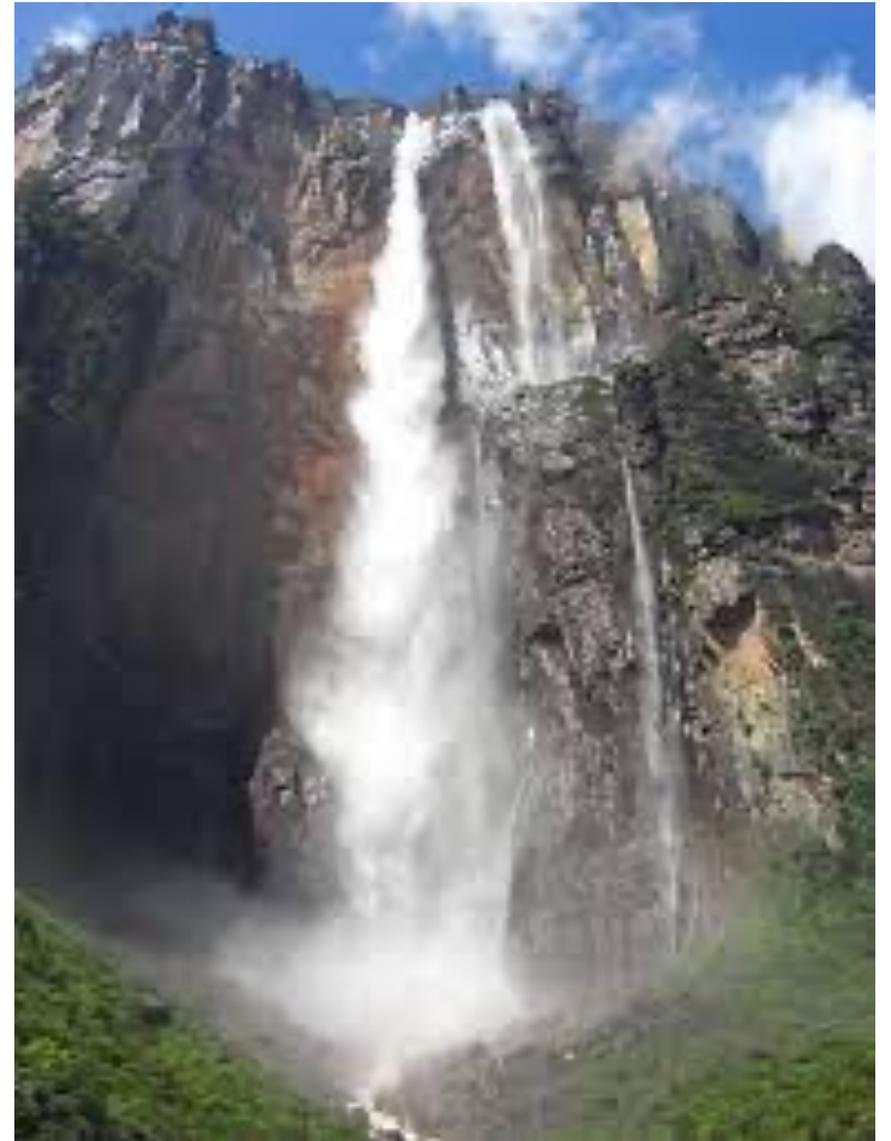# Teaching Languages for Intercultural Citizenship and Social Justice

Manuela Wagner

manuelawag@gmail.com

Before we start

- What's your name and from where are you joining us?

- If you had to describe the purpose of education in one word, what would it be?

https://en.wikipedia.org/wiki/Waterfall

- Should language education go beyond the goal of teaching language proficiency?

- If so, what are some objectives language educators can realistically pursue?

UN Global Issues (https://www.un.org/en/global-issues/)

are born.

Climate Change

Climate change is one of the major challenges of our time. From shifting weather patterns that threaten food production, to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale.

Decolonization

The wave of decolonization, which changed the face of the planet, was born with the UN and represents the world body's first great success. As a result of decolonization many countries became independent and joined the UN.

Democracy

Democracy is a universally recognized ideal and is one of the core values and principles of the United Nations. Democracy provides an environment for the protection and effective realization of human rights.

Ending Poverty

http://www.un.org/en/sections/what-we-do/promote-sustainable-development/index.htmlWhile pre-pandemic global poverty rates had been cut by more than half since 2000, the COVID-19 pandemic could increase global poverty by as much as half a billion people, or 8% of the total human population.

Food

The world is not on track to achieve Sustainable Development Goal 2, Zero Hunger by 2030. The food security and nutritional status of the most vulnerable population groups is likely to deteriorate further due to the health and socio-economic impacts of the COVID-19 pandemic.

Gender Equality

Women and girls represent half of the world's population and, therefore, also half of its potential. Gender equality, besides being a fundamental human right, is essential to achieve peaceful societies, with full human potential and sustainable development.

"Fundamental and extremely divisive disagreement over religion, morality and science is pervasive in our culture" (Lynch and colleagues, p.1).

Lynch and colleagues (n.d.) https://humilityandconviction.uconn.edu/blank/what-is-intellectual-humility/

Communities of color:

Students and families asked to lose or deny their languages, literacies, cultures, and histories in order to achieve in schools.

In the United states and beyond, this saga of cultural and linguistic assault had and continues to have devastating effects on the access, achievement, and well-being of students of color in public schools.

(Alim & Paris, 2017, p.1)

http://clipart-library.com/animated-question-mark.html
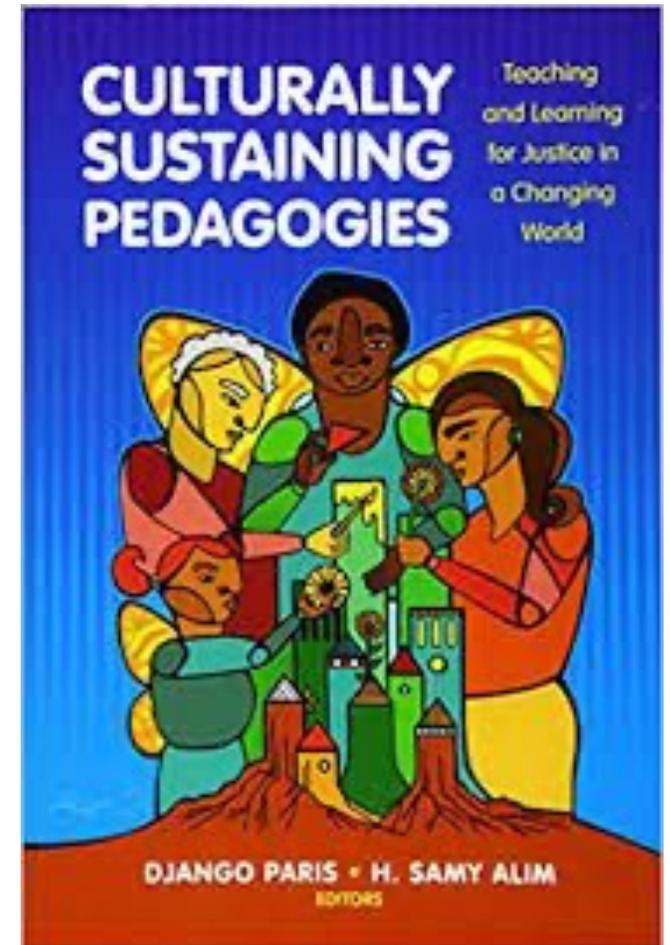
IMPORTANCE OF INTERCULTURAL DIALOGUE

"Whilst underscoring humanity's interconnectedness and interdependency, COVID-19 has also led to a rise in discrimination, inequality, and vulnerability, putting pressure on the capacities of societies for intercultural understanding at a time where solidarity and cooperation are needed more than ever." UNESCO, 2020, ¶1
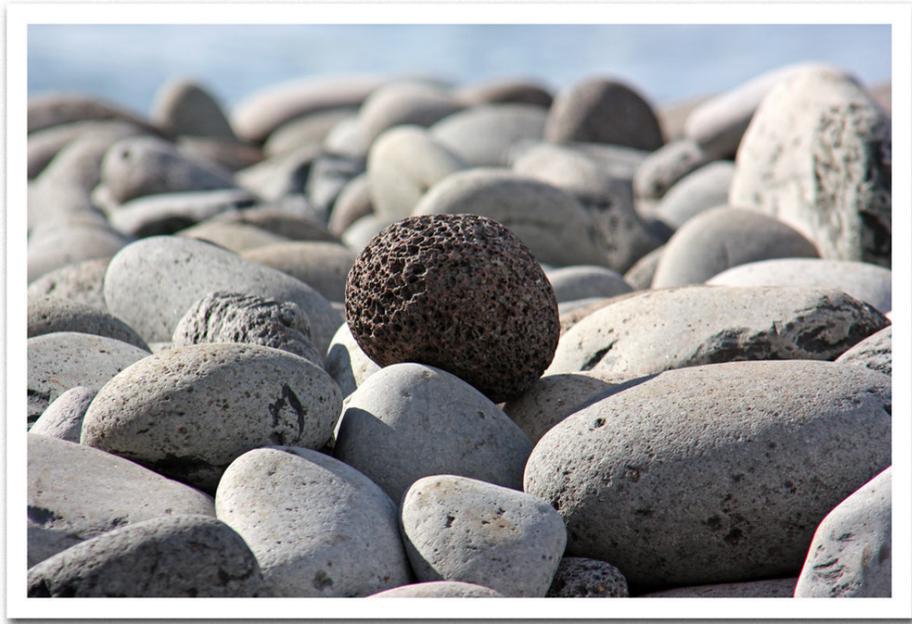
Experience of intercultural (democratic) citizenship can take place in many locations and on many occasions, and individuals may reflect and act together with people of other groups accordingly. The role of education is to anticipate and prepare people for such experience and to promote reflection, analysis and appropriate action.

(Byram, 2008, p. 187)

EXAMPLE:

THE ROLE OF SPORTS IN GERMANY VERSUS THE USA

- Lincoln-Sudbury Regional HS
- Partner School visit (Vilshofen, Bavaria, Germany)

Topics:

- Sports and Leisure (German)
- Wellness (Wellness program)

INTERCULTURAL CITIZENSHIP:

KNOWLEDGE DISCOVERY

INTERPRETING AND RELATING

1) American students read information about sports in Germany. German students read information about sports in America.

2) Homework Reflection:
- Does anything strike you as odd/weird?
- Which are the three things you found most
- interesting/surprising?
- Which of these interesting facts are specific to the culture (American or German)?
- Can you identify one or two things that you would not find in your own country?

Prepare 2-3 questions in German that you will ask your German classmates to get more information about this.

INTERCULTURAL CITIZENSHIP:

DISCOVERY/ INTERACTION & INTERPRETING/ RELATING

3) Students ask each other their prepared questions (treating the others as experts)

4) Then they complete/make a table with their own beliefs (hetero stereotype/auto stereotype)

About USA	about Germany
Americans are the best at all sports	Soccer is not a real sport/is boring
Baseball is boring	Germans are not good at baseball
Rock climbing is for boys	Rock climbing is for boys
There is no racial discrimination in sports	There is no racial discrimination in sports

INTERCULTURAL CITIZENSHIP:

# CRITICAL CULTURAL AWARENESS - ANALYSING AND CONCLUDING ABOUT 'THE OTHER'

FAKTENDETEKTIVE

Confirm or disconfirm the statements on your tables by interviewing your German classmates. You need to make a conclusion based on your interviews (at least 5 students), and "facts" you read. Represent your information/data in a way that your conclusions can be understood from these representations.

Fakt 1: In Deutschland...	wahr	falsch	Meine Meinung?
Interview 1:			
Interview 2:			
Interview 3:			

INTERCULTURAL CITIZENSHIP:

ACTION IN THE COMMUNITY
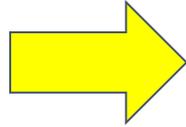
➡️ Students share what they learned during this activity with a group of students in their context that has not been part of this activity.

Posters/webpages/brochures
- o   the German group will present in Germany
- o   In America: presentation to wider school community

- Can you think of connections between the sports unit and Social Justice Education? If so, which topics come to mind?
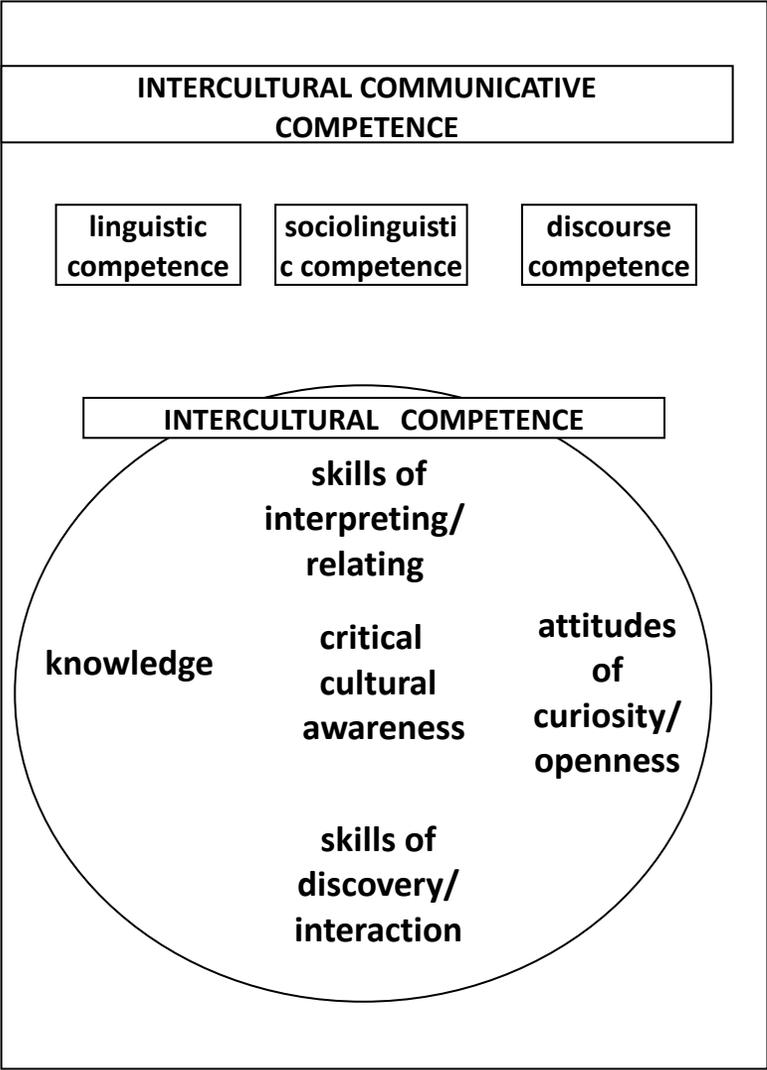
http://clipart-library.com/animated-question-mark.html

WHAT IS CULTURE?

- an open, penetrable, diffuse, contradictory and fluid construct

- interwoven, discursively produced

- dependent on hierarchical power structures

- encompasses factors such as gender, educational level, generation, religion and status

(adapted from Hiller, 2010, p.148)
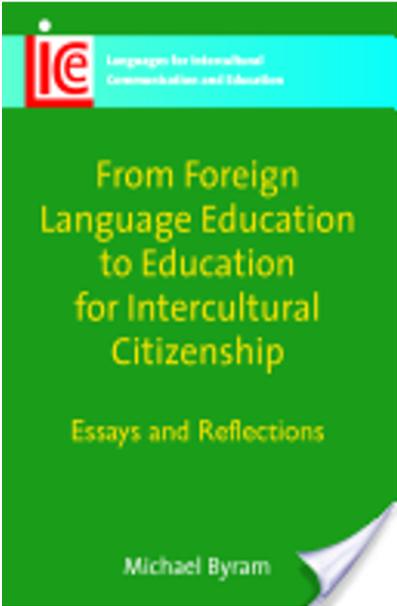
INTERCULTURAL COMMUNICATIVE COMPETENCE

INTERCULTURAL COMMUNICATIVE COMPETENCE

linguistic competence	sociolinguistic competence	discourse competence

INTERCULTURAL COMPETENCE

skills of interpreting/ relating

knowledge

critical cultural awareness

attitudes of curiosity/ openness

skills of discovery/ interaction

Byram, 1997/2021

INTERCULTURAL CITIZENSHIP

+

ACTION IN THE HERE AND NOW

From Foreign Language Education to Education for Intercultural Citizenship

Essays and Reflections
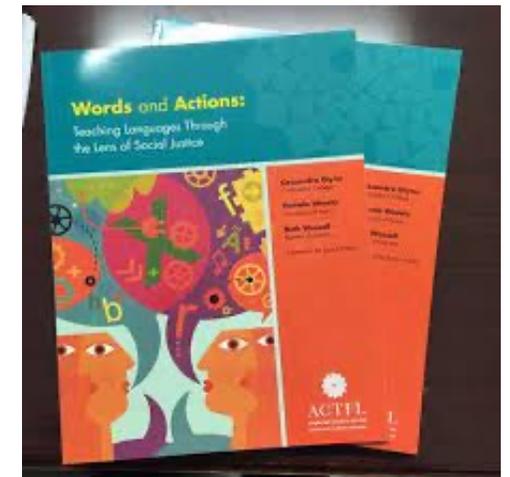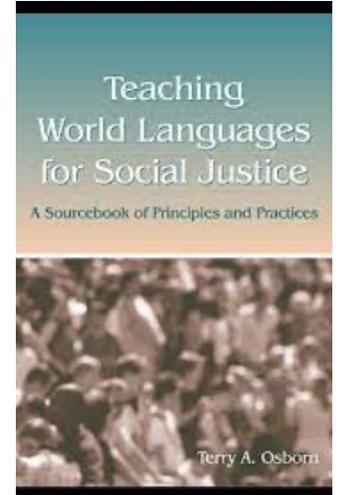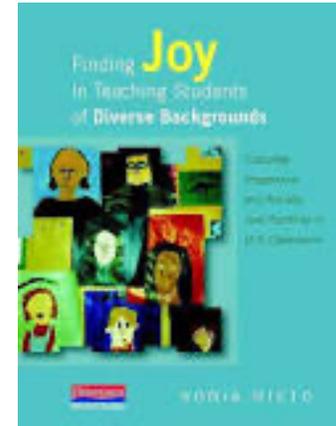
Michael Byram

Byram, 2008

SOCIAL JUSTICE AND LANGUAGE EDUCATION

"framework for inquiry" Osborn (2006)

"philosophy, an approach, and actions that embody treating all people with fairness, respect, dignity, and generosity" Nieto (2010)

"the world language classroom is uniquely suited to challenge, confront, and disrupt misconceptions, untruths, and stereotypes that lead to structural inequality and discrimination based on social and human differences" Glynn, Wesely and Wassell (2014)

Finding Joy in Teaching Students of Diverse Backgrounds
SONIA NIETO

Teaching World Languages for Social Justice
A Sourcebook of Principles and Practices
Terry A. Osborn

Words and Actions: Teaching Languages Through the Lens of Social Justice
ACTFL

Social Justice Standards

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
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

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
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.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Social Justice Standards

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. 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.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

- If you think about SJE and ICit, can you think of similarities in student learning objectives?

Teaching for social justice

Teaching for Intercultural Citizenship

- Helps students engage in critical reflections about themselves and their role in the world.

- Crucial that the teachers reflect deeply on their own perceptions, values, and beliefs as well as on those underlying assumptions that are fostered through the curriculum and teaching materials.
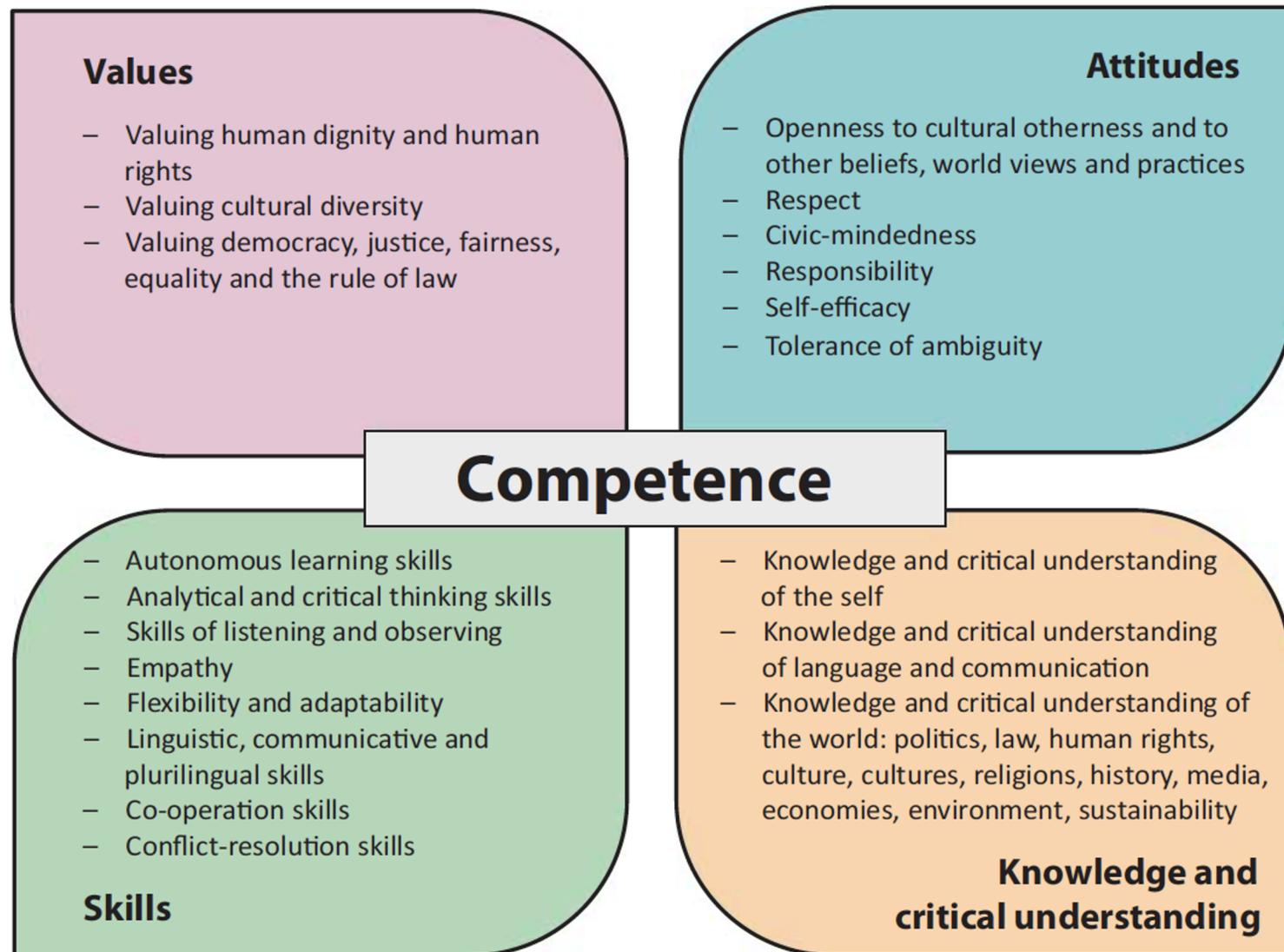
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Council of Europe

REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE:

https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/home

Values

- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

Skills

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

For these reasons, special measures need to be adopted to ensure that members of disadvantaged groups enjoy geniune equality of opportunity to engage in democratic action. It is not sufficient only to equip citizens with the competences that are specified by the framework. It is also necessary to change structural inequalities and disadvantages.

Reference Framework of Competences for Democratic Culture – Volume 1: Context, p.8

NCSSFL-ACTFL: CAN-DO STATEMENTS

FOR INTERCULTURAL COMMUNICATION

https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

- **Language learners** to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- **Educators** to write communication learning targets for curriculum, unit and lesson plans;
- **Stakeholders** to clarify how well learners at different stages can communicate.

Unpacking Example - Reflection Tool

Sample Reflection for us as language educators:

1. What are the roles that sports play in the US? (personal, educational, societal, etc.)
2. How is this similar or different in Germany? How do you know?
3. Why do you think there are these similarities or differences?
4. Which issues can you identify with sports/leisure activities in the US? And in Germany?
5. How do these issues affect the cross-cultural perspectives?
6. What underlying values do we place in sports in the US? And in Germany?
7. How do these values influence potential stereotypes?
8. What new insights about yourself and others have you gained from thinking about this?

https://www.actfl.org/sites/default/files/CanDos/Intercultural%20Can-Dos_Reflections%20Scenarios.pdf

UNIVERSITY ELEMENTARY GERMAN, ONLINE

- IC Online: Fostering the Development of Intercultural Competence in Virtual Language Classrooms, University Elementary German
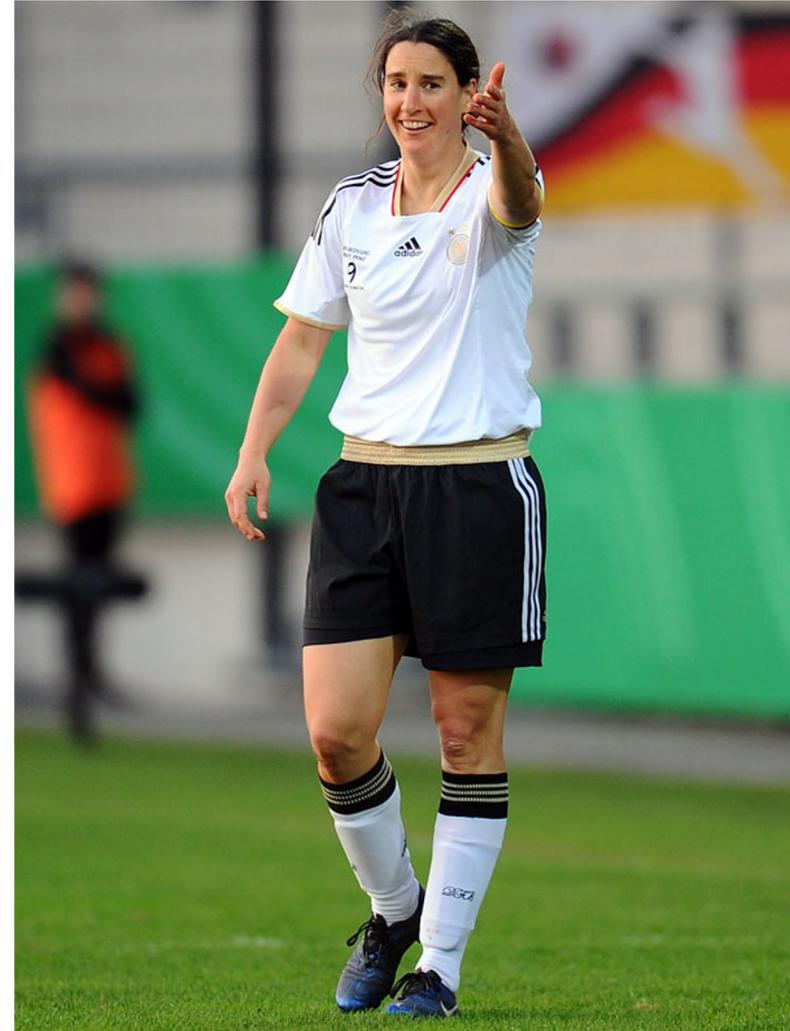
- (Manuela Wagner and Niko Tracksdorf)

BESCHREIBE DIE PERSON: DESCRIBE THIS PERSON

- Heidi Klum

- Super Model

- German and US citizenships (according to Wikipedia)

BESCHREIBE DIE PERSON:

- Birgit Prinz

- Former German soccer player
  -
  Germany

BESCHREIBE DIE PERSON:

- Sara Nuru
-

German Fashion Model

BESCHREIBE DIE PERSON:

- Konny Reinmann

- Born in Hamburg, Germany

- Moved to USA in 2004

BESCHREIBE DIE PERSON:

- Conchita Wurst (Thomas „Tom" Neuwirth)

- Austrian

- Singer

- Won European Song Contest 2014

Frazer Harrison via Getty Images

Your Questions??

http://clipart-library.com/animated-question-mark.html

- Intercultural citizenship across the curriculum
  - Mathematics, social studies, science, art, etc.
  - From elementary school to higher education
 - The Role of Language Education

  - Water Crisis
  - Hurricane Maria
  - Immigration
  - Refugee Peace project

Wagner, M., Cardetti, F., & Byram, M. (in press). *Teaching Intercultural Citizenship Across the Curriculum: The Role of Language Education*. Alexandria, VA: American Council on the Teaching of Foreign Languages.
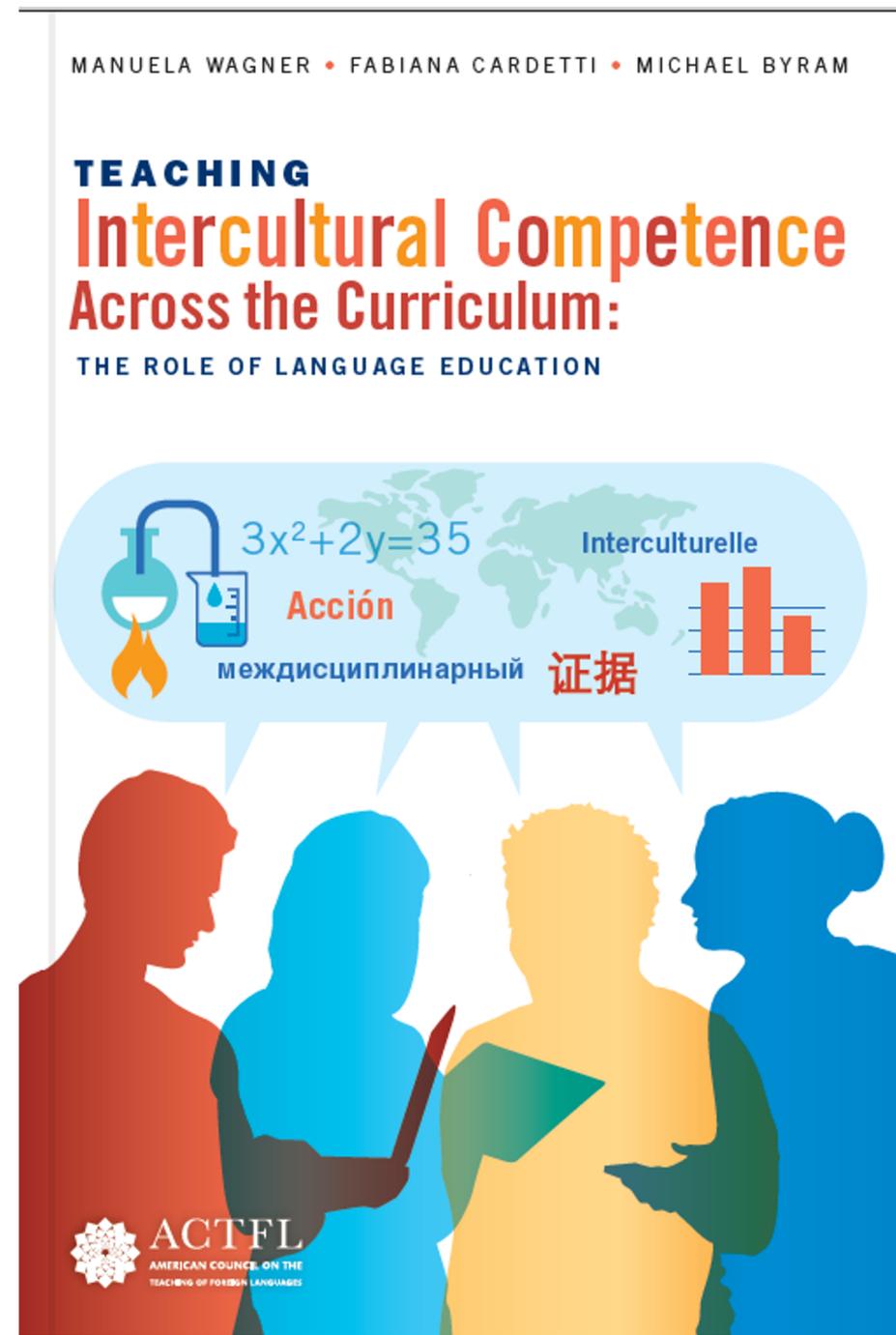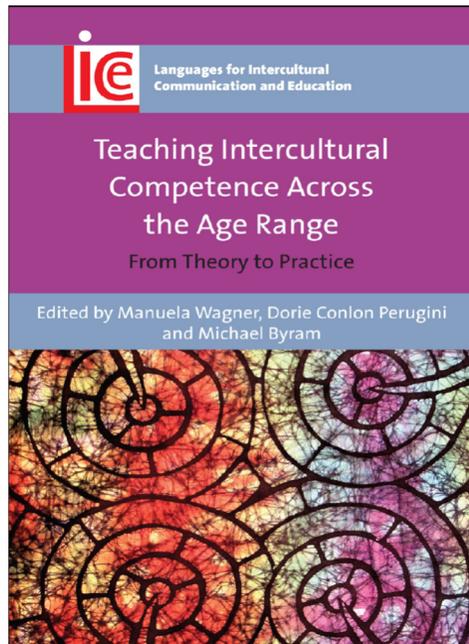
SIGNIFICANT CHARACTERISTICS OF INTERCULTURAL CITIZENSHIP INCLUDE:

- a concern about social justice and a belief in the values of humanistic thought and action,

- a readiness to encourage a questioning attitude which recognizes the positive and negative in a social group's beliefs, values and behaviors when evaluated against humanistic standards, and

- a willingness to promote social action in the world and the creation of identification with others beyond the limits of national boundaries.
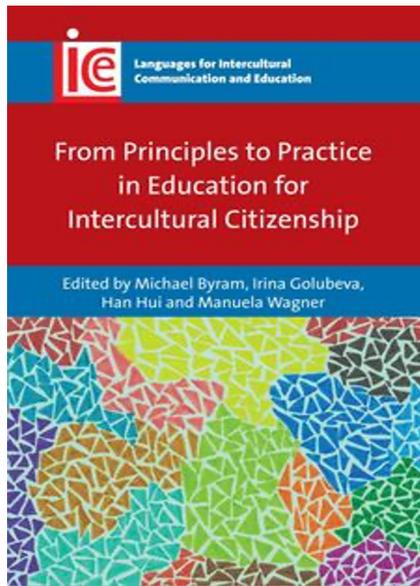
From Principles to Practice in Education for Intercultural Citizenship

- International collaboration of researchers and educators
- ICit and model of criticality
- 18 educators & learners in 11 locations (Argentina, China, Denmark, Hungary, Italy, Japan, South Korea, Sweden, Taiwan, UK, USA)

Intercultural Competence Across the Age Range

- Collaboration between teachers and graduate students
- Implementation of projects based on theories

- What is your takeaway from today's session?

- What would you be interested in integrating in your lessons and how?