



TEACHING ENGLISH LANGUAGE FOR AND ABOUT SOCIAL JUSTICE

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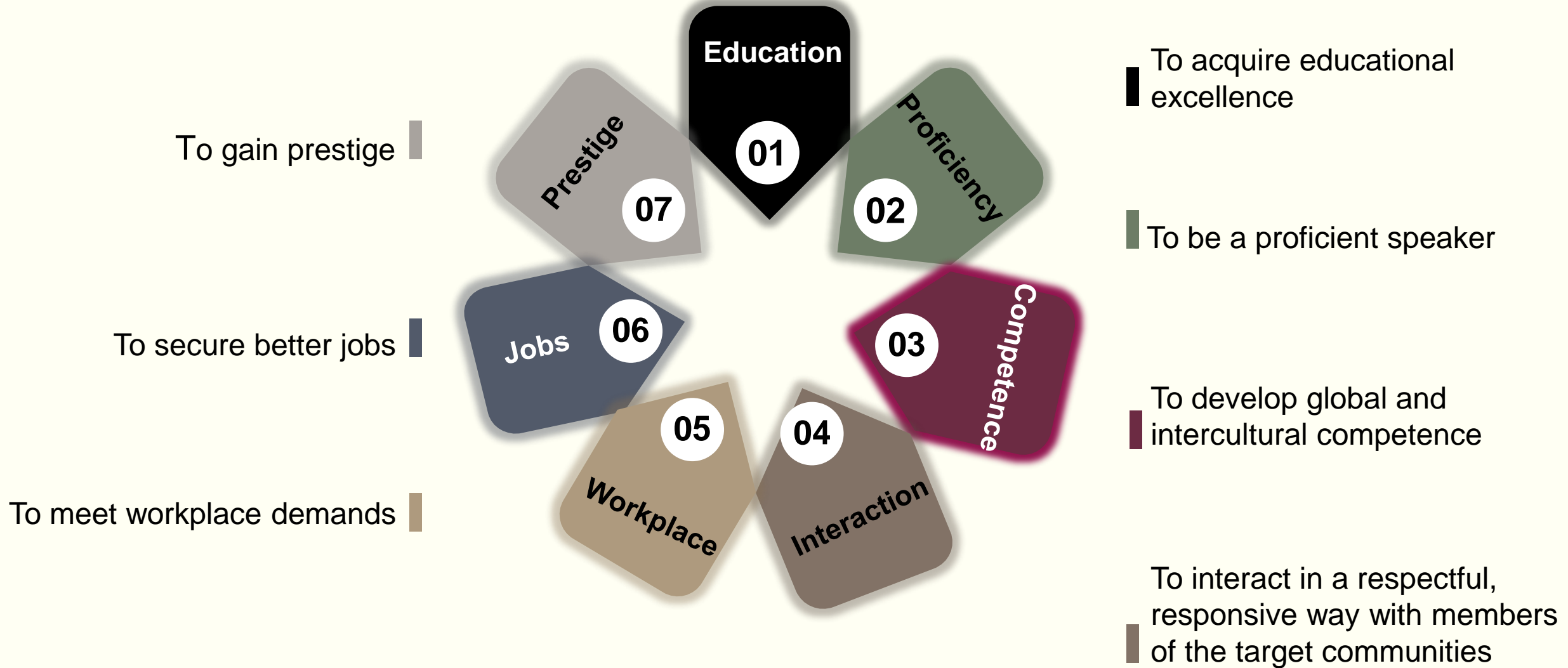
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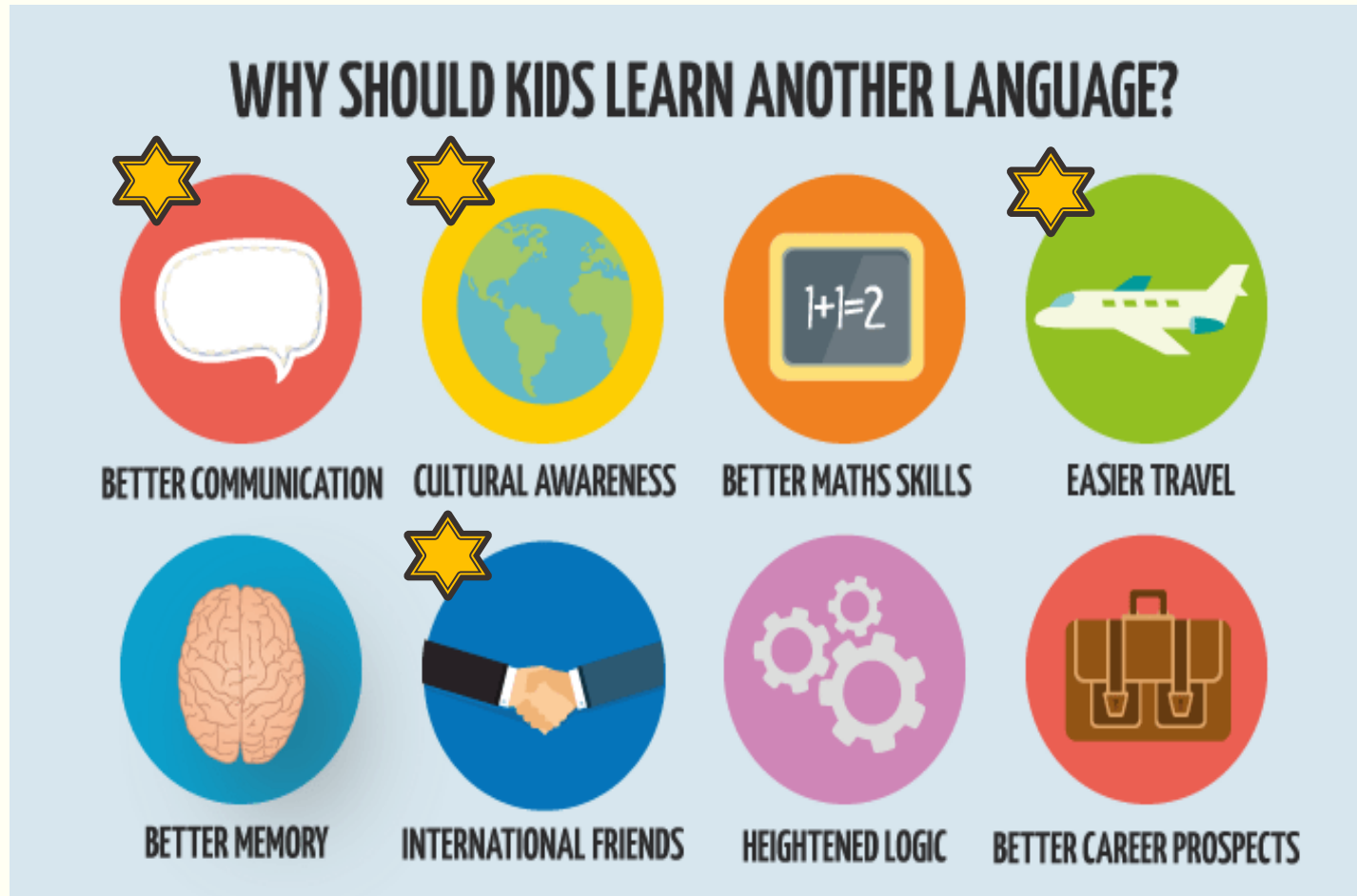
FLOW...

- **What is social justice?**
- **What is social justice teacher education?**
- **Why English language classrooms?**
- **What do we offer in this project?**

WHY DO WE LEARN ANOTHER LANGUAGE?



WHY DO WE LEARN ANOTHER LANGUAGE? (cont'd)



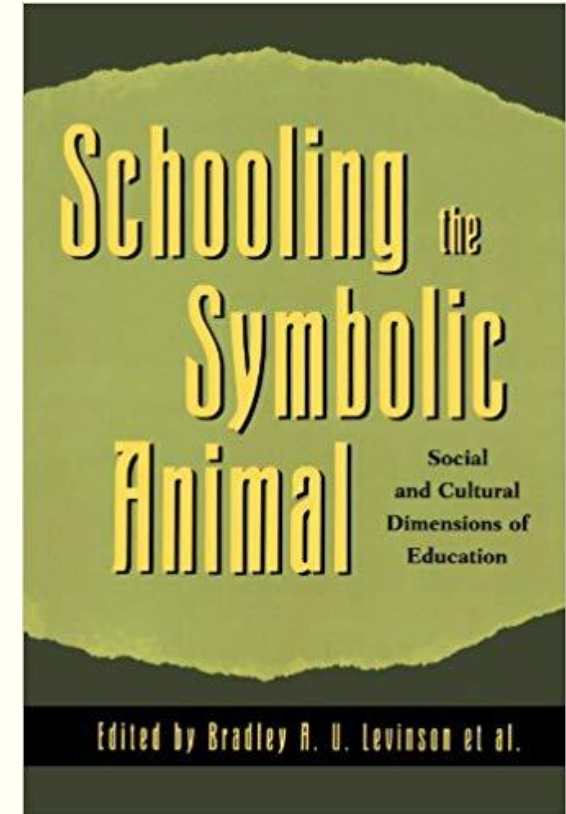
**A shift from
communicative competence
to intercultural
communicative competence:**

To see relationships among
different cultures and mediate
among them (Byram, 1997)

LANGUAGE TEACHER EDUCATION

Based on the aforementioned reasons for learning another language:

- there is a demand for teachers to know how to adequately support students to learn English although there is little agreement in the educational literature on how best to do so.
- virtually *all* teachers, regardless of geographic location or area of expertise, must be prepared to teach *students from diverse linguistic and cultural backgrounds* (Hawkins, 2011, p. 1)



PROBLEMS IN LANGUAGE TEACHER EDUCATION

Often newly qualified teachers of English may demonstrate sensitivity to individual learners' abilities and weaknesses and organize learning activities that expose learners to simulated acquisition-rich situations. They are keen to organize drama, debate, writing and other activities and offer genuine feedback on performance. But as they gain experience and make sense of their work environment, they soon lose confidence in their own efforts when they cannot determine how to meet the specific learning needs. And this is especially because the system demands good grades from everyone and does not cater to individuals. The teachers resort to the routines prescribed by the examination syllabus, anxious to identify with their immediate social groups in the schools that evaluate them. They feed students on the discrete grammar of English, composition writing in the form of creative writing and reading comprehension without much care for the functional approach.

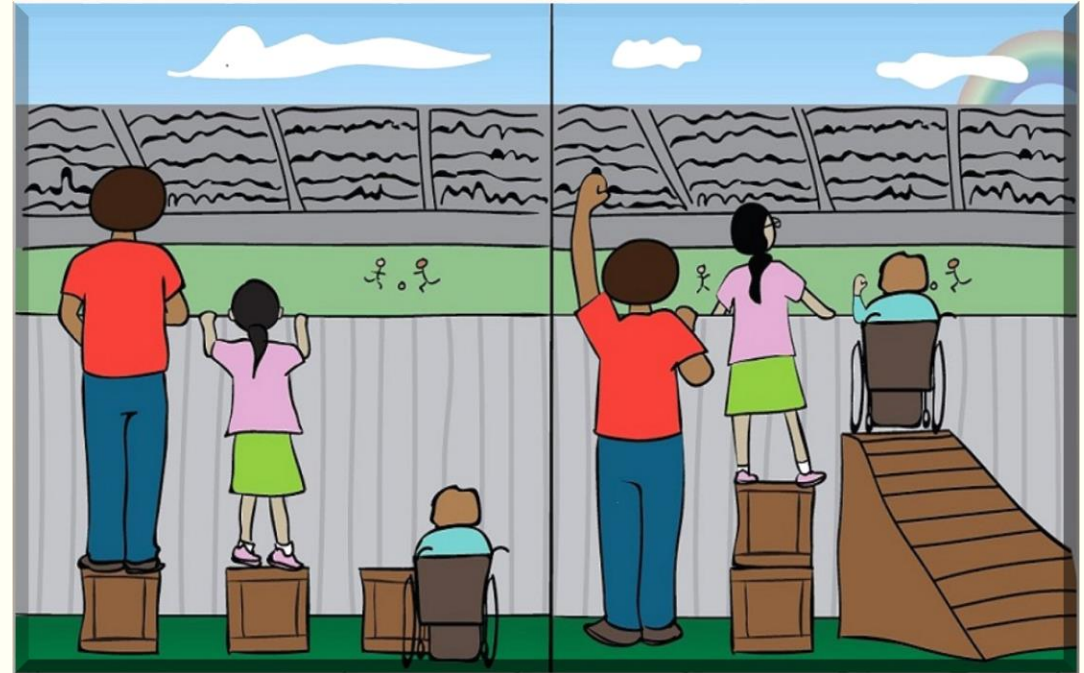
(Kyeyune, 2011, p. 91 in Hawkins, 2011)



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).

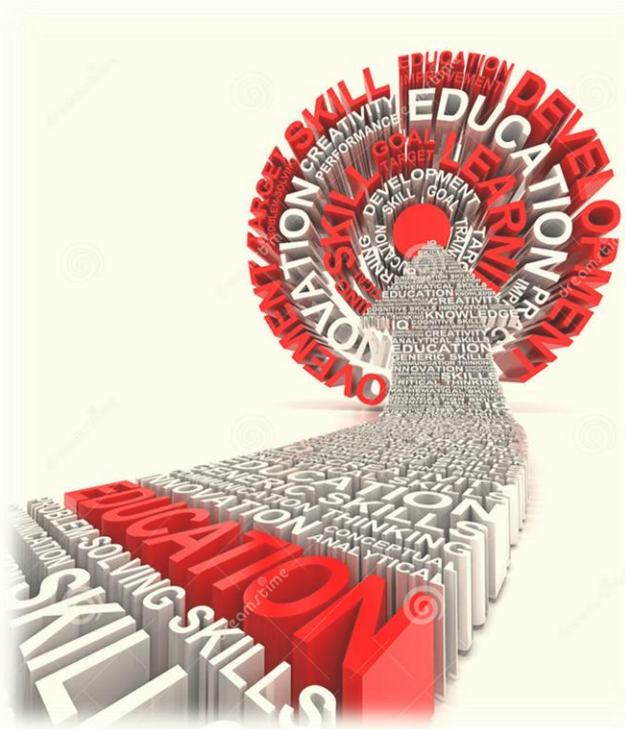


SOCIAL JUSTICE TEACHER EDUCATION (SJTE)



- SJTE aims to prepare teachers to teach in ways that will lessen “the inequalities that exist in school systems throughout the world between children of the poor and children of the middle and wealthy classes, and the injustices that exist in societies beyond systems of schooling, in access to shelter, food, healthcare, transportation, access to meaningful work that pays a living wage and so on.” (Zeichner, 2011, p. 7)

WHAT DOES TEACHING FOR SOCIAL JUSTICE MEAN FOR LANGUAGE TEACHERS?

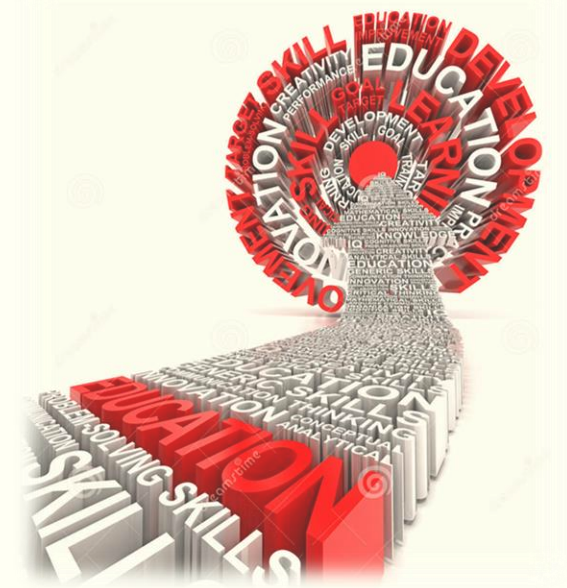


- To value students' diversity and establish a caring and inclusive environment
- To build on students' cultural and linguistic resources, and attempt to reach every student.
- To accommodate and differentiate instruction.
- To make curriculum relevant and applicable to students.
- To build good relationships with students and their families and respect student's parents and work with them.

CONTINUED...

- To engage in community work and get students engaged in these kinds of activities for any sort of work that would contribute to the improvement of that community.
- To know their students, care for them, and understand students' social and cultural contexts.
- To be fair to all students in the classroom without showing favorites.
- To develop a culture of respect among students and between students and teacher.
- To advocate for all students.

Sources: Piedrahita (2016, pp. 209-210), Cochran-Smith et al. (2009)



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COMMUNITIES / COMMUNITY HOME

Social Responsibility (SRIS)

COMMUNITY HOME DISCUSSIONS

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Greetings All -- TESOL has a
may be accessed here: ...

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Posted in: Social Responsibility Int
Hello, I found a wonderful co

WHY ENGLISH LANGUAGE CLASSROOMS?

linguisticanthropology.org/blog/category/language-and-social-justice/ 90%

Society for Linguistic Anthropology



SOCIETY JOURNAL "TALK" SOCIAL JUSTICE

Directions for Signing up for the LSJ Committee Listserv

December 22, 2016 Language and Social Justice

Prepared by: Netta Avineri, Susan D Blum, Hilary Parsons Dick, and Robin
networking and keeping up with activities, information, and issues related
forum for professional topics, a means for exchanging relevant news, and
scholar with an interest in the topics of discussion. Members may ...

Language and Social Justice Task Force events at #AAA2016

October 24, 2016 AAA, Language and Social Justice, SLA




Please see below a list of events that the Language and Social Justice Tas
there! If you are involved in a panel or event that you think would be of int
Language and Social Justice Task Force Meeting Saturday, Nov. 19, 12:15
Thursday, November 17, 12:15-1:30 pm Patricia Baquedano-Lopez Mexi





https://www.aaal.org/aaal-and-social-justice-listserv

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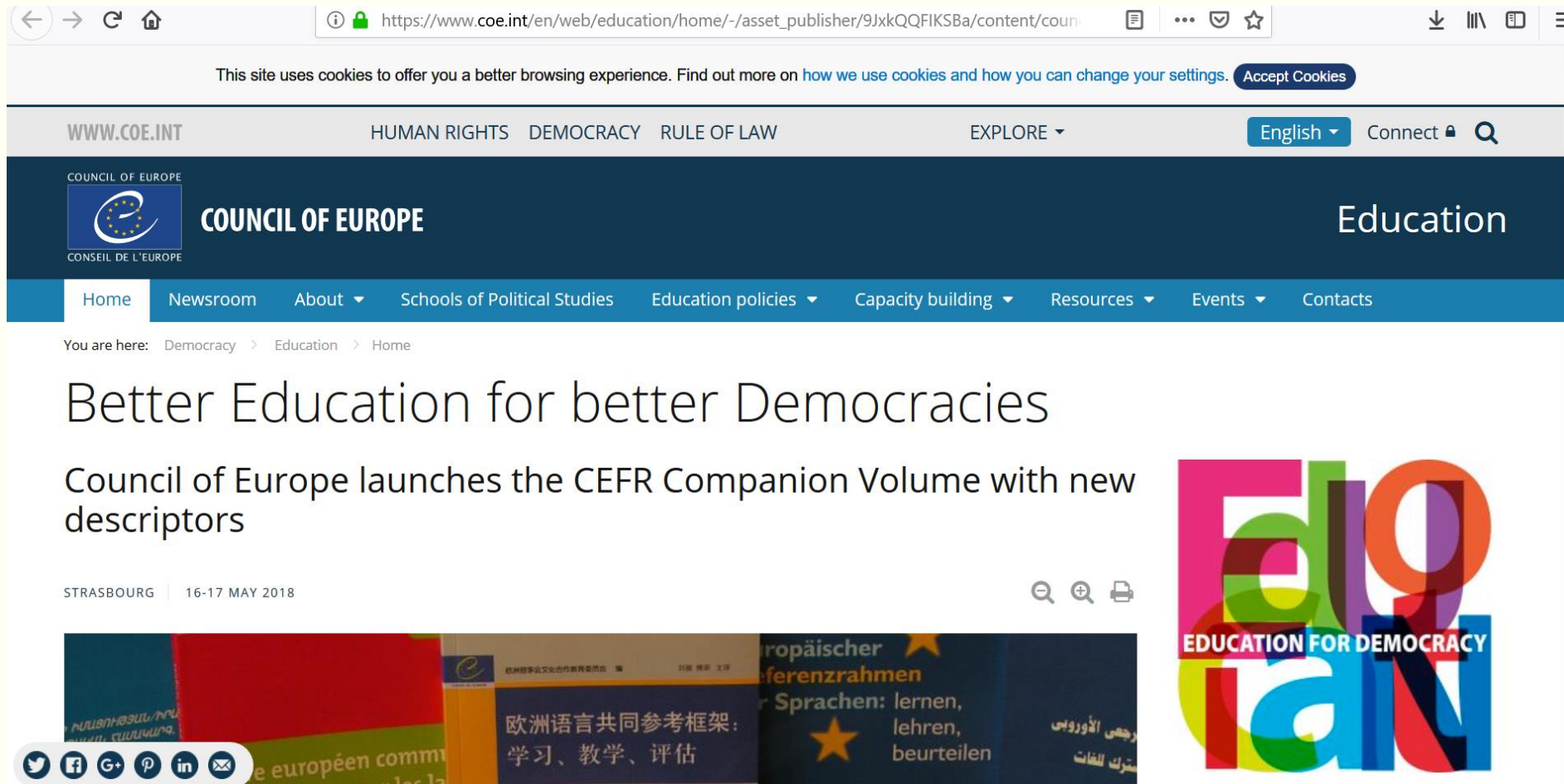
AAAL & Social Justice Listserv

The AAAL & Social Justice listserv is an online forum open to all AAAL members for exchanging of ideas, resources, publications, and initiatives focused on applied linguistics & social justice. The listserv is intended to be a collaborative space in which a growing AAAL network can share relevant interests and expertise in social justice-related areas. If you would like to be added to this list, please contact the AAAL Public Affairs & Outreach Committee Chair Netta Avineri (PAEC@AAAL.org).

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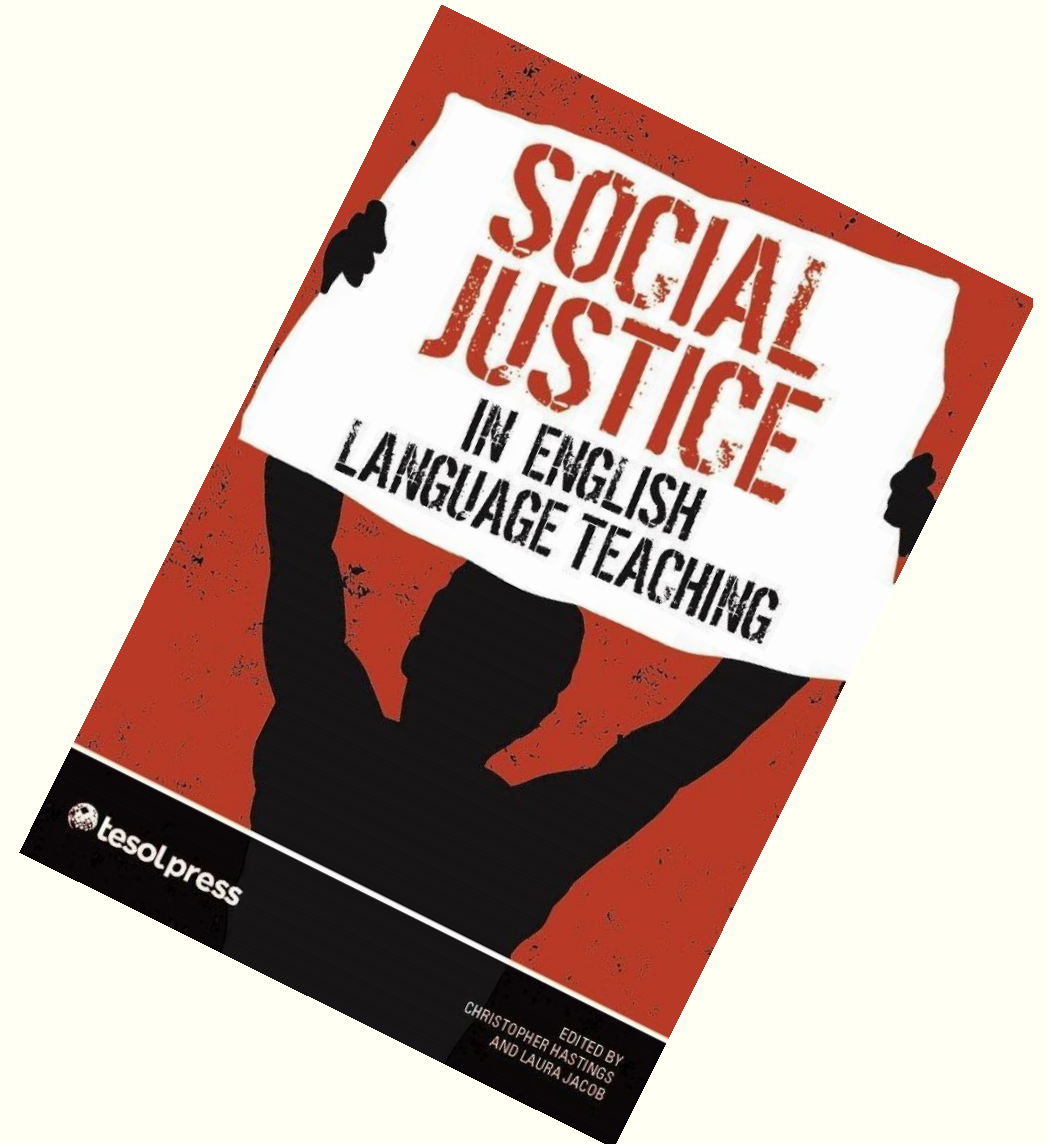
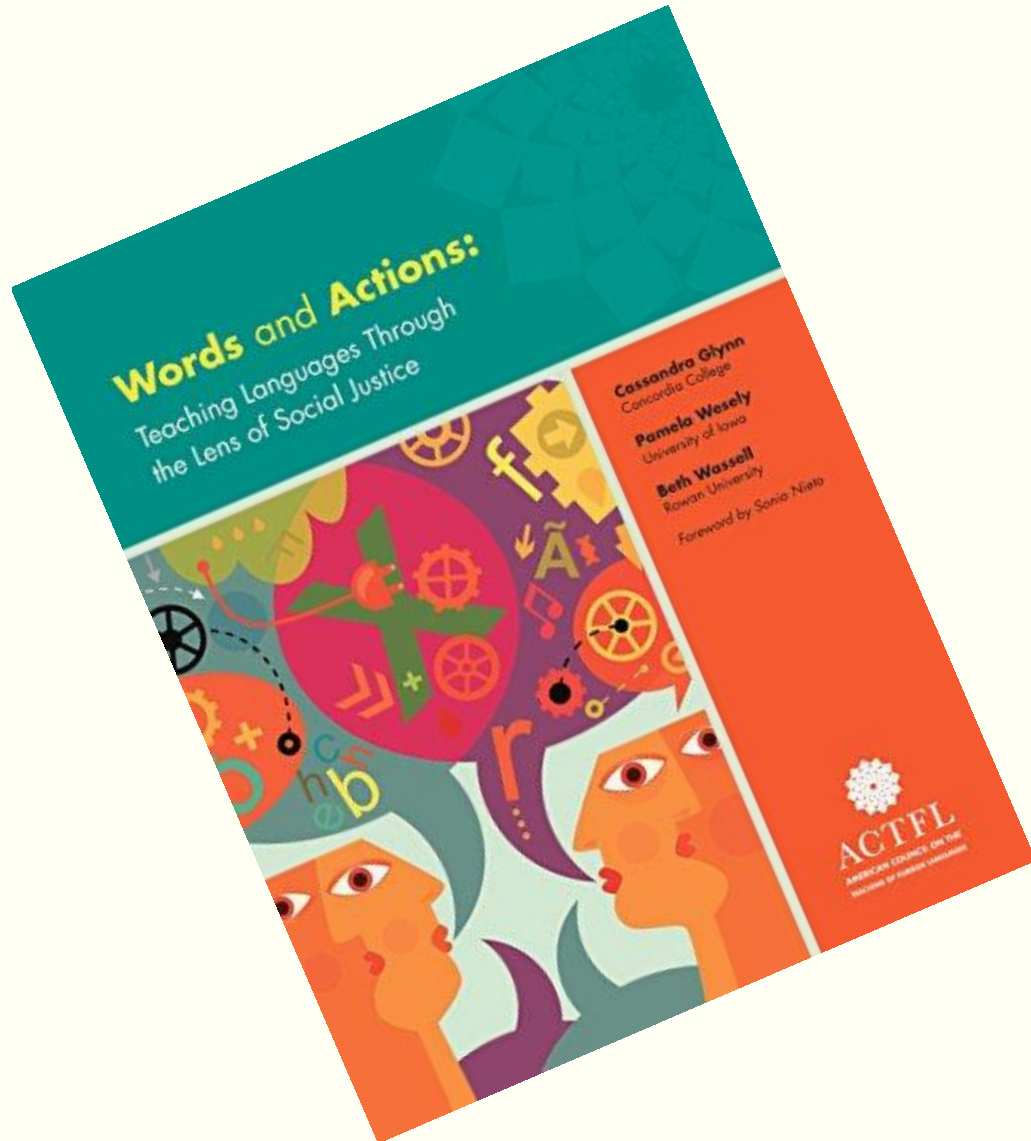
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 **American Association for Applied Linguistics**
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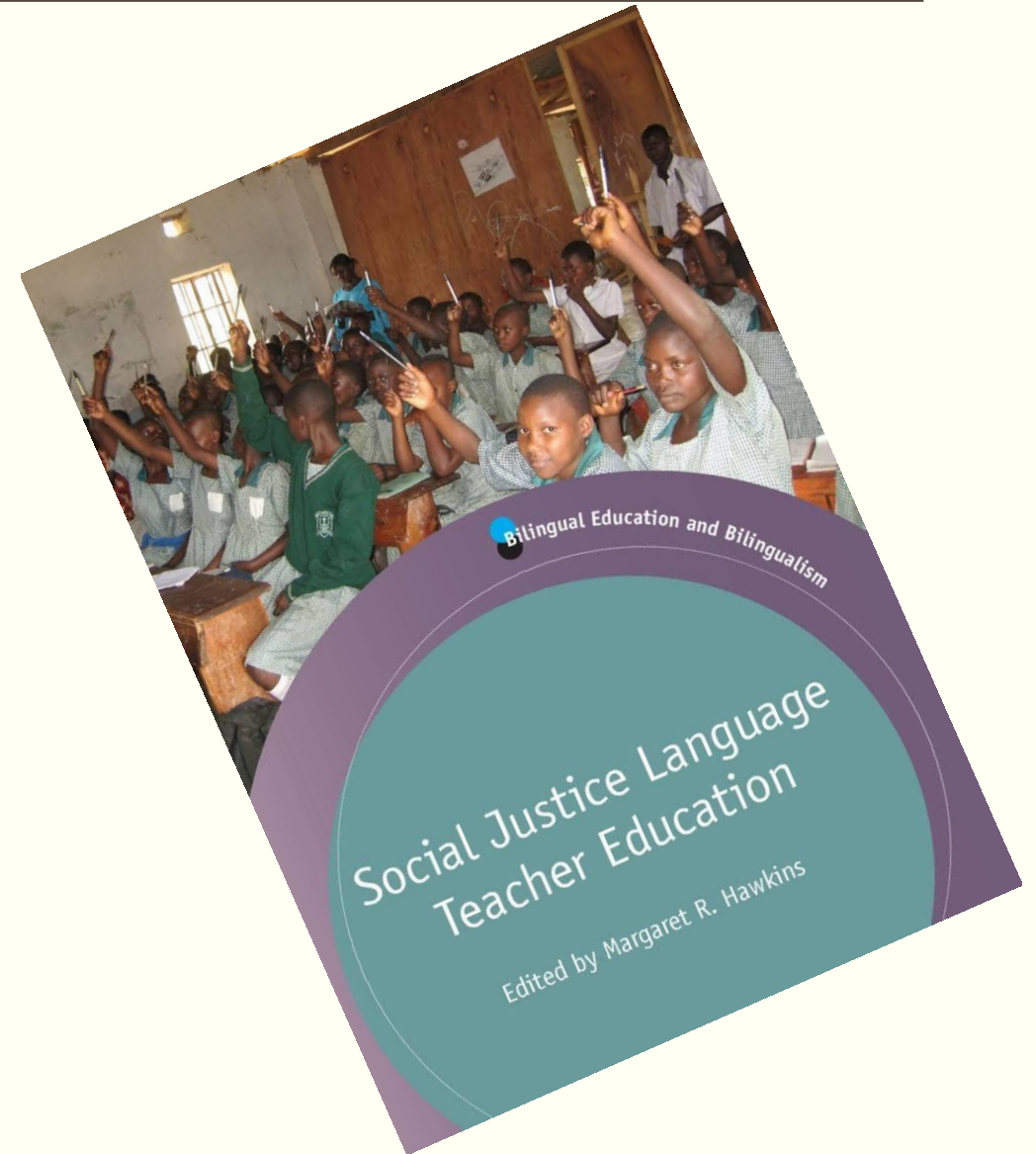
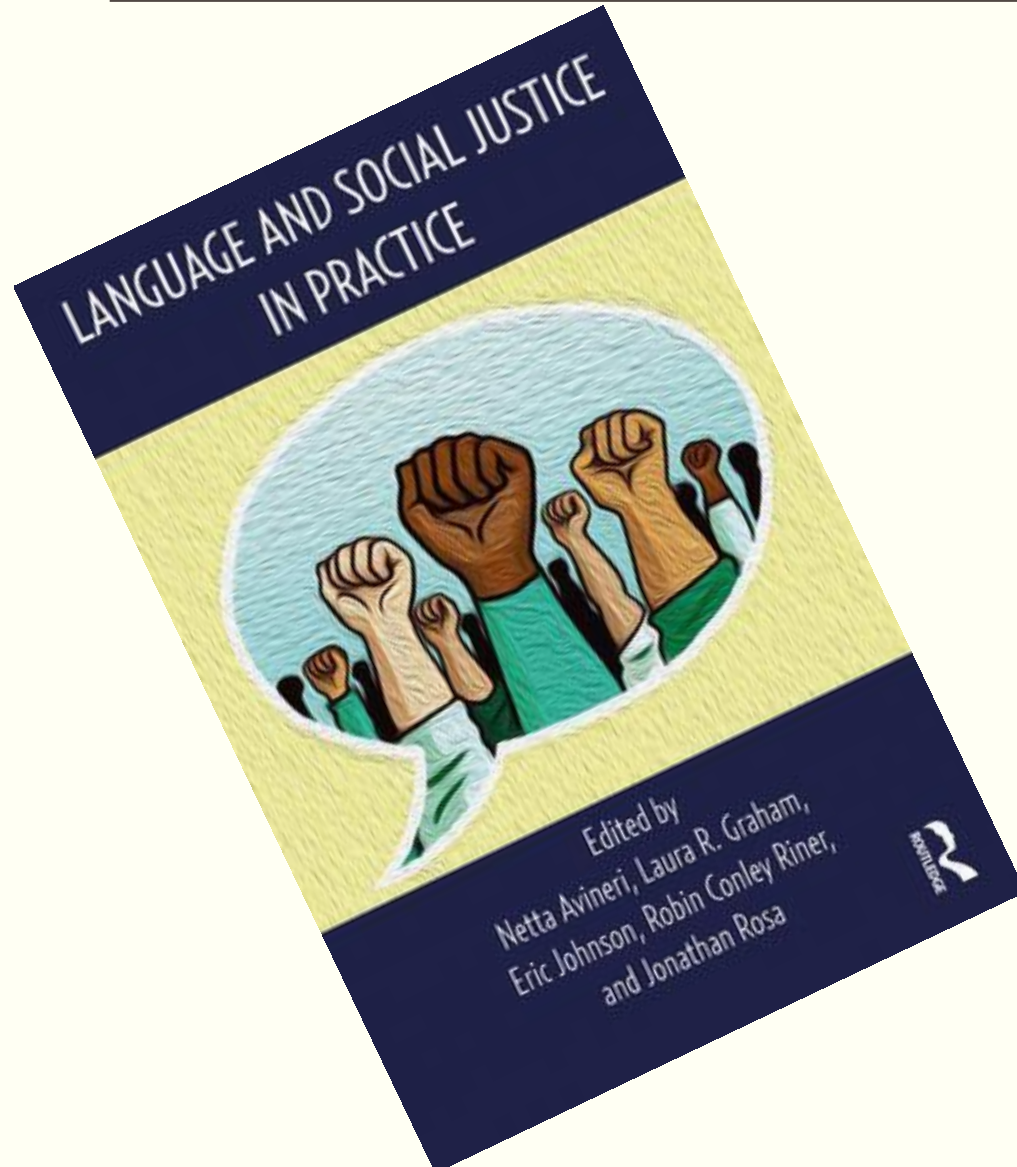


The CEFR Companion Volume: inclusive quality education, transparent and equitable assessment and social justice.

WHY ENGLISH LANGUAGE CLASSROOMS?



WHY ENGLISH LANGUAGE CLASSROOMS?



WHAT IS SOCIAL JUSTICE TEACHER EDUCATION? AND, WHY LANGUAGE CLASSROOMS?

Social justice teacher education:

1. *challenges, confronts, and disrupts* misconceptions, untruths, and stereotypes that lead to inequality and discrimination based on social and human differences.

Teacher educators & Language teachers:

should deeply examine their own attitude and assumptions about those who are different from themselves in various ways

Language teachers ➡ students:

should encourage direct comparisons among the target cultures and students' own cultures as well as question stereotypes and myths students have about people living in other cultures

(Glynn, Wesely, & Wassell, 2014, Nieto, 2010)

WHAT IS SOCIAL JUSTICE TEACHER EDUCATION? AND, WHY LANGUAGE CLASSROOMS?

Social justice teacher education:

2. provides *all students* with the resources necessary to learn to their full potential, including both material and emotional resources.

Language teachers:

- should build high expectations for all students,
- should cultivate the ability to care authentically about others and to demonstrate trust and solidarity

WHAT IS SOCIAL JUSTICE EDUCATION? AND, WHY LANGUAGE CLASSROOMS?

Social justice education:

3. draws on the talents and strengths that students bring to their education.

All classes are historically and culturally situated, no matter what is taught, and all students have their own cultures and identities that they bring to the classroom.

Language teachers:

- should learn about their students' families and communities and how to translate this learning into culturally responsive teaching practices
- should call on their students' talents, strengths, abilities and backgrounds rather than simply focusing on delivering material.

(Glynn, Wesely, & Wassell, 2014, Nieto, 2010)

WHAT IS SOCIAL JUSTICE EDUCATION? AND, WHY LANGUAGE CLASSROOMS?

Social justice teacher education:

4. creates a learning environment that promotes critical thinking and agency for social change.

Language teachers:

- should teach more than the content area (e.g., teaching grammar)
- should teach students how to think, whom to trust, what to believe, what to value, and more.
- should help students to think critically about social change in other cultures in order to help them see things that they might not see in their own cultures.

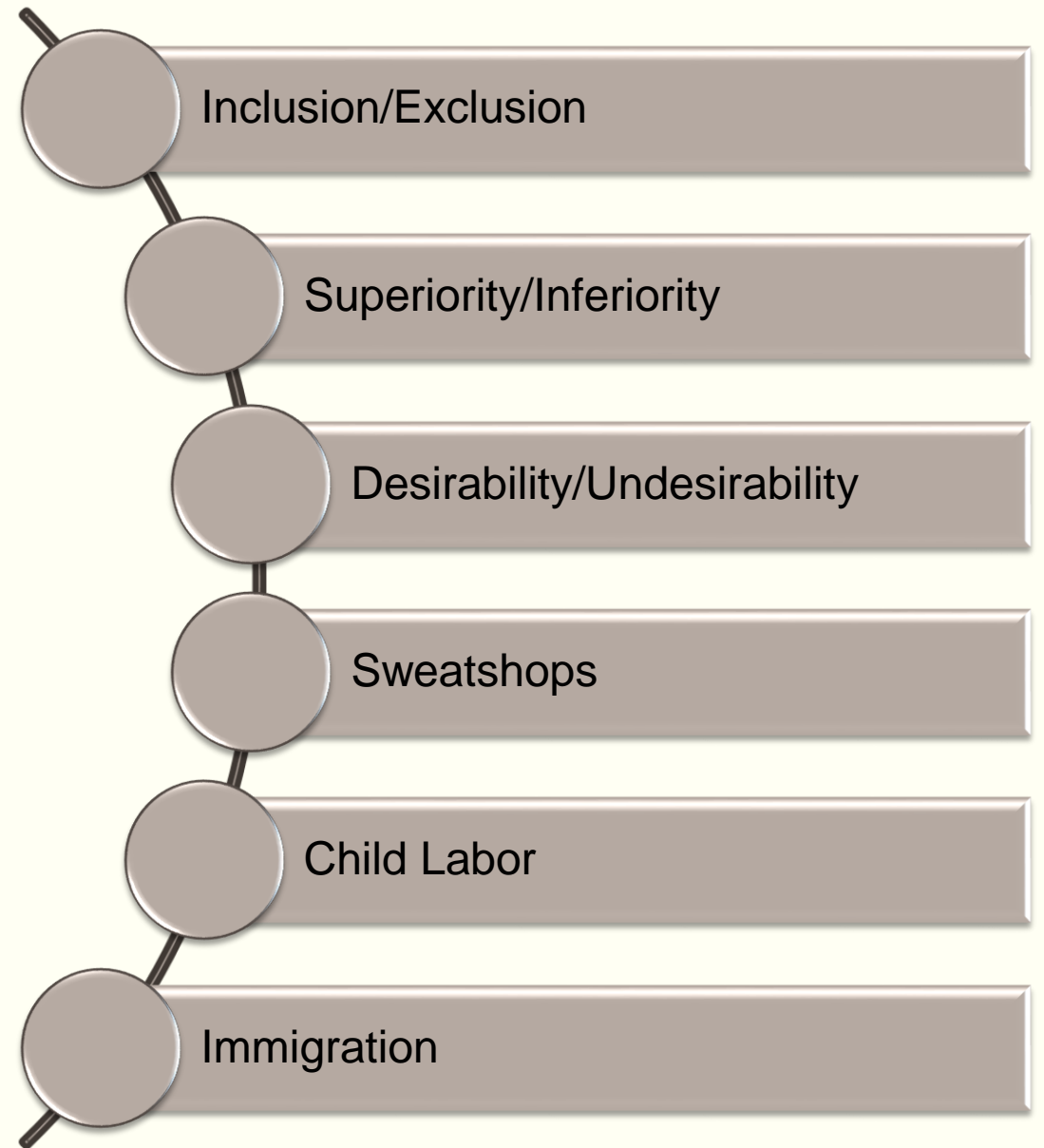
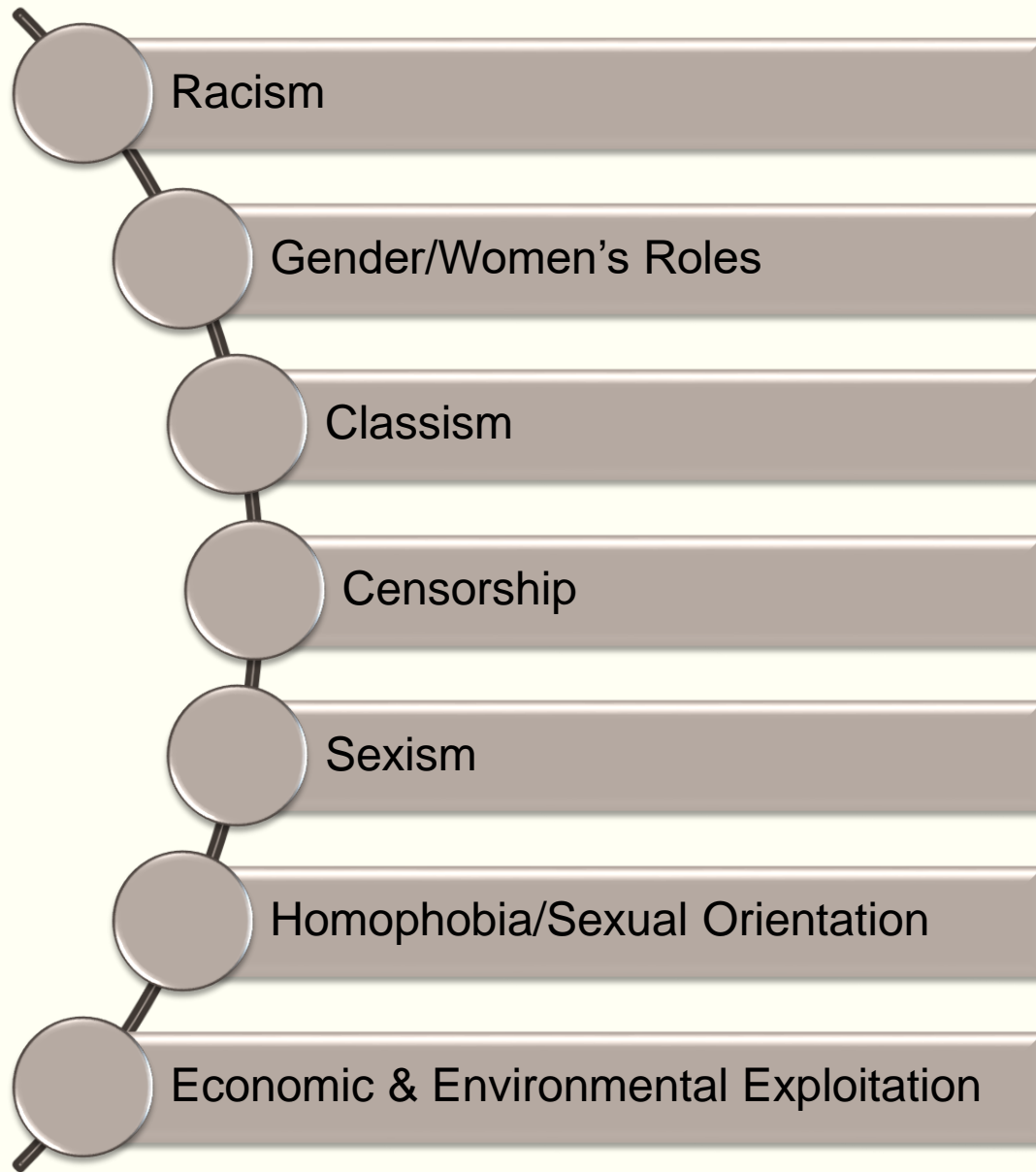
OUR GOALS IN THIS PROJECT



- We hope to support pre-service English language teachers in recognizing their students' diverse backgrounds, while also supporting their ability to think critically about the world around them.

OVERVIEW OF OUR PROJECT

- Introductory seminars (we are here!)
- Webinars (January-February 2019)
 - Themes
 - Lesson plans
- Social responsibility projects (Spring 2019)
- Symposium (June 2019)
- TESOL Convention 2020, Denver, Colorado
- National conferences (2019-2020)



To explore the ways in which they influence pedagogy and constrain students' life chances beyond the classroom

IN OUR WEBINARS:

TYPES OF SOCIAL JUSTICE ISSUES

(Glynn, Wesely, & Wassell, 2014, p.8)

1. **Perspectives** (i.e., attitudes and values):

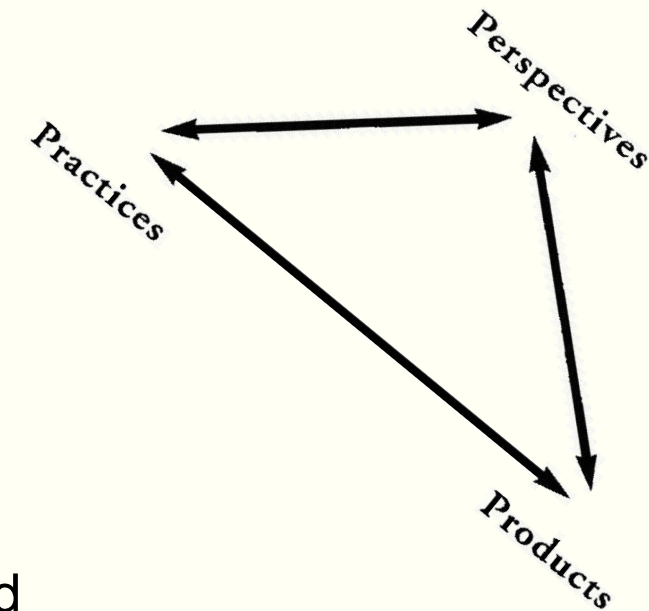
- How beliefs about the humanity of individual groups has affected access to employment
- The evolution of beliefs about homosexuality and marriage laws in the target cultures

2. **Practices** that arise from how people interact:

- Language usage and its implications in specific contexts (schools, jobs, etc.)
- Ways that communities express themselves in the face of oppression and discrimination

3. **Products** that focus on access to and relationships with tangible and intangible resources:

- How access to clean water affects developing countries and communities
- Educational systems and language policy



IN OUR WEBINARS: CATEGORIES OF SOCIAL JUSTICE ACTIVITIES



1. Problem-posing activities:

- Activities focusing on discussion, critical inquiry, and interactive participation
- E.g., Problems about cultural artifacts in students' own culture or other cultures, followed by a reflection and examination of accepted truths by simply asking "Why?" (Glynn, Wesely, & Wassell, 2014, p. 8)



CONTINUED...

2. Text analysis activities:


- not just the written word, but also the spoken word, audio and videotape, media elements, and even images with no written materials (Kramsch, 1993 in Glynn, Wesely, & Wassell, 2014, p. 7)

PHOTO BANK

SHOPS

1 Match the names of the shops with the photos.

1 baker's	8 hairdresser's
2 bookshop	9 internet café
3 butcher's	10 pharmacy/chemist's
4 clothes shop	11 newsagent's
5 dry-cleaner's	12 shoe shop
6 electronics shop	13 sports shop
7 greengrocer's	14 supermarket




FOOD

1A Write countable (C) or uncountable (U) next to each word.

1 tomatoes
2 potatoes
3 onions
4 beans
5 peas
6 a cabbage
7 a lettuce
8 corn on the cob
9 a pepper
10 an orange
11 a pear
12 cake
13 crisps
14 biscuits
15 rolls
16 sugar
17 rice
18 pasta
19 cereal
20 herbs
21 spices
22 oil
23 yoghurt
24 beef
25 lamb
26 prawns

B Match the names of the food with the photos.





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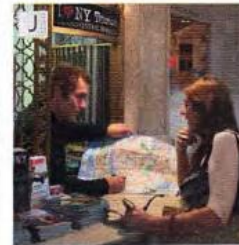
1A Match the jobs with photos A–N.

- 1 cleaner
- 2 cook/chef
- 3 hairdresser
- 4 hotel manager
- 5 IT worker
- 6 musician
- 7 office worker A
- 8 personal assistant
- 9 pilot
- 10 police officer
- 11 receptionist
- 12 retired
- 13 shop assistant
- 14 tourist information assistant

B Put the jobs in the correct group.

sportsman actor businesswoman waitress
actress waiter sportswoman businessman

	
sportsman	



- What common professions are taught when we teach vocabulary about professions?
- What professions are not taught? Which words are privileged?
- What do the visual representations used in the textbook, on posters, on worksheets, or on visual flash cards say about who typically works in each profession? (Glynn, Wesely, & Wassell, 2014, p. 7)

CONTINUED...

4.3
CAN I HELP YOU?
4.3

FUNCTION | shopping
VOCABULARY | things to buy
LEARN TO | say no politely in a shop

VOCABULARY things to buy

1A Work in pairs and discuss.

- Do you enjoy shopping? Why/Why not?
- Is there a big shopping centre in your town/city? Do you like to 'Why/Why not'?
- Where do you usually buy these things in your town/city?
 - clothes
 - food
 - books
 - electronic equipment
 - music or DVDs
 - things for the home
 - magazines/newspapers

B Work in pairs. What different kinds of shops do you know? Make a list.
 → page 156 PHOTOBANK

2A Where can you buy the things in the box? Complete the table below.

jacket	swimming costume
jeans	blank DVD
paperback book	T-shirt
magazine	headphones
memory stick	trainers
dictionary	football shirt
battery	sweater

Shop	Item
clothes shop	jacket
sports shop	
electronics shop	
bookshop	

B → 4.9 Listen and check. Then listen and repeat.

C Work in pairs. Write one other thing you can buy in each shop.

- _____
- _____
- _____
- _____

D Work in pairs and take turns. Student A: say one of the shops. Student B: say four things you can buy there.

A: A newspaper.
 B: Newspapers, magazines, um ... sweets and drinks.

FUNCTION shopping

3A → 4.10 Listen to the customers. What do they want? Write the correct item in the table.

Customer	Item	Price
1	nothing	
2	sweater	
3		
4		
5		

B Listen again and write the correct prices next to each item.

C Look at audio script 4.10 on page 169 and complete the sentences below.

- Have you got it in size 42?
- It's too expensive.
- It's not long enough.
- That's fine. I'll have it.

D Use the words/phrases in the box below to complete sentences 1–4.

expensive have long enough medium

- It's too expensive.
- That's fine. I'll have this one.
- Have you got it in medium?
- Sorry, but it isn't long enough.

→ page 154 LANGUAGEBANK

LEARN TO say no politely in a shop

5A Look at the three conversation extracts. Underline the phrases the customer uses to say no politely.

Extract 1:
 Assistant: Can I help you?
 Customer: No, thanks. I'm just looking.

Extract 2:
 Customer: Have you got it in large?
 Assistant: Sorry, no. Only in medium.
 Customer: Mmm. No, it isn't right. Thanks anyway.
 Assistant: No problem.

Extract 3:
 Customer: How much are they?
 Assistant: One hundred and twenty euros. Would you like to buy them?
 Customer: One hundred and twenty? Or ... I'm not sure. I need to think about it.
 Assistant: Fine. No problem.

B → 4.11 Listen and check. Then listen and repeat.

6 Work in pairs and practise the shopping situation from Exercise 4A again. Student A: you are the shop assistant. Help your customer. Student B: you are the customer. This time you don't buy anything so when the assistant helps you, say no politely.

SPEAKOUT

When you say no in a shop, give a reason, and say thank you, e.g. No, thanks. I'm just looking.

7A Work in pairs. Student A: look at the information on page 162. Student B: you are a customer in a sports shop. Role-play the situation. Ask Student A questions and try to buy the things below. When you buy something, write the price.

- trainers
- a football
- a football shirt
- a swimming costume

B Now you are a shop assistant in an electronics shop. Look at the things in the list below. Write a different price for each. Then role-play the situation. Answer Student A's questions. Begin the conversation: Good morning. Can I help you?


- camera battery €5.99
- blank CDs
- headphones
- electronic dictionary

- A typical reading might focus on a transaction in a store:
- How do the customer and the seller behave?
- What does the customer seek, and how is that shown to have value?
- Why do we focus on professions and exchanges of money in language learning so regularly? (Glynn, Wesely, & Wassell, 2014, p. 7)

AWARDS



Social Responsibility Projects



**Attendance to TESOL International Convention and
English Language Expo, the USA, 2020**

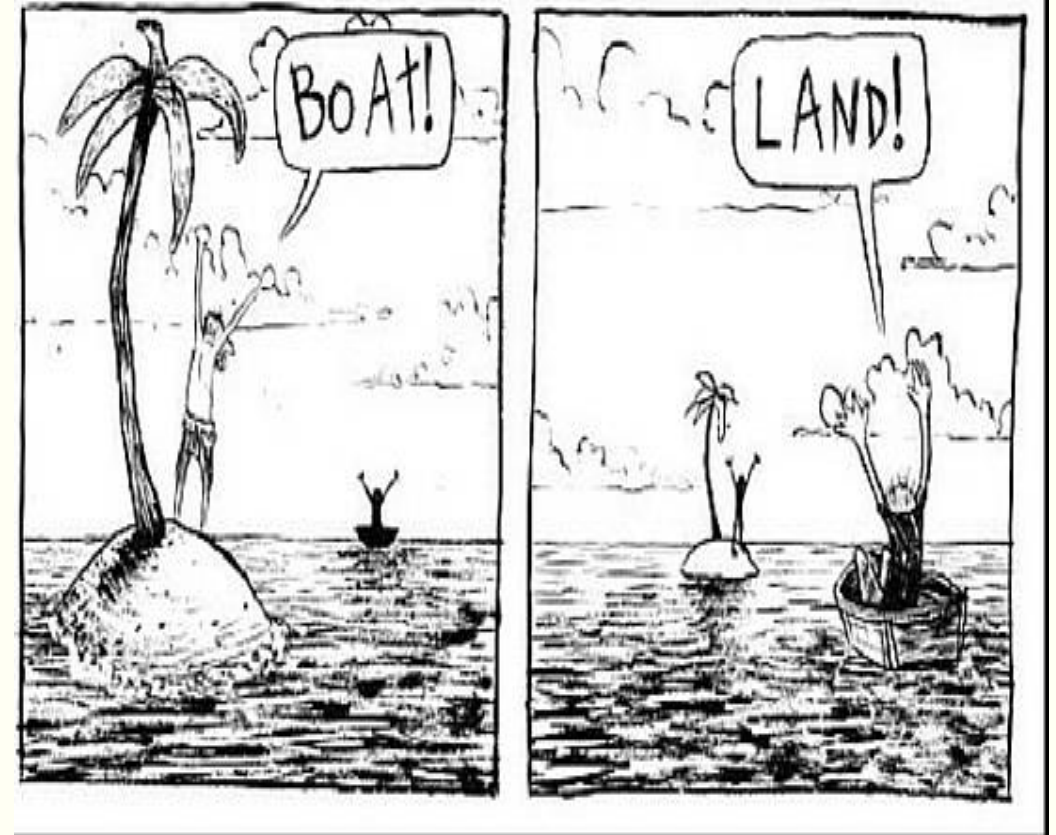


Conference Travel Award, Turkey

YOUR OWN SOCIAL RESPONSIBILITY PROJECTS

- **Individual experience investigations:**

looking into individual experiences through face-to-face interviews, simulation activities, questioning via email or social media, or participating in an online community or network (Glynn, Wesely, & Wassell, 2014)

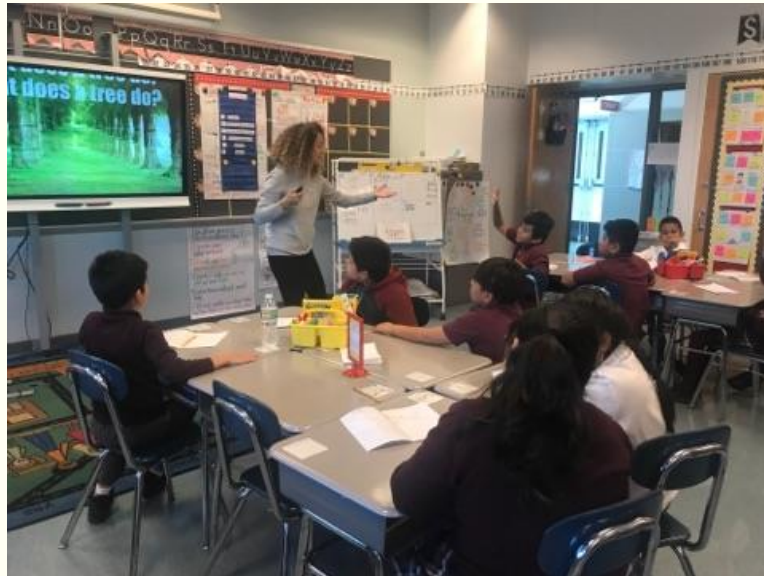


CONTINUED...

- Organizing a field trip with classmates or students
- Organizing community panels
- Inviting guest speakers to talk about their experiences as people who normally deal with social problems in their own neighborhoods
- Planning activities in which teachers spend time interacting with people from neighborhoods who experience inequalities and injustices
- Organizing a clothing drive for local domestic violence shelter
- Using noncertified adults in communities as paid teacher educators teaching prospective teachers cultural knowledge
- Existing bullying policies in schools
- Writing a children's book about injustice for local 5th grade
- Investigating school-based arrests (Dover, 2013)

CONTINUED...

One to World: <https://www.one-to-world.org/site/296/Global-Classroom>



FOR MORE INFORMATION

www.socialjusticeinelt.com





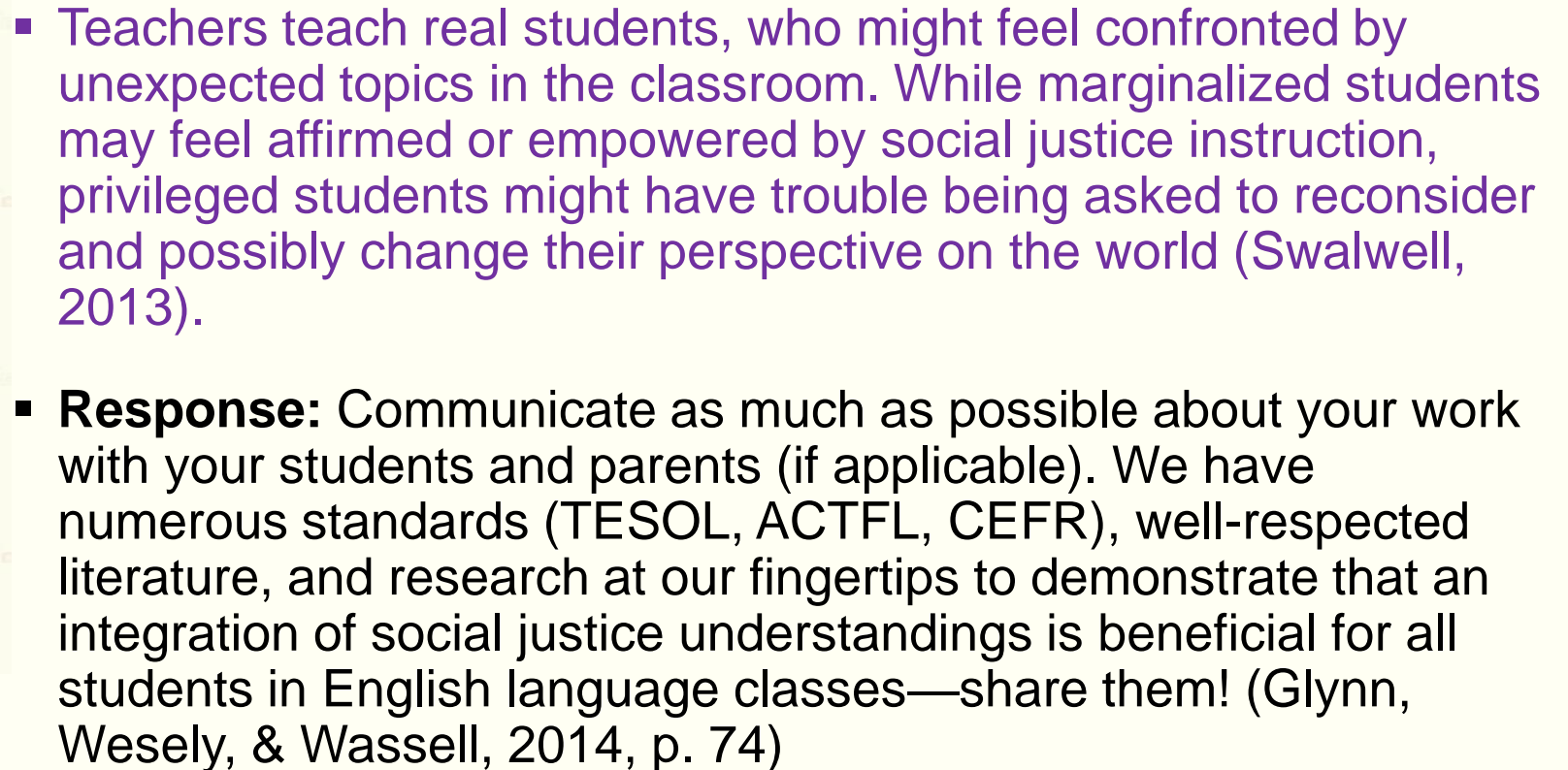
You might still have questions about how your teaching philosophy, your context and your students fit with the notions of teaching for and about social justice!

POSSIBLE QUESTIONS:

“SOCIAL JUSTICE IS ABOUT TEACHING VALUES.”

- **Social justice and its focus on societal inequalities can be seen as value-laden, or some might say political** (Glynn, Wesely, & Wassell, 2014, p. 74).
- Social justice isn't a euphemism for liberal politics. It isn't a way to excuse a group of preservice teachers who belong to a certain political party or vote a certain way. It is a way of approaching public education, and teacher education, that ensures that it will be as open, equitable as possible to all children, regardless of their identities, biologies, experiences (Alsup & Miller, 2004, p. 138)
- Social justice education encourages exploration and awareness-building.
- Students in these classrooms are encouraged to think critically about all perspectives.

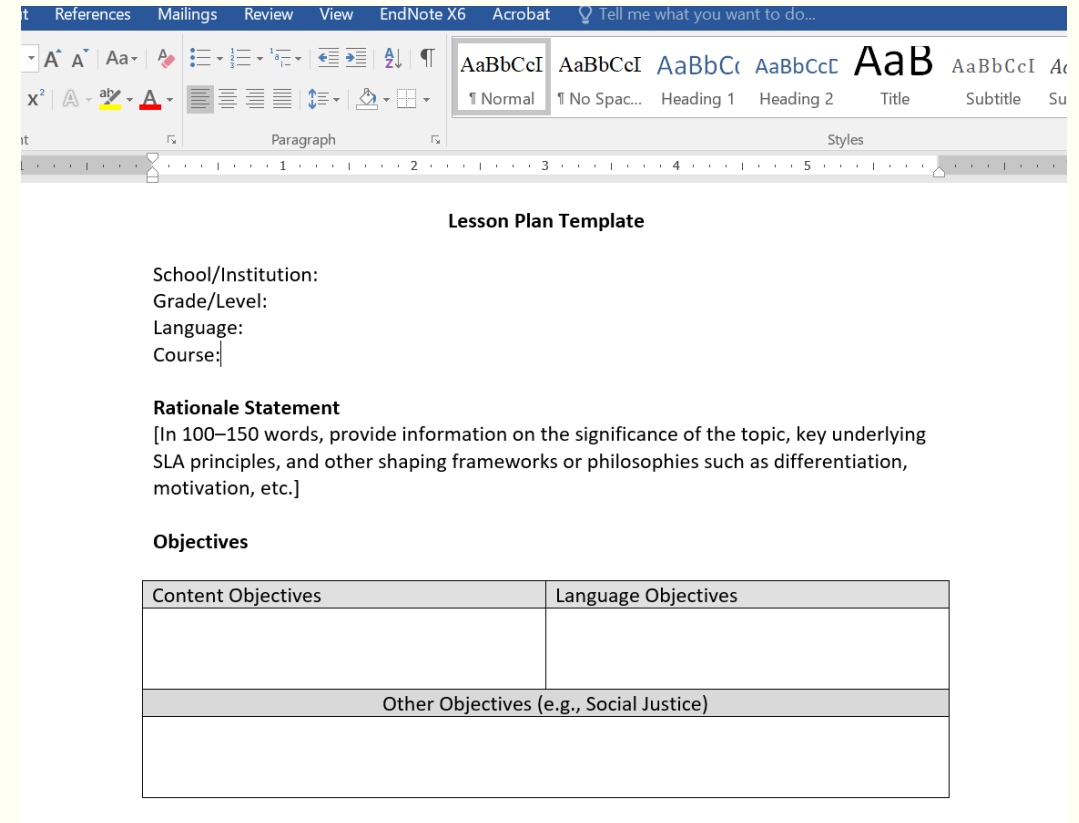
“THE STUDENTS (AND THEIR PARENTS) WON’T ACCEPT THIS.”



POSSIBLE QUESTIONS:

“SOCIAL JUSTICE INSTRUCTION TAKES THE FOCUS OFF OF LANGUAGE LEARNING.”

- A focus on social justice in the classroom is a diversion from the “basics.” That is, it erodes the traditional educational canon.
- **Response:** Social justice instruction is at its best when it is fully integrated with language objectives. It offers students ways to use the language in real-life, contextualized ways (Glynn, Wesely, & Wassell, 2014, p. 74).



The screenshot shows a Microsoft Word document titled "Lesson Plan Template". The ribbon at the top includes "References", "Mailings", "Review", "View", "EndNote X6", and "Acrobat". The "Paragraph" group is active, showing options for bullet points, numbering, indentation, and alignment. The "Styles" group shows "Normal" as the selected style. The document content includes fields for "School/Institution:", "Grade/Level:", "Language:", and "Course:". Below these is a section for "Rationale Statement" with a prompt to provide information on the significance of the topic, key underlying SLA principles, and other shaping frameworks or philosophies such as differentiation, motivation, etc. Below the rationale is a section for "Objectives" which contains a table with three rows: "Content Objectives", "Language Objectives", and "Other Objectives (e.g., Social Justice)".

Content Objectives	Language Objectives
Other Objectives (e.g., Social Justice)	

WHY SOCIAL JUSTICE IN LANGUAGE TEACHING?

- *We live in a world in which we need to share responsibility. It's easy to say, "It's not my child, not my community, not my world, not my problem." Then there are those who see the need and respond. I consider those people my heroes.*
— Fred Rogers (1994)
- Language teachers are in the position to instill in their students the ability and desire to respond to others' needs rather than to turn away (Glynn, Wesely, & Wassell, 2014, p. g)
- It is our hope that our project will inspire you to be one of these heroes.



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