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### Teaching World Languages with and for Social Justice

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# Teaching World Languages with and for Social Justice

Max Kivi  
MAP Advisor: Windy González Roberts

# Overview

- I. Understanding the context of the Spanish World Language classroom
- II. What is social justice education?
  - A. Where does it “fit” into the Spanish classroom?
- III. Our argument: Making the most of SP AN 100 1/2/3
  - A. Theory and supporting literature
  - B. In practice: curriculum changes and practical examples

# A Need Both Inside and Outside the Classroom

- ❖ World - Readiness Standards for Learning Languages (2015):
  - Communication
  - Cultures
  - Connections
  - Comparisons
  - Communities

# A Need Both Inside and Outside the Classroom

- ❖ World - Readiness Standards for Learning Languages (2015):
  - Communication - **Interpersonal, Interpretive, Presentational**
  - Cultures - **Products, Perspectives, and Practices and their relationships**
  - Connections - **Between disciplines and acquiring diverse perspectives**
  - Comparisons - **Both linguistic and cultural**
  - Communities - **The classroom, the school, the community, and the globalized world**

# Spanish Education within the United States

- ❖ Few students with lasting proficiency
- ❖ Us- Them Dichotomy with superficial perspectives of “culture”
- ❖ Avoiding critical topics

# Spanish Education within the United States

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“How responsible is it to **not** include sociopolitical content in a curriculum that instructs students in a language that is the site of such frequent discrimination and marginalization both within and beyond the walls of the classroom?” [my emphasis]  
(Brown & Thompson)

# A Solution

- ❖ Social Justice education as the backbone of all levels in the Spanish World Language classroom
  - Language acquisition
  - All Five Cs
  - Critical, courageous, and compassionate
  
- ❖ No longer ignoring the political, social, historical contexts of language education or the Spanish language itself



# Differentiation by Proficiency

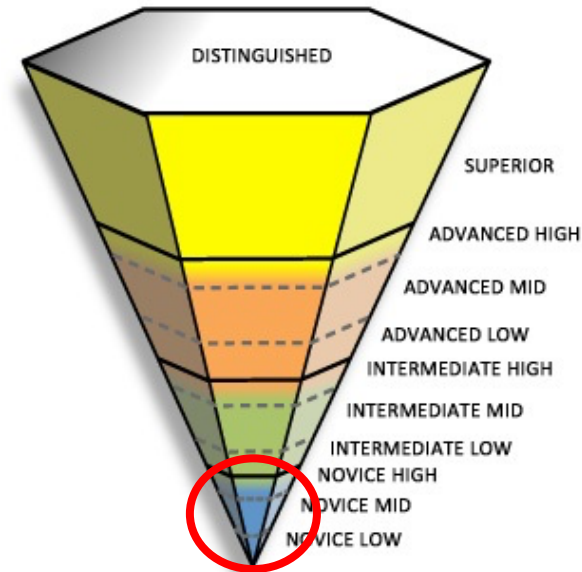
❖ ACTFL = American Council on the Teaching of Foreign Languages

❖ Advanced/Intermediate:

- Authentic resources, complex texts/audio
- Activities/communication/reflection in the TL

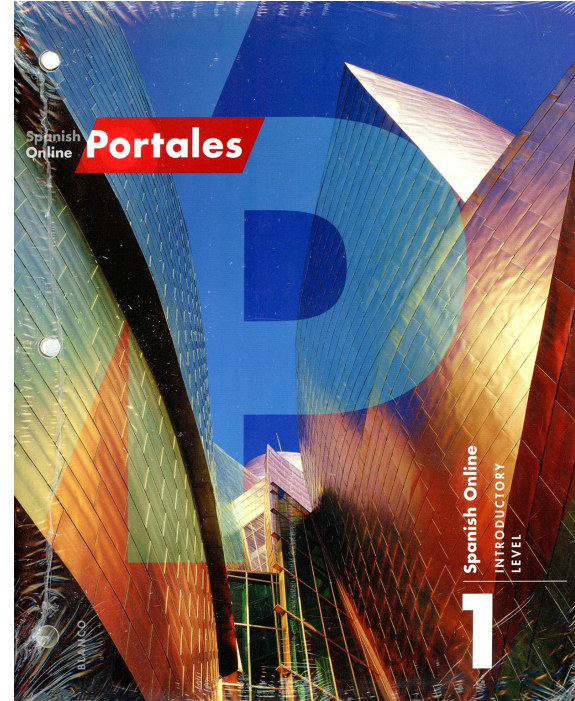
❖ Novice:

- Linking social justice themes to language topics
- Level-appropriate texts/videos/resources with scaffolds
- Reflection in English to engage in critical reflection



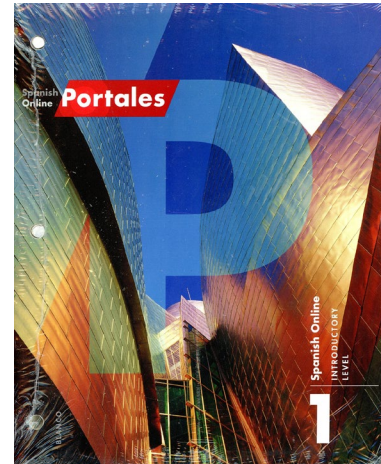
# SPAN 1001/2/3

- ❖ One year of Foreign Language as a requirement
- ❖ *Portales* your average textbook.....
  - 2-4 grammar topics
  - Vocabulary list
  - Cultural study
  - 1 Spanish- Speaking country



# *Portales*, My Specialities, and some Creativity

- ❖ My time here at UMM:
  - Spanish, Latin American Area Studies, History
  - Study Abroad in Cuba and Peru
  
- ❖ Making the most of *Portales*
  - Aligning a Social Justice topic with those of the chapter
  - Seeking a different perspective
  - Adding authentic resources to complicate/question
  - Parallel curricula additions



# Aligning: Celebrations and Chile in Lección 9



## Chile: Diversidad, Adversidad, y la Unidad



# Complicating: Sports and Mexico in Lección 4



## Los deportes

La clase, el género, e inspiraciones indígenas

# Counter - narratives: Peru in Lección 7



## El Perú

Detrás de la panorama





# Parallel Curricula: Immigration in Lección 10



Reflexión final: Answer the following questions to reflect on the video and the topics discussed.

1. The kids being interviewed aren't that much younger than you and your classmates. How have their lives been different from yours?
2. How have their lives been similar to yours?
3. En español, escribe tu reacción personal al video. ¿Cómo te sientes? ¿Por qué?
4. ¿Qué aprendiste del video?

# A Call for Future Works

- ❖ Applying these practices to other levels and World Languages
- ❖ Classroom climate for debates and high - stakes conversations
- ❖ Reflection: When? How? How much?
- ❖ Students' perceptions of the curriculum



# My (Most Prominent) References

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**Questions?**

**¿Preguntas?**