



美国弗吉尼亚大学星谈项目公益讲座系列 第五场

**Leadership at the Crux of Social Justice and
Instructional Technology in
World Language Education**

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Leadership at the crux of social justice and instructional technology in world language education

As instructional technologies emerge, they have been routinely hailed as tools promoting equity, access, and inclusivity to diverse bodies of learners. Research shows, however, that such tools are only marginally successful with underrepresented and vulnerable student populations for many reasons (Ortega 2017). Indeed, emergency remote teaching (ERT) online in the wake of COVID-19 exposed the extent to which the learning outcomes of so called minority students--whatever the systematic and negative impact of race, gender, ethnicity, ableness, neurotypicality, age, economic status, nationality has been in face-to-face classroom learning--tended to be magnified during ERT for certain groups (Adam 2020). Yet, it is not the technologies that are fault but rather underlying biases and systemic barriers found in the imagery of learners and their communities (Anya 2021); the privileging of learning approaches and modalities designed by and for majority group learners (Rohs & Ganz 2015); limited access to appropriate and sufficient hardware, software, and broadband speed (Atski & Perrin 2021); problematic environmental conditions conducive to attention, focus, and perseverance; unsupportive social and emotional learning contexts and skills; tutoring, scaffolding, and support structures and offerings; and what is called the monolingual or English problem in computer assisted language learning (CALL) and second language acquisition (SLA) in general (Bluendgen-Kostens 2022, Ortega 2017, Sauro 2016). This session looks to problematize our thinking, practices and technology usage in order to unleash our leadership potential in technology enhanced world language education for a diverse, equitable, accessible, inclusive, pluricultural world.

Content

1. Introduction: Where we stand in light of three critical issues today
2. The frame: Leadership in World Language Education
3. Definitions & Narratives (with discussions & resources)
 - 3.1. Social Justice
 - 3.2. The COVID effect, recent events & instructional technologies
 - 3.3. Artificial Intelligence (AI: Chat GPT/Bing/Bard)
4. Discussion & questions

Overall frame: Leadership **领导能力**

Drucker (1974), 'Leaders do the right thing; managers do things right.'

Kotter (1990), 'Managers cope with complexity; leaders cope with change.'

Where are we leaders 领导者 & where should we take the lead?

- In the classroom
- In our schools
- In our language field : Chinese
- In the WL profession
- Advocating for teaching/learning languages and intercultural competency in our communities



In what follows, we will consider where and how leadership is essential in today's educational and societal landscape in light of constant, accelerating, inevitable change.

In the chat area . . .



From Hayo Reinders:

Consider someone who has had a great influence on your career, someone who you would describe as a leader. This could be someone you have worked with, or it could be someone who has inspired you, such as a public figure. Now list some attributes that describe that person. For example, maybe the person is very *understanding*, or very *supportive*, or *consistent*.

1)

2)

3)

4)

5)

WLE Leadership Resources & Readings

Books/Articles:

2013 [Leadership Development and Language Learning](#) Eric Resources

2017 [Leadership in Foreign Language Departments: It's Not Just Language](#)

2022 [World language program leadership & teacher practices](#)

2022 [Reflecting on Leadership in Language Education](#)

Programs:

[Leadership Initiative for Language Learning \(LILL\)](#)

[NADSFL: Home](#)

[Global Languages Leadership Meeting - CULTR at Georgia](#)

[National Museum of Language](#)

Associations:

[STARTALK](#) & the [Chinese Teachers Academy](#) of UVA

[Chinese Language Teachers Association CLTA](#)

Foreign Language associations, like [FLAVA](#), [NECTFL](#), [ACTFL](#)

[Computer Assisted Language Instruction Consortium](#) CALICO

[International Association of Language Learning and Technology](#) IALLT

[American Association of Applied Linguistics](#) AAAL

[ASIACALL](#)

[WORLDCALL](#)

First Narrative & Definitions: Social Justice & Events

What is social justice?

- a. Diversity
- b. Equity
- c. Accessibility
- d. Inclusion

Social Justice Events & Effects

Recent events impacting WLE recently and in the future:

1. Social change & identities
 - a. George Floyd/Black Lives Matter,
 - b. #MeToo,
 - c. LBGTIQ,
 - d. BIPOC for students, teachers, and content
2. COVID & Chinese
3. The WLE imperative: teaching tolerance, cultural & information literacy, critical thinking, adapting
4. Censorship & political concerns

In the Zoom chat area. . .



Share:

- Who comes to mind as a social justice leader or champion professionally or personally and why?
- How can language teachers exercise social justice in their classrooms, schools, off campus?

Think/share if you want/can:

- Where do you see yourself as a real or potential leader in social justice issues in your current situation?
- What constraints do you face (only those you can discuss openly)?

Social Justice Readings & Resources (link to my chapter)

Anya, Uju and Linwood J. Randolph, Jr. 2019. "Diversifying Language Educators and Learners." *The Language Educator*, 14 (4): 23-27.

Dervin, Fred and Mei Yuan. 2022. "Political Ideology and Atonality in Language and Intercultural Education: A Rejoinder to 'Between Professionalism and Political Engagement in Foreign Language Teaching Practice'". *Journal of Applied Linguistics and Professional Practice* 16 (3):361-75. <https://journal.equinoxpub.com/JALPP/article/view/21085/25704>

Douglas Fir Group. 2016. "A Transdisciplinary Framework for SLA in a Multilingual World." *Modern Language Journal* 100 (special supplement): 19-47.

Freire, Paulo. 2018. *Pedagogy of the Oppressed* (50th Anniversary Edition, 4th Edition, forward by D. Macedo).

Koshino, Kako. 2019. "Tempted by Whiteness?: Linguistic Capital and Higher Education in Japan." *Educational Foundations* (Ann Arbor, Mich.) 32, no. 1-4: 49-71.

Macedo, David., ed. 2019. *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages*, NY: Routledge: 60-72.

Kumaravadivelu, Bala. 2016. "The Decolonial Option in English Teaching: Can the Subaltern Act?" *TESOL Q*, 50: 66-85. <https://doi.org/10.1002/tesq.202>

Leading Educators. 2020. Teaching for Equity. Accessed November 5, 2022. <https://eadingeducators.org/equity/>

Li, Guofang, Youngeun Gee, and Zhuo Sun. 2018. "Technology as an Educational Equalizer for EFL Learning in Rural China? Evidence from the Impact of Technology-Assisted Practices on Teacher-Student Interaction in Primary Classrooms." *Language and Literacy*, 20(3): 159-184.

London, Kia, 2020a. "A Call to action: Inclusivity." Accessed November 15, 2022. <https://trailblazeintolanguagelearning.com/2020/05/26/a-call-to-action-inclusivity/>

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Macedo, David. 2019. "Rupturing the Yoke of Colonialism." In *Decolonizing Foreign Language Education: The Misteaching of English and Other Colonial Languages*, edited by David Macedo, 1-49. NY: Routledge.

Nakamura, Lisa. 2002. *Cybertypes: Race, Ethnicity, and Identity on the Internet*. London: Routledge, 2002.

Office of the High Commissioner for Human Rights (2022), Universal declaration of human rights (English version). Accessed October 31, 2022. <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english>

Ortega, Lourdes. 2017. "New CALL-SLA Research Interfaces for the 21st Century: Towards Equitable Multilingualism." *CALICO Journal* 34 (3): 283-316.

Pennycook, Alastair and Sinfree Makoni. 2020. *Innovations and Challenges in Applied Linguistics from the Global South*. New York: Routledge.

Randolph, Linwood J. and Stacey M. Johnson. 2017. "Social Justice in the Language Classroom: A Call to Action." *Dimension*, 9-31.

UNICEF (n.d.). "Inclusive Education" Accessed October 31, 2022. <https://www.unicef.org/education/inclusive-education>

Urzedo Freitas, Marco Tulio and Pessoa, Rosane R. 2020. "Disinventing and Reconstituting the Concept of Communication in Language Education." *L2 Journal*, 12(3): 61-76. <http://dx.doi.org/10.5070/L20048205>
<https://escholarship.org/uc/item/5h03586r>

Second Narrative & Definitions: The COVID effect & Instructional Technologies

Historical notion of IT as panacea for educational equity

COVID & ERT: the truth about equity & accessibility in online learning

Disinformation, trolls, scammers, bots, and the internet

Teaching 21st century literacies

In the Zoom chat area . . .



Where did you need/find leadership during COVID and ERT?

How can you be a leader for the next big change?

Resources & Readings

2022. J. M. Conry, A.M. Wernick, & P. Waire. [Pivoting, Partnering, and Sensemaking: How Teachers Navigate the Transition to Remote Teaching Together](#). CALICO Journal, v39 n1 p53-78.

2022. K. Murphy-Judy, guest editor. Special issue #24 Language and International Studies. [Preparing for the new normal: language learning for developing pedagogical, social and cognitive presence in the post-COVID world](#). Wenzao University, TW.

2022. D. Walter, D., & T. Schenker, T. Surviving or Thriving? Experiences and job satisfaction of language instructors in the USA during the COVID-19 pandemic. *Journal of Language Teaching*, 2(11), 1–14. <https://doi.org/10.54475/jlt.2022.014>

2023. L. Jin, E. Deifell, & K. Angus, eds. Emergency Remote Language Teaching and Learning: Computer-Assisted Language Teaching and Learning in Disruptive Times. Equinox.

2023. J.W. LeLoup & P. Swanson, *Handbook of research on effective online language teaching in a disruptive environment* (pp. 125-142). Hershey, PA: IGI Global.

2023. U. Stickler & M. Emke. [Future-Proofing Language Teaching: How the COVID-19 Pandemic Has Changed Our Profession](#). Equinox.

Third Narrative: Artificial Intelligence

What is AI?

AI: Code/Program that can learn, recognize patterns, and make decisions based on learned data.

ChatGPT: Large Language Model (LLM) that generates natural language text (eg.: text completion, translation, summaries, unique assemblies of composite information).

BARD: Google's response to ChatGPT, based on Google's collected datasets.

Bing: Search engine by Microsoft using AI algorithms for better results and personalized features including conversations.

Siri: Apple virtual assistant that performs tasks and answers questions using natural language processing (NLP).

Alexa: Amazon virtual assistant that performs tasks and answers questions using natural language processing.

Ernie: Baidu virtual assistant supported by the PRC (see resources).

Predictions of AI date back to 1843 (Ada Lovelace & Charles Babbage) followed by Alan Turing (1940-54). N.B. Both Lovelace and Turing were impeded by misogyny and homophobia.

Chat GPT : Nov. 30, 2022 (Open AI for images since 2015). 3.0 and 3.5 are free but 4.0 is fee based.

Artificial Intelligence: Promises & Challenges

Promises:

Help teachers create lesson plans, tests, level-appropriate readings, etc.

Help students get personal tutoring, review, get reading/writing support (eventually listening/speaking)

Create copyright-free, tailored art work, programming code, etc.

Challenges:

Draws from input that may be outdated, compromised, or biased

Lack of recourse sometimes to critical/human thinking and intercultural competency

Cheating, zero learning, end to innovation/creativity

Limited access (location, language, money, privilege)

Job losses

Significant, rapid, widespread changes

In the Zoom chat area . . .



Where do you see AI fitting into your teaching?

Where do you feel a need for leadership with regards to AI and teaching Chinese?

What leadership role might you assume with respect to AI and teaching Chinese & at which level (classroom, campus, profession, community)?

Resources & Readings

2019 PBS: [AI Technology is Disrupting the Traditional Classroom](#)

2019 Hechinger : [AI is coming to schools, and if we're not careful, so will its biases](#)

2023 NPR: [Leading experts warn of a risk of extinction from AI](#)

2023 NSF: [Dear Colleague Letter: Rapidly Accelerating Research on AI](#) (grant proposal/call for action)

2023 UK: [AI regulation: a pro-innovation approach - GOV.UK](#)

2023 EU: [Digital Byte on Artificial Intelligence.](#)

2023 PRC: [China's ChatGPT: Tech giant Baidu unveils "Ernie"](#) (*not a Chinese source, sorry!)



More questions? More discussion?

谢谢!

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