Planning Daily Lesson in Words and Action (Ch. 5) In Glynn, Cassandra, et al. Words and Actions: Teaching Languages through the Lens of Social Justice

- about thinking deeply about alignment between lesson objectives, planned activities, and assessments while incorporating social justice themes

A Glimpse into the Classroom

- each teacher plans to engage her or his students in a similar problem-posing activity → started with "About Me" unit and now focused on lesson planning
  - Students will analyze stereotypical images (from movies + TV shows) of an individual from target culture
  - Teachers also find images that represent people from target cultures
  - Then will guide students in unpacking racist stereotypes by creating list of questions and graphic organizer
  - Then students will analyze young people from target culture based on social media
- Purpose: reframe students' thinking about nationality, culture, etc
  - will compare/contrast "new frames" and interpret images

1. **What will the teachers need to think about prior to the problem-posing activity? What elements should they include in their plans?**

- They need to consider that some students may have not thought about stereotypes because it doesn't personally affect them and that because of that, it may take some time to process exactly all the new information they'll be exploring

2. **What additional materials will the teachers need for the activity to be successful?**

- They will need to print out the images for the students. Also maybe need a slideshow to discuss history around stereotypes. They should also write common ideas of students on the board.

3. **The vignette notes, "Students will analyze stereotypical images depicting an individual from a selected target culture." What questions could the teachers ask their students during the lesson to support this type of analysis?**

- Have you seen images like this before? , How might this be harmful?

4. **What type of extension activity could the teachers create that would engage students in action related to the social justice issues they have investigated?**

- The students could discuss ways stereotypes that are commonly depicted may cause unintentional biases
  ↳ students can look at similarities they have with target culture and also differences and make a venndiagram about it

The Relationship Between Unit and Lesson Planning

- think of unit plan as a long-range plan that uses several weeks of lessons around specific theme and a takeaway understanding related to social justice
- Flow Charts for planning: Standards → Language objectives → Social Justice Objectives → Language and social justice objectives → Summative assessment → Daily Lesson plans
  ↳ think about "where they will go" – can be couple of days or a daily plan
  - thinking in advanced helps make connections – especially w/ social justice

Steps to an Effective, Useful Lesson Plan

- Step 1: Select the standards to be prioritized in the lesson
  - don't have to meet all the unit standards in every lesson
- Step 2: Select the Objectives to Be Prioritized in the Lesson
  - decide what you want your students to be able to do → should connect w/ standards
  - focus more on students ability to meet objective by the end of class
- Step 3: Create or Identify formative assessments
  - Formative assessments are designed to evaluate students knowledge and skills as the unit progresses
    - ↳ gives teachers opportunity to adjust
    - ↳ can be informal (exit card/oral question) or formal (graded)
  - can connect social justice w/ language learning
  - Think about how to make it authentic and how to prepare students
- Step 4: Brainstorm Lesson Activities
  - can use ideas you don't use for the future lesson plans
  - think about vocab, social justice, etc
- Step 5: Sequence Your Lesson Activities
  - make sure lesson is progressive and cohesive
    - ↳ language structure, vocab

1. Gain attention / Activate prior knowledge
2. Provide input
3. Elicit performance/provide feedback
4. Provide input
5. Elicit performance/provide feedback
6. Closure
7. Enhance retention and transfer

- other structure is preview-view-review structure
  - ↳ teacher previews w/ students → students given direct instruction on topic → testing students knowledge
- don't have to follow lesson plan exactly

Coleman, B., Garlen, J., & Kuh, L. (2016, October 2). "Teaching for Social Justice in the Early Childhood Classroom"

- Early childhood teachers often avoid elaborating on controversial topics (race, gender, ability, etc) for fear of emotional impact it can cause on young learners
- children notice social issues and are curious about differences
- traditional teaching is top-down → teacher gives answer then class asks questions

- should focus more on dialogue → addressing children needs
- research shows children develop prejudices at a very early age
- Anti-bias education – embraces issues related to difference and inequality, promotes inclusion
  - ↳ widely recognized by National Association for the Education of Young Children (NAEYC)
  - a lot of controversy since normative concept of children being innocent and vulnerable
    - ↳ draws from developmental psychology
      - focuses on application, but there are many limitations
- how and what children experience is determined by adults on behalf of children, not by the content of a child's overall actual experience
- Early childhood educators usually are in a disparate group
  - hard to convene around one theory
  - each school has different goals
- 80% of full faculty members in early childhood teacher preparation programs in 2-year + 4 yr higher institutions are white
  - ↳ adhere to colorblind perspectives in classroom
    - ↳ in this, children have been rendered to color mute – adults determine what can be talked about → silence children's observations/questions
- anti-bias works for everyone → must start w/ a critical examination of one's own beliefs, re-examine understandings
- must invest to building an inclusive culture

Chapter 8: Connecting Language and Content. In Curtain and Dahlberg, Languages and Learners, 5th Edition

Making Connections between Language and Content

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems
- Acquiring Information: Learners acquire information and access diverse perspectives that are available through the language and its cultures
- Purpose of content-related instruction → provide cognitively engaging contexts for language practice, integrate language development w/ content learning, provide a vehicle for reinforcing the academic skills and processes and the cognitive skills required by the regular curriculum, enrich concepts learner in other areas w/ the unique experiences and insights available through language study

Programs That Relate Language and Content

- One and two-way immersion programs and bilingual programs have demonstrated that students can learn subject content and language simultaneously and successfully
- "Sheltered" English programs when used as a component of bilingual education have also been successful
  - ↳ designed to teach English and subject content to English Language Learners
    - learn the subject content in target language, but no required to compete w/ native speakers
- Immersion, bilingual, and sheltered English programs are designed to teach grade-level content
  - don't commit to teaching a specific portion of the general school curriculum at specific grade level
- Curriculum integration is important

Rationale for Content-Related Instruction

- for communication to take place, some info needs to be shared

- subject content fills the need for "comprehensible input"
- visuals important in this → helps students stay engaged
- there isn't time for language learning in elementary schools → focus on academic skills that relate to curriculum

Curricular Areas with Potential for Content-Related Instruction

- PE, family, art, music, etc. can have content-related instruction because they deal w/ experiential things (very visual)

Social Studies

- Geography and map skills — already weak in US (can reinforce in second-language)
- the inquiry method: use of photos, pictures, and study prints & idea topics

Mathematics

- computation and concrete problem solving can be content-related instruction

Examples: Measurement – estimate measurements

Statistics – construct/interpret graphs, determine mean/median of data, tell time

Arithmetic – say whole numbers, multiply mentally

- Graphing is a good way to use mathematics
  - ↳ ex: class survey/graph of favorite food
    - ↳ with young children, physical objects would be more meaningful

Science

- Hands-on science creates meaningful exchange of language
- Uses many graphs/charts
- Can study ecosystems, nutrition, etc
- Use prediction → puzzling situation

Using the Language to Acquire Information and Insight That is Only Available Through the Target Language

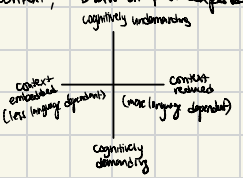
- World maps help learner discover other cultures
  - ↳ country names are different, North America not the center
- movies also help see/understand culture
- singing songs and playing games in target language
  - helps ask questions about the culture
- middle school students can use websites and magazines to learn more about culture
  - ↳ independent research is the goal
- focused on Culture Standards

Context-Embedded and Context-Reduced Language Tasks

- Cummins states that 1st/2nd language proficiency can be look at in terms of the degree of contextual support available for expressing or comprehending through a language
  - can be viewed in terms of cognitive involvement or the amount of info a person must process simultaneously
- conceptual explanations can be made more vivid w/ graphs, hands-on experience, etc.

Make New Concepts Less Language Dependent

1. Make increased use of visuals, 2. provide hands-on-involvement of learners, 3. Increase the # of examples, 4. clear, meaningful context, 5. Draw on past experiences from curriculum, 6. use repetition



Make Language Tasks More Cognitively Engaging

1. Relate concepts to general school curriculum, 2. make use of academic skills and processes to engage learners, 3. Create opportunities for learners to practice new language in communicative situations

Application of General Academic Skills

- design lesson plans to develop students' skill in content area, their understanding of experience w/ culture, and language needed to achieve next goals
- Learners need to use academic skills to raise questions
- make activities more cognitively engaging by increasing sophistication of thinking required

Bloom's Revised Taxonomy of Thinking Processes

- teachers need to prompt more complex thinking from their students by asking better and deeper questions

Learning Strategies

- Some students use learning strategies naturally and some need to be taught
  - 1. Metacognitive Strategies - for planning and reflecting on the learning process like previewing/planning
  - 2. Cognitive Strategies - apply directly to the task itself
    - ↳ Outlining, Summarizing, using context clues, study skills, etc.
  - 3. Affective and Social Strategies - use to reward and encourage themselves
    - ↳ ex: asking for help, self-talk

Strategies for Helping Students Access Content

- Identifying Similarities and Differences
  - enhances students' understanding/ability to use language
  - comparing, classifying, metaphors, analogies
- Nonlinguistic Representations
  - imagining form when students use both systems
  - making physical models, drawing pictures, creating graphics

Using Graphic Representations as Cognitive Organizers

- displays words in categories to show how they relate to one another
  - ↳ info can be understood, remembered, and applied
- connect linguistics and visuals
- can classify organizers in terms of lists, maps, time/sequence, compare and contrast, process/cause and effect

- Simple Listing/mapping/webbing/Clustering
  - list everything related to a topic
  - general statements
- Time Sequence/Chronology
  - time flow order
  - can be linear
  - show a chain of events
- Compare and Contrast
  - help distinguish similarities and differences
  - Venn diagram
- Process/Cause and Effect
  - show logical relationships b/t cause and effect → must be labelled this way

Factors to Consider in Planning for Content-Related Instruction

- Elements of Cultures Standards and Communication Standards should always be present

Balance of Language, Culture, and Content Goals

- Our vision is shaped by all five standards

Curriculum Resources

- use given resources, but can go out what you need
- teach in understandable way
- include old and new vocab

Content-Compatible and Content-Obligatory Language

- Content-Obligatory language - language that must be taught in order to teach or reinforce the curriculum concept, drawn from the content curriculum
- Content-compatible language - drawn from your language curriculum and provides context

Availability of Relevant Materials

- think about if your materials are enough, need to be translated

Adapting Materials

1. Using Graphic depiction, 2. Outlining the text, 3. Rewriting the text, 4. Using audiotapes, 5. Providing live demonstrations, 6. Using alternate books

- Sheltered instructions are recommended

Challenges in Integrating Language and Content

- not enough attention will be paid to other elements in elementary school - language and learning
- Some problematic practices from 1st-language teaching will be carried over in second-language instruction
- Solutions: designing systemic plan for language development

İnan-Kaya, Gamze, and Christine M. Rubie-Davies 2022. "Teaching Classroom Interactions and Behaviors: Implications of Bases" Learning and Instruction 78 (April): 1-13

- teacher bias predicts student academic outcomes
  - ↳ how bias is portrayed is mostly unknown
- study analyzed differential nonverbal behaviors, differential academic interactions, and differential reactions under the same conditions
- Bias displayed in different degrees

1. Introduction

- **Implicit bias** – automatic judgements that occur spontaneously when a person is presented w/ some form of stimulus
- **Explicit bias** - carefully considered judgements that occur when a person is presented w/ a stimulus
  - ↳ ex: unconscious stereotyping
- people have less control over their nonverbal communication → body language, voice intonations, and facial expressions
  - ↳ teachers may have difficulty concealing their negative feelings towards students
- teachers tend to have lower expectations for ethnic minority groups, those w/ immigration status, indigenous students, special needs students, lower socioeconomic status, etc.

1.1 Theoretical Background

- there can be a distinction b/t the teacher actions derived from their implicit biases vs their explicit biases

1.2 Measuring Implicit Bias

- Implicit Association Test (IAT) completed on computer and measures association b/t two different categories (ex. ethnic minority and ethnic majority students) w/ two evaluative categories (positive vs negative)
  - ↳ argue difficult to apply to teacher behavior

1.3 An experimental study of implicit bias

- important to consider teacher differences when explaining and discussing the results of research
- German vs Turkish example

1.4 Explicit and Implicit bias studies

- studies use a combination of both usually
- have been many different results
- Overall, teachers held negative implicit bias towards ethic minority students, regardless of student gender

1.5 Implicit Bias and Outcomes for Students

- variation among teachers for implicit and explicit bias
- teacher biases may contribute to ethnic inequalities in educational outcome
- negative implicit bias towards minority group associated w/ endorsement of performance beliefs

1.6 Teacher behaviors that portray bias

- difficult to measure biases – teachers don't even notice themselves
- urban students often taught less content
- important to connect student's cultural background and creating good classroom community

1.7 The Current Study

- New Zeland study has a focus of bias in the classroom → observational study

- key research questions:
  - can bias be detected in teachers' behaviors towards students?
  - if so, what kind of behaviors are seen?
    - likely through differential learning support and emotional support

2. Method

2.1 Design and participants

- in New Zealand and recruited schools in primary, secondary, and intermediate
- some schools in high socioeconomic area and one in a low area
- 20 teachers participated

2.2 Procedure

- each participant observed for 4hrs
- authors had background in New Zealand education system

2.3 Analysis

- used Thematic analysis to find patterns in data
- relied on written report from authors
- researchers still had to agree on code
- codes include nonverbal behaviors - smiling, eye contact and instructional like calling names, praising

3. Results

3.1 Theme 1: differential nonverbal behaviors

- some students subject to more nonverbal positive messages than others

3.1.1 Eye Contact

- mostly not distributed equally
- initiative for interaction

3.1.2 Smile and tone of voice

- identified biased that showed teacher favoritism

3.2 Theme 2: differential academic interactions

- teachers portrayed positive/negative bias through 'academic interactions'
  - monitoring needs, letting them answer questions
- sometimes teachers notice their immediate needs
- when students initiated interactions, teachers mostly respond to them
- observed interrupt-on-task interactions

3.3 Theme 3: differential reactions under the same conditions

- teachers' immediate decisions when they were triggered by favored/non-favored students
- teachers might behave automatically in their decisions
  - half of all teachers didn't treat students equally

- minority group students had less interactions w/ teachers

4. Discussion

- explicit / implicit bias is related to their self-reported classroom behaviors and students' learning outcomes

4.1 Differential nonverbal behaviors

- eye contact, smiling, and tone of voice most evident nonverbal cues in teachers' bias display
- students can imply teacher feelings towards them
- Positive nonverbal perceived as emotional support
- all contributes to the climate

4.2 Differential Academic interactions

- bias portrayed through differential academic interactions that occurred in classrooms
- When students are given opportunities to participate, they have better learning outcomes
- motivation decreased if students detect negative teacher bias
- MODE model theorizes abt how automatic processes can occur in cognitively demanding situations

4.3 Differential reactions under the same conditions

- teachers adapt their responses based on whether the student was favored or less favored
- teacher bias track recommendations and disciplinary decisions

4.4 Theoretical and Practical Implications

- results support the MODE model
- teachers utilize purposeful thinking and automatic pathway as discussed in MODE model
- some teachers considered interactions
- some characteristics can influence bias

4.5 Limitations

- not many hours
- not representative of whole world
- behaviors can happen at same time as other events
- Inner representation of male teachers

4.6 Directions for future studies

- could explore student outcomes resulting from teacher bias