fluency
- Develop oral language → Attach print
- Balancing top down & bottom up strategies (WPW)
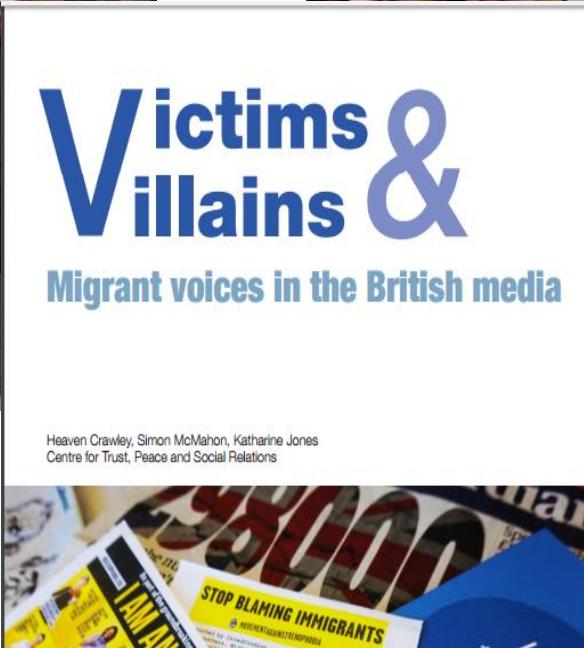
Tasks & Assignments

- "Try it Out" – Balanced Instruction
- "Try it Out" - LEA
- Analysis of LESLLA strategies based on New American Horizons Video: *Building Literacy with Adult Emergent Readers*
- Teaching reflections

The Social Justice Component

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Thank you!
Questions?

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