

Social Justice and Racial Discrimination Understandings in the EFL classroom through the
Implementation of a Project-based Didactic Unit.

Mariana Ramírez Sánchez

Monograph Director:

PhD. Nancy E. Carvajal Medina

Universidad Pedagógica y Tecnológica de Colombia

Facultad de Ciencias de la Educación

Idiomas Modernos Español – Inglés

Tunja–Boyacá

2019

Social Justice and Racial Discrimination Understandings in the EFL classroom

Content table

Introduction	
1. Rationale.....	10
2. Statement of the Problem.....	15
3. Research Questions.....	18
3.1. General Question	
3.2. Specific Questions	
4. Objectives.....	19
4.1. General Objective	
4.2. Specific Objectives	
5. Literature Review.....	20
6. Theoretical Framework.....	31
6.1. Social Justice.....	31
6.2. Social Justice Teaching.....	32
6.3. Social Justice Standards.....	33
6.4. Racism in the EFL Classroom.....	35
6.5. Project-based Learning.....	38
7. Instructional Design	41
7.1. Instructional Design Questions.....	41
7.2. Instructional Design Objectives.....	41
7.3. Roles Instructional Design.....	41
7.4. Didactic Unit with Six Lessons.....	43
7.5. Project Work Development.....	54
7.6. Evaluation Criteria.....	63
8. Research Design.....	64
8.1. Research Approach.....	64
8.2. Type of Research.....	64
8.3. Research Line.....	65
8.4. Setting.....	66

Social Justice and Racial Discrimination Understandings in the EFL classroom

8.5. Population.....	66
8.6. Data Collection Instruments.....	67
8.6.1. Teacher Journals.....	67
8.6.2. Students' Artifacts.....	69
8.6.3. Focus group.....	70
8.6.4. Audiotape recording.....	71
9. Data Analysis Method.....	72
9.1. Finding ourselves through human diversity recognition.....	77
9.1.1. Myself and the other.....	78
9.1.2. Liberation: Be yourself with no fear.....	134
9.2. Reinvention: Learning experience before and after.....	147
9.2.1. Learning English for life and not for a while	147
9.2.2. Our English language development.....	157
10. Conclusions and Pedagogical Implications	164

References

Annexes

Social Justice and Racial Discrimination Understandings in the EFL classroom

List of tables

Table 1 - Didactic unit with six lessons.....	51
Table 2 - Project work sessions.....	64
Table 3 - Categories and subcategories emerged.....	82

Social Justice and Racial Discrimination Understandings in the EFL classroom

List of figures

<i>Figure 1.</i> Anchor Standards and Domains (Teaching Tolerance, 2016).....	40
<i>Figure 2.</i> Anchor Standards and Domains (Teaching Tolerance, 2016).....	41
<i>Figure 3.</i> Project work stages and objectives.....	46
<i>Figure 4.</i> Example of Initial Data Triangulation process and color-coding.....	79
<i>Figure 5.</i> Example of initial Data Triangulation process and in-vivo coding.....	80
<i>Figure 6.</i> Themes emerging from color-coding.....	81
<i>Figure 7.</i> Students' productions, comparing themselves with others.....	87
<i>Figure 8.</i> Project Paintings.....	89
<i>Figure 9.</i> Students quiz on comparing people,	90
<i>Figure 10.</i> Family tree poster	91
<i>Figure 11.</i> Students' presentations on their family trees.....	93
<i>Figure 12.</i> Family trees written format.....	94
<i>Figure 13.</i> Colombian Regions.....	99
<i>Figure 14.</i> Poem.....	109
<i>Figure 15.</i> Class discussion on black elements.....	110
<i>Figure 16.</i> Black is beautiful productions.....	114
<i>Figure 17.</i> Classroom Diary Reflection.....	114
<i>Figure 18.</i> Comic.....	116
<i>Figure 19.</i> Workshop.....	118
<i>Figure 20.</i> Workshop.....	118
<i>Figure 21.</i> Students' painting projects.....	121
<i>Figure 22.</i> Poster presentations on discriminatory situations evidenced by students.....	122

Social Justice and Racial Discrimination Understandings in the EFL classroom

Figure 23. Poster presentations on discriminatory situations evidenced by students.....	123
Figure 24. Students reflection formats.....	124
Figure 25. Classroom diary.....	126
Figure 26. Classroom diary.....	127
Figure 27. Brainstorming on racial discrimination issues.....	131
Figure 28, Students' personal diaries on LGBT community and gender equality.....	132
Figure 29. Project paintings on LGBT community and Gender Equality.....	132
Figure 30. Students' personal diaries.....	135
Figure 31. Final reflection written format.....	135
Figure 32. Students' paintings.....	138
Figure 33. This is who I am format.....	141
Figure 34. Who I am? Formats.....	144
Figure 35. Who I am? Written Stories.....	147
Figure 36. Project Paintings.....	148
Figure 37. Project Painting.....	150
Figure 38. Classroom Diary.....	151
Figure 39. English Classroom principles.....	158
Figure 40. Students' written productions revised by the teacher, first draft.....	167
Figure 41. Students' final written formats.....	167

Social Justice and Racial Discrimination Understandings in the EFL classroom

List of annexes

1. Diagnosis questionnaire.....	179
2. Consent form.....	183
3. Final self-review format.....	184

Social Justice and Racial Discrimination Understandings in the EFL classroom

Abstract

Having a sense of belonging to society and respect for diversity, sometimes turns out to be a difficult task when our own culture, education, and context has taught us to ignore, criticize, judge, and discriminate against others without understanding their reality. Social justice plays an important role in creating social changes since it allows human beings to distinguish between the impact of their words and actions within a context. In the same way, they can interpret situations, facts or texts taking into account their own lived experiences. This document presents the results of a qualitative research project focused on Racial Discrimination understandings, Social Justice Standards, Project-based work, and English language level improvement through the implementation of a didactic unit. It was conducted at Alejandro de Humboldt School, a private institution in Sogamoso - Boyacá with eighth-graders. A synthesized data analysis will be presented with its corresponding pedagogical implications.

Key words: *Social Justice, Social Justice Teaching, Social Justice Standards, Racial Discrimination in the EFL classroom, and Project-based learning.*

Resumen

Tener un sentido de pertenencia con la sociedad y respeto por la diversidad a veces resulta ser una tarea difícil cuando nuestra propia cultura, educación y contexto de desarrollo nos ha enseñado a ignorar, criticar, juzgar y discriminar a otros sin comprender su realidad. La justicia social desempeña un papel importante en crear cambios sociales ya que esta permite al ser humano distinguir entre el impacto de sus palabras y acciones

Social Justice and Racial Discrimination Understandings in the EFL classroom

dentro de un contexto y del mismo modo interpretar situaciones, hechos o textos teniendo en cuenta sus propias experiencias vividas. Este documento presenta los resultados de un proyecto de investigación cualitativa que se centró en la comprensión de la discriminación racial, los estándares de justicia social, el trabajo basado en proyectos y la mejora del nivel de lengua inglesa a través de la implementación de una unidad didáctica. Esta se realizó en el colegio Alejandro de Humboldt, una institución privada en Sogamoso - Boyacá con alumnos de octavo grado. Se presentará un análisis de datos sintetizados con sus correspondientes implicaciones pedagógicas.

Palabras Clave: *Justicia Social, Enseñanza de Justicia Social, Estándares de Justicia Social, Discriminación Racial en el Aula de Clases de Inglés como Lengua Extranjera y Aprendizaje basado en proyectos.*

Social Justice and Racial Discrimination Understandings in the EFL classroom

Introduction

In Colombia, racial differences are associated with different stereotypes, specifically those which are related to the construction of a ‘‘racialized geography’’ (Kohli, 2018). These stereotypes influence social categorizations of people and the justification and reproduction of inequality (Romo, 2010). Today, social inequalities related to race are still present in society and educational institution. That is why, it is necessary to analyze the effects of racial discrimination and understand the role that educators may play in visibilizing, discussing, and preventing discriminatory acts.

Racial discrimination in Colombia was developed in different historical contexts. In general, ‘‘racial discrimination is expressed in the form of exclusion [where] violence is not manifested openly but acquires a symbolic character’’ (Arocha, 2001, p. 33). In words of Romo (2010):

The society in which the Creole elites had to build the nation project was characterized by its high degree of racial mixing and it was the result of the process of alteration and creation of inequality that began in Colombia during the colonial period. The declaration of Independence in most Latin American countries therefore meant the need for a founding myth of the nation, which would ensure the corresponding unity in the identity of its population and the integration of it and its territories. This myth was called ‘the myth of the three races’ and the processes of national integration were based on miscegenation as a process that would achieve the bleaching of the population (p. 8).

The ‘‘miscegenation’’ discourse meant a ‘‘homogenization’’, in which racial groups were not equally valued. In that sense, the black and indigenous population was placed in a lower position than the whites (Muñoz, 1995).

Social Justice and Racial Discrimination Understandings in the EFL classroom

At the present time, the 1991 Constitution proclaimed Colombia as a “multiethnic and multicultural nation”; recognition that is summarized in its article 7 “The State recognizes and protects the ethnic and cultural diversity of the Colombian Nation” (p. 14). However, some of the requirements for the exercise of citizenship of indigenous and Afro-descendant populations represent limitations in the practical exercise of the “multicultural nation” that is mentioned in the 1991 political constitution of Colombia (Agudelo, 2004 , p. 174).

Indigenous and afro-descendant populations are usually considered as “minorities”, a term to designate certain groups (Romo, 2010, p. 9). This denomination is used to refer some groups whose social and symbolic status has been historically minorized, that is, the meaning of this term should be conceived as an "asymmetric power relationship " (Muñoz, 1995 as cited in Romo, 2010).

In the words of Mena (2009) “rather than being considered an idea, equality is often conceived as an existing reality, which makes it difficult to recognize the existence of inequality and racial discrimination” (p. 24). Hence, diversity and equality as a multicultural model take place in an inequitable society with a big imbalance among different racial groups.

This big imbalance among different racial groups has a big connection with education and schools. Romo (2010) argues that “education is currently one of the main areas of socialization characterized by its degree of systematization, planning, hierarchy, its special intent, and its homogenizing effects” (p. 7), and Mena (2009) argues that “schools are contexts for the study of certain differences that can constitute inequality of racial groups” (p. 4) . That is why, education and schools play an important role in the reproduction of inequalities, but at the same time, students and teachers by themselves are an opportunity to create big possibilities of transformation (Romo, 2010).

Social Justice and Racial Discrimination Understandings in the EFL classroom

In response to the rights and needs recognized in the Constitution of 1991 and Law 70 of 1993, the obligation to implement racial discrimination teaching in the country's educational institutions was established. Furthermore, the "Secretaría de Educación Nacional" created the Afro-Colombian Studies teaching for Colombian schools and universities. However, everything seemed to indicate that its actual degree of application in the country's schools and universities was far from reaching desirable levels (Romo, 2010, p. 10).

Some afro-communities, activists, teachers, and scholars have been working to raise awareness and make people reflect about the everyday actions that are affecting "people of color" in different environments (Kohli, 2018). For example, in Colombia, in the last decade, it could be highlighted as a pioneer "The study on Inter-Ethnic Coexistence in the Educational System of Bogotá" conducted by Jaime Arocha, Uriel Espitia and María Elvira Díaz in 2001 in 15 public schools. These teachers analyzed multiple aspects related to the participation of Afro-descendant children in the activities that promote their assessment, the role that the school played in relation to the construction of ethnicity, the perceptions of school actors regarding inter-ethnic relations, and the negotiation and resolution of conflicts in them.

In 2005, Carmen Vásquez advanced a suggestive study called "You will see that they are also the same here: The different manifestations of racial discrimination" in different public institutions in Colombia. In these institutions, through observation and the realization of interviews with teachers and students, the configuration of the inter-ethnic relations between Afro-descendants and non-Afro-descendants was investigated. On one hand, one of the main contributions of this study was the relationship established by the author between the conceptions of the miscegenation; and on the other hand, the transformation they have suffered and the way they are surviving in the present society.

Social Justice and Racial Discrimination Understandings in the EFL classroom

There are some other activists such as Eduardo Restrepo, Maria Isabel Mena, Carlos Agudelo, Mara Viveros, Sandra Soler, Óscar Almario, Luz Gabriela Arango, Antonio Muñoz among others, which are Colombian teachers/researchers focused on social studies, intercultural studies, racial notions, history of Colombian, Latin American, and worldwide racial discrimination in order to work on educational fields and provide a better and equal education.

Considering the work of these authors and the examples mentioned before, among many others that can be cited, I (Mariana) consider racial discrimination should be analyzed from different educational fields. In this way, racial discrimination as a social issue should be supposed to be promoted from every subject, rather than only from social sciences, religion, and ethics.

Furthermore, I see education is one of the most powerful tools to transform human consciousness. For this reason, Social Justice teaching takes part of an equitable education that wants to transform teachers and students' lives. "Classrooms informed by principles of Social Justice Education are a fertile terrain to fight against injustice and to provoke a sociocultural and critical transformation" (Carvajal, 2017 as cited in Lara Páez, 2018).

Social Justice agendas are in charge of raising critical students to be able to reflect about the reality of their community and to work for promoting equality and dignity in their society. Then, students will be able to reflect on their own practices, change the thoughts and behaviors that are blocking the construction of respect and fairness for every person, and making a change in their communities (Zeichner, 2011).

In terms of racial discrimination understandings, they are supposed to be promoted from every subject, rather than only from social sciences and ethics. In this case, they were promoted in the EFL classroom as an alternative for students to learn English from real-life situations and

Social Justice and Racial Discrimination Understandings in the EFL classroom

experiences. Hence, this research study aimed at developing eighth graders' social justice and racial discrimination understandings at Colegio Alejandro de Humboldt, so they could reflect on racial discrimination issues and its effects in different environments such as (school, family, and society in general) during their English classes.

Participatory Action Research Approach allowed me to offer eight-graders a space to generate a project connected to racial discrimination issues and the effects they identified in their community. It was an opportunity for eight-graders to take an active role in the process of raising awareness inside and outside the school and making a change.

Eight-graders developed understandings on the impact of their actions and words against others because of their skin color and physical appearance in general and they conducted a project to raise awareness in their school (other graders, teachers, and school directives). While eight-graders promoted school members' reflection about the impact of individual practices in their local context, they fostered their English language skills.

The data collected through observations, teacher's journals, students' artifacts, and focus group interviews showed that the students found themselves through human diversity recognition while they developed activities of a project-based didactic unit with six lessons following social justice standards by the Teaching Tolerance Anti-bias framework (2016). Moreover, there was a reinvention in their learning process considering that they did not have the opportunity to work on real-life situations/issues in order to learn English. At the same time, they created good relationships and social justice actions inside and outside the classroom.

In this introductory section, the reader can find some of the motivations to conduct this study and will find some other reasons why this study took place. Then, a literature review and theoretical framework will introduce the research background and constructs

Social Justice and Racial Discrimination Understandings in the EFL classroom

supporting the development of this work. Right after, the research and methodological design will allow the reader to understand the foundations of this study. During the data analysis, the results emerging from the development of project work informed by the Social Justice Standards during English classes with eight graders will be discussed. Finally, some conclusions and implications for further research will be presented.

Social Justice and Racial Discrimination Understandings in the EFL classroom

1. Rationale

The society is facing problematic changes resulting from the way people and the social media have been establishing racial discrimination against People of Color (Kohli, 2008). The majority of people naturalize racial discrimination in different environments because they cannot see the implications they bring to society. Rather than considering racial discrimination as an ideology in this work, it is conceived as a system, composed of a set of cognitive and behavioral aspects. In this sense, Van Dijk (2010) understands racial discrimination as "a complex societal system of ethnic or racially based domination, and its consequent inequity" (p. 103).

On the other hand, Solórzano, Allen, and Carroll (2002) argue that "racial discrimination exists when one group believes by itself to be superior and has the power to carry out the racist behavior" (p. 24). In the field of education, students have been raised with the thought of superiority in which the white race is superior to the black. Within a classroom, it is possible to observe students' actions and words are mediated by prejudices about the black race, of which one student becomes the target (Goffmann, 1970).

When I (Mariana) made some observations and applied a diagnostic survey at Colegio Alejandro de Humboldt in Sogamoso Boyacá, I could notice that some students had limited understandings about racial discrimination and its issues with their immediate reality. I could also realize that students were unaware of the impact of their individual actions against others due to prejudices about the black race. They used bad words and derogatory acts against their classmates taking into account their physical appearances. These events made me understand racial discrimination was an active part of eighth-graders classroom and it was necessary to work on it.

Social Justice and Racial Discrimination Understandings in the EFL classroom

An important point to take into account is the Law 70 of 1993, the so-called Law of “Negritudes”, which emerged from the Colombian constitutional reforms and granted rights and protections to the black race in which they deserve the same human rights than white people and they are treated with respect and dignity like any other human beings. This Law is connected to the Social Justice Research line in which this study was focused on.

In that sense, Social Justice teaching took an important role during the development of this study that notably focused on Social Justice Standards by the Teaching Tolerance Anti-bias Framework (2016). Social Justice Teaching focuses on both distributive and relational justice theories. In the first one, there is an equitable distribution of material resources and services in society. The second one, it is focused on social relations among individuals; caring and respectful relations where people are treated with dignity (Cochran-Smith & Lytle., 2009; Zeichner, 2009, 2011). Hence, students can learn about racial injustices and inequalities they have experienced or evidenced inside and outside the classroom.

The objective of this study was to describe what does the implementation of a project-based unit informed by Social Justice Standards reveal about Alejandro de Humboldt School eighth-graders’ understandings on racism and their English language development, that is why, there was applied a unit with 6 lessons. The lessons were focused on the The Basic Standards of Competencies in Foreign Languages: English, the suggested curriculum and basic learning rights, which are documents designed by the Ministry of National Education (MEN) to take into account the corresponding topics, activities, duties, and rights of eighth-graders. In addition to this, Social Justice Standards by the Teaching Tolerance Anti-bias Framework (2016) were taken into account.

Social Justice and Racial Discrimination Understandings in the EFL classroom

They Social Justice Standards are focused on four domains that are identity, diversity, justice and action (IDJA). Teaching about IDJA allows educators to engage a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Thus, this study followed SJ standards because thanks to them, students could recognize that in today's diverse classrooms, they need knowledge and skills related to both prejudice reduction and collective action for social change.

The important part of the pedagogical intervention is that as a teacher, I was helpful in the process of social change in which students could transform their understandings about racial discrimination and establishing better human relationships. As Boyd (2017) states "action for social change also includes teaching, a profession that allows for preparing others to become activists and concerned citizens" (p.7). With the development of this study, eighth-graders could learn from each other about their racial discrimination understandings and I encouraged them to become critical and worried human beings about society, and as Freire (1969) argues "the educator is not only the one who educates but also the one who, while educating, is educated through dialogue with the learner, who, when educated, also educates" (p, 72).

On the other hand, it is important to bear in mind that in the Alejandro de Humboldt Educational Community Handbook, chapter VII - TEACHER ROLE (ART 17. N° 4 DEC 1860 of 1994) it is explicit that "teachers must always be willing to make a change in their classrooms. They must show students clear conceptions about the physical, social and moral world by promoting democratic practices and direct their work with the educational community towards the realization of shared activities with the purpose of building consolidated societies with mutual respect, equality and social justice" (p. 77).

Social Justice and Racial Discrimination Understandings in the EFL classroom

On the other hand, in chapter IV. ART. FORTY (STUDENT RIGHTS) “Students deserve to be appreciated, respected in their dignity, life, physical and moral integrity. They should not be discriminated for reasons of sex, ethnicity, socio-economic status or any other that affects the exercise of their rights, so they can develop their activities within the real concept of freedom without affecting the rights of others” (p. 39).

In this sense, the Alejandro de Humboldt School Community handbook promoted social justice among all the institution members and it fostered respect for physical, socioeconomic, and emotional differences. Considering this, students were encouraged to participate in projects or actions that led to change and improve problematic situations inside and outside the school, which went hand in hand with the objectives of this study in order to make a change in students.

When we talk about a social change in students, it is important to take into account the way in which students are raised as far as respecting racial differences. Thanks to the development of this unit, the target population was able to express their thoughts and perceptions about this social issue.

In the same vein, this study was developed following the project-based learning (PBL) approach in which students demonstrated what they had learned during the whole unit and what would be the way to face racial discrimination in different environments. Project-based learning is “a form of situated learning that is based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas through socialization” (Blumenfeld, 1991, p.117).

With project-based learning, students engaged in real, meaningful problems that were important and experienced by them, in this case, they analyzed racial discrimination experienced

Social Justice and Racial Discrimination Understandings in the EFL classroom

or evidenced in the different environments they had lived in. In this case, PBL and SJE went hand in hand for the development of this research study.

While students developed the activities and tasks designed in the didactic unit, there were analyzed their understandings about racial discrimination and their English language development. Project work included challenging tasks in terms of content and language. Students develop their language skills, and at the same time, they work to achieve the class project objectives (Ribé and Vidal, 1993). The development of different tasks led students to become proficient in terms of English use. Project work tasks were based on the achievement of new language needs, so students felt motivated to foster their language skills and achieve the purpose of the task.

It is necessary to clarify that the students expressed in the diagnostic questionnaire that it would be interesting for them to include racial discrimination content in their English class because they mentioned they did not have the opportunity to work on it and because they evidenced racist practices inside and outside their classroom.

This study committed to social justice agendas by promoting discussions about racial discrimination and its consequences in society and raising awareness in English as a Foreign (EFL) courses to generate local transformations. Once students become aware of the impact of their discriminatory acts, they may work together to ensure better human relationships by changing their thoughts about judging people's physical appearances.

Social Justice and Racial Discrimination Understandings in the EFL classroom

2. Statement of the problem

For years, theorists have argued that education has been used as a tool of oppression to teach People of Color (POC) that their culture is inferior to the dominant white culture. According to Kohli (2008) “Education was used to maintain white dominance by socializing whites to believe they are superior, while simultaneously internalizing a self-hatred within blacks” (p. 179). Reflecting back on education during the European conquest age, there were numerous moments where teachers made comments or acted in ways that prioritized white cultural values over black. People were taught in both subtle and blatant ways that the cultural knowledge of black culture had less worth than the dominant white culture. In this way, since the past, people have been taught to be racist (Kohli, 2008, p. 180).

On the other hand, being racist is “an ideology of racial domination in which the presumed biological or cultural superiority of one or more racial groups is used to justify or prescribe the inferior treatment or social positions of other racial groups” (Wilson, 1999, p. 14). Through the process of “racialization” (Restrepo, 2010), perceived patterns of physical difference such as skin color or eye shape have been used to differentiate groups of people. Thereby constituting them as “races”; “racialization” becomes “racial discrimination” when it involves the hierarchical and socially valuation of racial groups (Restrepo, 2010).

In terms of education, it is possible to see how in a simple situation of interaction, there are actions and words of several social actors that are not expected in a given the situation. These actions and words are usually mediated by prejudices against the black race (Quintero, 2014, p.77). Some cases may occur with a student or several students who constantly practice racist actions and attitudes that affect racialized people inside and outside their school. These situations may be

Social Justice and Racial Discrimination Understandings in the EFL classroom

“normalized” (Mena, 2009), since students are part of the configuration of the power relations and social hierarchies of which, directly or indirectly, they have been educated or influenced. In this sense, students in question may not understand the racist consequences of their actions on the people around them (Quintero, 2014, p. 86).

For this reason, racism as a practice evidenced inside classrooms, previous observations and a diagnosis questionnaire (See annex 1) were carried out in eighth-graders at Alejandro de Humboldt School in Sogamoso Boyacá. The purpose of this questionnaire was to know the perceptions, knowledge and educational experiences of students in relation to issues that address acts of racial discrimination such and to know the characteristics of the educational context in which students develop everyday.

In the diagnostic questionnaire, it was possible to observe that the students had limited understandings about racial discrimination. They had basic notions about it and they did not develop them with too much interest or relevance. Students answered most of the questions with “yes or no” even when some of them were opened-questions in which they had a space to explain their ideas.

With those type of answers, I could notice most of the students were not conscious about racial discrimination as a social issue. Moreover, they believed that their opinion about racial discrimination had been influenced by different factors such as family, friends, teachers, and classmates since they often hear racist comments and observe racist acts in spaces in which they spend time such as familiar spaces, educational spaces, public spaces, and social media. Some of the students admitted being victims of racial discrimination in different contexts and they expressed they had not had enough spaces at school to talk about types of discrimination, types of skin color,

Social Justice and Racial Discrimination Understandings in the EFL classroom

racial discrimination in different environments, the consequences of being racist, human diversity, among others.

In this particular case, some of the participants of this study were teenagers who were only thinking about their own lives without thinking about others' realities. This situation constituted one of the reasons why they did not perceive racial discrimination as a serious problem before the implementation of this study. Eighth-graders were not aware of the people who are suffering directly the effects of racial discrimination since they used to think humans are not powerful enough to cope with any kind of problem resulting from the lack of their commitment with humanity.

Social Justice and Racial Discrimination Understandings in the EFL classroom

3. Research Questions

3.1. General

What does the implementation of a project-based unit informed by Social Justice Standards reveal about Alejandro de Humboldt School eighth-graders' understandings on racism and their English language development?

3.2. Specific

How do eighth-graders' understandings about racial discrimination present in different environments (school, family, and society in general) evolve while generating a project-based unit on Social Justice Standards?

To what extent are eighth-graders' EFL skills developed while actively engaging in lessons informed by project work methodologies and social justice issues?

Social Justice and Racial Discrimination Understandings in the EFL classroom

4. Research Objectives

General

To describe Alejandro de Humboldt School eighth-graders' understandings on racism and their English Language Development.

4.1. Specific

To interpret the evolution of eighth-graders' understandings about racial discrimination present in different environments such as school, family, different Colombian regions, and society in general while generating a project-based unit on Social Justice Standards.

To identify how are eighth-graders EFL skills developed while actively engaging in lessons informed by project work methodologies and social justice issues.

Social Justice and Racial Discrimination Understandings in the EFL classroom

5. Literature Review

Racial discrimination inside and outside eighth-graders' classroom is a real concern. This study committed to social justice agendas by promoting discussions about racial discrimination and its consequences in society and raising awareness in English as a Foreign (EFL) courses to generate local transformations. Once students become aware of the impact of their discriminatory acts, they may work together to ensure better human relationships by changing their thoughts about judging people's physical appearances. Therefore, this study evolved students' racial discrimination understandings, so they could share their knowledge about this problem in their society and generate awareness about discriminatory practices in their context. Considering this, some research studies have been developed as a way to promote racial discrimination understandings, social justice, social justice standards, and project-based learning.

The first aspect to take into account in this study is racial discrimination in the classroom. The study '*Breaking the Cycle of Racism in the Classroom: Critical Race Reflections*' written by Rita Kohli in 2008 at the University of California; talks about the impact of dominant cultures. The author highlighted the impact that cultural bias in schools can have on students of color and she articulated themes that emerged from the personal narratives of nine women of color enrolled in an undergraduate education program in Southern California. Through qualitative interviews, those future teachers revealed discriminatory experiences in their own education; as well as working on breaking cycles of racism in classrooms of today's youth. The author mentioned that the voices of the teachers are often invisible from education discourse. However, this study adds a much-needed perspective to teacher education and can provide a model of pedagogical reflection that can be replicated in programs serving prospective teachers of color or white skin teachers in order to break the cycle of racism inside the classroom with their students.

Social Justice and Racial Discrimination Understandings in the EFL classroom

It was found that there were numerous moments when teachers made comments or acted in ways that prioritized white cultural values over students of color. That is why, it was implemented "Critical Race Theory." This framework was constructed to acknowledge race and its intersections with racism as a first step to combating the daily oppression of racial injustice and educational inequity. The Critical Race Theory was guided by principles such as centralize race and racism and its intersections with other forms of oppression (e.g., gender, class), challenge the dominant ideology, represent a commitment to social justice and use interdisciplinary perspectives, including education. These elements provided an important framework to engage minority voices in identifying as well as challenging racism. For the data gathering, each student had to write an education autobiography where they were asked to examine their educational experiences through the lens of race, class, and gender. Excerpts from these written autobiographical narratives were used to supplement the data. There were also interviews which were transcribed and, along with the written narratives, were coded.

In the findings, the author mentioned that racism is not uncommon in schools. Every day, youth is subjected to injustices, including low expectations, stereotypes, inadequate resources, and a curriculum that privileges white cultural values. Within these educational conditions, many of these youth internalize negative messages about their own culture. On the other hand, the author mentioned that teachers must teach students to resist believing the message that People of Color are inferior.

This article was useful in order to know that breaking the cycle of racism is a difficult battle, but the more that teachers believe in the immense value of diverse cultural knowledge, language, and rich traditions. The more equipped teachers will create spaces to educate and empower students. Thus, empower students to construct relationships with other people by understanding

Social Justice and Racial Discrimination Understandings in the EFL classroom

their social, emotional, and physical differences are some of the processes that were developed in this study in order to interpret how do eighth-graders' understandings about racial discrimination present in different environments (school, family, and society in general) evolve while generating a project-based unit on Social Justice Standards.

In terms of students' role about racism in the classroom, there is an article titled *"I don't think racism is that bad anymore: Exploring the end of racism discourse among students in English schools"*. It was written by Andreoli, Greenland & Howarth in 2016 in the United Kingdom. In this study, there were presented the findings on constructions of racism from a focus group study (11 groups) with a mixed sample of secondary school students in England. It was showed that racism was on the whole 'othered'. It was located in other times, places, and people or was denied altogether. The authors showed that this way of talking about racism had different uses depending on the identity stakes involved in different interactional contexts.

The aim of the study was to achieve an in-depth understanding of the range of views with regard to cultural diversity in educational contexts of London, Yorkshire, and Sussex. The authors starting point was that racism was not a single representation but rather that the meanings of racism could vary according to the local and broader social contexts of discourse. To illustrate this, they explored how participants in different contexts described, debated and denied racism, and how these different discourses depended on the identity stakes involved in different interactional contexts.

As there were implemented focused groups interviews in the schools, they analyzed the data using a discursively oriented thematic analysis. They analyzed the data in terms of their content using a hierarchical scheme of themes, sub-themes, and basic codes. After collecting all extracts that referred explicitly to racism, they identified key lines of argument and themes that allowed

Social Justice and Racial Discrimination Understandings in the EFL classroom

participants to make sense of racism in different ways and that were recurrent across the focus groups.

In the findings, they found that racism was on the whole ‘othered’. It was located in other places (e.g., London). In the rural Sussex focus groups (where all participants were White), comparisons with London were very common in discussions of ethnic and cultural diversity. Interestingly, comparisons with London could take one of two directions in these discussions: Either students argued that there was less racism in London because there is more diversity, or they argued that there was more racism owing to more diversity, but in both cases, racism was constructed as having no direct relevance to the participants’ own lives. Racism was ‘othered’ historically for them and it was constructed as a thing of the past.

As such, it was the older generation that was more readily constructed as racist owing to ignorance and being raised within an ‘outdated’ normative and structural system. The findings also showed that most of the students perceived races without categorizing them, something that other people that are living in towns or probably undeveloped countries or cities are not accustomed.

To conclude, the authors suggested that future research need to explore further not only denials of racism as rhetorical strategies in micro-interactions but also the end of racism as a broader normative discourse and its effects for interethnic relations and equality. This research study shows a notion of education and culture that is difficult to find in Colombia. In this study, most (not all) of the England students were raised in order to know that racism is something of the past because of the European conquest. Although racism is not overcome in England, this is an example of what this study wanted Alejandro de Humboldt eighth-graders to achieve in order to evolve students understandings on racism.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Another research article about the students' role in racism inside the classroom was developed in Colombia. It is titled '*Everyday Racism in Colombian Universities: The Experience of Black Students in Bogotá*'. It was written by Quintero (2014). This paper presents the results of sociological research on racial discrimination in Colombian universities. Racism was understood as a social process and based on empirical qualitative work from in-depth interviews, the article approaches the everyday racism experienced by students in universities in Bogotá who were discriminated as black men or black women according to the constructions of racial 'otherness' in Colombia (Quintero, 2014). The main mechanisms of manifestation of racism and discrimination identified in the research were expressed from euphemisms and they tended to generate and reproduce a supposed inferiority and subordination of black students at different universities in Bogotá.

For this purpose, the first part of the article took up some theoretical and conceptual elements in relation to categories such as race, racism, and discrimination. The university was emerging as the main scenario to develop fieldwork, taking into account the differences presented by this type of institutions in Bogotá. Thus, they asked the following question: What kind of racially minority group could collaborate with the study and why? For this reason, they specified that their research was not about a study about blacks or indigenous people but about a perspective of the analysis of racism and discrimination based on the experience of people who have been socially and historically constructed as racial minorities. In that sense, work with a single reference group was privileged: black or Afro-Colombian people. The authors focused on the experiences lived by these students and the characteristics of racial discrimination in general.

The main method of research was based on the snowball technique, consisting of putting initial contacts with people who are susceptible to be interviewed or not, who provided the authors with the data of other people who in turn were contacted, proceeding in this way. In total,

Social Justice and Racial Discrimination Understandings in the EFL classroom

23 people were interviewed. The methodology of categorization and analysis of the interviews was then located from an inductive perspective, of a qualitative nature. From this way of reading the data, the idea was to try to forget the theory and begin to generate categories of analysis from the data by themselves, as when one is studying a completely unknown text.

In the data analysis, it was discovered that the students felt discriminated by their classmates and teachers in different ways that were called "mechanisms of everyday racism " which are expressions, words, and comparisons that white people normally use in order to talk about black people. In that sense, the white people who use these terms may not understand the racist consequences of their actions; even when they are informed of such consequences over and over again. However, this lack of awareness or, rather, denial of the problem does not excuse their actions.

The authors concluded that there are social inequalities that affect ethnic minorities in Colombian classrooms. They also affirm that Colombian society seems to ignore the existence of discrimination and much more when it comes to the educational field in general. In this article, it can be shown that not only children and teenagers are discriminated in their schools because of their skin color, but also adults within the universities. This study was an aid to the development of this study because it is one more reason to prove that racism is a social, cultural and educational problem that must be changed, and it was also a guide to raise awareness among students/teachers who are often practicing racism against their classmates/students.

One of the goals of this study was to explore ways to enhance social justice education in the EFL field. Thus, the second aspects to take into account are social justice and social justice teaching. In terms of the teacher's role, there is an article titled '*Learning to Teach for Social Justice: Measuring Change in the Beliefs of Teacher Candidates*' written in 2008 by Enterlin, Cochran-Smith, Ludlow, and Mitescu in Massachusetts at Boston College. This article talks about

Social Justice and Racial Discrimination Understandings in the EFL classroom

two current trends in teacher education—the press to assess teacher education in terms of measurable outcomes, on one hand, and the growing emphasis on social justice as a theme of teacher education, on the other. The article begins with a discussion of the concept of “teacher education for social justice”. The study shows that certain aspects of the complex construct, “learning to teach for social justice,” can be measured reliably and validly across multiple groups of teacher candidates and graduates using a “Learning to Teach for Social Justice-Beliefs” (LTSJ-B) scale.

This scale was part of a group of teacher preparation surveys, which are in turn, part of a larger portfolio of qualitative, quantitative, and mixed methods studies designed to explore the effects of teacher education and the process of learning to teach. The analysis showed that the LTSJ-B scale could detect changes in beliefs related to teaching for social justice over time in teacher candidates. Specifically, it showed the scores of different groups of teacher candidates far exceeded the scores of entering candidates. It also showed that after one year of teaching, graduates of the program maintained these higher scores. The analysis in this article contributed to the argument that although “learning to teach for social justice” is a complex matter that requires complex measures, it can indeed be constructed as an outcome of teacher education and thus expand the agenda to make teacher education accountable for the quality of teachers in preparation. This article supported this research study because it shows the way in which social justice can make changes in teacher candidates' beliefs related to the process of teaching and learning. Thus, they can define the way in which they want to learn and the way they want to teach and why. Social justice teaching shows itself as an alternative to being different and make a social change in teachers and students as it made a change on me.

On the other hand, there is another study related to social justice and social justice teaching education that was developed in Colombia. It is titled “*Contributions of a Social Justice*

Social Justice and Racial Discrimination Understandings in the EFL classroom

Language Teacher Education Perspective to Professional Development Programs in Colombia''

by Sierra in 2016 at Universidad de Antioquia. The author discusses the social justice language teacher education perspective and how it can help language teachers to develop a political view of their work and effect change inside and outside of their particular school contexts. To do this, the author briefly analyzed various professional development programs for teachers of English in public schools in Medellín-Colombia to determine how these have or have not contributed to the development of a political perspective in teachers. Finally, she discussed what the implementation of such perspective requires, and she provided some examples to illustrate how it may look in practice, and discussed some implications for different stakeholders.

From the study, the author mentioned that teaching from a social justice perspective requires teachers' understanding that they are responsible for challenging inequities in society. They should be advocates for students and their efforts should support larger efforts for social change. Therefore, teachers are called to accept the responsibility they have in the construction of better futures for their students and as a consequence a better society. The study suggested that teachers can act by knowing their students, taking care for them, building good relationships with them, making curriculum/lessons relevant and applicable to them, and knowing and understanding their sociocultural contexts. That is why the development of the unit with six lessons in this study was thought to be applicable to students in order to work with them their understandings on racism and how they can use social justice to raise awareness in their community.

This research article was useful for this research study because it is a study that shows what is the role of a social justice language teacher and it shows how teachers, in general, are called to make a social change in their classrooms when they find there are inequalities on them, as it was evidenced in Alejandro de Humboldt school eighth-graders' classroom.

Social Justice and Racial Discrimination Understandings in the EFL classroom

In terms of the student's role in social justice, the study *“Critical analysis of advertising: enhancing tenth graders’ identity construction in an EFL classroom”* was developed by Lara Páez (2015) at a private institution in Duitama, Boyacá. The study enhanced social justice practices by supporting students’ development of their critical skills. In the study, participants became more critical about the impact that the messages of advertising had in their lives and started to accept and respect aspects from their own culture that informed their identities. Once participants recognized the influence of mass media in their understanding of the world, they transformed their discriminatory thoughts and behaviors. They increased their low self-esteem and started to empathize with other’s experiences. In relation to English development, tenth graders improved their writing skill significantly evidenced in the reflections they wrote about the role of media in their context.

The contributions of Lara (2015) were meaningful for the development of this study as they developed strategies that were helpful to promote social justice agendas in the EFL classroom. I agree with this author in the fact that English can be a subject that can be taught beyond grammar. Social Justice Education gives EFL teachers the opportunity to help their students to work on social injustices. Thus, leading students to think about the influence of media in their lives helped them to transform their reality. In the current study, eighth-graders at Alejandro de Humboldt School became interested in relation to racial discrimination and its consequences in different environments. Therefore, they started to raise awareness in their community in order to make a social change by working on social justice agendas.

Promoting students interest and participation in social justice and racial discrimination understandings is transcendental for the development of this study. Project work allows students to enhance their English language and group work skills. Thus, this methodology has been selected as a process to get students involved in discussions and research around racial

Social Justice and Racial Discrimination Understandings in the EFL classroom

discrimination issues and different ways to approach them. Therefore, some research studies involving the methodology of project work were considered to support and provide information to this research process.

The study ‘ ‘ *Environmental Literacies: Raising Eighth Graders’ Social Justice and Environmental Awareness through Project Work* ’ ’ by Lara Paez (2018) was developed in Sogamoso, Boyacá in a private institution.. This study aimed at enhancing eighth-graders’ environmental awareness while actively engaging them in lessons informed by project work methodologies and Social Justice learning. Similar to Lara Páez (2015), this study enhanced social justice practices by supporting students’ development of their critical skills while reflecting on environmental issues in their community. Students became more conscious about the impact of the environmental issues on their context and they recognized social justice as a useful instrument to make a change in society in terms of the environment.

The implementation of project work informed by the principles of environmental literacy enhanced eighth-graders’ environmental awareness and criticality where students approached environmental issues from the understanding of their reality. Students’ understandings of the connection among environmental degradation and injustice led them not only to reflect about the consequences that their daily actions had for the environment but also to analyze how those practices increased the emergence of environmental disasters that affected other people. Project work gave students the opportunity to put into practice their language skills and decide on the language needs they had to improve for the development of the class project and for raising awareness in their context.

This study was very useful for the development of this research because it has two of the main constructs in which this study is focused on (Social Justice and Project-based learning). In

Social Justice and Racial Discrimination Understandings in the EFL classroom

Lara Páez (2018), students developed environmental awareness as a means of working for social justice and working collaboratively by means of project work. In the present study, eighth-graders developed racial discrimination understandings as a means of working for social justice and using project work for working collaboratively and raising awareness in their contexts.

In the same vein, Alejandro de Humboldt School eighth-graders' understandings of the connection among racial discrimination and injustice led them not only to reflect about the impact of their daily actions and words against other people but also to analyze their consequences.

In this section, it is discussed some studies that reflected the necessity and importance of continuing exploring ways to develop racial discrimination understandings, social justice-oriented practices in the EFL context, and project-based learning. Now, some theoretical constructs will be presented as a way to support the development of this study.

Social Justice and Racial Discrimination Understandings in the EFL classroom

6. Theoretical Framework

It is important to clarify and explain the main concepts that underpin the argument of this study. This chapter deals with the main theoretical aspects that underline the argument presented in this paper. The key constructs for the development of this project were: *Social Justice*, *Social Justice Teaching*, *Social Justice Standards*, *Racism in the classroom*, and *Project-based learning*.

6.1. Social Justice

Social justice is the most important domain in which this project was focused. Thanks to it, the application of the unit with six lessons was developed. As Boyd (2017) states "Social Justice detonates a commitment to understanding, studying, and continuously discerning systems of oppression and to taking action to work against those structures for a better and equitable society for all individuals" (p. 5). A better equitable society for all individuals is focused on equality of human rights in which a human being can live with freedom and dignity; that is why Social Justice is a wide field when talking about social relations. On the other hand, (Cochran-Smith & Lytle., 2009; Zeichner, 2009, 2011) state there are three different conceptions about Social Justice. One conception is about distributive theories focusing on a just or equitable distribution of material resources and services in society.

Another conception is related to recognition theories focusing on social relations among individuals; that is, caring and respectful social relations where people are treated with dignity (Zeichner, 2011). A third conception focuses on both distributive and relational justice theories. These conceptions on Social Justice were the basis for the development of this Project because of the need of working on a better and equitable society. In this case, working with Alejandro de Humboldt school eighth graders about the way they could learn how to live in community with respect and dignity.

Social Justice and Racial Discrimination Understandings in the EFL classroom

6.2. Social Justice Teaching

As it was mentioned before, social justice is the main domain in which this project is focused. Therefore, social justice teaching is also the main domain that will be used during the development of the project and inside the eighth-graders' classroom in order to make a social change. Zeichner (2011) states that social justice involves "the forming of linkages inside and outside education aimed at working for broad social change" (p. 18). In the same way, Boyd (2017) states "teaching is itself a form of activism that allows for the realization of Social Justice in how and what educators teach their students. [Then], social justice teaching is a powerful way of teaching for life, for teaching values, and equal conditions for all human beings" (p. 7).

A social change is developed and achieved inside a classroom, thanks to the education children and teenagers can receive from their teachers. Thus, preparing teachers to work under this perspective, although challenging, is worth the effort to reduce the inequalities and injustices existing in schools and society. However, it requires different stakeholders to learn to work together and with other actors in society to make the desired social change. (Sierra, 2016, p. 206)

In this part, it is also important to mention that teachers are one of the instruments for a social change independently the context or the social class. According to Zeichner (2011) "social justice teaching education aims to respond to preparing teachers to teach in ways that contribute to a lessening of 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" (p. 7). For that reason, a social justice perspective can contribute to the kind of preparation teachers require to move to equal teaching practices, which, at the same time, will set an example for students to follow inside and outside their schools.

Social Justice and Racial Discrimination Understandings in the EFL classroom

The development of this project will go beyond typical or traditional units because teaching about society, equality and culture is not something common in schools' curriculums. Social justice language teacher education is about moving beyond issues of language such as grammar, the four skills of language learning, as well as sociocultural and critical approaches to language teaching to directly concentrate on teachers' agency and responsibility to effect local and larger social change as they understand how social structures affect educational and life chances for their students and their families (Hawkins, 2011).

Then, eighth-graders' perspectives during the development of this project were taken into account as an important vision of advocating for social justice in education.

6.3. Social Justice Standards

A Framework for Anti-bias Education

The Social Justice Standards are a road map for anti-bias education at every stage of instruction. Comprised of anchor standards and age-appropriate learning outcomes, "the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable" (Teaching Tolerance, 2016, p. 2).

Classrooms are characterized for being diverse. Students need knowledge and skills related to both "prejudice reduction and collective action". Together, these domains represent an engagement in "anti-bias, multicultural and social justice education" (Teaching Tolerance, 2016). The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood.

Social Justice and Racial Discrimination Understandings in the EFL classroom

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains “identity, diversity, justice and action” (IDJA) (Teaching Tolerance, 2016). These standards provide a common structure in which teachers and school administrators can use them to guide a curriculum development to make schools more just, equitable and safe for students. The standards are leveled for every grade education.

“Teaching about IDJA allows teachers to engage a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action” (Teaching Tolerance, 2016, p. 3). In this case, prejudice reduction wants to minimize conflict and it is focused on changing the attitudes and behaviors of a group, in this case, Alejandro de Humboldt School eighth-graders.

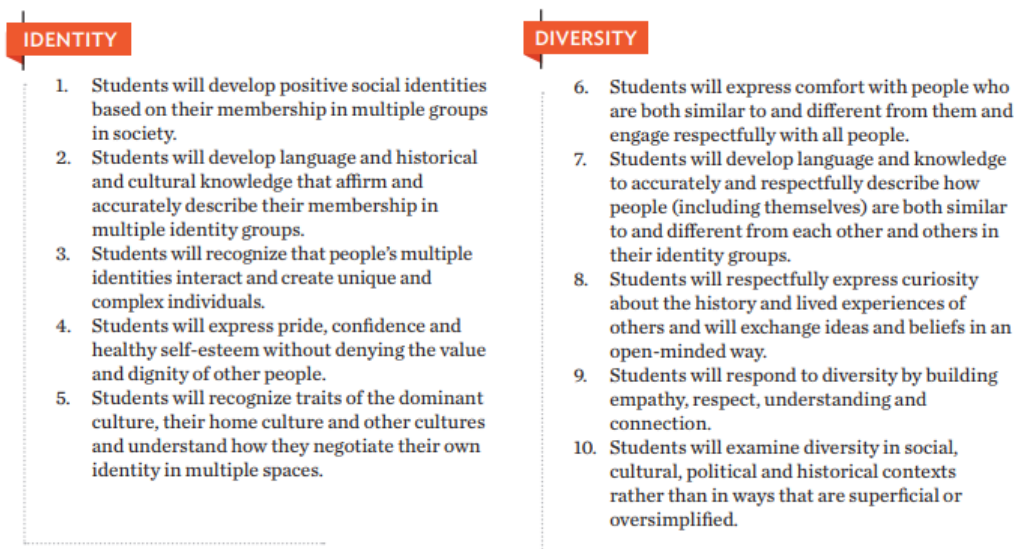


Figure 1. Anchor Standards and Domains (Teaching Tolerance, 2016).

Social Justice and Racial Discrimination Understandings in the EFL classroom

JUSTICE	ACTION
<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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.

Figure 2. Anchor Standards and Domains (Teaching Tolerance, 2016).

The previous figures represent the Social Justice Anchor Standards and Domains by the Teaching Tolerance Anti-bias Framework. The charts summarize the standards and domains that were taken into account during the development of this study. The project-based work and the lesson plans designed within the didactic unit were informed by Social Justice standards which were focused on either reducing prejudice or advocating collective action in Alejandro de Humboldt School eighth-graders through the development of each lesson plan and the project work stages.

6.4. Racism in the EFL Classroom

Race and racism

Racism is a central part that is connected with social justice teaching and it is also the concept that was developed during the application of the unit and during the development of the whole study. Racism cannot be defined without first defining race. Among social scientists, ‘race’ is generally understood as a social construct. “Race has a influential significance in structuring

Social Justice and Racial Discrimination Understandings in the EFL classroom

social reality. The term 'race' was first used to describe peoples and societies in the way we now understand ethnicity or identity” (Clair & Denis, 2015, p. 857).

The notion of race is strongly related to that of racism. Although they are closely related, racism refers us to specific configurations of “social domination”, based on the idea of race, according to certain social, historical, ideological, cultural and geographical contexts. “In other words racism must be located in their spatial and temporal contexts” (Wade, 1997, p. 398).

One could speak of phenomena of racism in times before modernity, the modern idea of race appears from the eighteenth century with the “so-called scientific racism” (Agudelo, 2002), that raised the existence of essential and natural differences between human groups and in this way, it generated social hierarchies based on phenotypic characteristics considered as biologically essential differences. The production of these theories was accompanied by scientific explanations about the inferiority of some races over others and the legitimacy of the domination of those that were supposed inferiors by the superiors (Agudelo, 2002).

Historical context of racism

“Racism can be considered as a particular constitutive ‘marking of bodies’ and a mark that derives from the old European colonial system where certain embodied features were acquiring central significance in the constitution of certain differences and hierarchies in human beings” (Wade, 1997). In these hierarchies, the European appeared as racially superior while the rest occupied lower places. Features such as hair, skull size, or skin color were historically configured as racialized indicators. (Restrepo, 2010, p 18)

The racial ‘markings of the bodies’ have been transformed historically and are understood according to the situation and the context. For instance, in Latin America, racism has been more

Social Justice and Racial Discrimination Understandings in the EFL classroom

present according to the type of culture and education that people have received for years and the concept of racism can vary not only in skin color but also in different body characteristics since the conquest European were established (Restrepo, 2010, p. 18).

Since the past until today, racism has been a practice that is changing in different aspects, but currently, it is still an issue that social scientists have described as an aspect of human inequality in general. According to Clair & Denis (2015) ‘‘contemporary approaches to racism center on explaining the well-documented persistence of racial inequality and racial discrimination in an era of declining overtly racist attitudes. Contemporary sociology considers racism as an individual- and group-level processes and structures that are implicated in the reproduction of racial inequality in diffuse ways’’ (p. 857). Some Solorzano, Allen & Carroll (2002) agree that an approach to the study of racism is at once socially important and analytically useful for understanding the persistence of racial inequality in a society

Racism and schooling

In the Colombian social sciences, there are important gaps in terms of knowing how discrimination and racism are manifested in education and how they influence the re-production of educational and social inequalities that affect the different racialized minorities in the country (Quintero, 2014). For instance, one racialized minority in Colombia are the Afro-Colombian people when they are immersed in different regions of the country in which people are not usually black and they are usually discriminated.

Howarth (2006) suggests that racism is a socially elaborated system of representation that is ‘‘embedded’’ in institutions and in the everyday ways in which we relate with others. For years, theorists have argued that education has been used as a tool of oppression to teach People of Color

Social Justice and Racial Discrimination Understandings in the EFL classroom

that their culture is inferior to the dominant white culture (Woodson, 1933; Freire, 1970; Hooks, 2001). In 1933, Carter G. Woodson wrote “The Mis-Education of the Negro” to argue that schools miseducate Blacks (and Whites) to believe that Blacks are of less value than Whites.

In the same vein, Solórzano, Allen, & Carroll (2002) argue that “racism affects multiple racial groups in their educational environments” (p.181). Within a classroom, it is possible to see how in a simple situation of social interaction, face to face in this case, the balance at the moment of interacting is lost to the extent that there are actions and words of several people that are not in accordance with what is expected of a certain situation. However, these actions and words are mediated by prejudices about the black race, of which the student thus racialized became the target (Goffmann, 1970).

In the same way, these situations may be completely “normalized” (Mena, 2009) by students since they are part of the configuration of power relations and social hierarchies. In that sense, the student in question may not understand the racist consequences of their actions; even when they are informed of such consequences over and over (Quintero, 2014, p.86). However, this lack of awareness or, rather, denial of the problem does not excuse their actions at all, but constitutes another mechanism for the manifestation of everyday racism; as it has been identified in some studies under the typical expression of “I am not racist but ...” (Bonilla Silva, 2006). Hence, racism is a practice that is common in different contexts and classrooms are not an exception. That is why, this research study aimed to work on racism inside the classroom in order to enhance the participants’ understandings on racism and apply that knowledge inside and outside the classroom.

6.5. Project-based learning

Project based learning played an important role during the development of the unit. Project-based learning is “a form of situated learning and it is based on the constructivist finding that

Social Justice and Racial Discrimination Understandings in the EFL classroom

students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas. In project-based learning, students engage in real, meaningful problems that are important to them'' (Krajcik & Blumenfeld, 2006).

PBL is based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities, give students the opportunity to work relatively autonomously over extended periods of time, and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999).

Furthermore, project work includes challenging tasks in terms of ''content and language'' (Ribé & Vidal, 1993). Students develop their language skills, and at the same time, they work together to achieve the class project objectives. The development of different tasks leads students to become proficient in terms of English use. ''Project work tasks are based on the achievement of new language needs, so students feel motivated to foster their language skills and achieve the purpose of the task that is developed following a sequence'' (Ribé and Vidal, 1993, p. 43).

Ribé and Vidal, in their handbook *Project Work Step by Step* (1993), proposed ten moments of project work. According to students' needs, eighth-graders were allowed to pass from one stage to another. They could also analyze the process and they could define if the stages were useful or not and omit them in case it was necessary.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Project Work Stage	Objectives
Creating a good class atmosphere.	- Knowing the other participants of the project. - Creating an appropriate class atmosphere.
Getting the class interested.	- Topic Formulation. - Raising students' interest.
Selecting the topic.	- Selecting the topic. - Negotiating themes.
Creating a general outline of the project.	- Negotiating project structure. - Forming groups and assigning tasks.
Doing Basic research around the topic.	- Adding information to the general outline. - Organizing the information.
Reporting to the class.	- Building students' confidence in oral reporting. - Encouraging motivation across the groups.
Processing feedback.	- Increasing autonomous work.
Putting it all together.	- Analyzing and improving ones work.
Presenting the project.	- Generating a feeling of achievement.
Assessing and evaluating the project.	- Making students more autonomous in language learning.

Figure 3. Project work stages and objectives (Ribé & Vidal, 1993, as cited in Lara Páez, 2018).

All the stages of project work stated by Ribé & Vidal (1993) encouraged eighth-graders' active participation and decision making through the development of the class project. Project work allowed students to be in charge of their own process of knowledge construction while I (Mariana) had the role of facilitator. Project-based learning approach was used in order to develop the implementation of the didactic unit designed for Alejandro de Humboldt school eighth graders in order to make them analyze the way in which racial discrimination issues were affecting their community and respect human diversity. Thanks to PBL students worked collaboratively in order to propose a real social change in terms of racist practices and they shared with their classmates their points of view, their notions and perceptions about racism, and they were mediators of conflict solution.

7. Instructional Design

This chapter illustrates the methodological components adopted for the instructional design. The unit with six lessons implemented in this study was designed using project work methodology and following social justice standards by the Teaching Tolerance Anti-bias Framework. Moreover, this section presents the role of the teacher-researcher, the implications of relating English Language Teaching (ELT) to the evolution of students' racial discrimination understandings, and the roles and perceptions of the population who participated in this study. Accordingly, the instructional questions, objectives, roles and pedagogical procedures will be introduced as follows.

7.1. Instructional Design Question

What does the development of project work based on racial discrimination issues and its effects in different environments such as (school, family, and society in general) reveal about eighth-graders' racial discrimination understandings at Alejandro de Humboldt School?

7.2. Instructional Design Objectives

To describe what the development of project work based on racial discrimination issues in different environments such as (school, family, and society in general) reveal about eighth-graders' racial discrimination understandings at Alejandro de Humboldt School

7.3. Roles in Instructional Design

During the pedagogical intervention of this study, eighth-graders were the ones who made decisions and determined the course of this process. In each session, they did research and analyzed racial discrimination issues and reflected about some attitudes and behaviors they could

Social Justice and Racial Discrimination Understandings in the EFL classroom

change to reduce their negative impact on people according to their own words and actions against them.

Students identified together some racial discrimination issues that affected their communities (their families, inside school, inside the classroom, in their neighborhoods, etc) they created a class project to raise awareness inside their school. They worked individually to develop their projects, but they also organized groups in order to exchange information and give feedback each other. Thanks to a brainstorming about the topics or issues related to racial discrimination inside and outside the classroom, students selected a population they wanted to work with, designed and distributed the specific tasks, did research on the discrimination acts and issues, organized their artifacts and chose some strategies to solve the problems they identified. In terms of English learning, students were responsible to identify the language skills they needed to develop the project. Accordingly, they expressed their need to improve their speaking skill in order to perform in public at the moment of presenting their projects and their writing skill to present their reflections and opinions in a written form.

During the process, the teacher was monitoring and was a facilitator for students. She was in charge of introducing the topic and getting students involved in a reflection about their relationships with the people that surround them. As students got familiar with each topic presented in each lesson, they started making decisions, selecting the topics they wanted to get deeper understanding of, and planning how to apply the information. In that sense, my job was creating spaces to listen to students' opinions and ideas and to help them to organize and shape their projects in their written diaries. Once students' realized the teacher was there for them, they felt confident and they worked with enthusiasm since they knew that on the other side there was someone who would listen to them. According to the students' decisions and comments during

Social Justice and Racial Discrimination Understandings in the EFL classroom

each session, we all decided the steps to follow each week taking into account the projects were developed collaboratively and students were constantly taking into account their classmates' suggestions. At the same time, I monitored students' work; I observed and analyzed their reactions and thoughts in order to collect data that might be useful for this study.

In terms of the language, I did not give to students a direct instruction about any specific grammar topic because I wanted them to be free at the moment of expressing their ideas and thoughts. Instead, I helped them to structure and organize their ideas and sometimes I provided vocabulary and pronunciation. Students were very excited during the process and they were very curious about how to make a better job each week and trying to find different elements to call others' attention.

This process was developed during the implementation of the didactic unit with 6 lessons that lasted exactly three months (a complete school period). Each lesson had a different grammar topic, a different social justice standard, and a different topic regarding racial discrimination in different environments. The classroom project emerged as a strategy to generate Alejandro de Humboldt School students' consciousness about the current racial discrimination issues presented in different contexts and some other discrimination types presented inside and outside school.

7.4. Didactic Unit with Six Lessons

The development of the didactic unit was a process in which students were developing their understandings on racial discrimination and its consequences in society. In the lessons 1 to 2 "How do I perceive others and myself?" and "Comparing myself with my family members" students compared people with different physical characteristics. They reflected about the implicit stereotypes and prejudices they had about the differences and similarities of the people

Social Justice and Racial Discrimination Understandings in the EFL classroom

that surrounded them by means of using different type of adjectives to describe and compare those people.

In lesson 3 “Comparing people from different Colombian regions,” students had the opportunity to keep comparing people physical and emotional characteristics as well as comparing themselves with others. In that lesson, they did a reflection about the perceptions they had about people from different regions and the aspects for which those regions were recognized. They recognized how their perceptions were influenced by the prejudices and stereotypes they had against people from those regions and they understood physical appearances do not define the place a person was born.

In lesson 4 “The skin I am in” students reflected on how their own actions and words led to discriminatory acts and the impact of these in people. They also felt identified with some discriminatory situations in which they were victims.

In lesson 5 “Who I am: Knowing me, knowing you” students expressed thoughts about their self-esteem, who they were, and the aspects in which they were physically and emotionally different from others in order to understand how good is to be different and feel free to be as the way they want.

In lesson 6 “Black is beautiful” students analyzed how society and the culture in which they live perceive black color as a representation of bad. At the same time, they described their favorite black elements/objects, food, animals, people, among others; in order to break up the stereotype that black color represents bad and they found the same beauty in all colors.

Apart from this, the implementation of this didactic unit was informed by project-based work and by social justice standards to get information about eighth graders’ understandings on

Social Justice and Racial Discrimination Understandings in the EFL classroom

racial discrimination and their English language development. Accordingly, every session of this project work was based on the Social Justice Standards proposed by The Teaching Tolerance Anti-Bias Framework (2016).

For the reasons mentioned before, this study was focused on Social Justice standards during each lesson and it was a key option in order to create a peaceful space for eighth-graders in which they could learn in equal conditions. Social Justice Standards for eighth-graders were a part of each lesson plan and a part of each stage of the project work for this study. Likewise, the standards proposed by the Colombian Ministry of Education (MEN) for teaching English to eighth graders. Table 1. Illustrates a summary of the topic of each lesson, the ELT standards, Social Justice Standards, aims, and a general description.

Table 1. Didactic unit with 6 lessons

Lesson	Topic	ELT Standard (MEN, 2006).	Social Justice Standard (Teaching Tolerance, 2016).	AIM	Description
1	<i>How do I perceive myself and others?</i>	I write messages in different formats on topics of my interest.	“I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups” (Diversity.6-8.7, p.8).	By the end of the class, I will be able to use “as...as comparatives” in affirmative and negative to compare two people when they are/aren't similar for reflecting about the stereotypes I have about the differences of the people that surround me.	Students compared people when they were/were not similar for reflecting about the stereotypes they had about the differences of the people that surround them.
2					Students reflected about

Social Justice and Racial Discrimination Understandings in the EFL classroom

	<i>Comparing myself with my family members</i>	I participate in a conversation when my interlocutor gives me the time to think about my answers.	“I know and like who I am and can comfortably talk about my family and myself and describe our various group differences”. (Identity. 6-8.1., p. 8).	By the end of the class, I will be able to use comparative adjectives in affirmative and negative to compare two people when I reflect about the implicit stereotypes I have about the differences and similarities of my family members including myself.	the implicit stereotypes they had about the differences and similarities of their family members including themselves.
3	<i>Comparing people from Colombian regions!</i>	I write messages in different formats on topics of my interest.	<p>“I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using” (Justice.6-8.11, p. 9).</p> <p>“ I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born” (Justice. 6-8.14, p. 9).</p>	By the end of the class, I will be able to use superlative adjectives to compare more than two people or things when I reflect about the different stereotypes and perceptions I have about people from different Colombian regions.	Students analyzed stereotypes and perceptions they had about people from different Colombian regions and the aspects for which each region was recognized.
4	<i>The skin I'm in.</i>	I participate in a conversation when my interlocutor gives me the time to think about my answers.	<p>“ I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, and practices” (Justice.6-8.12, p. 8).</p> <p>“ I can respectfully tell someone when his or her words or actions are biased or</p>	By the end of the class, I will be able to use present perfect in affirmative, negative and questions for talking about actions that start in the past and continue in the present emphasizing “for and since” when I reflect on how my words and actions can hurt	Students reflected on how actions and words led to discriminatory acts and what was the impact the words and acts they had on other people (actions and consequences).

Social Justice and Racial Discrimination Understandings in the EFL classroom

			hurtful’’ (Action.6-8.18).	others due to prejudices.	
5	<i>Black is beautiful</i>	I write messages about personal experiences and events around me.	‘‘ I interact with people who are similar to and different from me, and I show respect to all people’’ (Diversity.6-8.6).	By the end of the class, I will be able to use ‘‘a - an’’ articles to indicate something or someone in singular or plural when talking about countable or uncountable black elements that surround me, describing which ones are my favorite in order to break up the stereotype that black color represents bad.	Students described their favorite black color elements/objects in order to break up the stereotype that black color represents bad.
6	<i>Who I am? Knowing me, knowing you</i>	I recognize the purpose of a description in medium-length narrative texts.	‘‘I know and like who I am and can comfortably talk about my family and myself’’ (Identity.6-8.1, p.8). ‘‘I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities’’ (Action.6-8.16, p. 9).	By the end of the class, I will be able to use ‘‘verbs about thinking’’ in affirmative, negative and questions in order to describe what I am thinking when I express my thoughts about my self-esteem, who I am and the aspects in which I am physically and personally different from others.	Students expressed thoughts about their self-esteem, who they were, and the aspects in which they were physically and personally different from others.

Next, there is presented an example of one of the lesson plans designed within the didactic unit. For reading the 6 lesson plan formats (See annexes 4 to 9)

Social Justice and Racial Discrimination Understandings in the EFL classroom

LESSON PLAN 5 - BLACK IS BEAUTIFUL

School: Alejandro de Humboldt

Grade: 8th

Date: June 25th, 2019.

Pre-service teacher: Mariana Ramírez Sánchez

School Teacher: Diana Marcela Patiño

Time: 2 hours

ELT STANDARD: I write messages about personal experiences and events around me. ‘‘Basic Standards of Competence in a Foreign Language: English.’’ (Page 25)

SOCIAL JUSTICE STANDARD: ‘‘ I interact with people who are similar to and different from me, and I show respect to all people’’ (Diversity) (Teaching Tolerance, 2016, p. 8).

SKILL: Writing

AIM: By the end of the class, I will be able to use ‘‘a - an’’ articles to indicate something or someone in singular or plural when talking about countable or uncountable black elements that surround me, describing which ones are my favorite in order to break up the stereotype that black color represents bad.

NEW VOCABULARY: a, an, and the articles.

RESOURCES

(Annex a): ‘‘Black is beautiful’’ poem written by Preston Mwiinga.

(Annex b): Images about black things taken from GOOGLE IMAGES.

COMPETENCES

LINGUISTIC: I am able to understand how to indicate something or someone in singular or plural when talking about countable or uncountable black elements that surround me through a poem, photographs, elements I can observe around me, and drawings using (a, an, the, or no article) in affirmative.

Social Justice and Racial Discrimination Understandings in the EFL classroom

PRAGMATIC: I am able to provide meaning to ‘‘a, an, the, or no article’’ by describing and reporting countable and uncountable things when I talk about the black things/elements that surround me.

SOCIOLINGUISTIC: I am able to show understanding on ‘‘a, an, the or no article’’ by describing the black color elements/things I like the most in order to reflect on the stereotype that ‘‘black color represents bad’’ for finding in black color the same beauty and value that other colors have.

WARMING-UP (10 minutes):

The pre-service teacher will start the class by an ‘‘Asking questions game’’. In that order, she will play with students ‘‘hot potato’’. Once a student has the ball the teacher will ask him/her the following questions: What is your favorite color? Why? In what elements do you like to see that color? Once students answer these questions, the teacher will ask the following: Do you like black color? Yes, no, why? If you like it, in what elements do you like to see that color? What do you think about black color? What does black color symbolize in our culture?

PRESENTATION (25 minutes):

Taking into account last students’ answers, the pre-service teacher will show in front of the class a poem that is titled ‘‘Black is beautiful’’ (**Annex a**). In the pre-reading stage, the teacher will ask students to talk about what will be the poem about taking into account the title ‘‘Black is beautiful’’. In the during-reading stage, they will read the poem in silence and they will write down unknown words. Then, the teacher will clarify unknown vocabulary and she will ask students to read aloud the poem.

In order to present the linguistic topic, the teacher will ask students to identify the words highlighted in the poem and express what they mean and the function they have. Depending on the students’ answers, she will explain to students that the words highlighted in both stories are ‘‘articles’’. She will explain to them that there are 4 types of articles in the reading. Students will be asked to identify them depending on the colors.

1st type of articles are highlighted in red color ‘‘**a**’’

2nd type of articles are highlighted in green color ‘‘**an**’’

3rd type of articles are highlighted in blue color ‘‘**the**’’

4th type of articles are not highlighted.

Social Justice and Racial Discrimination Understandings in the EFL classroom

The teacher will ask students to give examples in which those articles are presented in the poem. Once they give the examples, the teacher will explain the function of each article. The teacher will explain to students that we use **a** or **an** + a singular countable noun when the listener/reader does not know exactly which thing we are talking about.

“**A**” article is used with nouns that start with a consonant:

*i.e. I possess **a** symbol of power*

“**AN**” article is used with nouns that start with a vowel:

*i.e. It is **an** enormous representation of resistance.*

*Black is beautiful as it is **an** element of hospitality.*

“**THE**” + noun is used when it is clear which thing(s) person/people we are talking about.

*i.e. An amazing continent, “Africa”, **the** place I was born.*

*I have **the** confidence that I can do all things.*

“**NO ARTICLE**” + plural countable or uncountable noun is used when we are talking about things in general.

*i.e. **N.A** Black is beautiful, it represents the chocolate. **N.A** Chocolate is sweet no wonder if everyone likes it.*

Once students understand the purpose of “a, an, the, or no article”, she will ask students to take notes. If they have doubts, the teacher will clarify them, and if they want to give more examples, they can do it.

For the after-reading stage, the teacher will ask students the next questions: What do you think about the poem? Did you like it? What was the main topic of the poem?

PRACTICE (35 minutes):

Stages game:

The students will develop a mini-rally around the school with 4 different activities. The teacher will give to students 4 clues in order to develop it.

Social Justice and Racial Discrimination Understandings in the EFL classroom

- ✓ **1st STAGE - CLUE: “In the art classroom you will find, the inspiration you will need”**

Students will go to the art classroom where the teacher made a gallery. Students will observe different pictures of different black elements around the world (food, animals, objects, clothes, places, and people) (**Annex b**).

The teacher will go to the art classroom and she will ask students to observe the pictures. Once they observe them, she will ask students to make a round table. The teacher will take each picture and she will ask students: What is this? And students are expected to answer using ‘a, an, the, or no article’. She will ask students that if they want to participate, they will have to raise their hands up.

i.e. **A Zebra! An ice cream! A cat! The sky! Blackberries!**

Once students participate, the teacher will ask them the following questions: What do you think about these elements? Do you like them? What color do you observe in common? What does symbolize black color in our culture? Do you think these elements look better in other colors different from black? Yes, no and why? Once again, do you think black is beautiful? Why?

- ✓ **2nd STAGE – CLUE: "The whole school you will go down and black things items you will find”**

The teacher will ask students to visit every single part of the school and they will take notes of the black things they can observe (animals, food, people, clothes, objects, etc.) Once they do it, students will get in groups of 3 people and they will talk randomly about the black things they observed around the school. Before doing it, the teacher will explain to them that they have to describe those elements using ‘a, an, the, or no articles’.

i.e. I observed a black dog, a black bird in the sky, a girl with black pants, black doors, black windows, etc...

Once, they report the elements they observed, students will be asked to make a round table. The teacher will ask students to think about the black objects they observed around the school and select one. They will have to explain why they selected that object, why they like it, describe their characteristics, and why it is useful, interesting, or beautiful for them.

Social Justice and Racial Discrimination Understandings in the EFL classroom

PRODUCTION (45 minutes):

Taking into account the last 2 stages game, the teacher will ask students to use the elements they observed around the school, and the images presented in the art classroom as an inspiration for them.

Then, she will give them a white paper with some black colors and markers and they will draw a black object, person, animal, or whatever they want, that they think is beautiful or that they like a lot. Below the drawing they will have to write why did they select that thing/object and why do they think that object is beautiful. The teacher will explain to students that in their descriptions they have to use “a, an, the, or no article” depending on the object/objects they select and she will give them an example.

i.e. I selected “Blackberries”. N.A. Blackberries are my favorite fruit. The first time I ate a blackberry was awesome because in that moment they began to be my favorite snack. The blackberries are the special fruits my mom uses to cook some desserts. That’s why I like them a lot! Once students develop their drawings and their descriptions, the teacher will give them the 3rd clue of the game:

✓ **3rd STAGE – CLUE: “To your classroom you will go, and your drawings you will show”**

Students will go to the classroom and they will show their drawings in front of the class as a type of gallery. They will explain why did they draw the black object they selected and why is beautiful for them.

The teacher will open a space in order to make a reflection about the beauty and value of colors. She will open a space for students in order to reflect on how beautiful colors are, and how beautiful black color can be in different elements. In that order, she will ask students to reflect on how normal is to have favorite objects of different colors and how normal is to have a favorite color in specific.

As a final reflection and taking into account the process students have had in their understandings about racial discrimination, the teacher will ask students a final question: Do you think that some of the elements mentioned above are criticized for being black? Yes, no and why? What elements?

Social Justice and Racial Discrimination Understandings in the EFL classroom

Depending on students' answers, the teacher will explain to students that as well as there are black beautiful things, people, food, and animals; then, why it is not normal to see black skin as something beautiful? Why is black color criticized in people's skin? And students are expected to answer.

The teacher will finish the lesson with the clue number 4.

✓ **4th STAGE – CLUE → ‘the groups will disappear and individually you will have to think.’**

Students will fulfill a final self-review of the things they have learned during the whole unit (Annex c).

PROJECT WORK PHASE: ‘Keep doing research around the topic’

Description: Keep following the questions stated in the outline of the project (How can this problem be solved? What can I do?). Try to look for options or alternatives in order to answer these questions and discuss them with your teacher and classmates.

Annex a:

Black is Beautiful - Poem by Preston Mwiinga

Black is beautiful. I am proud to be born black.

Black is beautiful. It possesses a symbol of power and the confidence that I can do all things.

Black is beautiful, being black is my pride and that is why I will not hide.

Black is beautiful. It is a symbol of an amazing continent, Africa, the place I was born.

Black is beautiful because it is a symbol of strength seen from the hardworking miners.

Black is beautiful. It is an enormous representation of resistance.

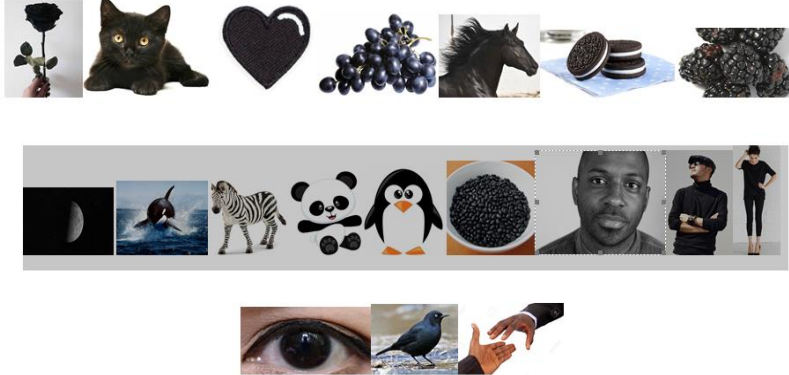
Black is beautiful. It represents the chocolate. Chocolate is sweet no wonder if everyone likes it.

Black is beautiful, as it is a symbol of honor and modesty.

Black is beautiful, as it is an element of hospitality.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Annex b:



7.5. Project Work Development

Project Work promotes students' active participation through the implementation of appealing tasks that allow them to achieve goals and improve their communicative skills (Díaz, 2014). Project work is a learning method that generates appropriate language input and tasks to lead students towards new levels of proficiency (Ribé and Vidal, 1993). In that sense, along eighth-graders' participation in this process, they carried out different activities that increased their understandings about racial discrimination and its consequences in society. At the same, they were working on their English language development. Thus, the tasks developed during the class project helped them to learn a wide range of vocabulary related to the racial discrimination understandings and social justice, expressions to talk about their feelings, emotions, opinions and ideas on this topic, linking words and the way to use them while they wrote their reflections on their personal diaries.

The first part of the project was the development of a classroom diary in which students had to write reflections about the topic of each class. The classroom diary recorded the activities of the whole class and the whole class could monitor its contents. This way, there was little individual risk as the class given a sense of unity. The diary acted as a kind of program/index

Social Justice and Racial Discrimination Understandings in the EFL classroom

activities for later analysis and assessment and it provides a collective feeling of achievement. Besides, the teacher found it useful for feedback on areas of language and students' preferences on how the project should proceed. The class diary was the link between the different parts of the students' projects and it was a project by itself because it was a representation of collective work. Its flexibility turned into the kind of meta-tool that helped monitor and safely control task direction and class dynamics (Ribé & Vidal, 1993, p. 39).

A classroom diary was another means of incorporating journaling into action research data collection. Johnson (2008) suggests that a blank notebook be passed around the class on a periodic basis or put in a learning center for an extended amount of time. Students were encouraged to enter their thoughts, ideas, perceptions, feedback, or other forms of response, such as pictures or diagrams, as they wished. The teacher provided some sort of guidelines for making entries into the class journal. In that order, each lesson one student kept the diary (voluntary) and he or she had to write a reflection and make a drawing of the things he or she learned during the class. The first 3 minutes of each class that student had the opportunity to share with their classmates his/her reflection and the other students had the opportunity to give comments and opinions about it. The teacher was monitoring the process and giving advice when it was necessary.

On the other hand, thanks to the first two lessons students were interested on the racial discrimination problematic. Students' attitudes and commitment throughout the development of this study evidenced their interest to learn more about racial discrimination issues and problems related to it. In a brainstorming exercise about problems and topics related to racial discrimination and its effects in society, students mentioned identity, low self-esteem, depression, bullying, systems of oppression, discrimination by different ideologies and beliefs, different cultures,

Social Justice and Racial Discrimination Understandings in the EFL classroom

among other problems they had identified in different environments such as at school, at home, in their neighborhoods or in other communities in general. Some other students used racial discrimination as an inspiration in order to work on other discrimination types such as gender inequality, LGBTQ community, and human rights inequality in order to raise awareness in their community about the reality of these problems and its consequences. Thanks to the brainstorming, the students and the teacher stated together some guidelines about the project work they had to develop. The first thing they had to do was to select a topic they had evidenced in a certain space and looking for information about it.

Moreover, students had the opportunity to make personal diaries in which they had to answer questions each week in order to develop their projects step by step. According to Ribé & Vidal (1993) ‘‘in a personal diary, students can express themselves freely without the limitations of formal compositions. Diaries are useful for the teacher in that they highlight specific or general language needs. It is here, in the diary, where individual reactions, involvement, attitudes, and difficulties are recorded and can be progressively redefined’’ (p. 39).

Writing in a personal diary was valuable to students for developing abilities for promoting their self-orientation and responsibility for the processes of their personal and collaborative learning. Through reflection, students become aware of their thoughts, positions, and feelings in relation to learning and to the learning community (Farabaugh, 2007). The students were in control of their own diaries and they could use them for monitoring their own learning. They made their diaries in a creative way using different materials colors and photographs related to the topic they were working on. I (Mariana) avoided any criticism of the diary or public disclosure of any of its contents, as it was a direct reflection of the students’ personalities.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students worked on their English language development through the elaboration of their projects in their personal diaries. They were responsible to identify the language skills they needed to develop their projects and they did not receive a direct instruction about any specific grammar topic because the teacher wanted them to be free at the moment of expressing their ideas and thoughts. Instead, I helped them to structure, organize their ideas, and sometimes provided vocabulary and pronunciation. Students were very excited during the process and they were very curious about how to make a better job each week and trying to find different elements to call others' attention.

According to the students' decisions and comments during each session, the students and the teacher decided the steps to follow each week. They worked individually in some cases, but in some other, they worked collaboratively exchanging their diaries and they took into account their classmates' suggestions. The teacher monitored students' work; she observed and analyzed their reactions and thoughts in order to collect data that could be useful for this study.

Furthermore, this study was focused on the project work stages proposed by Ribé and Vidal in their handbook *Project Work Step by Step* (1993). This process followed different stages emerging from the theory of these authors and the continuous conversation and decision-making given between the teacher-researcher and the students (Table 3). Each session was developed by different objectives aiming to foster students' racial discrimination understandings and their English language development. Thus, Table 2 presents the information when every one of the 6 lessons were carried out. There were taken 12 sessions in total (including the development of the 6 lesson plans of the didactic unit) in order to complete the project work process. It also shows some of the Social Justice Standards proposed by the Teaching Tolerance Anti-Bias Framework

Social Justice and Racial Discrimination Understandings in the EFL classroom

(2016) which were taken into account during this process and the correspondent project phase according to each session.

Table 2 – Project work sessions

	Session	Standards and Objectives
1	<p><u>LP 1: How do I perceive others and myself?</u></p> <p><i>Introduction about racial Stereotypes and prejudices against other people.</i></p> <p>April 23rd, 2019.</p>	<p><i>Social Justice Standard:</i></p> <p>“I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups” (Diversity.6-8.7, p.8).</p>
		<p><i>Project Phase:</i> Getting the class interested</p> <p><i>Description:</i> To identify, analyze and ask relevant questions about different perceptions and stereotypes against other people physical appearance.</p>
2	<p><u>LP 2: Comparing myself with my family members.</u></p> <p><i>Reflecting on the implicit stereotypes students had about the differences and similarities of their family members including themselves.</i></p> <p>April 30th, 2019.</p>	<p><i>Social Justice Standard:</i></p> <p>“I can comfortably talk about my family and myself and describe our various group differences”. (Identity. 6-8.1., p. 8).</p>
		<p><i>Project Phase:</i> Getting the class interested</p> <p><i>Description:</i> To identify, analyze and ask relevant questions about different perceptions and stereotypes against other people physical appearance.</p>
3	<p><i>Brainstorming on topics related to racial discrimination. First steps to promote awareness.</i></p> <p>May 2nd, 2019.</p>	<p><i>Social Justice Standard:</i></p> <p>“I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws” (Justice.6-8.12, p.9).</p>
		<p><i>Project Phase:</i> Selecting a topic and creating a general outline of the project</p> <p><i>Description:</i> Investigate about a topic or issue evidenced in a certain context and follow the outline of the project created by students and the teacher. (What is my topic about?, title, description of the problem and description of the population).</p>

Social Justice and Racial Discrimination Understandings in the EFL classroom

4	<p><u>LP 3: Comparing people from different Colombian regions.</u></p> <p><i>Analyzing stereotypes and prejudices against people from other regions.</i></p> <p>May 6th, 2019.</p>	<p><i>Social Justice Standard:</i> “I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using” (Justice.6-8.11, p. 9).</p> <hr/> <p><i>Project phase:</i> Keep doing basic research around the topic.</p> <p><i>Description:</i> Keep answering the following steps and questions stated in the outline of the project (State objectives to accomplish).</p>
5	<p><u>LP 4: The skin I am in.</u></p> <p><i>Reflecting on individual practices we have made against others and their consequences as well as analyzing how discrimination problems have affected our self-esteem.</i></p> <p>May 16th, 2019.</p>	<p><i>Social Justice Standard:</i> “I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, and practices” (Justice.6-8.12, p. 8).</p> <p>“ I can respectfully tell someone when his or her words or actions are biased or hurtful” (Action.6-8.18, p.8).</p> <hr/> <p><i>Project Phase:</i> Keep doing basic research around the topic.</p> <p><i>Description:</i> To analyze the importance of making a change and keep following the questions stated in the outline of the project (How much does this problem affects the population in which I evidenced the problem? / How much does it affect me?)</p>
6	<p><i>Changing the individualist perspective: receiving suggestions and working collaboratively for the same goal</i></p> <p>May 23rd, 2019.</p>	<p><i>Social Justice Standard:</i> ‘I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals” (Action.6-8.20, p. 9).</p> <hr/> <p><i>Project Phase:</i> Reporting to the class and processing feedback.</p> <p><i>Description:</i> Presenting what students have done until this moment for receiving classmates’ and teacher’s suggestions.</p>
7	<p><u>LP 5: Black is beautiful</u></p> <p><i>Social Justice and Racial Discrimination: Breaking up the stereotype black is a bad color.</i></p>	<p><i>Social Justice Standard:</i> “ I interact with people who are similar to and different from me, and I show respect to all people” (Diversity.6-8.6).</p> <hr/> <p><i>Project Phase:</i> Keep doing basic research around the topic.</p>

Social Justice and Racial Discrimination Understandings in the EFL classroom

	June 7th , 2019.	Description: Keep following the questions stated in the outline of the project (How can this problem be solved? What can I do?)
8	<p><u>LP 6: Who I am? Knowing me,</u></p> <p><u>knowing you</u></p> <p><i>Recognizing the aspects that make me different from others and taking a position to solve issues</i></p> <p>June 11th , 2019.</p>	<p>Social Justice Standard:</p> <p>“I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities” (Action.6-8.16, p. 9).</p>
		<p>Project Phase: Keep doing basic research around the topic.</p> <p>Description: Keep following the questions stated in the outline of the project (How can I raise awareness about this problem in my school/my community?)</p>
9	<p><i>Writing final conclusions</i></p> <p>June 18th , 2019.</p>	<p>Social Justice Standard: ‘I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice’ (Action.6-8.17, p. 9).</p>
		<p>Project Phase: Putting it all together</p> <p>Description: <i>Writing conclusions of the projects.</i></p>
10	<p><i>Let’s paint what we feel!</i></p> <p>June 21st , 2019.</p>	<p>Social Justice Standard: “I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice” (Action.6-8.19, p. 9).</p>
		<p>Project Phase: Putting it all together</p> <p>Description: Making a painting to capture on it, what our projects are about.</p>
11	<p><i>Generating a feeling of achievement: Getting Others Involved into the problem.</i></p> <p>June 24th , 2019.</p>	<p>Social Justice Standard: ‘I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals’ (Action. 6-8.20, p. 9).</p>
		<p>Project Phase: Presenting the project</p> <p>Objective: To use evidence and knowledge to select and defend one’s own positions to solve issues. Create and evaluate plans at various levels to solve discrimination issues.</p>
12	<i>Final reflections</i>	<p>Social Justice Standard: “I will speak up or take action when I see unfairness, even if those around me do</p>

Social Justice and Racial Discrimination Understandings in the EFL classroom

	<i>June 28th, 2019.</i>	not, and I will not let others convince me to go along with injustice'' (Action.6-8.19, p. 9).
		Project Phase: Assessing and evaluating the project. Objective: To use evidence and knowledge to select and defend one's own positions to solve issues. Create and evaluate plans at various levels to solve discrimination issues.

Students had different steps to achieve through the development of different tasks planned for each of the twelve sessions. All this information was organized in each of the lesson plans where a detailed description of every session is presented.

This first stage was made with the idea of analyzing students' previous knowledge on racial discrimination. In the sessions 1 to 2, the participants learned how to compare people using different types of adjectives and they had the opportunity to express their opinions in terms of human physical and emotional differences. Thanks to these two sessions, students identified racial discrimination as a problem presented in different environments.

In session 3, there was a brainstorming on topics related to racial discrimination and the teacher took the first steps to promote awareness in students. The students started reflecting about their commitment to humanity and the need to start promoting racial discrimination awareness in their community. Students selected a topic related to racial discrimination such as identity problems, low self-esteem, depression, bullying, among others; and they discussed and made decisions about the development of the class project in order to create a general outline. Some students used racial discrimination as an inspiration in order to work on different types of discriminatory acts such as gender inequality, LGBT community, and human rights.

Throughout the lessons 4 to 6 and based on some ideas about project work provided by Ribé and Vidal (1993), eighth graders divided some tasks in small groups of work, each one of

Social Justice and Racial Discrimination Understandings in the EFL classroom

them contributing to the development of the general project. In that sense, the students selected the topics they wanted to work on, did research to expand their knowledge about the racial discrimination and its consequences and started a plan to solve discrimination issues given in their context.

In the session 7, students presented what they had done until that moment for receiving classmates' and teacher's suggestions before the final presentation. In the session 8, there was developed the last lesson plan in which students understood the concept of Social Justice and the relation give between racial discrimination issues in order to break up the stereotype black is a bad color.

Throughout the sessions 9 and 10 students put it all together and they were making changes to their projects in order to have a result. They wrote conclusions on their diaries and made a painting to capture on it, what their projects were about. With the painting projects, they were ready to make their oral presentations. From sessions 11 to 12, eighth graders evaluated their projects, provided feedback, made some changes and shared their final product with ninth, tenth, and eleventh graders. The work evidenced along these sessions was transcendental for the result of the class project.

Once students had all the information and paintings ready, they made some decisions about the strategies to organize and present the class projects in an opened space at school in order to raise awareness. Students made a gallery with their paintings and they made big posters with famous phrases dedicated to racial discrimination in order to have a more striking space for the spectators. The rehearsal of the presentations was crucial as eighth graders needed to improve their speaking skill to perform in public. Thus, they practiced their presentations and received feedback from the teacher and classmates in order to have a better performance.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Finally, after students presented their work to other graders and school directors, a class discussion took place. During this part of the process, eighth graders shared some insights, feelings, emotions, and opinions about the impact of these projects on their lives. It was evidenced the transformation students had from the beginning to the end of the process. Students' comments and final reflections about the development of the project were very positive and fruitful. They were grateful of having a space to express their opinions and feelings and a space in order to learn how to be better human beings and make a change in society.

7.6. Evaluation Criteria

The assessment of the students during the development of this project work was based on their participation and interest within the process. Both aspects were very important as the involvement of students in the different tasks allowed them to follow the social justice standards by the Teaching Tolerance Anti-bias framework in (IDJA) in 2016.

8. Research Design

8.1. Research Approach

The research approach required for the development of this project is qualitative. Denzin & Lincoln (1994) define qualitative research as a multi-methodic, which implies a naturalistic interpretive approach towards its objects of study (p, 64). This means that qualitative researchers focus on study current situation in its natural context. It implies to make sense or interpret the phenomena instead to prove a hypothesis. Thus, qualitative research aims to interpret real events based on how people comprehend and make sense of them (Denzin and Lincoln, 1998; Hatch 2002). For instance, this approach permits researchers to observe and interpret the dynamics given in the setting where the research study is being developed, to get in contact with the population and to listen to their opinions and perspectives.

In this sense, “qualitative studies are best at contributing to a greater understanding of perceptions, attitudes, and processes.” (Glesne, 2006, p.29). The present study belongs to a qualitative approach as it aims at interpreting and describing students’ racial discrimination understandings when being engaged in a project development informed by social justice standards. During this process, as teacher researcher, I was immersed for about three months in the setting where this study was carried out. Therefore, I had the opportunity to share with eighth-graders and discuss with them topics related to racial discrimination as I took the role of participant-observer.

8.2. Type of Research

The present study is a *Participatory Action Research* (PAR) project. Action-research is a growing form of methodology that has recently been an area of great interest in the field of language learning (Burns, 2010; Crookes, 1993). Burns describes Action Research as a set of approaches to

Social Justice and Racial Discrimination Understandings in the EFL classroom

research that systematically investigates a given social situation and promotes democratic change and collaborative participation.

Kemmis and McTaggart (2005) defined participatory action research as “a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out” (p. 1).

In this study, the students and I (Mariana) worked cooperatively. The students and me participated in decision-making processes and evaluating the process, among other stages. Even though I was in charge of promoting spaces of reflection and motivating participants, it did not mean I was the leader of this process. On the contrary, there was not any kind of distinction among the students and the teacher.

As the teacher and the students were in the same position, they both equally contributed to the creation of class projects. These projects allowed the participants of this study to evolve in their racial discrimination understandings and create a strategy to involve their community in the understanding of the way racist practices have consequences in different people. Throughout the whole process, the participants showed commitment and motivation to transform their attitudes and behaviors in terms of discrimination acts inside and outside the classroom.

8.3. Research Line

Since the main objective of this research study aimed to analyze eighth-graders' racial discrimination understandings based on the development of project work informed by social justice standards, this study corresponds to the research line of Social Justice in Education from the research group KIA (Knowledge in Action), which is subscribed to the School of languages at UPTC and founded by Ph.D. Nancy Carvajal Medina.

Social Justice and Racial Discrimination Understandings in the EFL classroom

8.4. Setting

The context where this project took place was the private school Colegio Alejandro de Humboldt, located in Sogamoso Boyacá. This school is a place where you can find students from high social strata. This setting was selected as the scenery for the development of this research study since the observation I did, I could evidenced that this population had limited racial discrimination understandings. In order to apply this research study at this institution, I asked the director for permission to work with eighth-graders from Intermediate English level during their English classes.

8.5. Population

The sample is constituted by eighth graders. Eighth A grade and Eighth B. This two grades have an amount of 35 students for a total of 70 participants which ages range from 12 to 15 years old. Most students have a medium and high socio-economic level. In general, the school's facilities are adequate for the number of students it has enough spaces, sources, and necessary devices to learn. Students were investigated during the pre-service teacher Mariana Ramírez Sánchez teaching practicum that lasted three months. The phases in which this groups were investigated were divided into three parts. First, observation and applying a diagnosis questionnaire. Second, the application of a unit with six lessons. Third, the application of instruments for data gathering.

I chose this population because students had some misconceptions regarding racial discrimination understandings, its effects, and how humans are contributing to a lessening of inequalities in different environments. It is important to know that the participation of students during this research process was consented by their parents and the educational setting directives (See Annex 2). The information provided by these students during the development of this research is referenced along the Data Analysis. To protect students' confidence their names are not

Social Justice and Racial Discrimination Understandings in the EFL classroom

revealed. Each student voice is identified with letters assigned randomly. Previously, some aspects regarding the context and population involved in this project were presented. Now, three data collection instruments selected to gather the information and the theory supporting the use of each one of them will be stated.

8.6. Data Collection Instruments

The methods for data gathering chosen for the current study and to guarantee the answer for the research questions were focused on four sources: Teacher journals, students' artifacts, focus group interviews, and audiotape recording. These instruments were chosen because they allowed me to do a deep analysis and interpretation of the way in which students react and belief after their participation in the development of project work based on the social justice standards and the opportunities they had to enhance their racial discrimination understandings and their English language level. Coming up next, there is stated a presentation of these data collection methods.

8.6.1. Teacher Journals

Teacher journals can similarly provide teacher-researchers with the opportunity to maintain narrative accounts of their professional reflections on practice. They truly become an ongoing attempt by teachers "to systematically reflect on their practice by constructing a narrative that honors the unique and powerful voice of the teachers' language" (Mills, 2007, p. 70) by reflecting not only observations but also the feelings and interpretations associated with those observations.

According to Anderson (2012), the use of journals serves as a pedagogical instrument for the encouragement of reflection, criticism, and self-analysis of students. They constitute the point of departure for the writer's experience and a way to return to it through the teacher's personal reflections, and in the context of his reflections about his relationships with others (Bagnato, Dimonte, & Garrino, 2013).

Social Justice and Racial Discrimination Understandings in the EFL classroom

The advantages of the use of journals in teacher education include strengthening the relationship between the instructor and the trainee, and improving the learning of student teachers and instructors as well as improving the learning processes (Moon, 2006; O'Connell & Dymont, 2011).

As I was implementing and guiding the project work, I took notes of the most important aspects I could perceive from this process. I wrote down in a journal, students' comments during the tasks and their attitudes and difficulties when developing them, by using key concepts, abbreviations and short ideas. Then, taking into account that "data collectors need to expand their notes into rich descriptions of what they have observed. This involves transforming your raw notes into a narrative and elaborating on your initial observations, a task most conveniently done using a computer" (Mack Natasha, Woodson Cynthia, McQueen, Kattlhen, Guest Greck and Namey Emily, 2011).

I expanded my notes in order to organize and complement the information I got during the sessions. Journals were also significant, as they constitute a way to write my own reflections each time I worked with my students. This process allowed me to adopt a critical perspective in relation to the situations taken place in the classroom because I had time to reflect and interpret those situations, when I was reviewing my notes. Journals provided huge amounts of information that made evident eighth graders transformation in terms of discourse, attitudes and behaviors regarding racial discrimination understandings.

8.6.2. Students' Artifacts

Documenting evidence is a common instrument in qualitative research. As Glesne (2011) states "documents can raise questions about [the researcher] hunches and thereby shape new directions for observations and interviews. (p. 87)

Social Justice and Racial Discrimination Understandings in the EFL classroom

On the other hand, artifacts are the material of objects that represent the culture of the people and setting what will be studied, in this case, participants' understandings about racism. Goetz and LeCompte (1984) define artifacts "as products that learners make and do" (p. 34). In words of Glesne (2011) "The researcher will think about considering objects in terms of form, function, and symbol; how are they made, how are they used, and what do they mean to people" (p.88).

In addition to observed or found artifacts and documents, the researcher can ask research participants to produce documents such as memos, letters, diaries, journals, self-portraits, or other kinds of records. In this case, those documents and artifacts were collected from the activities that were proposed in each lesson of the unit. Documents and artifacts provided contextual dimensions to observations and interviews, which are two other sources that were used in order to gather data and support the veracity of this study.

The understandings on racism and racist practices in different environments by the participants and the answering of the research questions grew as soon as there was a use of documents and artifacts that were a part of the participants' lives. For that reason, Alejandro de Humboldt School eighth-graders' artifacts were collected depending on the activities proposed in each lesson.

On the other hand, in terms of project work, students' project diaries were a wonderful source of information as they wrote in their diaries their feelings, thoughts and understandings of every process followed during the development of this study. These artifacts were designed and created by students.

8.6.3. Focus group

Social Justice and Racial Discrimination Understandings in the EFL classroom

Focus group interviews were an instrument for the observation of attitudes, motivations, and aptitudes in the learning process of the students during the development of the unit. As Schensul (1999) states “a focused group instrument is any discussion held between a researcher and more than one individual” (p.51). Groups interviews can be used for many purposes: “to collect information on cultural domain, to develop listings for pilesorts, to identify the range of variation in opinions or attitudes on a set of topics, to collect data on reported experiences, or to react to the results of previously collected data” (Scrimshaw, 1992, p.83).

These type of interviews are interactive in which members are encouraged to express their opinions and to dialogue about them with one another. Focus group provides advantages in terms of time. As the focus group is compound of seven to ten participants, the researcher can collect big amounts of information related to the same topic in a brief period of time (Schensul, 1999, p.52).

In a personal way, I (Mariana) felt that I collected much information during this process, once I listened to my students, transcribed the discussions, and started to analyze data. I realized that students had provided lots of meaningful information to analyze the impact of this study. For that reason, focused- group interviews were a part of this research study in which I asked questions to the participants in order to know their understandings, opinions, concerns, experiences, feelings, and doubts.

8.6.4. Audio-tape recording

Taking into account that valuable information might be lost during each focus group session, I also audio-recorded them. Qualitative videotape recorder is increasingly being used by researchers as “a means of gathering specific information about their studies. It allows the

Social Justice and Racial Discrimination Understandings in the EFL classroom

researchers to observe many facets of their study in a better way, and provides heuristic and accurate information” (Hopkins, 1995, p.12).

Audiotape-recording was used as an instrument to support the focused-group interviews. It captures verbatim the words and emotions of the respondents, the exchanges among respondents, the new questions that facilitators introduce to obtain additional information, and the sequence of questioning occurring. If the sessions are held in languages different from the first languages of the researched population, audiotaping captures the “flavor” of the language, the sound of words, and their context and meanings in ways that are difficult to match with written notes alone (Schensul, 1999, p.100).

In this sense, focus group interviews and audiotaping were instruments that work together for gathering data in a better way in order to understand the eighth-graders’ attitudes, experiences, opinions, thoughts, feelings, and behaviors about racial discrimination during the project implementation.

9. Data Analysis Method

As previously mentioned, this study intends to understand eighth graders' understandings on racism and their English language development. Thus, a project-based unit informed by social justice standards was designed and applied. This study was conducted during the development of a didactic unit with 6 lessons, where I had the opportunity to observe, interview, and collect students' artifacts. Data collection methods provided meaningful information that was organized and categorized to comprehend the impact of this research work at Colegio Alejandro de Humboldt in Sogamoso Boyacá.

In that sense, the principle of *triangulation* comes from navigation, where the intersection of three different reference points is used to calculate the precise location of an object (Yardley, 2009, p. 239). This method allowed me to compare the data collected through three instruments selected for this process, which were teacher journals, students' artifacts and focus group interviews. The role of triangulation carries great importance in doing qualitative research. Triangulating even may be thought of as a frame of mind that helps to keep your eyes and ears open for corroborating or conflicting ideas or data, whatever a researcher is doing (Yin, 2016, p 153).

Before starting data analysis participants pseudonyms were listed on a separate chart to protect their identities. After transcribing focus group interviews and organizing data in electronic and physical folders. I organized the information provided by each instrument, based on the research questions. I read the research questions and I identified possible topics that were emerging while reading all the instruments collected. Then, I followed a process of color-coding in order to find relations among the data and repeated information.

Social Justice and Racial Discrimination Understandings in the EFL classroom

KSVB: He aprendido que las diferencias son buenas, ya que tu nos has explicado que no debemos discriminar, porque con las clases dinámicas que tu haces nos explicas inglés pero también cosas que nos pueden ayudar en la vida como lo es la discriminación y tenemos que hacer proyectos para que no discriminemos o para que ayudemos a que acaben estas discriminaciones. También me ha gustado que tu nos has ayudado en todas las cosas que no entendemos.

VR: Algo que considero importante de las clases es que nos enseñan que las diferencias nos hacen Buenos y que somos únicos apartir de ellas. Entonces tenemos que aceptarlas y aprender que eso nosh ace únicos a cada uno en especial. Y algo que nos has enseñado también es que todos somos diferentes pero a la vez iguales porque todos tenemos los mismos valores como tal.

LFM: Lo que me ha gustado es que nos has enseñado que tenemos que encontrarnos a nosotros mismos y ser nosotros mismos porque no es fácil decir "ay yo soy Luisa, o yo soy Mariana o yo soy Toti, o bueno etc'", entonces eso me ha gustado mucho porque nos encontramos a nosotros mismos y evaluamos cuales son nuestros valores y nuestros gustos. También me ha gustado que la discriminación nos enseña que apartir de esta en el mundo todos somos iguales y tenemos los mismos derechos y deberes.

JV: Algo que considero importante de las clases es que enseñan muchos valores y literal estas enseñando más valores que en etica tal. Y pues lo que pienso de las clases es que son unas clases muy chéveres y muy rápidas porque es que tu enseñas muy rápido, pero o sea no es que sea rápido como tal, sino que tu enseñas claro y todos te entienden entonces fácilmente pasamos al siguiente tema.

JAR: Pues lo que yo he aprendido es que nuestras diferencias nos hacen a nosotros mismos como dijo Victoria. Y pues que nosotros no nos debemos morir si nos dicen algo o que somos diferentes a otras personas porque eso es lo que nos hace únicos.

KSVB: Me parece muy Buena idea lo del diario de clase porque es una forma creativa de retomar el tema, me parece que es muy bueno porque de una forma muy creativa nos incentivamos, ya que con los dibujos y las reflexiones el diario va a quedar muy chévere porque van a ser opiniones de cada uno de los alumnos del curso y me gusta que cada clase lo compartamos. En cuanto al diario personal del proyecto, me parece buena la idea de que respondamos preguntas teniendo en cuenta el tema que escogimos, porque esto nos puede ayudar mentalmente a entender más sobre el tema y dejar el bullying y la discriminación a un lado.

Figure 4. Example of Initial Data Triangulation process and color-coding.

Then, I organized the colored information in different charts with written quotes in which the codes (repeated information) were present. The charts were made taking into account the information collected by each instrument.

Social Justice and Racial Discrimination Understandings in the EFL classroom

What does the implementation of a project-based unit informed by Social Justice standards reveal about Alejandro de Humboldt School eighth-graders' understandings on racism and their English language development?			
Focus group			
Learning Experience	The self	Project Impact	English Language development
<p>KSVB: con tranquilidad hemos aprendido que el inglés es fácil de entender y fácil de manejarlo si lo relacionamos con la realidad como con los temas que nos has enseñado.</p> <p>NB: Ahora no solo aprendemos inglés sino también acerca de nuestra propia personalidad y cosas para la vida.</p> <p>LSR: Pues me he sentido bien, mucho mejor que antes, me gustan las actividades.</p>	<p>GV: Lo que me parece importante es que he aprendido a ser como soy sin importar lo que otros piensen.</p> <p>LM: Lo que me ha gustado es que nos has enseñado que tenemos que encontramos a nosotros mismos y ser nosotros mismos porque no es fácil decir "ay yo soy LM."</p> <p>LV: Me gusta que ahora estoy aceptando mi personalidad, mi físico y mi manera</p>	<p>LSR: El diario personal como proyecto es una manera más equitativa de trabajar, ya que es mejor trabajar individualmente sobre de un problema que nosotros hayamos vivido, en mi caso estoy trabajando racismo y lo hago porque desde pequeña se han burlado de mi por el color de mi piel, entonces me he sentido identificada con esto y me gusta escribir lo que siento.</p>	<p>VR: También me ha gustado que tú nos has enseñado como saber qué nivel de inglés tenemos e ir mejorando las cosas que están mal.</p> <p>JAR: También me ha gustado el tema de discriminación, porque la hemos manejado en inglés y así vamos aprendiendo más vocabulario.</p> <p>LP: Siento que ahora puedo hablar tranquilamente en público en inglés, no es que lo haga perfectamente, pero</p>

Figure 5. Example of initial Data Triangulation process and in-vivo coding

As it is shown in figure 5, this is an example of the initial triangulation process in which some initial topics started to emerge using *in-vivo coding* (Creswell, 2016). They were the basis for comparing repeated information among the other instruments. Similar charts were made to put into dialogue information from all the instruments (teacher journals, students' artifacts, and focus group interviews). In-vivo coding was used to generate the names of some of the categories. This strategy for analyzing data relies on using participants' exact language to generate codes (Creswell, 2016).

On the other hand, in order to "theming the data" (Leavy, 2017, p. 153), I kept using color-coding in order to find relations among the data. After, I reread all charts in order to identify theme commonalities in the information provided by each one of the instruments. I wrote a list of all the codes and she grouped the codes to eliminate redundancy, "lean coding" (Creswell,

Social Justice and Racial Discrimination Understandings in the EFL classroom

2016). Once I identified a new theme, she underlined the statement with a color representing it. She wrote theme passages, and finally, she made a chart with all of them. In that sense, there were found a large amount of themes. I used the same strategy mentioned before and she grouped the themes in order to eliminate redundancy.

What does the implementation of a project-based unit informed by Social Justice learning reveal about Alejandro de Humboldt School eighth-graders' understandings on racism in different environments and their English language development?					
Journals – Artifacts - Focus group					
Learning Experience Before and after	Recognizing the impact of words and actions against others due to prejudices	Values Learning	The self	English language development	Project Impact
<p>KSVB: Pues, me siento mucho mejor con este nuevo método, ya que las clases son diferentes y tú has tenido nuevos métodos de enseñanza con nosotros. También me he sentido mucho mejor porque cuando no entiendo algo.</p> <p>JV: Antes solo copiábamos del tablero y nunca hablábamos de nuestros pensamientos ni nos hacían preguntas respecto a ellos.</p> <p>KSVB: La diferencia me parece muy notoria porque antes aprendíamos solamente gramática y la mayoría del curso le tenía miedo al inglés, no entendían bien los temas... Pero</p>	<p>PC: Antes no analizaba las consecuencias de mis acciones en contra de otras personas. Ahora sé que el impacto que estas tienen puede herir los sentimientos o la autoestima de estas. Creo que ya estoy dispuesta a pensar dos o más veces antes de opinar o dar un juicio acerca de una persona.</p> <p>LB: Con estas clases me he dado cuenta de que debo cambiar. Últimamente he tenido en mi cabeza la frase: "No hagas a otros, lo que no quieres que te hagan a ti". Si yo no quiero que me juzguen, que me hieran, o que hablen mal de mí por como soy, yo tampoco debo hacerlo... esa es la</p>	<p>JV: Algo que considero importante de las clases es que enseñan muchos valores y literal estás enseñando más valores que en ética.</p> <p>LR: Los valores nos ayudan a tener una comunicación y una relación sana con otras personas para evitar conflictos.</p> <p>LR: Los valores nos ayudan a tener una comunicación y una relación sana con otras personas para evitar conflictos.</p> <p>EP: Pienso que tener valores presentes dentro de la clase es algo muy útil en la</p>	<p>VR: Ahora me siento tranquila de ser como soy sin miedo a que dirán.</p> <p>LV: Me gusta que ahora estoy aceptando mi personalidad, mi físico mi manera de ser, antes solo tenía mucho miedo de ser yo misma.</p> <p>GV: Lo que me parece importante es que he aprendido a ser como soy sin importar lo que otros piensen.</p> <p>LM: Lo que me ha gustado es que nos has enseñado que tenemos que encontrarnos a nosotros mismos y ser nosotros mismos porque no es fácil decir "ay yo soy LM."</p>	<p>SR: He aprendido mucho vocabulario en inglés que no conocía antes.</p> <p>AP: He aprendido palabras nuevas para comunicar mis pensamientos y mis sentimientos.</p> <p>AM: He mejorado la parte de escritura, antes me daba pereza y no sabía que escribir cuando nos ponían a hacer algún trabajo. Ahora como los temas son más interesantes, me fluye más escribir en inglés.</p> <p>VR: También me ha gustado que tú nos has enseñado como saber qué nivel de inglés</p>	<p>EP: Me ha parecido muy útil porque nos permite conocer que sienten las personas que han sufrido diferentes tipos de discriminación y cómo podemos ayudarlas. Por ejemplo, a las personas que las han maltratado física y mentalmente, podríamos ayudarlas y aconsejarlas.</p> <p>FP: Gracias al desarrollo de los proyectos, ahora en el curso ya nos tratamos mejor y no nos ofendemos.</p> <p>VR: En cuanto al diario del proyecto, pienso que podemos desprender varias cosas de un tema, por</p>

Figure 6. Themes emerging from color-coding

When the themes were organized and represented by colors, I wrote an outline of the possible emerging categories. I used memo writing, which consists of the organization of the coded data to start interpreting it (Leavy, 2017). After doing in-vivo coding, color-coding, memo writing, and triangulation; the categories and subcategories emerged as it is shown in the following table.

Social Justice and Racial Discrimination Understandings in the EFL classroom

<i>What does the implementation of a project-based unit informed by Social Justice standards reveal about Alejandro de Humboldt School eighth-graders' understandings on racism and their English language development?</i>	
How do eighth-graders' understandings about racial discrimination present in different environments (school, family, and society in general) evolve while generating a project-based unit on Social Justice standards?	<i>Finding ourselves through human diversity recognition</i> Myself and the other Liberation: Be yourself with no fear
To what extent are eighth-graders' EFL skills developed while actively engaging in lessons informed by project work methodologies and social justice issues?	<i>Reinvention: Learning experience before and after</i> Learning English for life and not for a while Our English language development

Table 3. Main research question, sub-questions, categories and subcategories emerged.

9.1. Finding ourselves through human diversity recognition

The name of this category emerged from the transformation experienced by eighth-graders during their active participation in the development of project work informed by the Social Justice Standards, in Sogamoso Boyacá. Data analysis showed that students had an evolution about their understandings on racism as they developed a critical position in regards to the consequences of racist practices against the people that surround them and how those practices affect their own human relationships.

Therefore, the following sub-categories account for the changes in students' mindsets, values, discourses, feelings, behaviors, and attitudes towards racial discrimination in different environments such as school, family, and society in general.

Social Justice and Racial Discrimination Understandings in the EFL classroom

9.1.1. Myself and the other

In this first subcategory, there were analyzed the first insights and impressions of students in terms of racial discrimination and the way they responded to discriminatory acts in different environments. The themes emerging were focused on racism based on stereotypes and prejudices that the students evidenced in different environments such as at school, in family, Colombian regions, and society in general. Moreover, there were analyzed some manifestations of racism and students' awareness on the importance of diversity and the negative impact of racist discourses, the realization of one's role as a victim/victimizer of racist acts by reflecting about the consequences of both, and the students' reading of their context by identifying a problematic issue.

As a first theme emerging, there was found racism based on stereotypes and prejudices learned in different environments. Students had the opportunity to compare and describe people that surrounded them in order to identify implicit stereotypes and prejudices against other's physical and emotional characteristics. Hence, students' voices, attitudes, and behaviors were taken into account in order to understand their perceptions about their classmates, their family members, and people from different Colombian regions.

Any individual is subject to categorization and stereotyping because of their affiliation with certain groups. Stereotypes result from the limitation (in this case of capacities and expectations) to some areas and the exclusion of others, that is, the assignment of a social place (Vásquez, 2005). In the development of the didactic unit, students demonstrated they had prejudices and stereotypes against black. In one of the sessions, students were shown two different dolls with different physical characteristics. One of them was fat and she had black skin.

Social Justice and Racial Discrimination Understandings in the EFL classroom

The other one was thin and she had white skin. Students' had to answer questions with the structure: 'which doll is....' (beautiful, ugly, pretty, happy, sad, nice, bad, fat, thin, rich, poor, intelligent, among others). Something surprising was the way in which they described the dolls following stereotypes and prejudices taking into account their skin color.

Students answered in different ways. Some of them had racist descriptions against the black doll. They said she was ugly, fat, and poor because she had dark skin. Some others said that the white doll was ugly because she was very thin. Just a few part of students said both dolls had the same value and the same importance. They said both of them were beautiful.' (**Teacher Journal**, Session 1, April 23rd, 2019).

After that, I showed them some personal information about each doll and they could compare them. When they compared the dolls physically and emotionally depending on the information that was presented to them, I asked them what did they think about the dolls differences.

'Pienso que de la clase de las muñecas me quedo de enseñanza que hay comparaciones buenas y malas. Las buenas comparaciones son para que las personas mejoren y las malas son para que una persona se sienta mal. Como vimos en las muñecas, una muñeca era morena y algunos de mis compañeros empezaron a molestar con esa muñeca por lo que tenía otro tono de piel y eso me dio mucha rabia porque yo también tengo piel morena'' (**SA**, Focus group, May 15th, 2019).

Some students felt identified with the exercise because they also had experienced discriminatory acts due to their skin color inside the classroom. Within a classroom, it is possible to see how in a simple situation of social interaction, face to face in this case, the balance of interaction is lost to the extent that there are actions and words of several actors that are not in

Social Justice and Racial Discrimination Understandings in the EFL classroom

accordance with what is expected of the situation. However, these actions and words are mediated by prejudices about the black race, of which the student thus racialized became the target (Goffmann, 1970). In this way, I could notice that some of the students felt bad due to the dolls exercise because they had black skin. Some of the students started to mock the classmates who had black skin because of different stereotypes and prejudices established by society.

Since childhood, people are raised according to the customs, ideologies and beliefs imparted by their families, culture, and society (Kohli, 2018). Different aspects influence people's feelings, behaviors and perceptions about other people physical and emotional characteristics. That influence usually comes from the dominant groups that shape people's mindset for their benefit.

For years, theorists have argued that "education has been used as a tool of oppression to teach People of Color (POC) that their culture is inferior to the dominant White European culture" (Kohli, 2018). According to Kohli (2018) "Education [is] used to maintain White dominance by socializing Whites to believe they are superior, while simultaneously internalizing a self-hatred within Blacks" (p. 179). Reflecting back on education during the European conquest age, there were numerous moments where teachers made comments or acted in ways that prioritized White cultural values over Black. In this way, "students have been taught to be racist in both subtle and blatant ways" that the cultural knowledge of a black person has less worth than the dominant white culture (Kohli, 2008, p. 180).

Although some of the students had stereotypes and prejudices against black. Other students thought that judging people because of their skin color was not an option for them. Those students used words such as "racism, discrimination, judging, and mocking" in order to express what they think about discriminatory acts against black.

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘En la clase, me enojé mucho con algunas personas que juzgaban y se burlaban de los demás y decían: ‘ay, esta es negra’ o ‘ay, esta es linda’ o ‘ay, esta es fea’. Estaban discriminando solo por como era su color de piel (KA, Focus group, May 15th, 2019).

‘Esta representación de las muñecas nos enseñó que hay ciertas diferencias entre las personas y estas diferencias nos hacen ver como ‘menos’ o ‘más’ y en algunas ocasiones las personas que parecen ser más vulnerables, (AM, Focus group, May 15th, 2019).

Furthermore, these testimonies allowed me to understand that students perceived themselves as a "more " or a "less " in society, taking into account the color of their skin. Woodson (1933) argues that schools miseducate students to believe that blacks are of less value than whites. In the same vein, Solórzano, Allen, and Carroll (2002) argue that “racism exists when one group believes itself to be superior and has power to carry out the racist behavior” (p. 33). These authors assert that racism affects multiple racial groups in their educational environments. With this information, I could corroborate that discriminatory practices were alive within eighth-graders classroom.

On the other hand, I put in front of students different people photographs and they had different physical characteristics. Students had to select one photograph and they had to compare themselves with the person who was in the picture they selected. When they had to select the photographs, some students said that most of the people in the pictures were ugly and they did not want to select people with black skin.

Students had to stick the photograph on the left side of a paper and put a name to that person. On the right side, they had to draw themselves. Once students started to write their descriptions, I noticed most of them were very unmeasurable at the moment of comparing

Social Justice and Racial Discrimination Understandings in the EFL classroom

themselves with other people. They criticized the way those people looked and some others criticized themselves.

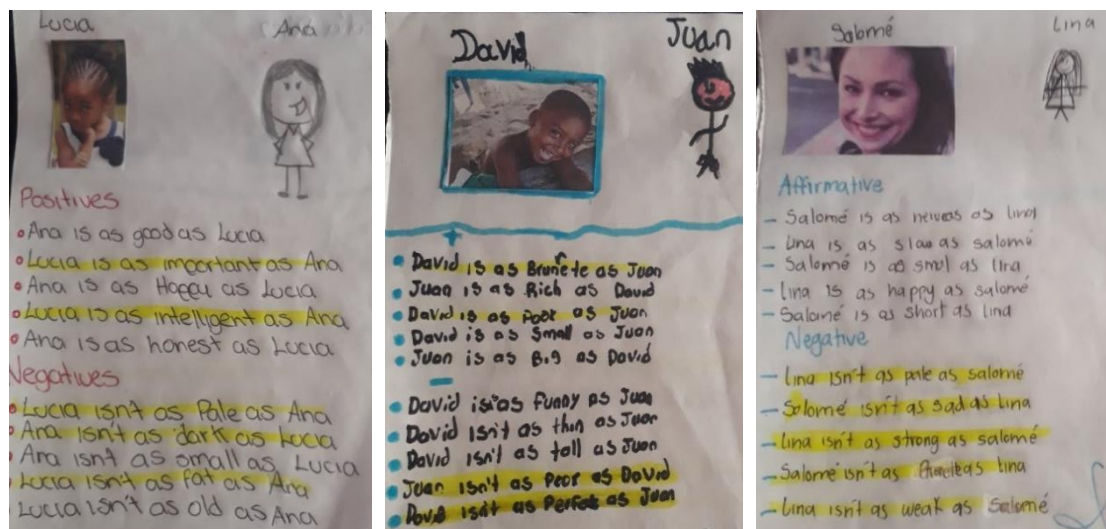


Figure 7. Students' productions, comparing themselves with others, Session 1, April 23rd 2019.

As it is shown in figure 7 , students who had photographs with black skin people, made and emphasis on the differences about skin color and they assumed those people were less than them. Most of the students used negative sentences in order to say black skin people were not as intelligent, honest, beautiful, popular, famous, happy, perfect, strong, and handsome as them. They also wrote they were not as lonely, sad, weak, lazy, sensitive, dirty, and ugly as those black skin people. These descriptions allowed me to understand students had prejudices and stereotypes against people with black skin and I also evidenced they not only used adjectives for comparing physical appearances, but they also used adjectives to describe some emotions that those people could have, taking into account their skin color.

Students are normally taught to understand the consequences of their racist actions; and even when they are informed of such consequences, they do not understand them (Quintero, 2014, p. 86). However, this lack of awareness or, rather, denial of the problem does not excuse

Social Justice and Racial Discrimination Understandings in the EFL classroom

their actions at all, but “it constitutes another mechanism for the manifestation of everyday racism; as it has been identified in some studies under the typical expression of ‘I am not racist but ...’ (Bonilla, 2006, p. 43). Hence, racism is a practice that is common in different classrooms and eighth-graders’ classroom was not an exception.

On the other hand, the students who had people with white skin in their photographs did not use adjectives in order to make comparisons on physical appearance. They used adjectives such as shy, old, crazy, funny, serious, messy, friendly, among others; which means, they considered white skin people as something better than black since they did not compare them physically. There were few cases in which students’ comparisons were more related to the way they felt in contrast to the other person.

‘I am not as beautiful as her’ (VR, Written production, Session 1, April 23rd, 2019).

‘He is not as sad as me’ (AL, Written production, Session 1, April 23rd, 2019).

With these testimonies, it was evidenced that students felt less than others due to prejudices and discrimination based on negative ‘stereotypical representations’ of different groups (Van Dijk, 2007). These ‘stereotypical representations’ are accompanied by a set of social consequences that have a negative impact on people exposed to experiences of this nature. In the same vein, most of the students showed their emotions at the moment of comparing themselves with others. They recognized they were different from other people and that was something that made them feel bad/less.

‘I am not as thin as her’ (TP, Written production, Session 1, April 23rd, 2019).

‘I am not as happy as him’ (SM, Written production, Session 1, April 23rd, 2019).

‘He is not as fat as me’ (SM, Written production, Session 1, April 23rd, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students' descriptions demonstrated that their perceptions about different people were controlled by prejudices and stereotypes against skin color and some physical attributes in general. Then, prejudices and stereotypes are conceived as "structures of knowledge" which are formed by characteristic traits and attributes of a social group or individuals belonging to a specific social group (Stangor, 2009). In this case, these "knowledge structures" can be focused on the way in which a person or a social group conceive the fact of having white or black skin as something good/bad or as superior/inferior. In addition, these "knowledge structures" are also controlled by "stereotypes and prejudices [which] are problematic when they are made up of negative or inaccurate actions and words" (Moghaddam, 1998; Stangor, 2009).



Figure 8. Project Paintings, Session 10, June 24th 2019.

In figure 8, it is evidenced a representation in students' project paintings about the way in which stereotypes and prejudices against people's physical characteristics are a part of people minds. Stereotypes and prejudices are conceptually related under a logic of "cognitive-affective consistency" (Allport, 1954; Stangor, 2000; 2009). In this regard, a prejudice is defined as a "negative attitude" towards a group or its members (Allport, 1954; Stangor, 2000; 2009).

Stereotypes and prejudices include mental processes that become visible from the

Social Justice and Racial Discrimination Understandings in the EFL classroom

discriminatory behaviors that people usually practice and that are supported by social, political and cultural structures and norms that reinforce hierarchies and power inequities (Pratto, Sidanius, Stallworth & Malle, 1994; Stangor, 2009). Analyzing students' answers and productions, they were racist and strict at the moment of describing and comparing other people including themselves because they had on their minds a strong perception about who can be less or better than the other according to their physical characteristics and taking into account stereotypes and prejudices stipulated by society.

Apart from this, students had a quiz in which they had to compare two different people. They were free to use the adjectives they wanted to do it, they had a long list of them. As in the last description, most of the students were focused on the skin type of the girls presented on the pictures and they used racist descriptions in order to compare them. Some of them wrote that "Juana" (the black skin girl) was not as beautiful and intelligent as "Maria", (the white skin girl). Otherwise, some students said that "Maria" was not as bad and as dark as Juana. In this way, prejudices against black were still presented.

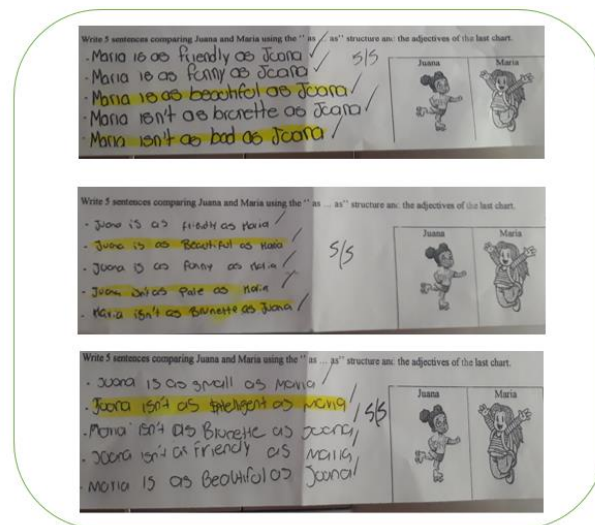


Figure 9. Students quiz on comparing people, April 26th 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Another environment, in which there was presented racism based on stereotypes and prejudices, was the family. Students responded to discriminatory acts in their families and they reflected on the differences and similarities of their family members including themselves.



Figure 10. Family tree poster, Session 2, April 30th 2019.

It was presented to students a family tree on a poster. Students had to describe with adjectives the perceptions they had about the people presented in there. Students manifested the family tree was peculiar because each family member was different. They said the parents of that family had different skin colors, so then; the children had a “mix” of skin colors.

“En la familia había diferentes tipos de piel. En el salón hubo un poco de discriminación en contra de esa familia, ya que tenemos diferentes pensamientos y hubo mucha burla en contra de ellos” (PL, Focus group, May 15th, 2019).

“En el árbol había un niño morenito y empezaron a juzgar a un compañero porque su tono de piel era similar y lo molestaron por eso. Pienso que eso no está bien, porque bueno, Harvey puede tener el color de piel igual a él, pero él es muy único, por decirlo así. Es una persona muy tierna, muy respetuosa y muy chévere” (SA, Focus group, May 15th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students were very surprised because of the physical characteristics of each member of the family. They were thinking it was not possible to find a family with different skin types. Some of them did not respect that event, they were laughing and criticizing their physical appearance, and they were making fun of some classmates who had black skin.

“One of the students said: ‘Miren, el negro de la fotografía del centro se parece a Harvey, son igual de negros’ and some of the students started to laugh” (Teacher Journal, Session 2, April 20th, 2019).

Some students were very rude at the moment of describing the family that was presented to them. Some others were not at all surprised and they were reflecting about the real message of the session since the very beginning.

“When I see the family, I think we are usually guided by people's physical appearance, by their skin tone or by their way they act. However, we never look deeply; we never look at his real feeling, his personality. We always criticize what we see on the outside but never what is on the inside ” (PL, Class discussion, Session 2, April 30th, 2019).

The students were interested in responding to the reality of having a family with different skin types. It was strange for them, but they worked together to give an answer.

“Lo primero que veo son las diferencias físicas de cada miembro de la familia. Cada persona puede pertenecer a una raza diferente y una cultura diferente. Por ejemplo, el papá puede ser costeño, la mamá puede ser bogotana, por ende, los hijos van a tener piel diferente” (VR, Class Discussion, April 30th, 2019).

“Pudimos ver que hoy en día hay diferentes tipos de familia y algunos con diferentes culturas, diferente aspecto físico y diferente pensamiento” (NA, Focus group, May 15th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Moreover, students were recognizing their racist thoughts were influenced by external patterns and the notion they had about race. The notion of race is strongly related to racism. Although they are closely related, “racism refers to specific configurations of social domination, based on the idea of race according to certain social, historical, ideological, cultural, geographical, and familiar contexts” (Wade, 1997, p. 98).

‘Yo creo que los pensamientos racistas no son solo de los demás sino de uno mismo, porque uno los aprende en algún lugar. Pueden ser en el colegio o en la casa. Ya que las personas de piel morena piensan que por ser diferentes, esto no es una cualidad sino un defecto. En las primeras sesiones, cuando teníamos que describir personas, lo primero que pensé fue que todos se iban a burlar, pero no es culpa de ellos, es de la sociedad’ (HA, Focus group, June 24th, 2019).

In one of the sessions, students had to create their own family trees describing their family member’s differences using comparative adjectives. Students developed the activity very motivated because they had to make their family trees in a creative way.



Figure 11. Students’ presentations on their family trees, June 2nd, 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

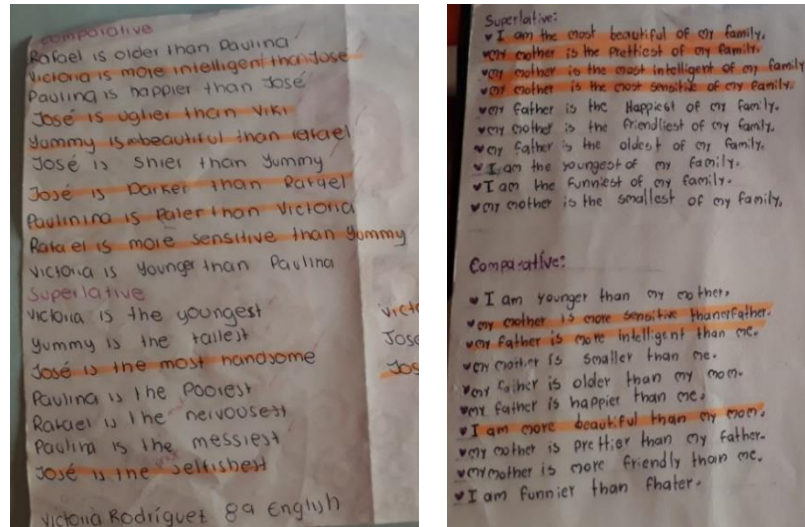


Figure 12. Family trees written format, Session 2, April 30th 2019.

“When I was reading students written forms, I evidenced sentences such as ‘my father is darker than me, my sister is whiter than me, my mom is fatter than me, and my brother is uglier than me’. They wrote those descriptions in their formats, but they did not say it in their oral presentations” (Teacher Journal, Session 2, April 30th, 2019).

Some of the students’ descriptions of their family members were racist. They were comparing their family members without any delicacy. Some of the students perceived they were better than their family members and some others consider they were less. There was another group of students who used adjectives to compare their family members in a more emotional part, even; they described themselves using adjectives who expressed they were less than others.

According to Restrepo (2010) “people feel less than others because racism has been present according to the type of culture and education they have been received. This can vary not only in skin color but also in different body characteristics since the European conquest was established” (p. 18).

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘‘My brother José is uglier than me’’ (**VR**, Family tree, Session 2, April 30th, 2019)

‘‘I am more beautiful than my mom’’ (**DC**, Family tree, Session 2, April 30th, 2019)

‘‘My mom is the fattest of the family’’ (**PL**, Family tree, Session 2, April 30th, 2019).

There was also evidenced a sense of expressing feelings when students wrote sentences such as ‘‘I am the worst, I am the most sensitive of my family, I am the ugliest, the fattest, the slowest, the weakest’’. Students were not only comparing themselves and their family members by using adjectives to compare physical appearances, they were also using adjectives to express emotions and feelings.

‘‘My sister is more beautiful than me’’ (**AE**, Family tree, Session 2, April 30th, 2019)

‘‘My mom is happier than my dad’’ (**MB**, Family tree, Session 2, April 30th, 2019)

‘‘I have the darkest skin in my family’’ (**DS**, Family tree, Session 2, April 30th, 2019)

‘‘I am the saddest of all’’ (**AFL**, Family tree, Session 2, April 30th, 2019)

Students expressed how they felt when they were comparing themselves with their family members but they did not say it in their oral presentations. In that exercise, it was evidenced students had strong and racist perceptions about their family members, but also strong and racist perceptions about themselves. It was opened a space for students to talk about their feelings and their perceptions about differences in the family presented to them.

‘‘Pues la familia era diferente ya que todos tenían tonos de piel diferente. Nos dimos cuenta de que podemos ser una familia y podemos tener diferentes características y no por eso debemos juzgarnos. Si uno es blanco o moreno no tiene nada que ver, seguimos siendo una familia’’ (**KA**, Focus group, May 15th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Yo aparte de las características físicas, pienso que el apoyo empieza de la familia. Y pienso que si nuestra familia nos respeta y nos ama como somos, no debería darnos pena decir: “Yo soy de tal parte y mi piel les morena, y me da pena, etc...” porque la verdad eso tiene que ver con el amor propio” (PA, Final self-reflection, Session 12, June 28th, 2019).

Students accepted their familiar differences. They continued to understand human diversity from the differences that their family members had. They understood that despite the physical and emotional aspects that differentiated them, they were still a family.

“Pienso que, si uno tiene diferencias dentro de una familia, uno tiene que respetarlas y apoyarlas. Una familia es unida y una diferencia física o de pensamiento, no debe romper esa unión” (KA, Class discussion, April 30th, 2019).

“Yo creería que no importan las diferencias que se tenga en una familia, lo único importante es el amor” (LP, Focus group, May 15th, 2019).

There were a few cases in which students felt identified with the family who was presented to them. They analyzed their physical differences and they identified they had a similar familiar condition in which everybody had different skin colors.

“Pues la verdad en la familia que nos presentaste había diferencias, así como en mi familia. Por ejemplo, en mi familia mi hermana y yo tenemos diferentes tonos de piel, yo soy mucho más negro que ella y pues... no pasa nada, nadie lo toma en cuenta” (HA, Focus group, May 15th, 2019).

“Ahorita podemos ver que en la actualidad hay familias mezcladas, pero todos siguen siendo iguales porque así sean de otro color de piel o de diferentes religiones o cualquier cosa, pueden ser muy agradables. Así que no importa como esté compuesta la familia, todas las

Social Justice and Racial Discrimination Understandings in the EFL classroom

familias pueden estar compuestas por diferentes características'' (LR, Focus group, May 15th, 2019).

With this new environment, students were more opened to recognize human diversity by means of evaluating their family members' differences. Some of them were deliberated at the moment of comparing their family members while some others were not. The important part is that students had a space to reflect on the way they were talking about their families and how unmeasured they could be. When we were concluding the session, students recognized each family had peculiarities and the important thing was to be together, as a family, accepting each other differences.

Apart from this, students reflected about racial discrimination acts in a different environment. Students reflected on the different stereotypes and prejudices they had against people from different Colombian regions.

Rather than considering racism as an ideology in this research study, it is conceived racism as a system, composed of students' mindsets and behavioral aspects. In this sense, Van Dijk, (2010) understands racism as ''a complex societal system of ethnically or racially based domination and its consequent inequity'' (p.103).

Like the conceptions of race, racism is formed by historical and current elements and depending on socio-economic, cultural and political contexts. In this way, race and racism can vary even at different times, depending on the people who interact, their characteristics, roles, interests and intentions. Some of the individual factors that can be pointed out are age, gender, social class, geographical origin, racial affiliation, among others (Restrepo, 2008).

Social Justice and Racial Discrimination Understandings in the EFL classroom

In terms of the geographical origin, it can be said that racism implies two processes that usually occur simultaneously in history “Racialization, alterization or differentiation process and an inferiorization that creates or is based on existing power differences perpetuating them” (Puertas, 2010). In Colombia, racism acquires some peculiarities at the same time as certain common features with other Latin American countries and other continents. Several authors have characterized racism in Colombia (Viveros, 2000 & Soler, 2009) state that it is subtle. Restrepo (2008) defines it as “latent”, and Gil (2010) refers to it as “cordial and sinuous”. For Viveros (2007) it constitutes “indirect discrimination” and for Mena (2009) it is presented as “thoughtless and naturalized”.

Friedemann (1985) pointed out that racism in Colombia is characterized by invisibility and stereotyping mechanisms through which blacks have been historically, academically, culturally, and socially inferiorized. Although there have been transformations over time (since there are currently a large number of academic papers on the Afro-descendant population) it can be affirmed that both practices are still present in racial relations and representations in Colombia. When students reflected on their perceptions about people from different Colombian regions, it was possible to recognize the importance of stereotypes for their repetition and naturalization, even in those with a greater degree of awareness about the existence of racism and the need for prevention.

Social Justice and Racial Discrimination Understandings in the EFL classroom



Figure 13. Colombian Regions, Session 4, May 6th 2019.

There were presented to students a Colombian map and some images of people from different Colombian regions. Depending on the people presented in each image, I asked students different questions:

What do you know about Costeños/Paisas/Cachacos/Llaneros/Boyacenses? What is your perception about them? And What are the aspects for which each region is recognized? Students had peculiar perceptions about the people from those regions. Some of them said that costeños and chocoanos had black skin and that amazonenses looked like “Indians”. They also said that people with black skin do not have the opportunity to study and that they were not intelligent in different fields as people from other regions.

“De un costeño pienso que ellos son morenitos y son amables en su forma de ser. Y un bogotano, por ejemplo, se siente muy reconocido y más que los demás porque vive en una ciudad grande” (GN, Focus group, May 20th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘‘Pues de los que viven en Bogotá como que son muy gomelos y muchas veces envidiosos. La mayoría tienen mucha plata y son gomelos por esto. Y digamos de la costa a estas personas su acento los caracteriza mucho y pues el color de piel, que normalmente son morenitos’’ (AB, Class Discussion, May 16th, 2019).

‘‘Pues lo que diferencia a cada uno, pues digamos que de los bogotanos sería que su acento es muy ‘fresa’, de los costeños que su piel les morenita y son muy bullozos, de un paisa que su acento es como cantado y me parece que cada uno tiene sus diferencias porque sus familias los han criado de maneras diferentes’’ (VR, Focus group, May 20th, 2019).

These allowed me to understand students still had different prejudices and stereotypes against other people because of the way they look. Hall (2005) refers to stereotyping as a ‘‘representational practice that reduces, essentializes, naturalizes, and sets difference’’ (p. 44). When students were asked to describe the people in the images, they described them using the adjectives they had been learning during previous lessons. In one point, students used strong words in order to talk about those people such as ‘‘el negro, el indio, el feo’’ in order to talk about black skin people of different Colombian regions.

Particularly in Colombia, most of the representations of African-descent people that can be found in textbooks are stereotyped (Soler, 2009 & Mena, 2009). Before this study intervention, textbooks were constantly used by eighth-graders. They were continually exposed to the influence of stereotyped images transmitted by textbooks, the media and advertising (both commercial and institutional). In all these media, the images of black people, in addition to stereotyped, are caricatured or inferiorizing, and they play indifferent and unnecessary roles (Viveros, 2004).

Social Justice and Racial Discrimination Understandings in the EFL classroom

I presented to students different descriptions of people from different Colombian regions. I asked students to match some descriptions with some images of people from different Colombian regions. (Amazonenses, boyacenses, bogotanos, paisas, llaneros, chocoanos, and costeños).

‘Students matched the descriptions with the images in an easy way. Something interesting is that they had the perception that chocoanos and costeños had black skin and that they are lazy, weak, and people who only can work on heavy duties. Then, I asked them why did they have those perceptions about chocoanos and costeños and some other students interrupted my question and said that sometimes people have wrong perceptions about people from other regions, as well as, people from other regions have wrong perceptions about us as boyacenses’ (Teacher Journal, May 6th, 2019).

Students started to recognize that they also had stereotypes about people from other regions, as well as people from other regions have stereotypes against us, as Boyacenses.

‘Yo digo que cada persona se informa de una manera diferente. Cada uno tiene un punto de vista acerca de cada región. Yo digo que nos perciben como campesinos y ‘boyacos’, así nos dicen. Yo pienso que deberíamos informarnos más antes de opinar sobre alguien’ (LM, Class discussion, Session 4, May 6th, 2019).

‘Puede que acá haya muchos campesinos que siembran papa, pero somos los que alimentamos al resto de municipios. Entonces hay que ver eso y agradecer y no solo juzgar porque muchas veces nosotros solamente vemos y juzgamos. La gente tiene que informarse más acerca de qué cosas realmente nos caracterizan’ (NB, Focus group, May 20th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students gave some examples about the perceptions that people from other regions had about us as boyacenses. They said that people thought boyacenses have red cheeks because of the cold and that we only know how to plant potatoes and onion. They expressed how bad is to generalize and they expressed that with a feeling of disagreement. At that time, they reflected on the way they had stereotypes against people from other regions.

“Pues por ejemplo, hablando de un costeño, yo pienso que mucha gente como que los discrimina por su color de piel, por su acento o por la manera en la que se comportan, ya que en ellos se evidencia de manera fácil el lugar en el que nacieron. Pienso que es normal tener diferentes tonos de piel y el color de tu piel no define donde tu naciste (VRR, Focus group, May 20th, 2019).

“Pienso que muchas personas tienen diferentes estereotipos sobre personas de diferentes regiones, entonces pues los estereotipos siempre son algo por lo que uno se guía al ir a alguna parte. Por ejemplo, en el caso de los costeños, uno siempre espera conocer gente cálida y amable, gente extrovertida... pero quizás no todos los costeños sean así” (DG, Focus group, May 20th, 2019).

“ Digamos que cuando una persona analiza a un costeño o un bogotano, esa persona piensa solo en su aspecto físico y no en lo que esa persona tiene en la cabeza. Entonces normalmente uno se aleja de esas personas porque son distintas a uno. Porque no piensan igual, ni tampoco tienen el mismo tono de piel. Eso es lo que hacen los estereotipos, no conocemos bien a las personas y ya nos estamos alejando de ellas...” (AG, Final self-reflection, Session 12, June 28th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

These testimonies allowed me to understand that students conceived society as a powerful instrument that generalizes the aspects for which each region is recognized. Students defined by themselves different situations in which they evidenced how people have stereotypes, prejudices and misconceptions about people from different regions. They recognized they used to generalize the way in which people from other regions look and the way they act. The truth is that students analyzed by themselves how different people can be regardless physical appearances.

In this specific case, a stereotype became the basis of students' discrimination against people from other regions of Colombia. Stereotypes do not constitute a racist representation by themselves, but rather may have discriminatory effects when they develop and express themselves in specific interactions and contexts, preceded by 'historical processes' (Puertas, 2010, p.153).

On the other hand, students supported that idea by giving some other examples about how other countries perceived Colombian people. There was an interesting point of view of one of the participants who was born in Venezuela. She talked about the stereotypes that Colombian people have about people from Venezuela, and the stereotypes that Venezuelan people have against Colombian people. That example allowed students to reflect on some other stereotypes about Colombian people that are presented in other countries such as the USA.

''Pues cuando yo estaba allá, como se iban algunos colombianos para Venezuela, se pensaba que algunas colombianas eran prostitutas y que casi todas las que venían de Colombia se ponían a prostituirse. Aunque bueno, mi niñera era colombiana y súper normal. Mi abuela es colombiana y dice que los colombianos son unos delincuentes y así, pero pues para mi cada quien tiene su vida y hay que respetarla, y respetar cada cultura. Es muy interesante porque acá en Colombia perciben a los venezolanos de la misma manera. Como ladrones y prostitutas, cuando eso no es cierto, eso es una generalización'' (VR, Focus group, May 20th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘Si, eso es cierto. Por ejemplo, yo fui a Estados Unidos y cuando fui todas las personas piensan que nosotros los colombianos somos narcotraficantes y eso no es cierto. Uno se pone a pensar y ellos tiene una percepción muy equivocada de nosotros y en cambio nosotros pensamos que ellos son mejores que nosotros, los tenemos en un altito... pero ¿por qué? La verdad yo no sé’ (LM, Focus group, May 20th, 2019).

‘Los colombianos tienen esa fama de narcotraficantes porque, por ejemplo, cuando yo llegué de Venezuela, llegué a Bogotá e iba a las tiendas a ver cosas que tuvieran que ver con la cultura colombiana, pues... para aprender un poco. Y lo que vi fue camisetas con estampados de marihuana y retratos de Pablo Escobar. Entonces si un extranjero ve eso, lo primero que va a pensar es que Colombia gira alrededor de la droga. Y pues como extranjera, cuando yo llegué no fue tan bonito ver eso. Solo hasta cuando aprendí a vivir acá, me di cuenta de cómo es Colombia, pero una persona que venga de pasada, va a llevar esta mala percepción a otros lugares’ (VR, Focus group, May 20th, 2019).

As a final reflection, students mentioned it was very interesting to talk about the perceptions they had about people from different Colombian regions. They said people had certain advantages and disadvantages based on the place they were born.

‘Pienso que las desventajas que puede presentar una persona costeña, sería la discriminación estereotipada de que son perezosos. Entonces digamos que tú vas a contratar a un trabajador y tienes a un bogotano y a un costeño. Entonces normalmente una persona pensaría que el bogotano va a trabajar más que el costeño y pues esto no siempre es así porque todas las personas son diferentes. Puede que el bogotano no sepa hacer nada y que el costeño sea realmente trabajador. Entonces por ese tipo de estereotipos son discriminados las personas

Social Justice and Racial Discrimination Understandings in the EFL classroom

de tez negra y esas son las desventajas que podrían presentar’’ (DG, Class Discussion, Session 2, April 30th, 2019).

‘‘Pues yo pensaría que, en las ciudades pequeñas, por ejemplo, como San Andrés tienen muchas desventajas porque allá el estado no pone una escuela o una educación buena como en Bogotá, porque en Bogotá hay más oportunidades, hay internet, hay comercio, etc... Hay muchos pueblos por ejemplo en Boyacá que no tienen oportunidades de estudio. Entonces las personas tienen muchas desventajas teniendo en cuenta el lugar en el que nacieron y más si son pueblos. Y en cuanto a ventajas, podría ser la cultura, ya que la cultura es lo que representa un lugar y una persona como tal’’ (AG, Focus group, May 20th, 2019).

‘‘Pues sinceramente yo creo que hay desventajas porque digamos en Venezuela hay muchos problemas y la gente se ha venido aquí en busca de trabajo y muchas veces no les dan trabajo solamente porque son venezolanos y los perciben mal. Eso no pasa solo con ellos, por ejemplo, si viniera alguien de Estados Unidos a Colombia, esa persona tendría ventajas ya que aquí en Colombia la gente piensa que los estadounidenses tienen mejores capacidades y así ellos consiguen trabajo de manera más fácil. Hay que ver que todos tenemos las mismas capacidades independientemente del lugar en el que hayamos nacido’’ (AB, Final reflections discussion, Session 12, June 28th, 2019).

Students felt worried about the disadvantages people had depending on the place they were born. They said most of the people do not have the same opportunities of life, work, health, and education. They said they are places which are recognized for being world capitals, where people have many opportunities to success, but in small towns or remote places, people do not have the same opportunities. In the same vein, students manifested people can have other disadvantages based on their physical appearances.

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘ ‘Sí, hay desventajas porque digamos en el caso de una persona que tiene tatuajes, se les ha negado trabajo porque se dice que eso no se ve bien en una persona’ ’ (AB, Focus group, May 20th, 2019).

‘ ‘Pues creo que las personas tienen desventajas porque tienen apariencias físicas que pueden sumarle o restarle puntos a la hora de enfrentarse a un grupo. Por ejemplo, como dije anteriormente al contratar a una persona, cuando esta persona es de color, se piensa que esta persona trabaja en ámbitos más pesados ¿Sí? Como los más bajos, por ejemplo, cargar bultos o algo así. En cambio, una persona de piel blanca y ojos claros, se va a pensar que es más de tipo ejecutivo’ ’ (AP, Project Presentation, Session 11, June 24th, 2019).

‘ ‘Por ejemplo en cuanto al aspecto físico cuando hay una entrevista de trabajo, siempre se busca que las personas estén bien presentadas. Yo ví un documental en el que un hombre cumplía todos los requisitos para conseguir un trabajo y era muy inteligente, pero este hombre lucía como un vagabundo, tenía la ropa sucia, entonces no consiguió el trabajo. En cambio, había otro hombre que no cumplía los requisitos, no era muy inteligente, pero este sí traía buena ropa y lo contrataron. Entonces uno no debería juzgar por la apariencia sino por el conocimiento’ ’ (VR, Focus group, May 20th, 2019).

Students said that one person from la Costa and one person from Bogotá have different advantages and disadvantages in different contexts because people use to categorize their personalities, their culture, and their capacities. They said that a boyacense or a chocoano in Bogotá can be discriminated because people think that boyacenses are peasants and that costeños only have black skin and they are lazy workers.

Social Justice and Racial Discrimination Understandings in the EFL classroom

“ I think black-skinned people have the most disadvantages; because due to their skin tone, most people discriminate against them racially and believe them incapable ” (GN, Project Diary, June 18th, 2019).

“ At the final part of the session, we concluded saying that the perceptions we had about other people are not accurate because we actually do not know them. One of the students closed the session saying that physical attributes such as size, shapes, and colors are irrelevant when we want to stand out in the world. He said that is more important to take into account the things that we have inside, our feelings, our emotions, and the things we can give to the world in order to be better human beings. He also said that there are some other strengths and advantages (different from physical ones) associated with every person that can make we can take advantage of them in different contexts in order to be recognized ” (Teacher Journal, May 6th, 2019).

It should be noted that certain stereotypes do not fall exclusively on people of African descent, but they do so in specific ways. An example are certain conceptions of people from warm climates. In the case of Colombia, (the Atlantic Coast and the Pacific Coast), which give to people, regardless of racial affiliation, among other characteristics, a special ability for dance and a lazy personality. Nevertheless, when a person born in a warm climate is the object of certain racial stereotypes, these statements take on particular forms and can be ‘‘justified’’ or ‘‘naturalized’’ by additional arguments in which people generalize these aspects for which they are ‘‘recognized’’ (Mena, 2009).

Likewise, there was an acknowledgment of how history has influenced in the treatment black skin people has received. Reflecting back on racial practices, ‘‘racism is considered as a ‘marking of bodies’ and a mark that derives from the old European colonial system where certain embodied features were acquiring a big significance in the constitution of certain differences and

Social Justice and Racial Discrimination Understandings in the EFL classroom

hierarchies in human beings” (Wade, 1997). In these hierarchies, the European appeared as racially superior while the rest occupied lower places. Features such as hair, size, or skin color were historically configured as “racialized” indicators (Restrepo, 2010, p 18). Students recognized these historical aspects as powerful examples for which they consider racism is still dominating the world.

‘‘Por la apariencia física, la gente sufrió desde la antigüedad, los negros eran esclavos, los negros tenían tareas duras. Por ejemplo, Hitler, él era muy narcisista. Aunque bueno, todo el mundo es narcisista. Porque es que digamos en un trabajo entre un costeño y un bogotano se piensa que un costeño está para realizar trabajos más forzados y en cambio un bogotano o una persona de piel blanca se ve como más de oficina. Y sí, eso es un estereotipo’’ (PG, Final self-reflection, Session 12, June 28th, 2019).

For me as a teacher, it was very shocking to observe how the students recognized that physical appearances and the place of birth could affect their lives. They mentioned that as human beings, they had different stereotypes and prejudices against other people and they used to “generalize” them because of the way they look.

In the same vein, eighth-graders broke up the stereotype that “black represents bad”. They found beauty in different black elements in order to do the same in black skin people. Students had to describe the black elements that surrounded them (food, people, animals, clothes, things, among others) and they described which ones were their favorite

This interesting session started with an “asking questions game”. In a round table, students had to talk about what were their favorite colors and in what elements did they like to see them. Most of the students mentioned colors like green, blue, purple, pink, and gold. Then, when I asked

Social Justice and Racial Discrimination Understandings in the EFL classroom

them “in what elements do you like to see that color?” they answered different things, objects and places such as nature, the sky, blueberries, clothes, and jewelry. Once students answered those questions, they were asked with the following questions: “Do you like black color? Yes, no, why? If you like it, in what elements do you like to see that color? What do you think about black color? What does black color symbolize in our culture?”

Some of the students answered that they liked black color. Some of them said that black looked good in clothes. Some others said that black color was a symbol of bad things for some people and that black color represented anguish, pain, darkness, and fear. Thanks to those answers, there was showed in front of the class a poem that was titled “Black is beautiful” by Preston Mwiinga.

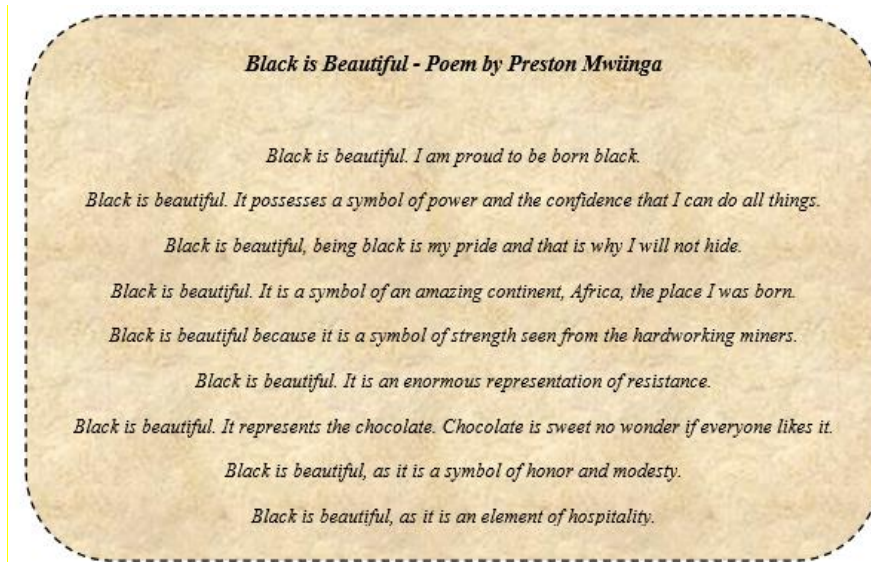


Figure 14. Poem, Session 7, June 7th 2019.

Students had a space to read and interpret the poem, once they did it, they had to talk about their perceptions about it.

“They said that the poem was about the author’s life story. Some of them said that the poem talked about the representation of black color in different elements and how black color made the author feel proud of his own culture” (**Teacher Journal**, June 7th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students' opinions showed that they understood that the author of the poem was a person who felt proud of being black. After analyzing the poem, we made a rally. In the first stage, students went to the art classroom. They had to make a circle and I started to show them different images of things, objects, animals, food, and clothes in black color. While I was showing them the images, I was asking them: What is this? And they answered (a zebra, an elephant, blueberries, the sky, an ice-cream, etc). At the same time, I was putting the images around the classroom and students were observing them.



Figure 15. Class discussion on black elements, Session 7, June 7th, 2019.

Then, I asked them ‘‘what do you think about these elements? Do you like them?’’, and most of the students could not answer that question. I had to ask them twice or three times the same and they answered: yes, but there was a feeling of doubt. Then, I asked them ‘‘do you think these elements look better in other colors different from black?’’, and all of them said ‘‘yes’’. They said that there were elements like food and animals that looked better in other colors.

‘‘One girl said that she did not like black cats because she felt they were bad and because her grandmother told her, they had bad luck. Another girl said that she did not like black grapes; she

Social Justice and Racial Discrimination Understandings in the EFL classroom

said she preferred purple or green grapes. In general, they said that it depended on the type of things... because there were things they liked in black colors such as animals and clothes'' (Teacher Journal, June 7th, 2019).

When students said that black color did not look good in different elements, it was evidenced the stereotype black color represented "bad" for them. Society has stipulated prejudices against black color such as the one who that student mentioned about the cat. Then, I asked to students "do you think that some of these elements are criticized for being black? Yes/no why? What elements? "All of them said: Yes. I asked them why and they mentioned, once again, that cats represented bad luck and fear. Others said that black clothes were criticized because many people think that if you dress completely in black, then, you are a bad person. Some girls said they liked the color black on their nails, but since their school banned black color, they were not allowed to use black as an accessory for their nails or even to make up their eyes or lips.

"Desde siempre se ha tomado como el negro como el color de la tristeza, del luto, de la brujería y de cosas como que son dañinas. Si usas mucho negro, te van a ver como alguien malo'' (JCP, Class discussion, Session 7, June 7th, 2019).

After analyzing the prejudices against black, I asked students to think if black color was beautiful for them. They said that it depended on the object that was being talked about. They said that in some elements black color was not good because it was a representation of death, pain, fear, or darkness. They took some examples from the images I showed them before and they said that it was very strange to see a black ice cream, a black heart, a black rose, and black eye. They expressed those elements looked better in other colors.

"Yo no creo que el color negro sea malo o que objetos negros se vean mejor en otros colores. Para mi el negro es un color como cualquier otro y en mi caso es normal ver estos elementos en

Social Justice and Racial Discrimination Understandings in the EFL classroom

color negro. Un ojo negro es igual que un ojo de color azul. Un corazón negro es igual que uno rojo. Yo en whatsapp utilizo los emojis de corazón y siempre utilizo corazones amarillos, rojos, verdes, morados, negros, rojos, rosados, todos...’’ (JV, Class discussion, Session 7, June 10th, 2019).

Thanks to that comment, I asked students ‘‘Why do you think that for some people black color is something common in different objects/elements but it is criticized in people’s skin?’’ Students analyzed that question for a few seconds and some of them said that it was because of the culture we have. Students manifested, they were not born to be racist, but society taught them to be racist (Wade, 1997).

‘‘Yo pienso que actualmente, por ejemplo, en el vestido a las personas les gusta usar ropa negra porque el negro es un color que combina con todo y pues cuando una persona se quiere vestir busca combinar los colores. Entonces la gente no ve malo el color negro en la ropa, pero si lo ven malo en las personas y esto viene desde la antigüedad hasta hoy en día, se sigue viendo el color negro en la piel de las personas como algo malo’’ (JS, Focus group, June 10th, 2019).

‘‘Our culture taught us how to be racist. I was not born to judge black skin people but I got that prejudice against black since I was a child thanks to the things I observed and listened in different spaces. Even, when I understood it was bad to think in a ‘‘racist’’ way, sometimes it was difficult for me to stop thinking that black skin people were different than me’’ (DG, Final reflections, Session 12, June 28th, 2019).

In the second stage of the game, I asked students to visit every single part of the school and they had to take notes of the black things they could observe (animals, food, people, clothes, objects, etc.) Once they did it, they got in groups of 3 people and they talked about the black

Social Justice and Racial Discrimination Understandings in the EFL classroom

things they observed around the school. ‘‘ I observed a black dog, a blackbird in the sky, a girl with black pants, black doors, black windows, and black shoes’’. I asked students to think about the black objects they observed around the school and select one. They had to explain why they selected that object, why they liked it, describe their characteristics, and why was it useful, interesting, or beautiful for them.

Some of them described easy elements they found around the school and they mentioned why those elements were useful in daily life activities. The purpose of that activity was to familiarize students with different black elements and make them understand the usefulness of those elements in their lives and stop seeing them as unimportant because of the simple fact of being black.

In the third stage, it was taken into account the last 2 stages game. I asked students to use the elements they observed around the school, and the images presented in the art classroom as an inspiration for them in order to talk about one of their favorite black elements. I gave them a white paper with some black colors and markers and they had to draw a black object, person, animal, or whatever they wanted, that they thought was beautiful or that they liked a lot. Below the drawing they had to write why did they select that thing/object and why did they think that object was beautiful.

Social Justice and Racial Discrimination Understandings in the EFL classroom

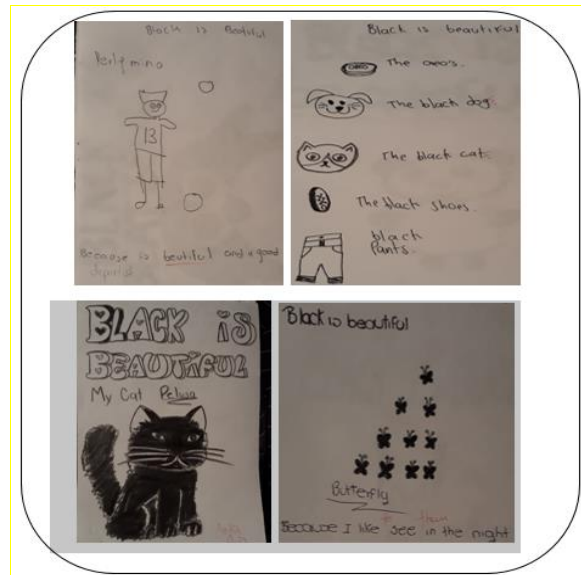


Figure 16. Black is beautiful productions, June 7th, 2019.

Most of the students described black elements such as clothes (dresses, skirts, accessories, shoes), animals (cats, penguins, zebras, horses, butterflies, and dogs), makeup, and just one student drew a famous person “Yerry Mina” a Colombian soccer player that has black skin. These drawings were a representation of the several black things students liked. They were breaking up the stereotype that black things represented bad, and that most of them found beauty in black as well as in other colors.

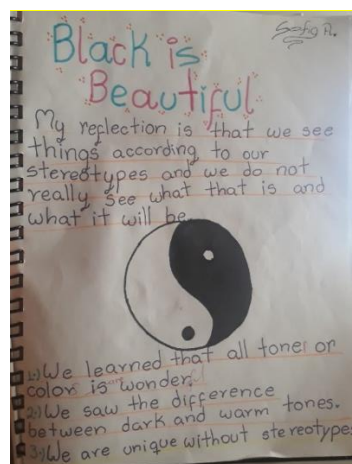


Figure 17. Classroom Diary Reflection, Session 7, June 11th 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students concluded by themselves that as well as there are black beautiful things, food, or animals; then, black is also beautiful in people's skin. They understood all colors have their own beauty and black was not an exception.

Although there were some manifestations of racism during the development of this research study, at the same time, I could notice students' awareness on the importance of diversity and the negative impact of racist discourses. With the development of the unit, students were recognizing human diversity and they were thinking about the reality of other people. They responded to discriminatory acts in different environments. Then, they analyzed how different fields such as education, social media, and society had influenced their perceptions about people in general. Their understandings on racism were evolving session by session and each day they were feeling freer to express opinions and ideas. While recognizing human diversity, they were accepting and respecting human differences.

“Cada quien lastimosamente tiene desventajas, pero hay que aceptar como somos sin dejar que esto nos afecte. Yo creo que deberíamos incentivar a las personas a que piensen en los demás en el sentido de que no porque alguien tenga dinero, se vista a la moda o tenga cierto aspecto físico, o color de piel es mejor que los demás” (LM, Focus group, May 20th, 2019).

“Well, I think you always change your point of view even a little. But the truth is that we should not pay much attention to how people dress or look to judge them. Generally, I am guided by how they behave and how they treat others ” (DG, Final reflections, Session 12, June 28th, 2019).

Students' awareness on the importance of diversity and the negative impact of racist discourses was reinforced with the realization of students' role as victim/victimizers of

Social Justice and Racial Discrimination Understandings in the EFL classroom

discriminatory acts by reflecting about the consequences of both. There were some changes in students' mindsets and in their perceptions, prejudices and/or stereotypes against black race and physical appearances in general by means of a confrontation between being a victim and being a victimizer of discriminatory acts and by recognizing the impact of their words and actions against others.

Putting into context the role of victims and victimizers, there can be cited the concepts of being an 'oppressed' and an 'oppressor'. According to Freire (1979) "for the oppressors, the human being is just them. The others are 'objects or things.' For them, there is only one right, their right to live in peace, against the right to survive that they may not even recognize, but only admit the oppressed" (p. 46). In this case, the victim/victimizer dichotomy is following the 'oppressed/oppressor' one. The victim is always judging, mistreating, delimiting, judging, and stopping, while the victimizer is mistreated, delimited, judged, and stopped.

In one of the sessions, there was presented to students a comic about a black skin girl called Angela. The purpose of this comic was to know students' opinions and reactions on a discriminatory act. I put the comic in front of the class and I asked students to describe Angela physically and emotionally.



Figure 18. Comic, Session 5, May 16th 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students used some adjectives such as: ‘‘Sad, small, dark, black girl, and brunette’’.

Students said there was a discriminatory situation in which the other girl did not want to play with Angela because she had black skin. Some others said that it was a situation of bullying and rejection. Some of the students said that Angela was discriminated as well as some of their classmates.

‘‘In here, everybody says bad things about others, not only because of their skin color, but also because of their physical appearance in general. In here, everybody makes fun of others because of the way they dress or the way they express their thoughts’’ (DG, Class discussion, Session 4, May 16th, 2019).

‘‘Acá siempre todos nos burlamos del color de piel de Juan Pablo y de Harvey’’ (JR, Class discussion, Session 5, May 16th 2019).

With these comments, I evidenced that there were present different discriminatory situations inside the classroom. Thanks to students’ answers, it was evidenced they recognized discriminatory practices in their context and some of them felt identified as being victims and victimizers of them. I corroborated that by means of observing students’ attitudes, behaviors, discourses, and written exercises. Students developed a workshop titled ‘‘The Impact of our Words and Actions’’.

The questions of the workshop were divided into three topics. As it is shown in figure 19, the questions highlighted in orange were questions in which students had to answered if they had heard or had thought things in which black skin people were perceived as less, indians, slaves, not intelligent, bad, and ugly. The questions highlighted in yellow were questions in which students could reflect about their individual practices against others, if they had made fun of others because of their skin color or physical appearance in general. And the questions

Social Justice and Racial Discrimination Understandings in the EFL classroom

highlighted in pink were questions in which students could answer if they felt identified with bullying or discriminatory situations.

2. Answer the following questions with: (Yes, I have) / (No, I haven't)

1. Have you heard black skin people look like Indians? Yes, I have
2. Have you heard black skin people were born to be slaves? Yes, I have
3. Have you heard black skin people are not intelligent or able to study? No, I haven't
4. Have you thought black skin people are bad? Yes, I have
5. Have you thought black skin people are ugly? No, I haven't
6. Have you thought black skin people are less than you? No, I haven't
7. Have you made fun of someone because of his/her skin color? Yes, I have
8. Have you hurt other people because of their physical appearance? No, I haven't
9. Have you told someone he/she is ugly because of the color of his/her skin? No, I haven't
10. Have you felt bad because of your physical appearance? No, I haven't
11. Have you thought you are ugly? Yes, I have
12. Have you heard you are ugly? Yes, I have
13. Have you experienced bullying? Yes, I have

Figure 19. Workshop, Session 5, May 16th 2019.

In the second part of the workshop, students had to interview their classmates. They had to ask their classmates the same questions they answered before in order to know their opinions.

1. Have you heard black skin people look like Indians? Juan has heard that

2. Have you heard black skin people were born to be slaves? Camilo has heard that

3. Have you heard black skin people are not intelligent or able to study? Luis hasn't heard that

4. Have you thought black skin people are bad? Ana hasn't thought that

5. Have you thought black skin people are ugly? Marcel hasn't thought that

6. Have you thought black skin people are less than you? Laura has thought that

7. Have you made fun of someone because of his/her skin color? Susan hasn't made that

8. Have you hurt other people because of their physical appearance? Laura hasn't hurt others

9. Have you told someone he/she is ugly because of the color of his/her skin? Violeta hasn't hear t

10. Have you felt bad because of your physical appearance? Juan has felt that

11. Have you thought you are ugly? Dana has thought that

12. Have you heard you are ugly? Adrian has heard that he is ugly

13. Have you experienced bullying? Favila has experienced the bullying

Figure 20. Workshop, Session 5, May 16th 2019.

Some of the students felt identified with some discriminatory situations they experienced in different environments. They mentioned that in different spaces they were victims of racial discrimination and bullying because of their physical appearance.

“Pues yo si me sentí identificada según mi experiencia con algunas preguntas porque el taller me hizo recordar algunas cosas que viví en el pasado, cosas que me incomodaban de mi misma. El taller también me hizo reforzar la idea de que uno nunca debe hacer sentir mal a nadie por las diferencias que tenga porque se lo que se siente sentirse herido y humillado” (CE, Focus group, May 22th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

“ I have felt identified because this process has helped me to remember that when I was younger people would tell me things that hurt me because of my skin color and that hurt a lot ” (JD, Project presentation, session 11, June 24th, 2019).

With these testimonies, it is understood that classrooms represent spaces for dialoguing about discriminatory acts. This is something that can give critical reflections for future teachers of different areas about the importance of adapting contents to teach in a more human way in order to break up with discriminatory acts inside and outside the classroom and being a supporting figure to students (Kohli, 2008). Students felt comfortable to share with their classmates and with me, as their teacher, the discriminatory acts they have lived or experienced in different contexts.

When students felt identified about experiencing discrimination, they were also concerned about most of their classmates' feelings. When they interviewed their classmates, they did not imagine they had lived or experienced a discriminatory situation. Most of them expressed they were starting to know their classmates feelings by means of the development of the workshop and by the development of the whole unit.

“Uno convive con sus compañeros y uno cree que los conoce, pero cuando les hice las preguntas del taller, me respondieron cosas que yo no sabía de ellos. Por ejemplo, yo a un compañero le pregunté que si había experimentado bullying y el me respondió más de lo que pensé. No me respondió si y ya, me respondió sí y me empezó a decir muchas cosas con respecto a eso, lo cual me hizo pensar que estaba realmente afectado ” (MA, Focus group, May 22th, 2019).

Students identified specific cases and situations in which some of their classmates had experienced bullying inside the classroom since a long time ago. Students were interested to

Social Justice and Racial Discrimination Understandings in the EFL classroom

change that situation and find alternatives to share more time with those classmates who did not feel well because they had experienced “oppression” (Freire, 1979).

“Pues yo pienso que, si hubo personas que se sintieron aludidas durante varias clases, por ejemplo, Laura Ruiz se sintió súper mal. Ella es muy callada y todos se burlan de ella” (EG, Final reflection session, June 25th, 2019).

“Principalmente Javier, porque cuando le estaba haciendo la encuesta, él me dijo que el a veces se sentía mal delante de los demás, porque él se sentía como ‘la pelota’ de todos, porque todos juegan con él y se burlan cuando él se pone a llorar. Pienso que todos deberíamos incluirlo más y hacerlo sentir mejor” (VRR, Focus group, May 20th, 2019).

At the same time, they could make a reflection about how their individual practices were affecting others self-esteem, feelings, and emotions. They felt they were victimizers and they were conscious about the importance of reflecting on it in order to know what aspects they had to change.

“Yo personalmente pienso que hemos reflexionado acerca de las acciones o palabras que decimos a otras personas teniendo en cuenta su color de piel, su apariencia física, su personalidad, su manera de actuar, etc. Entonces pienso que eso nos hizo reflexionar acerca de las palabras que decimos y cómo estas hacen sentir a las demás personas, muchas veces herimos a otras personas por los prejuicios que tenemos de ellas sin conocerlas” (VRR, Focus group, May 22th, 2019).

“I recognize I have bullied others because of their appearance. I know is bad but I do it everyday. I know that my classmates feel bad” (GV, Focus group, May 5th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Figure 21 illustrates how students play both roles: victims and victimizers. One part of them represented their students' thoughts by drawing themselves on their project paintings as victims and as victimizers. The other part just drew discriminatory situations they evidenced in different contexts.

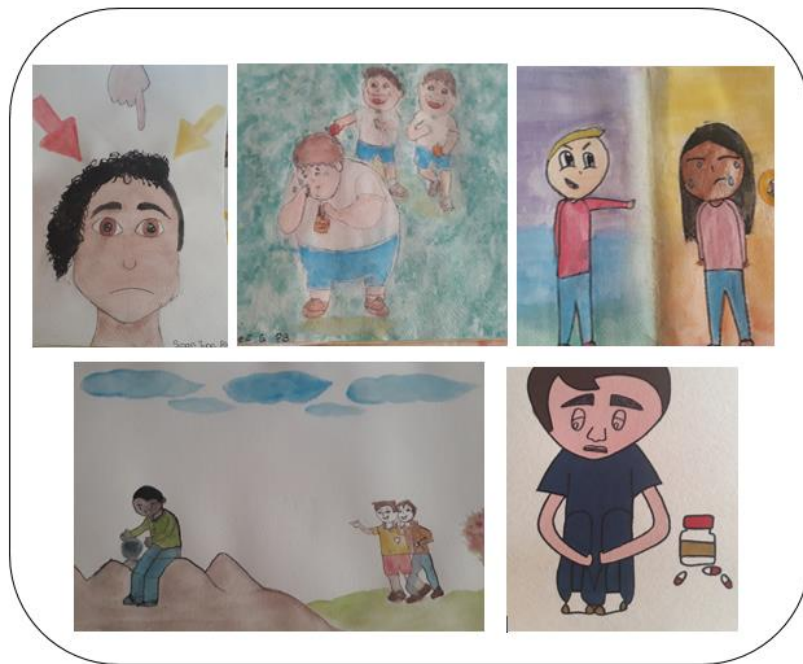


Figure 21. Students' painting projects, Session 10, June 24th 2019.

In a different activity, students had to make a poster in order to describe a discriminatory situation they had evidenced, heard, felt, lived, or been told. I was monitoring the activity, and students had excellent ideas for reflecting the impact of words and actions against other people. Once they finished, they made an oral presentation of their comics in front of their classmates and they explained the different discriminatory situations they drew. Once they explained their comics, they stuck them around the school to raise awareness around the school.

Social Justice and Racial Discrimination Understandings in the EFL classroom



Figure 22. Poster presentations on discriminatory situations evidenced by students, Session 5, May 18th 2019.

In figure 22, it is shown a discriminatory situation in which a man is discriminated because of the color of his skin. In one part of the comic, students wrote sentences for expressing the man feelings ‘‘I have not felt happy, I have felt sad, I have felt different than others, I have felt alone, I have felt hurt, I have thought I am nothing’’. Students expressed in their comics the same that they felt in real life. They said they were representing situations they had lived or they had observed in different contexts in which they were victims or victimizers of discriminatory acts.

‘‘Tomamos el tema de discriminaci3n, entonces hicimos dos ni1as en un colegio, que tenian diferente color de piel y se discriminaban por eso y pues eso es algo com3n en los colegios, que las ni1as se tratan mal por como lucen’’ (LCC, Focus group, May 20th, 2019).

‘‘Bueno en mi grupo mis compa1eros y yo dibujamos a un ni1o flaquito y a un ni1o gordito. Entonces dibujamos a Javier y a Gersson (ni1os del sal3n), y pues pusimos una situaci3n en la que las personas los trataban de diferente manera. Digamos a Javier que era gordito lo trataban mal y a Gerson que era flaquito lo trataban bien y pues en si eso es cierto porque en el sal3n es as3, a Javier lo tratan mal por ser gordito’’ (JPO, Focus group, May 20th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Something very interesting of students' productions is that they were always thinking about things they had lived or observed. When I had the opportunity to listen to their presentations and observing their comics, I found their productions were reality for them. They got inspired by things they had listened at home, at school or in public spaces. They got inspired by things they had read in books, news, and social media. In words of Freire (1979), education is a way to make people aware of the reality of their context and how it influences their life in order to change it.

In this case, students did not create the situations they presented in the comics, they saw them and also lived them. They represented those realities into their comics because they knew they were making a change in their minds and in their classmates' ones.

“Yo creo que lo que hicimos nos ayudó bastante y también creo que le ayudó a otra gente, ya que como pegamos los comics alrededor del colegio, otras personas podían leerlos, tal vez los chicos de sexto o niños de primaria, como son pequeños es bueno porque desde pequeños se les puede inculcar a ellos que todos somos iguales” (JD, Final self-reflection, Session 12, June 28th, 2019).

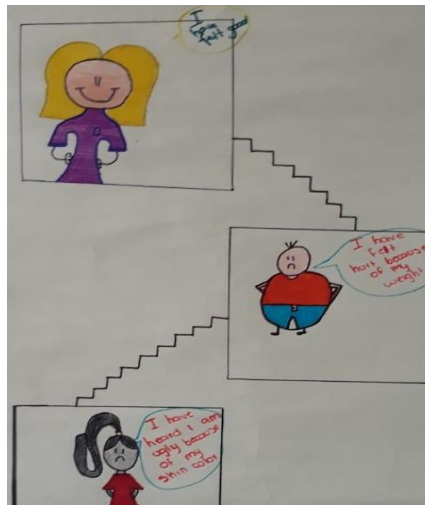


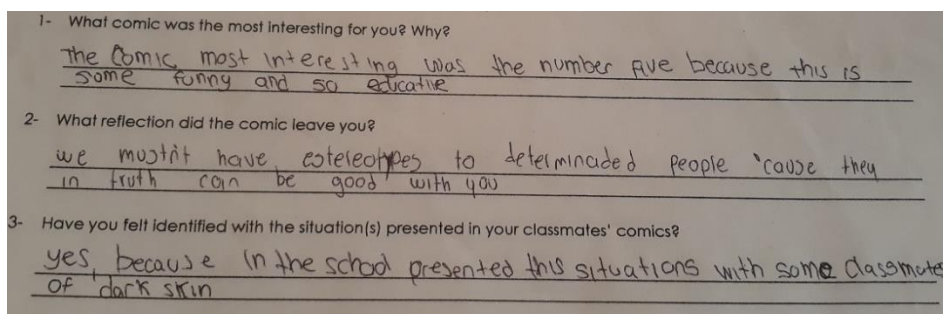
Figure 23. Poster presentations on discriminatory situations evidenced by students, Session 5, May 18th 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

In figure 23, there is presented another discriminatory situation. Students drew a blond girl who said “I have felt happy”, a fat boy who said “I have felt bad because of my weight”, and a black girl who said “I have heard I am ugly because of my skin color”. This poster represents how a person can feel better or less according to his or her physical appearance. The students drew some stars in order to explain how a white skin person is in the highest place. Society has stipulated beauty standards in which different physical characteristics make a person better than others (Kohli, 2008).

“Bueno pues nosotras tomamos a una persona gordita, a una persona blanca, y a una persona de color oscuro. Entonces pusimos una situación en la que la persona blanca actúa de forma grosera en contra de la persona de color oscuro y la otra situación de una persona delgada en contra de una persona gordita, que también es algo común gracias a los estereotipos que hay hoy en día que la gente blanca y delgada es más bonita que la gente gordita y con piel oscura” (LCC, Focus group, May 22th, 2019).

After socializing the posters, students had to complete a reflection format with some questions. Students worked on groups of two people and they were expected to answer: What comic was the most interesting for you and why? What reflection did the comic leave you? And have you felt identified with the situation(s) presented on your classmates’ comics?



1- What comic was the most interesting for you? Why?
The comic most interesting was the number five because this is some funny and so educative

2- What reflection did the comic leave you?
we mustn't have stereotypes to determinated people 'cause they in truth can be good with you

3- Have you felt identified with the situation(s) presented in your classmates' comics?
yes, because in the school presented this situations with some classmates of dark skin

Figure 24. Students reflection formats, Session 5, May 18th 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Si uno se pone en el lugar de una persona que tiene piel oscura, yo creo que a uno no le gustaría que lo juzguen por tener la piel de ese color. Yo lo sé, porque tengo piel morena y se burlan de mí, pero yo también me he burlado de otros porque son gordos, flacos, o etc” (KD, Final reflections, Session 12, June 28th, 2019).

With these testimonies, it is understood that eighth-graders analyzed by themselves their relationships with other people, their classmates, close friends, family members, and neighbors, among others; in order to identify their role as victim or as victimizers. For Carvajal (2017) “the in-between space that separates the [victim] from the [victimizer], despite its tensions, may become a space of possibilities, re-encounters, and negotiation” (p. 101). In this case, thinking about being victims or victimizers was something that allowed students to understand they can be both in different situations. Thanks to that students could analyze in which position were located and make a deep reflection on their acts and words against others.

“Pues lo que yo opino que estas clases nos han ayudado bastante a darnos cuenta de las acciones que cotidianamente realizamos en contra de otras personas. En el taller hubo una actividad en la que teníamos que hacerles preguntas a otros compañeros y pues me di cuenta que muchos se sentían mal a causa de ofensas que otras personas les han hecho y también se sintieron mal por las ofensas que les han hecho a otros” (JC, Focus group. April 25th, 2019).

“Desde mi punto de vista, pues pienso que hemos aprendido a tomar medidas de lo que decimos y a pensar antes de hablar. También hemos aprendido a conocer a nuestros compañeros y ponernos en sus zapatos. Personalmente me he sentido herida o agredida por otras personas por mi tamaño o mi estatura porque muchas veces me han dicho: ‘no, usted no puede jugar con nosotros porque es muy pequeña, no puede hacer tal cosa porque es muy pequeña’, entonces me sentí identificada con varias preguntas del taller porque siento que, si he sufrido discriminación,

Social Justice and Racial Discrimination Understandings in the EFL classroom

burlas o bullying en diferentes lugares por mi apariencia física'' (VRR, Focus group, May 22th, 2019).

It was evidenced a transformation of students mindsets and a change in their perceptions, prejudices, and stereotypes against others while they analyzed and made a reflection on how their individual practices. Moreover, they understood that in some situations, they were victimizers who were mistreating, judging and hurting others, but they also understood they were victims who have been oppressed, mistreated, judged, and hurt because of their physical appearance.



Figure 25. Classroom diary, Session 5, May 21st 2019.

“ No solo porque evidencié actos que yo he hecho, sino también porque muchos compañeros han vivido. Entonces uno puede identificarse con los demás y puede sentir como otras personas se sienten también. Uno puede darse cuenta del dolor y de la baja autoestima que otros compañeros pueden tener gracias a esto. (MA, Focus group, May 20th, 2019).

Students' reflections showed that there was a recognition of human diversity and racism in school. They were thinking about themselves but also they were thinking about others and their

Social Justice and Racial Discrimination Understandings in the EFL classroom

human relationships. Students' awareness and reflections towards transformation was something evident in their attitudes, behaviors, and discourses since they demonstrated empathy. Then, there was a big change into their mindsets, perceptions, prejudices, and stereotypes against others due to their physical appearance.

Students recognized how important was to put themselves on the shoes of other people. They recognized being victims and victimizers of discriminatory acts and they felt worried about making changes in their daily behaviors. For me, it was very interesting to see a key transformation in students and to observe how focused they were in order to take action.

“Yo reflexione sobre las palabras que pueden herir a las demás personas porque digamos muchas personas tienden a sentirse mal por el rechazo, la ofensa, y las actitudes que otros toman en contra. Hay que tener en cuenta que las palabras tienen poder y así como tú puedes decir cosas positivas de alguien y alegrarles el día, también puedes decir cosas negativas que marcan y dañan” (VRR, Focus group, May 20th, 2019).

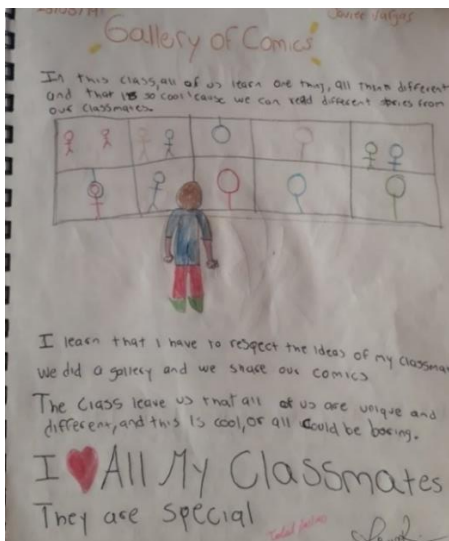


Figure 26. Classroom diary, Session 5, May 20th Gallery of comics.

Social Justice and Racial Discrimination Understandings in the EFL classroom

In the fourth topic emerging in this subcategory, it was evidenced that students were reading their context by identifying a problematic issue. The tasks developed during the development of the unit allowed students not only to identify discriminatory issues, but also to associate them with their context. Students were interested about looking for information and alternatives to make a change. They were reading their context, the discriminatory situations they had evidenced in different environments, and the people who had been affected because of it.

According to Freire, (1987) ‘‘reading a context goes beyond understanding some symbols and giving meaning to them. To understand those symbols and the message they aim to transmit. People need to make a previous reading of the world to give sense to the words they read and re-write their world according to the knowledge they construct through this process’’ (p. 23). Once students engaged in the development of the tasks where they had to reflect, interpret, and analyze discriminatory situations, they became aware of the existence of a problem that affected their community as well. In that sense, they unveiled their eyes and stopped perceiving racial discrimination as something irrelevant for their lives.

The impact of the project-based didactic unit in eighth-graders was something that allowed them to read their context by identifying a problematic issue. Thanks to the project development, students changed the individualist perspective of working by their own and they started to work collaboratively for making a change in their community in terms of discriminatory acts. They accepted human differences and took racial discrimination as an inspiration for understanding other discrimination types and their effects in their school, homes, neighborhoods, and other spaces in general.

On the other hand, the first part for the collaborative project work was to develop a classroom diary in which students had the opportunity to write a reflection and make a drawing

Social Justice and Racial Discrimination Understandings in the EFL classroom

about the things they learned during each lesson. The classroom diary was the link between the different parts of the students' projects and it was a project by itself because it was a representation of collective work. Its flexibility turned into the kind of meta-tool that helped monitor and safely control task direction and class dynamics (Ribé & Vidal, 1993, p. 39).

I could evidence students were interested in developing a classroom diary, they started to follow the social justice standards inside the classroom by means of creating healthy relationships with their classmates and respecting each turn to keep the diary. The first five minutes of each lesson, one student had the opportunity to share with his/her classmates a reflection about the previous class and there was an opened space to express opinions and ideas. Students' were very excited to work on the classroom diary and they understood it was a representation of their own collaborative work.

“Me parece muy buena idea lo del diario de clase porque es una forma creativa de retomar los temas vistos en clase, me parece que es muy bueno porque es una forma muy creativa nos incentivarnos, ya que, con los dibujos y las reflexiones, el diario va a quedar muy chévere porque van a ser opiniones de cada uno de los alumnos del curso y me gusta que cada clase lo compartamos” (KSV, Focus group, May 5th, 2019).

“El diario de clase yo pienso que es una forma buena de que cada uno de nosotros se incentive a hacer algo a medida que van pasando las clases, a ver si se nos quedó algo en la mente o no, entonces como que me parece que es una idea muy creativa, nadie nos había hecho ese seguimiento; entonces me parece muy chévere porque no solamente tu te quedas y haces la clase sino que también incentivas a los otros estudiantes a expresarse y trabajar por algo que nos represente como curso” (LM, Focus group, May 5th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students found usefulness in developing a classroom diary as a collective project, in which everyone had the opportunity to write their own reflections and share them with their classmates. In that way, students changed their individualist perspective of working by their own to start working collaboratively and in a constructivist way. Moreover, students used the classroom diary in order to read their context by exemplifying problematic issues presented in the contexts they lived in. Each class, students wrote their reflections on the diary and I could notice they used racial discrimination as an instrument to analyze their real-life contexts.

In that sense, Project-based learning played an important. According to (Krajcik & Blumenfeld (2006) PBL is ‘‘a form of situated learning and it is based on the constructivist finding that students gain a deeper understanding of materials when they actively construct their understanding by working with and using their own ideas. In project-based learning, students engage in real, meaningful problems that are lived and important to them’’ (p. 133).

‘‘ Cuando rotábamos el diario pudimos ver que piensan nuestros compañeros, cómo escriben, qué pensaban acerca de la clase, que experiencias personales han vivido, que opinan acerca del problema que estamos hablando, qué deben mejorar como personas, etc. Y pues eso nos enseña también a entender sus puntos de vista y a familiarizarnos con su propia realidad nuestros compañeros’’ (LR, Focus group, May 5th, 2019).

‘‘Pues el diario de clase me ha parecido muy chévere ya que permite conocer las opiniones y las reflexiones de otras personas. También me permitió entender mejor el tema y que sienten las otras personas acerca de lo visto’’ (EP, Final reflection, Session 12, June 28th, 2019).

Thanks to session 1 and 2, students evidenced they had different perceptions about white and black skin people and they recognized by themselves the problem of racial discrimination. They got interested in the problem because they analyzed the content of those lessons and the

Social Justice and Racial Discrimination Understandings in the EFL classroom

reflections they made in previous classes. Once students recognized what was racial discrimination about, in session 3, there was developed a brainstorming on topics related to racial discrimination and there were developed the first steps to raise awareness in students. In the brainstorming students mentioned problems and topics related to racial discrimination such as identity problems, lack of human values such as (empathy, self-esteem, equality, and respect), bullying, depression, stereotypes, prejudices, perceptions against people we do not know, cultural differences, religions, human rights, among others. Students created this brainstorming based on specific discriminatory situations they had identified in different contexts.

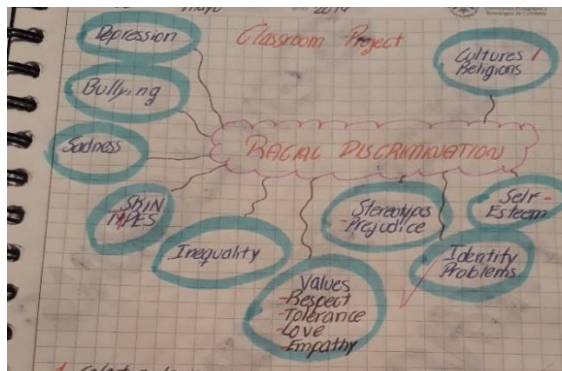


Figure 27. Brainstorming on racial discrimination issues, Session 3, May 2nd, 2019.

Some students used racial discrimination as an inspiration in order to work on other discrimination types such as the LGBT community and gender inequality. Those cases were analyzed and students were given with total freedom to work on other types of discrimination if they wanted, the purpose was not to limit them.

Social Justice and Racial Discrimination Understandings in the EFL classroom



Figure 28, Students' personal diaries on LGBT community and gender equality.

“In that order, students were accepting human physical and emotional differences as an inspiration to work on some other discrimination types and their effects in different contexts. That was something very important because students were not only focused on racial discrimination, they were thinking beyond” (Teacher Journal, Session 3, May 2nd, 2019).



Figure 29. Project paintings on LGBT community and Gender Equality

Something very interesting of this part is that students did not limit themselves. They were thinking beyond racial discrimination issues in order to work on other discrimination types. This is something that made me think, they were doing a deep reading of the world by analyzing controversial and daily life issues presented in society. In this case, LGBT discrimination and gender inequality are two issues of this contemporary world.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Reading the world implied understanding the realities taking place around us and how those realities are connected with personal experiences. Once people make sense of their reality, they can comprehend the value transformation in real life (Freire, 1979). The students that selected these issues for developing a project made me feel so proud because they really wanted to be part of a social change and they understood what social justice aims to do.

The second part of the collaborative work was to keep a personal diary in order to write students' reflections and the process of their project development. According to Ribé & Vidal (1993) "in a personal diary, students can express themselves freely without the limitations of formal compositions. Personal diaries are useful for the teacher in that they highlight specific or general language needs. It is here, in the diary, where individual reactions, involvement, attitudes, and difficulties are recorded and can be progressively redefined" (p. 39).

Writing in a personal diary was valuable to students for developing abilities for promoting their self-orientation and responsibility for the processes of their personal and collaborative learning. Through reflection, students become aware of their thoughts, positions, and feelings in relation to the learning community (Farabaugh, 2007).

"En cuanto al diario personal, pienso que es muy creativo porque cada uno puede dar su punto de vista, sus experiencias, o lo que ha vivido mediante el tema que escogió para su diario y si se siente identificado o no" (LM, Focus group, May 5th, 2019).

"Realmente desarrollar diarios escritos me ha parecido muy incluyente, personalmente viéndolo desde el tema que yo escogí para mi proyecto de 'estereotipos y prejuicios raciales' sería que estamos viendo como la sociedad y como las personas excluyen a alguien por el hecho de que sea físicamente diferente. Entonces, los diarios nos han hecho reflexionar en cuanto a eso

Social Justice and Racial Discrimination Understandings in the EFL classroom

y también contar en que espacios hemos experimentado estos problemas'' (SM, Final reflection, Session 12, June 28th, 2019).

Students recognized that developing their projects in written diaries was an instrument for expressing their personal points of view, thoughts and experiences in terms of the topic they selected for their projects. They demonstrated a sense of freedom and a sense of belonging with society because they perceived the diaries as a space for writing their reflections and their contributions for society.

''El proyecto me ayudó a comprométome a tener más cuidado con mis acciones y palabras porque a veces no me doy cuenta de que puedo herir a los demás'' (LM, Focus group, June 20th, 2019).

''Gracias al proyecto, ahora me preocupo más por el prójimo y lo ayudo en momentos difíciles'' (LM, Final reflection, Session 12, June 28th, 2019).

''I became someone more gentle and compassionate to other people '' (GV, Classroom diary, June 22th, 2019).

"Now, I am willing to help people who are going through difficult situations" (CJ, Self-review format, June 28th, 2019).

''Mi contribución con la sociedad es dejar de ser egoísta. No juzgar y cambiar mi modo de actuar'' (PC, Project diary, June 12th, 2019).

Students were told, each week, they were going to develop certain questions taking into account the topic/problem they selected. For example, the project phase in session 3 was *''selecting a topic and creating a general outline of the project''* (Ribé & Vidal 1993), in which students had to investigate about a topic or issue of discrimination that they had evidenced in a

Social Justice and Racial Discrimination Understandings in the EFL classroom

certain context and follow the outline of the project created by themselves and the teacher through negotiation. (What is my topic about?, title, description of the problem and description of the population).

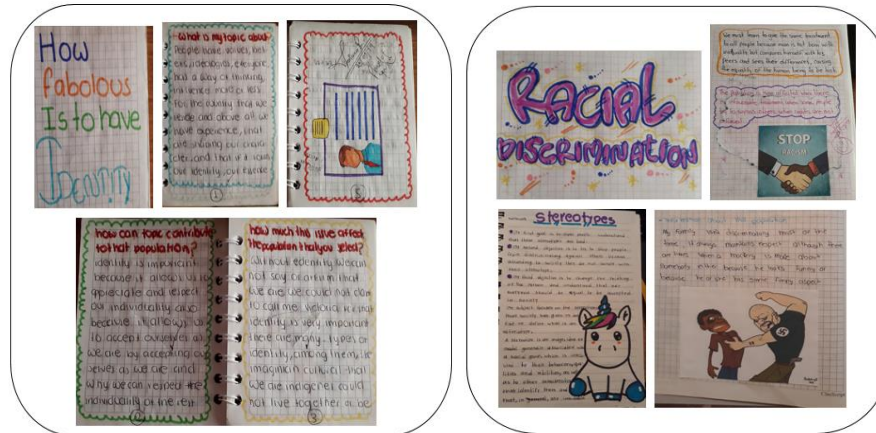


Figure 30. Students' personal diaries

Students' diaries, artifacts, attitudes, behaviors, and general interventions during the development of this research study showed that eighth-graders analyzed the importance of making a change. It is in here where social justice education takes place. Zeichner (2011) states that social justice involves “the forming of linkages inside and outside education aimed at working for broad social change” (p. 18). When students identified problematic issues in their context, they understood together that those problems were a reality for them and they had to do something.

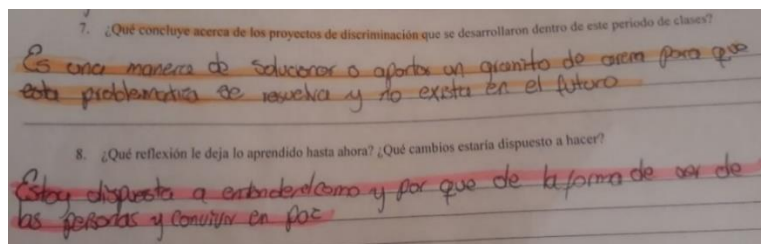


Figure 31. Final reflection written format, Session 12, June 28th, 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Los proyectos son una manera de aportar un granito de arena para que estas problemáticas se resuelvan y no existan en el futuro” (DG, Final reflection written format, Session 12, June 28th, 2019).

“I am a person who thinks that the world is full of horrible things, but... people can change them. I am a person who can and wants to change the world. I believe that people can change people. One day, it will be like that” (AG, Who I am stories, June 14th, 2019).

“La necesidad de hacer un cambio en cuanto a los problemas de discriminación, no es no solo cambiar para que los demás se sientan mejor sino para que nosotros también lo estemos” (GN, Focus group, May 22th, 2019).

In session 9, students had to write and talk about conclusions of their projects and putting it all together (Ribé & Vidal, 1993). It was found that students took a position to solve those issues. In their conclusions, most of them wrote that the development of the projects was something very useful for their lives because they could contribute to different types of inequalities presented in different environments. In this part, project-based learning and social justice education work together in order to develop a problem-solving consciousness and contribute to a lessening of inequalities presented on different environments (Zeichner 2011; Jones, Rasmussen, & Moffitt, 1997).

“Pues me pareció súper que cada uno escogió su tema y cada uno se centró en un tema diferente en el que se evidenciaba la discriminación en diferentes espacios y diferentes culturas. Me pareció que cada uno de mis compañeros defendió y abogó por cada proyecto, ya que cada uno tenía sus ideales” (LB, Focus group, June 20th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

“With my project, I could contribute to different situations of discrimination in different spaces. I could change my mind, I stopped to hurt others. And as well as I changed my mind, I can change others” (DG, Project diary, June 18th, 2019).

On the other hand, students recognized that the projects were an instrument to learn more about different types of discrimination and its consequences in society. They learned by means of developing their own projects and by means of listening to their classmates’ projects, as well as other graders and their family members.

“Los proyectos son un espacio en donde podemos conocer más a fondo diferentes tipos de discriminación. Por ejemplo, yo escogí discriminación a la comunidad LGBT. Es un tipo de discriminación que mucha gente no conoce de qué se trata, ni siquiera saben que significa ‘LGBT’. Es una discriminación que se ve alrededor del mundo y que mucha gente ignora. Entonces podemos hacer que otros aprendan acerca de esta” (LR, Focus group, May 5th, 2019).

“De los problemas de discriminación que manejamos en los proyectos, no solamente aprendí de ellos yo sola, mis compañeros también lo hicieron, los estudiantes de otros cursos e incluso sus familiares; porque ellos van a llegar a sus casas a contar lo que nosotros hemos estado haciendo en contra de la discriminación” (HO, Final reflection, Session 12, June 28th, 2019).

Before the final presentation, in session 10, “let’s paint what we feel” students had a space for making a painting. They were asked to make a canvas in which they could represent what were their projects about. Students were very excited about the idea of making their paintings. Something that called my attention is that they have very big wings to fly. When they were making their paintings, they were very focused on it. They looked like artists reflecting

Social Justice and Racial Discrimination Understandings in the EFL classroom

what they felt. That means they were interested. That means they were worried. That means they had evidenced and experienced those problems.



Figure 32. Students' paintings

In session 11, “Generating a feeling of achievement: Getting Others Involved into the problem” (Ribé & Vidal, 1993) students presented their projects. With students’ paintings, we created an art gallery in an opened space inside the school. In this way, we could raise awareness and students from other grades could observe the paintings and they could listen to the eighth-graders presentations. In the art gallery, each student was placed in front of his/her painting.

After that, students walked around the classroom in silence and observe their classmates’ paintings. Once they did it, we made a round table for talking about them. Students mentioned the importance of developing their projects, the need of giving a message and a reflection to others inside and outside school, and the importance of respecting each other.

“Some students said that all the paintings had an important value since the paintings reflected what their classmates felt and thought about different types of discrimination, not only

Social Justice and Racial Discrimination Understandings in the EFL classroom

racial. One student said it was amazing to raise awareness by means of paintings because it was interesting see how a painting could communicate a message and a reflection without the need of listening to or reading anything'' (Teacher Journal, Session 11, June 24th, 2019).

''Although I felt shy to show my drawing and speak in front of other people, I considered that it was a good idea to show my classmates' paintings and project ideas in front of students of other grades since they could raise awareness and give a message of reflection to other people outside the school'' (KB, Class discussion, Session 12, June 28th, 2019).

''Los proyectos me enseñaron a ser una mejor persona, a quererme a mí misma, a respetar a los demás, a no juzgar, a compartir con mis compañeros, a respetar sus diferencias'' (LM, Final Reflection, Session 12, June 28th, 2019).

Each student had to explain what their project was about, how it could be solved, and how he/she could help to help achieve it. In the same way, they had to explain what they wanted to reflect in their paintings. The purpose of the paintings and the outdoors presentation was to raise awareness around the school. So then, students from other grades, teachers, and school directives could observe and listen to eighth-graders presentations.

In session 12, we opened a space in order to talk about some final reflections about the development of the didactic unit and for ''assessing and evaluating the project'' (Ribé & Vidal, 1993). Students said that they found very interesting the way in which their classmates wanted to solve the different problems they evidenced inside their homes, in their neighborhoods, inside the school, inside their classroom, and in other contexts in general. Others manifested they could learn there are aspects, attitudes, and behaviors that must be changed in order to not hurt or judge others' self-esteem because of the way they look or the way they act.

Social Justice and Racial Discrimination Understandings in the EFL classroom

The most important aspect of students' reflections is that they were willing to keep taking action in front of different discriminatory situations. Thanks to students' reading of their context and the development of their projects, there was a broad transformation in their mindsets. Furthermore, following social justice standards in each class and in each project phase allowed students to make a transformation in themselves, in others, and in society in general. In this way, 'classrooms informed by principles of SJE are a fertile terrain to fight against injustice and to generate a sociocultural and critical transformation' (Carvajal, 2017).

9.1.1. Liberation: Be yourself with no fear

The previous sub-category described the transformation and the evolution of eighth-graders' understandings on racism and their experiences along their participation in this study. During this process, students realized the prejudices and stereotypes they had in relation to physical appearances and racial discrimination; and how those prejudices and stereotypes led them to adopt attitudes and behaviors that affected other people. Likewise, students understood the dynamics existing between discriminating people because of their physical appearance and the acknowledgment of human diversity. They were willing to take action and change their stereotyped perceptions against others.

On the other hand, this second subcategory is related to the first category: Myself and the other. The name of this subcategory shows the distance between have fear of acting as you are and being free. This subcategory is a complement for the last because in this one students found themselves by means of human diversity recognition. The first step that students followed was recognizing the aspects that made them different from others in order to feel free to be themselves and express their opinions, thoughts, and lived experiences. During the development of this subcategory, it is explained how students discovered they did not have to change their

Social Justice and Racial Discrimination Understandings in the EFL classroom

thoughts, personalities or physical appearances because of others' opinions. Students developed a process of self-awareness and transformation thanks to the development of the last sessions.

In session 8, students had the opportunity to describe and express their thoughts about their self-esteem, who they were, and the aspects in which they were different from others. Students received a piece of paper with two short stories of two different kids. In the stories, the kids talked about their thoughts; who they were, the aspects they loved about themselves, and the opinions they had about people who had judged them because of who they were and the way they looked.



Simón	Sophia
 <p>Now, I see the world in a different way. I decide to be what I want to be. I forgive the people who make me feel bad. I forget the bad comments and actions other people have done against me because of the color of my skin. I understand I am different from other people and that is not bad. I believe that differences make us unique. I only concentrate on the good things I have; my beautiful skin, my big eyes, my pretty smile, my abilities for learning new things, the capacities I have to change the world, and the dreams I want to come true. I dream people can understand that physical appearances don't define who you are and all colors, shapes, and sizes are beautiful. I imagine one day everybody can accept themselves who they are.</p> <p>This is who I am, I am Simón. Now I wonder...</p>	 <p>It is good to be different. I agree with the people who accept the differences of others. I disagree with people who bully others because of the way they are or look. I remember when I was in kindergarten, I cried because some kids made fun of my freckles. I suppose it was something strange to them.</p> <p>Now, I believe in myself. I know I am different from others. My body, my thoughts, and my emotions do not have to be the same than others. I imagine a society in which people's individual strengths and abilities can be used to advantage in different contexts. I recognize myself as a unique human being. I have freckles, I am tall, I am strong, I am a girl, I am a dreamer, I am a student, and I think I am beautiful as I am.</p> <p>This is who I am, I am Sophia. Now, What do you think about yourself?</p>

Figure 33. This is who I am format, Session 8, June 11th 2019.

Students had a space to talk about both stories. They started to talk about the information they deduced from the stories. They said that in both stories they could evidence how those two kids valued themselves as the way they were. They mentioned those kids accepted themselves and they loved the aspects for which they were different from others. Some of them supported the idea that human beings were all different and that was not bad. They criticized the way in which society

Social Justice and Racial Discrimination Understandings in the EFL classroom

always followed a stereotype of beauty, and that everybody wants to be like others. Students reflected together about how their thoughts, emotions, personalities, and bodies did not have to be the same than others, but at the same time, they reflected on how they used to compare themselves with others.

“Other people and social media has had a big impact on our self-esteem because we want to be like other people. We want to have the things others have, and we want to look like them. Then, when we realize we are not like them, we get frustrated and we feel we are nothing”. (DG, Class discussion, Session 8, June 11th, 2019).

“Sometimes I feel bad because for example, when I see girls with their perfect bodies on Instagram, I feel that I am ugly because I will never be like them” (GV, Focus Group, May 25th, 2019).

These testimonies allowed me to understand the power and the influence on people and social media in students’ self-esteem and identity. “Teenagers are exposed to different kinds of information in social media, either positive or negative, so they need to have the skills and competence to appropriately make use of this information (Aguirre, 2014, as cited in Lara Páez, 2015, p. 29).

Mass media has a great impact in society. “People are not aware of the messages they receive through sounds and images in advertisements” (Alcantud, 2011 as cited in Lara Páez, 2015). Based on this situation, people are exposed to huge amounts of information every single day. However, most of them are not conscious of this fact because social media has become a normal phenomenon. “Some teenagers shape their personalities, identities, and thoughts by imitating or copying the information they see from mass media. Nowadays, young people are constantly exposed to media as a means of constructing their own identity” (Lara Páez, 2015, p. 29).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Then, identity is influenced by multiple factors such as class, gender, race and ethnicity. “The ramifications of these categories on identity individually and collectively emphasize the complexity of how the media constructs identity through images and national representations, and how these representations in turn affect individual subjectivity” (Dave, 2002, p. 247). In this sense, students recognized the power of social media in their lives, self-esteem and personal identities. They felt identified with the story because they said we were always following beauty stereotypes, and sometimes we feel ugly or less than others because we did not look like them.

Students received a format titled “Who I am? Describing what I think about myself”. They had to complete the format using information about themselves. I explained to them they had to complete the spaces in order to express how they perceived themselves, the things they believed, knew, thought, understood about themselves, the aspects that identified them from others, and the things they dreamt, imagined, and forgave about themselves.

The image shows two examples of a self-reflection format titled "WHO I AM? Describing what I think about myself". The format is divided into two main sections: "EXAMPLES" and a blank area for student input. The "EXAMPLES" section contains six rows, each with a smiley face icon and a speech bubble containing a prompt. The student input section contains six rows, each with a smiley face icon and a speech bubble containing a student's response.

WHO I AM? Describing what I think about myself	
	EXAMPLES
I am... Carla...	Describe yourself: I am Sofia/Juan and I am 12 years old. I am tall/short/strong/funny/shy/ quiet/handsome/beautiful/ugly/happy/sad/intelli...
I have...	Blue eyes, brown hair, a big smile...
I believe that...	
I know...	
I recognize...	
I think...	
I understand...	
I dream...	
I forgive...	
I imagine...	

Student responses (from the second format):

- I am... I am a little stressed, brave and other...
- I am... I am a little professional and being... I like to be a good daughter and other...
- I am... I am a little complicated... I like to be a good daughter and other...
- I am... I am a little complicated... I like to be a good daughter and other...
- I am... I am a little complicated... I like to be a good daughter and other...
- I am... I am a little complicated... I like to be a good daughter and other...

Figure 34. Who I am? Formats, Session 8, June 11th 2019.

When they started to develop the format, they looked confused. They did not find words to complete the format. It was difficult for them to do it.

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Pues fue difícil porque es difícil explicar todo lo que uno ha vivido y más cuando el ciclo de la vida cambia mucho por culpa de otras personas o por culpa de uno mismo y de las malas decisiones que uno toma. Es difícil decir quién eres cuando no sabes si has hecho lo suficiente en la vida y más si no sabes si lo que has hecho está bien, porque alrededor todo el mundo te está juzgando... por como hablas, por como vistes, por tu físico, por tu pensamiento, por el lugar en el que vives, por tu familia, por lo que posees, por todo...” (AL, Focus group, June 15th, 2019).

“Por general nunca pienso en quién soy o cómo soy, además nadie me había hecho esa pregunta antes. Entonces en el momento de pensar en “quién soy” empecé a analizar mis pensamientos y mis sentimientos, pero igual no hay una base para uno expresar quien es” (DP, Final reflection, Session 12, June 28th, 2019).

Slowly, they started to complete the format. It was found that students expressed who they were in an emotional way. They not only wrote about their physical appearance, but also about their feelings.

“I am very an isolated, weak and lonely person” (MF, Written Format, Session 8, June 11th, 2019).

“I recognize I am selfish and rude with others” (LCA, Written Format, Session 8, June 11th, 2019).

“I am very sensitive” (NA, Written Format, Session 8, June 11th, 2019).

“I am a person who is easy to break” (JV, Written Format, Session 8, June 11th, 2019).

Students talked about their feelings, they had the capacity to talk about negative aspects about themselves, and aspects who made them feel bad. Some others talked about the aspects they liked about themselves.

“I am stronger than what people think” (DG, Written Format, Session 8, June 11th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘I am different and unique because of my blond and messy hair’ (VR, Written Format, Session 8, June 11th, 2019).

‘I am not perfect and it is fine’ (LM, Written Format, Session 8, June 11th, 2019).

When students talked positively about themselves that was something that allowed me to understand they recognized their own differences from others. At the beginning of this analysis, students had stereotypes against others due to prejudices and due to their physical appearances.

‘I thought I was less than others, but I am not’ (AM, Written Format, Session 8, June 11th, 2019).

‘I am not the best but that does not make me less than others’ (AL, Written Format, Session 8, June 11th, 2019).

Since they analyzed how strict they were with others, they could understand they did not have to be strict with others, but also they did not have to be strict with themselves. Thanks to human diversity recognition, they were finding themselves, and they were in a process of ‘identity construction’. According to Fearon (1999, p. 10), “identity is one’s feelings about one’s self, character, goals, and origins.” Based on Fearon, it can be stated that identity is very important for every human being. “[Identity] portrays different aspects on what we really are and how we identify ourselves as individuals” (Lara Páez, 2015, p. 31).

Another relevant fact of identity construction is that it changes throughout time. Once again, Fearon (1999) established that “identities are changeable and historically contingent, which contradicts an older theory in which identities were thought to remain the same” (p. 15). Identity construction can vary and it is influenced by the environment in which it is constructed (Fearon, 1999). Furthermore, it is determined by the ideologies and premises of the social context in which it belongs. According to Carvajal (2017) “understanding the politics of identity

Social Justice and Racial Discrimination Understandings in the EFL classroom

construction is challenging if we consider the uniqueness of lived experiences, the level of consciousness reached individually, and the willingness to move away from assumptions and pre-conceived notions of the other'' (p. 71). In this case, eighth graders used the experiences they lived in different contexts in order to describe who they were.

Students were asked to make a story in which they could talk about themselves. They had to describe who they were physically, emotionally and personally. They also had to describe the aspects or qualities that identify them from other people, and the experiences they have lived in order to know who they were.

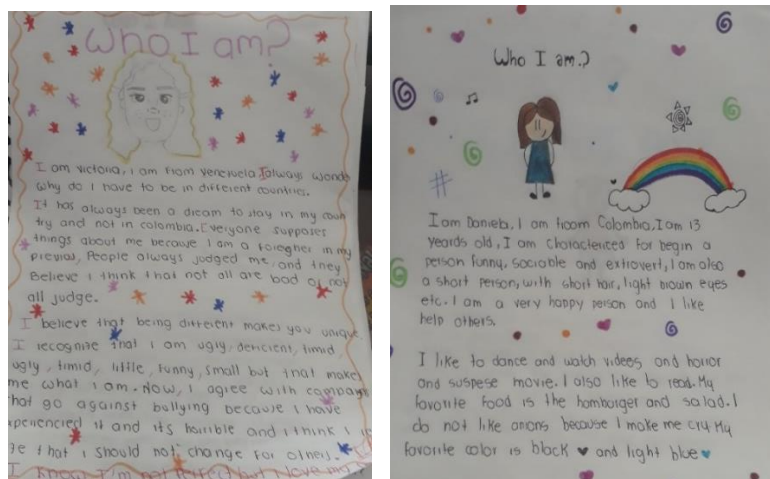


Figure 35. Who I am Written Stories, Session 8, June 11th 2019.

In the written stories, students did not have any problem about expressing the physical and emotional aspects that identify them. On the contrary, they expressed themselves without any fear and they felt free at the moment of doing it. In the previous activity, it was difficult for them to describe who they were, but after listening to their classmates' descriptions they could take advantage of it and they felt free to express themselves. They felt confident with themselves and they could analyze by their own the information they learned during the whole unit in order to

Social Justice and Racial Discrimination Understandings in the EFL classroom

understand that human beings were different. It was found that students recognized the aspects that made them different from others.

‘I am a dark skin person. I love being different from my classmates’ (SA, Who I Am Stories, June 14th, 2019).

‘I recognize I am timid, little, funny, small, and seirious but that is what makes me what I am. I know I am not perfect, but I love myself’ (VR, Who I Am Stories, June 14th, 2019).

‘I am a completely chaos, and I like it’ (DR, Who I Am Stories, June 14th, 2019).

‘I am a very imaginative person who knows how to forgive and recognize her mistakes. I am not perfect and that is fine’ (KN, Who I Am Stories, June 14th, 2019).

The development of this study allowed students to have a better self-esteem and to construct their identities since they demonstrated they had a change in their personalities. Eighth-graders manifested how different they were before and how stronger are now. They found value in themselves and they stopped feeling less than others. Lara Páez (2015) argues that “it is necessary for people to be aware of the importance of understanding themselves in order to construct a strong identity. Taking into account the fact that identity is influenced by daily social experiences. It is relevant to have a foundation as part of our identity construction process, and make us proud of our roots, traditions and the aspects that configure us” (p. 31).

‘I am stronger than before. Before I was afraid. I think is better to be strong, so that your dreams cannot be destroyed’ (AG, Final reflections, Session 12, June 28th, 2019).

‘In the past, I saw myself in front of the mirror and I was sad. Now, I am happier because I know who I am’ (AG, Project Diary, June 14th, 2019).

Moreover, students manifested a sense of uniqueness. They felt unique taking into account their physical and emotional differences by means of the recognition of human diversity. This

Social Justice and Racial Discrimination Understandings in the EFL classroom

allowed me to understand they were feeling free to express their thoughts and lived experiences with others and they were not feeling afraid of sharing the aspects that made them different.



Figure 36. Project Paintings, Session 10, June 21st, 2019.

“Algo que considero importante de las clases es que nos enseñas que las diferencias nos hacen buenos y que somos únicos a partir de ellas. Entonces tenemos que aceptarnos y aprender que eso nos hace a cada uno en especial” (VR, Focus group, May 5th, 2019).

“I am different and that is what makes me unique” (VR, Who I Am Stories, June 14th, 2019).

“My flaws make me unique” (AD, Final reflections, Session 12, June 28th, 2019).

“It is difficult to define who I am. I change everyday. Everyday, a new person is born. My own changes make me unique, like everyone is” (DG, Project Diary, June 24th, 2019).

In the same vein, students manifested they could find themselves thanks to the development of this unit. They demonstrated it was not easy to accept themselves as the way they were, but the class offered them the space to be free and express themselves.

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Pues la actividad me puso a pensar mucho en el sentido que uno no siempre se pregunta ‘‘quién es’’, uno nunca piensa eso a fondo. Yo me puse a pensar y a analizar quien era yo realmente y traté de escribir cosas que otras personas no conocen de mí. Vi una realidad diferente y sentí que me encontré y me conocí más a mí misma. Me gusto el ejercicio porque normalmente yo no pienso en quién soy y durante la clase si lo hice y aprendí mucho’’ (MJ, Focus group, June 15th, 2019).

“Bueno, yo me sentí bien porque sentí que me autoevalué a mí misma porque pude expresar cosas que normalmente uno no les dice a otras personas y pues si lo hice en la historia que tuve que escribir. Eso es lo bueno de la clase, podernos expresar libremente. Y pues pude mirar cómo era yo realmente, miré cuales eran mis debilidades, virtudes, mis ventajas y desventajas, etc. Digamos, en lo personal, al principio yo no sabía cómo describir ‘‘quién soy yo’’ porque es una pregunta muy compleja en la cual uno tiene que pensar muy bien la respuesta. Yo me puse a pensar y no solo me quedé en el ‘Hola, me llamo Luisa y tengo 12 años’ sino que también entré más a fondo, hablé de mi autoestima, de las cosas que me identifican, de lo que creo, lo que siento, lo que pienso, lo que quiero hacer en un futuro. De esta manera pude ser más profunda y me encontré conmigo misma’’ (LM, Final reflections, Session 12, June 28th, 2019).

Another important aspect is that students understood they did not have to change their thoughts, their personalities, or their physical appearances because of others opinions. They had clear that in society people are still thinking you have to accomplish certain standards of beauty or behavior, but that does not allow you to be free as the way you want.

“Nosotros no nos debemos morir si nos dicen algo o que somos diferentes a otras personas porque eso es lo que nos hace únicos’’ (JAR, Focus group, May 5th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

"Our differences don't matter, even though people judge us for them, we remain unique being ourselves" (SA, Project Diary, June 13th, 2019).

Students' liberation and self-awareness was something that gave them a sense of transformation. They were worried about following beauty standards that society and social media have stipulated and they were worried about doing the same things than others, they wanted to look like others, and they wanted to be like others. But then, they were worried about accepting themselves, which is a large process they have had since the first session. Students put themselves on the shoes of others in order to understand the human reality. They could understand how different is every person and how valuable is every one.

The development of the project allowed students to use racial discrimination and other discrimination types as an instrument to feel free in a society who wants people to behave in a specific way. In most of the students projects it was evidenced their self-awareness and transformation because they were aware. Without consciousness, they could not have reached until this point.



Figure 37. Project Painting, Session 10, June 21st, 2019.

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Yo seleccioné la identidad para mi proyecto y lo que yo he aprendido de esto es que uno tiene que ser quien uno es. Al principio tenía que ser una persona en diferentes contextos porque me importaba la opinión de los demás hacia mí. Pero luego me di cuenta que debía aceptarme como era. Ahora ya no dejo que mi dignidad se dañe ni tampoco juzgo a otros para que se sientan mal con quien ellos son” (VR, Project presentation oral report, June 24th, 2019).

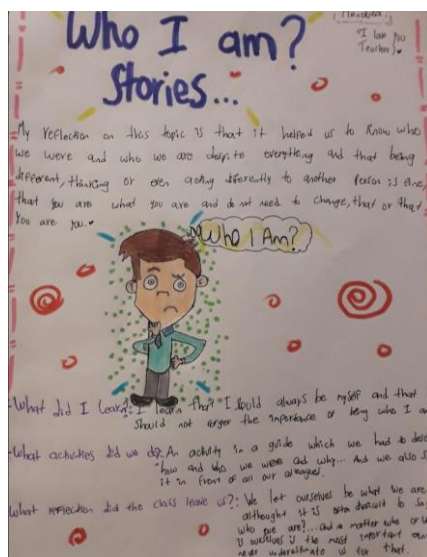


Figure 38. Classroom Diary, Session 8: June 14th 2019.

As a final reflection of this subcategory, I considered that the process of education is very important for changing students' lives. Thanks to the development of this unit, students develop a process of transformation, human consciousness, and identity construction. Carvajal (2017) argues that “[There] are partial architects since identities are co-constructed through relationships established with their inner selves, others, nature, and dominant discourses. Hence, institutions like religion, family, education, society-communities, politics, and judicial systems also shape a person's identity construction process” (p. 129).

As an educator, I found that EFL classrooms can be a space for students to be free. “The educator is no longer just the one who educates but the one who, while educating, is educated

Social Justice and Racial Discrimination Understandings in the EFL classroom

through dialogue with the student, who, being educated, also educates” (Freire, 1979, p. 72).

Throughout eighth-graders I could be free, I found myself, and I was in a process of reinvention, self-transformation, identity construction, and self-education.

In this sense, this process of learning is considered as a “liberatory practice” (Freire, 1979) that gave students the opportunity of being themselves. In words of Freire (1979) "education as a practice of freedom, contrary to that which is a practice of domination, implies the denial of abstract, isolated, loose, detached man from the world, as well as the denial of the world as a reality absent from men" (Freire, 1979, p. 72).

9.2 Reinvention: Learning experience before and after

This category describes the transformation of eighth-graders in terms of their attitude towards their own learning process. This category emerged from students’ learning experiences before and after the development of the project-based didactic unit. This category is divided into two sub-categories that are focused on learning English through real-life situations and the students’ language development.

9.2.1. Learning English for life and not for a while

Part of students’ learning process consists of the development of skills and competences to face real life situations. However, the role of education has involved processes where students go to school to memorize specific topics, and to obtain scores to approve the scholar year, even though, they had not developed the necessary competences for them to face the world outside the classroom.

On the other hand, the English language learning has been focused on processes where students learn English focused on grammar and being able to communicate in English. The

Social Justice and Racial Discrimination Understandings in the EFL classroom

purpose of learning English has to be analyzed and transformed by promoting spaces where students feel free and motivated to construct their own knowledge.

In this specific case, this sub-category narrates how the implementation of project work informed by the social justice standards allowed students to change their view of English learning, while they worked on their racial discrimination understandings and their English language development.

The first topic that emerged in this category was learning English through real life situations and from real-world materials. Then, students can learn English as a foreign language to be able to use it in the outside world. Moreover, it is worth considering if it is enough to learn from a textbook and its ‘‘specially created’’ tasks or whether more real-world materials are needed to complement the learning process. In the case of eighth-graders, they manifested the need of stop working on textbooks with grammar gap-fill exercises since they were not interested in them and they felt bored.

‘‘La diferencia me parece muy notoria porque antes aprendíamos solamente gramática y trabajábamos el libro y la mayoría del curso le tenía miedo al inglés, no entendían bien los temas... Pero cuando tu llegaste, fue muchísimo más claro como las dinámicas que utilizaste para explicar y la manera en la que manejas los temas de discriminación’’ (KSV, Focus group, May 5th, 2019).

‘‘Ahora es diferente porque ya no nos centramos solo en la gramática y en copiar de tablero todo el tiempo, ahora hay actividades más chéveres’’ (AFL, Class review, May 20th, 2019).

‘‘Antes solo era temática y desarrollar ejercicios, pero ahora es diferente. Antes solo copiábamos cosas del tablero y desarrollábamos ejercicios del libro y ya. Mientras que ahora

Social Justice and Racial Discrimination Understandings in the EFL classroom

las clases son más abiertas, más dinámicas y hacemos actividades diferentes'' (JEC, Focus group, June, 20th, 2019).

Students evidenced a difference between their learning process before and after. At the beginning, their English language learning was focused on grammar and completing a textbook, while in the process they had after that, they felt they were developing more dynamic and different activities. These comments allowed me to understand, students were worried about their own language learning. They showed they felt the classes were different because they were not learning English through grammar-focused textbooks. They found very interesting the type of materials that I presented to them in each session.

There are a number of studies done about using real-world materials in foreign language learning classrooms. However, these studies do not compare traditional learning material to real-world materials as such but mostly concentrate on introducing real-world materials and how these work in practice. Furthermore, earlier studies do not consider learners' views as the most essential opinion when making conclusions on their learning materials (Pietil, 2009).

One of the most important and essential tools in foreign language teaching and learning are the materials used during the lessons. The materials can have a significant effect on the language learners' motivation, learning process and desire to learn more. For this reason, the creation of English language materials should be developed taking into account the learners' point of view since they are the ones who benefit the most from them. However, "it must be pointed out that it is impossible to create materials that are considered to be the best possible by every language learner since the students are all different" (Pietil, 2009, p, 4). Due to this fact, a variety of different materials needs to be used in foreign language teaching. In this case, eighth-graders showed interest in the materials that I prepared for them in each session.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Nowadays, there is a wide range of materials available for teachers to use in their foreign language teaching. In the end, it is up to the teacher to choose the most useful material. In addition to ordinary and simulated textbooks, there are more real-world language materials, which can just as well be used for teaching purposes. This real-world language material has many definitions. Nunan (1985) defines the concept of real-world materials as follows:

Real-world materials are usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables, and schedules (p. 38).

In the same vein, “learning a foreign language is more than just learning linguistic structures” (Pietil, 2009, p. 5). There are many reasons for selecting real-world material as a means of teaching foreign language. By using real-world materials the teacher exposes learners to real language and encourages learners to process real texts. The examples and texts in textbooks are focused on the linguistic structures; syntax and lexis are modified to meet the learner’s current level in foreign language learning (Pietil, 2009). That is why; the materials presented to eighth-graders were focused on real-life situations and contextualized learning which were one of the elements that students enjoyed from the lessons.

“Pienso que este tipo de clases y talleres nos han servido mucho porque aparte de practicar el idioma inglés, aprendemos por medio de diferentes situaciones que son comunes en la vida real, como lo es la discriminación” (CE, Focus group, May 20th, 2019).

“Con tranquilidad hemos aprendido que el inglés es fácil de entender y fácil de manejarlo si lo relacionamos con la realidad como con los temas que nos has enseñado” (AG, Final reflection, Session 12, June 28th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

At this point, it is shown the interest from students about learning English from real life situations. Students found that racial discrimination practices were real life situations that they had lived and evidenced in different environments. When these situations were meaningful and contextualized for students, then, there was easy to learn. That is why, they also considered important to learn English through situations that gave them a reflection, situations in which they learned values, and situations that formed them to be better humans.

‘‘Pues que no solo enseñas inglés, sino que nos formas como personas’’ (JC, Focus group, May 5th, 2019).

‘‘La diferencia es que este periodo nos enfocamos en aprender inglés por medio de un tema que es la discriminación y como amarnos a nosotros mismos, A mí me parece mejor este tema porque nos enseñas a respetar y a respetarnos a nosotros mismos, así como amar y amarnos a nosotros mismos. Entonces cada clase nos deja una reflexión, y pues... en sí no dejamos de aprender ni de utilizar el inglés’’ (VR, Focus group, May 20th, 2019).

On the other hand, students considered important the values learning thanks to the development of social justice principles in order to have a healthy coexistence inside the classroom.

‘‘Me parece que la diferencia de las clases de antes a las de ahora es que tú nos enseñas un tema y mediante ese tema inculcas los valores en el mismo, ¿si me hago entender? Digamos, cuando aprendimos comparaciones, es como comparar a Victoria y a Toti, pero con los valores aprendimos a saber diferenciar sin herir ¿si? Tu coges el tema, coges los valores y los unes y así aprendes inglés, pero también valores’’ (LM, Focus group, May 5th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘‘Pues hemos tratado los temas de discriminación racial, hemos aprendido mucho, ha sido muy subjetivo todo porque para la vida nos ha enseñado a ser más tolerantes y a comprender y respetar a otros’’ (SM, Focus group, May 5th, 2019).

‘‘Algo que considero importante de las clases es que enseñas muchos valores y literal hemos aprendido más valores que en ética, lo cual hace que no solamente nos comportemos bien en esa clase, sino en todas’’ (JV, Focus group, May 20th, 2019).

‘‘What I think is important is learning values that help us to be better people inside and outside the classroom’’ (GN, Project diary, June 23rd, 2019).

Finally, students mentioned that learning English for life and through real life situations gave them the opportunity to express their opinions, thoughts, and feelings. The class enhanced reflective beings and reflective thinkers, beings with values such as respect to diversity and difference.

‘‘Ahora en cada clase, aprendemos inglés y nos queda una nueva enseñanza y una reflexión’’ (JEC, Focus group, June 24th, 2019).

‘‘Pues yo opino que es muy interesante que en las clases podemos hablar de lo que pensamos y sentimos en frente de los demás. Así no solo los demás analizan lo que yo siento, si no yo analizo lo que los demás sienten (KCH, Focus group, May 20th, 2019).

Furthermore, students became reflective beings and reflective thinkers since they created good relationships and Social justice actions inside and outside the classroom. Since session 1, we stated together 4 principles for a good class atmosphere regarding Social Justice Standards. Those principles were focused on the four domains of SJ teaching ‘‘Identity, Diversity, Justice,

Social Justice and Racial Discrimination Understandings in the EFL classroom

and Action''. Students understood the importance of working on those aspects inside the classroom in order to be in peace and tranquility and to respect their classmates' differences.

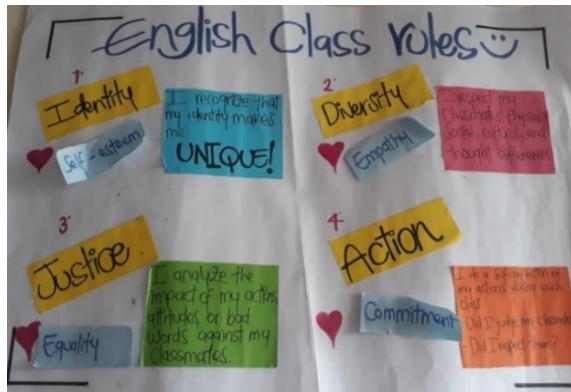


Figure 39. English Classroom principles stated in Session 1, April 23rd 2019.

As soon as I put a poster in front of the classroom with the four principles, I talked with the students about the meaning of these principles and how could we define them. After a long conversation, we defined together the principles in the following order:

1. I recognize that the things in which I am different from others make me unique
2. I respect my classmates' physical, cultural, social, and thought differences.
3. I analyze the impact of my actions, attitudes or bad words against my classmates
4. I do a self-reflection of my actions during each class. Did I judge my classmates? Did I make them feel bad? Did I respect them?

While we were reading each principle, students said it was nice to have principles inside the classroom because as 'Eighth-graders' they were recognized as "the worst grade of the school" and they had many problems of indiscipline and tolerance to one another.

Moreover, I showed them 4 papers with 4 values related to each principle. They were self-esteem, empathy, equality, and commitment. Students had to match each value with the

Social Justice and Racial Discrimination Understandings in the EFL classroom

correspondent principle. They were very interested and motivated in matching them, and they were talking about the importance of respecting each other and working collaboratively as a group to make changes. According to Teaching Tolerance (2016) “Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for a class group. The standards recognize that, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action” (p. 3).

“Once I put the poster in the front of the class, I realized students understood this was going to be a different English class. Some of them told me that the common classroom rules are ‘be quiet’, ‘raise your hand’, ‘do not use your cellphone’, ‘bring your dictionaries’, and ‘you cannot go to the bathroom until we have a break’. They were very surprised, they said they had never followed rules like those, they understood everything was going to be different” (Teacher Journal, Session 1, April 23rd, 2019).

“Pienso que tener estos principios presentes dentro de la clase es algo muy útil en la vida, ya que demuestran nuestra personalidad. El dirigirnos de manera incorrecta enfrente de otros, puede llegar a herir susceptibilidades, por eso siempre es importante pensar en que no debemos hacerles a otros lo que no queremos que nos hagan” (EP, Focus group, May 5th, 2019).

“Pues estos principios dentro del salón de clases deberían ayudar... porque, o sea, son valores que vamos a tratar durante toda nuestra vida y que nos van a ser muy útiles independientemente de lo que vayamos a hacer. Realmente en esta etapa o ahora en esta edad nosotros no les prestamos tanta atención al respeto hacia los demás y a respetar sus diferencias, lo dejamos ahí como algo que deberíamos tener en cuenta, pero a fin de cuentas no lo hacemos” (SM, Focus group, May 5th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Social Justice principles allowed students to understand they would have a new learning environment. Students were expressing their interest about the stipulated class principles in order to have good relationships inside the classroom, but at the same time, they expressed it was difficult to be kind and respect everyone. They knew there was a need to do it, but they recognized sometimes they did not take it in to account in their daily lives. That is why this project was aimed to be focused on Social Justice Standards in order to change students' perceptions about human relationships through the recognition of human diversity.

On the other hand, students manifested they were learning in an inclusive space and they felt comfortable because of that. They said that thanks to the social justice principles they had the opportunity to reflect on their human relationships inside and outside the classroom. Some students said that it was good to study in a space in which there were not preferences or comparisons because most of their teachers used to exclude them and compare them with other grades.

“I realized that one of the most important things eighth-graders needed was to work on their strengths and not on their weaknesses, since if I was a teacher who was always focused on their weaknesses, they would never be able to move forward” (**Teacher Journal**, April 23rd, 2019).

“Yo quiero decir algo más. También me ha gustado que en vez de recalcarlos nuestros errores como lo hacen otros profesores o a veces compararnos con otros cursos, tu nos señalas las cosas buenas que tenemos y nos dices que somos un curso muy compañerista y nos ayudas a mejorar en la forma del curso para que cada día seamos mejores y eso me gusta, que no nos compares con los demás porque nos ayudas a sentirnos mejores con nosotros mismos” (**KSV**, Focus group, May 5th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Eighth-graders became reflective students who were aware of their learning process and determined the way they wanted to approach the knowledge. Accordingly, they got immersed in a process of active learning, which implied that they were interested in the topic of study and established strategies to construct their own concepts, increase their curiosity about the topic and take action to make it relevant in their learning process. In this part, I can say that students transformed their vision about learning English. Before, they learned English through gap-fill exercises and linguistic structures, but thanks to the development of the project-based didactic unit, they found they could learn English for life through real-life situations that gave them a reflection each session.

Some of the students considered that my attitude as their teacher's was something very important in their learning process. They were grateful with me because of the treatment they received and they manifested they found interest in the English class, thanks to the attitude that I reflected in front of them and the social justice principles we stated together in order to have better student-teacher and student-student relationships.

‘‘Me ha gustado que vienes con mucha disposición a la clase y no es como ‘‘ay estoy de mal humor y entonces los voy a tratar mal’’ como lo hacen otros profesores. ¿Si? Entonces siempre vienes con mucha disposición, siempre con tus carteleras, con tus manualidades, con tu sonrisa y tu bien humor’’ (SC, Focus group, May 5th, 2019).

‘‘Me gusta es que tú te la llevas muy bien con todos los estudiantes, o sea, no tienes preferencias. Entonces como que eso hace que tengas una bonita relación con cada uno de nosotros y que nosotros queramos tener una bonita relación con los demás’’ (GV, Class discussion, Session 4, May 16th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

Students' comments allowed me to understand the importance of creating a social justice environment in which they could feel comfortable (including myself) in the learning and teaching process. In the same way, Boyd (2017) states "teaching is itself a form of activism that allows for the realization of Social Justice in how and what educators teach their students. [Then], social justice teaching is a powerful way of teaching for life, for teaching values, and equal conditions for all human beings" (p. 7).

9.2.2. Our English language development

The implementation of project work allowed eighth graders at Alejandro de Humboldt School to enhance their understandings on racial discrimination in different environments and its effects. Similarly, the involvement of these students in the development of tasks related to a class project promoted their interest in terms of their language learning process.

Project work gave students the opportunity to have an active role during the development of the class project. Accordingly, students were involved in different tasks that provided them with spaces to put into practice their English language skills and use the language to express their opinions, thoughts and perceptions about discriminatory practices in different spaces.

In this this sub-category, it is described how project work implementation and English language development were articulated through eighth graders' active participation in the creation of a class project. According to Ribé & Vidal (1993) "project work includes challenging tasks in terms of content and language. Students develop their language skills at the same time they work to achieve the class project objectives" (p. 41). The development of different tasks led students to become proficient in terms of English use. Project work tasks were based on the

Social Justice and Racial Discrimination Understandings in the EFL classroom

achievement of new language needs, so students felt motivated to foster their language skills and achieve the purpose of the task.

In terms of vocabulary, when the teaching process started, I realized that eighth-graders knew different vocabulary related to racial discrimination. They knew concepts such as diversity, justice, injustice, action, hurt, depression, bullying, human rights, equality, inequality, feelings, and some adjectives for describing people, among others.

Each lesson demanded a certain capability from students to develop each activity and use a certain vocabulary. Each session students were acquiring new vocabulary, specifically during sessions 1 to 8, where students had to learn a large amount of adjectives for describing people physically and emotionally and for describing objects. On the other hand, in session 4, students had the opportunity to put in practice regular and irregular verbs in their three forms. In session 8, students learned verbs about thinking in order to express what they thought about a given situation. Thus, they had to use different vocabulary for developing tasks such as workshops, comics, reflection formats, written stories, and the written classroom project diaries.

“ Each class students tried to use the vocabulary they learned in previous sessions. It was not something repetitive; they did not use the same vocabulary everytime, on the contrary, I evidenced an evolution in them. In writing, reading comprehension, listening, and speaking ” (Teacher Journal, June 7th, 2019).

“ También me ha gustado el tema de discriminación, porque la hemos manejado en inglés y así vamos aprendiendo más vocabulario ” (KSVB, Focus group, May 5th, 2019).

“ He aprendido vocabulario en cada clase y eso me ha servido para escribir cosas dentro del diario del proyecto ” (GV, Focus group, June 10th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

‘I’m very good in English because I have taken separate classes, but I must admit that I have learned a lot of vocabulary related to discrimination issues ’’ (DG, Class discussion, June 23rd, 2019).

Most of the time, the discussions we made in class were done in English. Students understood most of the time what we were talking about, but sometimes there was a need to repeat ideas in Spanish for them to understand better. When students were asked to give their opinions about the topics we were referring to, they showed difficulties to express their ideas orally; they said some words or incomplete sentences to express what they thought. They usually asked for permission in order to talk in Spanish. When I realized that students were able to say their opinion in Spanish, I encouraged them to do it because I did not want to limit them. Some class discussions had spaces where the conversations were done in Spanish while the written tasks were always written in English. The focus group and the final self-review formats (See Annex 3) were developed in Spanish in order to have better answers from students.

Each one of the sessions of this process were developed with different tasks and activities where students needed to use the four skills of language: reading, listening, writing and speaking. Therefore, students were constantly using the English language during the whole project. In that sense, during each one of the sessions different audio-visual aids and real-world materials were used as a way to model the language for students to understand and apply it in the different activities. In that sense, comics, songs, videos, stories, poems, images, maps, and some other type of readings about who were focused on racial discrimination were used as it is evidenced in the lesson plans.

On the other hand, for some exercises, activities, and tasks stated inside the classroom, it was necessary to make oral presentations in which there was evaluated a period of the time, tone

Social Justice and Racial Discrimination Understandings in the EFL classroom

of voice, vocabulary used, pronunciation, grammar, and coherence. Most of the time, students' presentations were very informative and interesting because they were expressing their opinions and thoughts about a given topic. Such as in the oral presentation of their family trees in session 2, the presentation of their comics in session 5, the exercise in which they presented the middle part of their projects in order to receive feedback, and their final presentations about their projects.

“During the oral presentations, students had some issues related to public performance. The tone of voice and the vocalization were not appropriate in some students because they were feeling nervous. In some cases, it was difficult for me to understand what they were saying” (Teacher Journal, Session 12, June 28th, 2019).

“Lo que se me ha dificultado son los reports orales porque a veces no sé que palabras usar para expresar lo que pienso” (EG, Final reflection format, Session 12, June 28th, 2019).

“Pues algo difícil de lo que llevamos hasta ahora es la parte del speaking, porque pues con la anterior profesora no lo trabajábamos mucho. Entonces a veces me siento muy nervioso al momento de hablar o cuando tu nos haces alguna pregunta” (CJ, Focus group, May 5th, 2019).

In relation to the planning and designing of the class project, students made decisions on the development of the class project and each group knew the specific tasks they had to develop, they started to do research about the topics they had selected. As the class project was going to be done in English, students had to prepare themselves and get ready to share their work with other graders and school teachers. In session 3, the students brainstormed different ideas related to the planning of the class project to create a general outline of the activities to be developed.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Once students defined the objectives and procedures and objectives of the class project, they decided that beyond vocabulary and pronunciation, they needed to improve their English skills to perform in public. In session 6, students got in their groups of work and discussed about it. Then, each one of the groups shared decisions they made and most of the group agreed on the fact that they needed to expand their vocabulary about racial discrimination and improve the pronunciation of some words.

In sessions 9 and 10, students presented the final project to other graders and teachers. Generally, the use of the foreign language was accurate as eighth-graders took into account the English level of their partners. During the presentations, students used their paintings to facilitate the understanding of the topics they were presenting. Sometimes, it was necessary to use Spanish because it seemed that some students did not understand what their partners were saying.

About the written part, for the development of the class project diary, I did not give students a specific guideline of the grammar or specific vocabulary they had to use. However, they were supposed to use the vocabulary and expressions learn during session 1 to session 8.

Students were involved in different tasks that allowed them to use the language they were learning along the whole process. In that sense, students passed from writing short reflections and statements to creating stories. Along the development of this study, students had to develop different activities that demanded the use of more complex language structures and functions. To write their stories, students passed from a process of editing their own texts and understanding their mistakes. For instance, in session 8, students had to write a story about who they were, and they developed a process of editing their stories and correcting their mistakes in order to get a better result. Students edited their texts 3 times. When they wrote the final version of their

Social Justice and Racial Discrimination Understandings in the EFL classroom

stories, they were very excited at the moment of delivering a better job. They decorated their productions, made, drawings, and used some cuts.

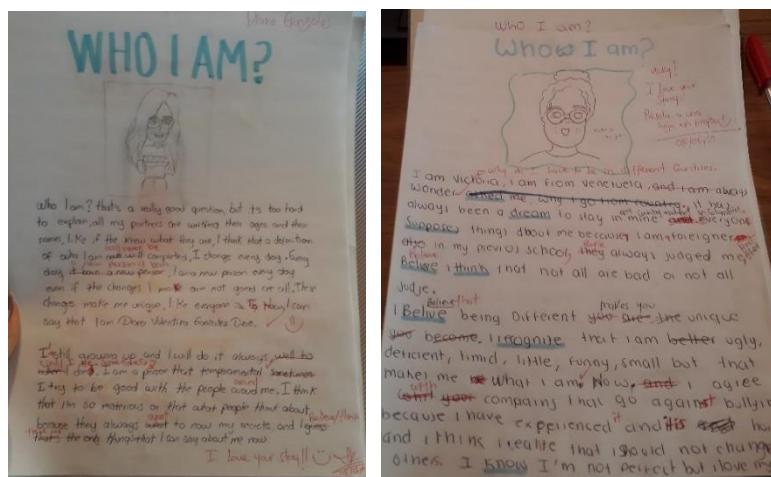


Figure 40. Students' written productions revised by the teacher, first draft.

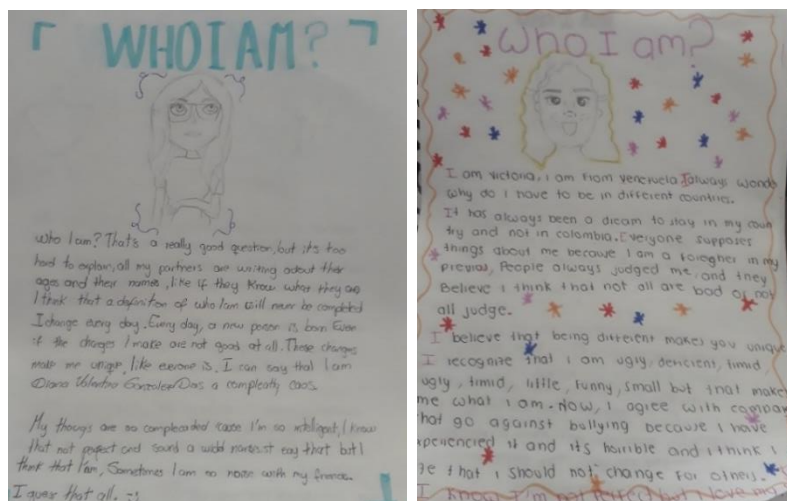


Figure 41. Students' final written formats

For that reason, there was an improvement of grammar in which students could recognized their own mistakes, and they could improve the way in which they wrote.

“Hemos aprendido a corregir nuestros textos escritos y pues a reconocer los aspectos en los que hemos fallado” (KSVB, Focus group, June 20th, 2019).

Social Justice and Racial Discrimination Understandings in the EFL classroom

“Siento que he aprendido gramática porque pues tu nos corriges los errores que tenemos. En cuanto a los diarios del proyecto, nos has corregido y explicado que cosas nos han quedado mal y pues además en cada clase se ve nuevo tema y tu nos explicas bien las estructuras y nos corriges cuando hacemos mal algún ejercicio” (NA, Focus group, May 23rd, 2019).

As a conclusion, the implementation of project work allowed students to enhance their written skill thanks to the constant feedback offered in their productions. There was a grammar improvement and they learned new vocabulary. In terms of the oral part, they considered they had to improve it since they were not accustomed to develop oral exercises. Project work allowed students to be worried about their own learning process and their language development. Moreover, they manifested that their English level improved since there were learning for life by means of real-life situations and real-world materials which led them to understand racial discrimination practices in different spaces, its consequences in society, and understanding and promoting social justice inside and outside the classroom.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Conclusions

The implementation of the project-based unit informed by social justice learning allowed eighth-graders' to expand their understandings on racism and its effects in different environments such as school, home, different Colombian regions, and other communities in general.

Students approached discrimination issues from the understanding of their own reality, which led them not only to reflect about the impact that their daily words and actions have against the people that surround them, but also to analyze how those practices cause problems of low self-esteem, depression, bullying, and rights inequality, among others.

Project work gave students the opportunity to put into practice their language skills and decide on the language aspects they had to improve for the development of the tasks and activities proposed inside the classroom.

Students expressed interest and motivation to continue learning English not only from the linguistic point of view but also to continue learning how to be better human beings and live together in equal conditions.

Social Justice Education was an instrument for my personal growth as an educator. Throughout one year and a half of working on it in the Knowledge in Action (KIA) research group and during the teaching practicum, I realized that with Social Justice Teaching and Learning my students, my colleagues and myself experienced a sense of belonging to humanity.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Limitations and Pedagogical Implications

Alejandro de Humboldt's curricular approach to the English class was focused on learning exclusively from textbooks. That was something that limited the development of the pedagogical intervention that I designed for eighth-graders.

The development of this project based on the implementation of a didactic unit founded on social justice standards and project work offers teachers an alternative to allow students to expand and improve their racial discrimination understandings, sense of belonging to society, collective work, and English level.

This research study allowed the participants to come in contact with didactic material related to their reality which provided them meaningful and comfortable environments to learn English.

This research project offers UPTC Modern Languages Students, K.I.A. research group members, and other teachers and researchers the possibility to continue exploring ways of designing contextualized materials under the scope of Social Justice Education

Social Justice and Racial Discrimination Understandings in the EFL classroom

References

- Aguirre, I. (2004). Exploring the critical thinking skills of analysis and evaluation in 9th graders through the use of authentic materials. *HOW, a Colombia Journal for English Teachers*, 11, 9 – 23.
- Agudelo, E. (2002). *Poblaciones negras y política en el pacífico colombiano: las paradojas de una inclusión ambigua*. Tesis de doctorado en Sociología (versión en Español) no publicada. Instituto de Altos Estudios de América Latina – Universidad La Sorbonne Nouvelle – Paris III. Paris, Francia.
- Agudelo, E. (2004). No todos vienen del río: Construcción de identidades negras urbanas y movilización política en Colombia. En: Eduardo Restrepo y Axel Rojas (eds.). *Conflicto e (in)visibilidad: retos de los estudios de la gente negra en Colombia.*, 171-192. Popayán-Colombia: Universidad del Cauca.
- Allport, G. (1954). *The Nature of Prejudice*. Boston: Addison-Wesley.
- Anderson, J. (2012). Reflective journals as a tool for autoethnographic learning: A case study of student experiences with individualized sustainability. *Journal of Geography in Higher Education*, 36, 613–623. doi:10.1080/ 03098265.2012.692157
- Andreouli, E., Greenland, K., & Howarth, C. (2016). ‘I don’t think racism is that bad anymore’: Exploring the ‘end of racism’ discourse among students in English schools. *European Journal of Social Psychology*, 46(2), 171–184. <https://doi.org/10.1002/ejsp.2143>
- Arocha, J. (2009). *Nina S. de Friedemann: cronista de disidencias y resistencias*, 11-37. Bogotá D.C.: Universidad Nacional de Colombia-CES-UNESCO.
- Bonilla, E. (2011). ¿Qué es el racismo? Hacia una interpretación estructural. En Mosquera Rosero-Labbé, C., Laó-Montes, A. y Rodríguez Garavito (Eds.). *Debates sobre ciudadanía y políticas raciales en las Américas Negras* (pp. 649-698). Bogotá: Universidad Nacional de Colombia. Facultad de Ciencias Humanas. Centro de Estudios Sociales-CES/ Universidad del Valle.
- Bagnato, S., Dimonte V., & Garrino, L. (2013). The reflective journal: A tool for enhancing experience-based learning in nursing students in clinical practice. *Journal of Nursing Education and Practice*, 3, 102–111. Retrieved from <https://www.sciedu.ca/journal/index.php/jnep/article/viewFile/1388/1067>
- Boyd, A. (2017). *Social Justice Literacies in the English Classroom*. New York: Teachers College Press.
- Burns, A. (2010) *Doing action research in English language teaching*. New York, NY: Routledge.
- Carvajal, N. (2017). Testimonios of the U.S. Rural “Homeless”: A Critical and Decolonizing-Decolonized Ethnography. Washington State University. USA.

Social Justice and Racial Discrimination Understandings in the EFL classroom

- Clair, M. & Denis, J. (2015). *Racism, Sociology of. International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (Second Edi, Vol. 19). Elsevier. <https://doi.org/10.1016/B978-0-08-097086-8.32122-5>
- Creswell, J. (2016). *30 essential skills for the qualitative researcher*. Thousand Oaks, California: SAGE Publications, Inc.
- Crookes, G. (1993). Action research for SL teachers: Going beyond teacher research. *Applied Linguistics*, 14(2), 130-144.
- Crookes, G. (2003). *A practicum in TESOL: Professional development through teaching practice*. New York, NY: Cambridge University Press.
- Dadzie, S. (2002). Herramientas contra el racismo en las aulas. *Morata*.
- Dave, S. (2002). Identity Formation and Difference in Mass Media. In *Journalism and Mass Communication* (pp. 247- 261). University of Wisconsin – Madison.
- Denzin, N. & Lincoln, Y. (1994). Introduction: Entering the field of qualitative research. In NK Denzin, N. & Lincoln, Y. (Eds.): *Handbook of Qualitative Research*.
- Díaz, M. (2014). Developing Learner Autonomy through Project Work in an ESP Class. *HOW, A Colombian Journal for Teachers of English*, 21(2), 54-73.
- Enterline, S., Cochran, M., Ludlow, L., & Mitescu, E. (2008). Learning to teach for social justice: measuring change in the beliefs of teacher candidates. *The new educator*, 4(4), 267-290. [Http://dx.doi.org/10.1080/15476880802430361](http://dx.doi.org/10.1080/15476880802430361).
- Essed, P. (2010). Hacia una conceptualización del racismo como proceso. En: Odile Hoffman y Oscar Quintero. *Estudiar el racismo. Textos y herramientas*. Documento de Trabajo No. 8. México: Proyecto AFRODESC / EURESCL.
- Fearon, J. (1999). *What is Identity (As We Now Use the Word)?* Department of Political Science. Stanford University.
- Freire, P. (1969). *Education as a practice of freedom*. España: Siglo Veintiuno editores
- Freire, P. (1979). *Pedagogy of the oppressed*. España: Siglo Veintiuno editores
- Friedemann, N. (1985). Negros en Colombia: invisibilidad y presencia. En: *El negro en la historia de Colombia: fuentes orales y escritas*. Bogotá: Fundación colombiana de investigaciones folclóricas.
- Gil, F. (2010). Vivir en un mundo de blancos. Experiencias, reflexiones y representaciones de "raza" y clase de personas negras de sectores medios en Bogotá D.C. Trabajo presentado para optar por el título de Magíster en Antropología Social, Bogotá D.C.: Universidad Nacional de Colombia.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Glesne, C. (2006). *Becoming Qualitative Researchers: An Introduction*. 3rd ed. Boston, Pearson, Allyn, & Bacon.

Glesne, C. (2011). *Becoming Qualitative Researchers: An Introduction*. 4th ed. Boston, Pearson, Allyn, & Bacon.

Goetz, J. & LeCompte, M. (1984). *Ethnography and Qualitative Design in Educational Research*. Orlando, FL: Academic Press.

Goffman, E. (1970). *Ritual de la interacción*. Buenos Aires: Tiempo contemporáneo.

Hall, S. (2005). Race, Articulation, and Societies Structured in Dominance. En *Sociological Theories: Race and Colonialism*., 305-345. Paris: UNESCO.

Hawkins, M. (2011). Dialogic determination: Constructing a social justice discourse in language teacher education. In M. R. Hawkins (Ed.), *Social justice language teacher education* (pp. 120-123). Bristol, UK: Multilingual Matters.

Hooks, B. (2001). *Salvation: Black people and love*, New York: HarperCollins.

Hopkins, D. (1995). *A Teacher's Guide to Classroom Research*. Philadelphia: Open University Press.

Howarth, C. (2006). "A social representation is not a quiet thing": Exploring the critical potential of social representations theory. *British Journal of Social Psychology*, 45, 65–86.

Jones, B., Rasmussen, C., & Moffitt, M. C. (1997). *Real-life problem solving: A collaborative approach to interdisciplinary learning*. Washington, DC: American Psychological Association.

Johnson, R. (2008). Promoting early adolescents' achievement and peer relationships: The effects of cooperative, competitive, and individualistic goal structures. *Psychological Bulletin*, 134(2), 223-246. <http://dx.doi.org/10.1037/0033-2909.134.2.223>

Kemmis, S. & McTaggart, R. (2005) 'Participatory action research: communicative action and the public sphere', in Norman Denzin and Yvonna Lincoln (eds), *The Sage Handbook of Qualitative Research*, 3rd, edn. Thousand Oaks, CA: Sage. pp. 559–603.

Kohli, R. (2008). Breaking the Cycle of Racism in the Classroom: Critical Race Reflections. *Teacher Education Quarterly*, 35(4), 177–189. Retrieved from <https://files.eric.ed.gov/fulltext/EJ838707.pdf>

Krajcik, J., Blumenfeld, P., Marx, R., & Soloway, E. (1994). A collaborative model for helping middle grade teachers learn project based instruction. *The Elementary School Journal*, 94(5),

Social Justice and Racial Discrimination Understandings in the EFL classroom

483–497.

Krajcik, J., Czerniak, C., & Berger, C. (2002). Teaching science in elementary and middle school classrooms: A project-based approach (2nd ed.). New York: McGraw Hill

Krajcik, J., & Blumenfeld, P. (2013). Project-Based Learning. *The Cambridge Handbook of the Learning Sciences*. Retrieved from [http://free.openeclass.org/modules/document/file.php/ENG155/Projects online/CHAPTER 19 PBL Kraichik.docx](http://free.openeclass.org/modules/document/file.php/ENG155/Projects%20online/CHAPTER%2019%20PBL%20Kraichik.docx)

Lara, M. (2015). Critical Analysis of Advertising: Enhancing Tenth Graders' Identity Construction in an EFL classroom. UPTC

Lara, M. (2018). Environmental Literacies: Raising Eighth Graders' Social Justice and Environmental Awareness through Project Work. UPTC

Mack, N. (2005). Qualitative Research methods: A Data Collectors' Field Guide. North Carolina, USA: Family Health International.

McDonald, M. (2008). The pedagogy of assignments in social justice teacher education. *Equity and Excellence in Education*, 41(2), 151-167. <http://dx.doi.org/10.1080/10665680801943949>.

MEN, (2006). Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. *Imprenta Nacional*, 24-25.

Mena, I. (2009). *Investigando el racismo y la discriminación racial en la escuela. Informe ejecutivo*. Colombia: Alcaldía Mayor de Bogotá D.C-Aecid.

Mills, G. (2007). Action Research: A Guide for the Teacher Researcher. Pearson, (6th ed). UK.

Moghaddam, F. (1998). Social Psychology: Exploring Universals Across Cultures. New York: W.H. Freeman and Company.

Moghaddam, F., Taylor, D. & Wright, S. (1993). Social Psychology in CrossCultural Perspective. New York: W. H. Freeman and Company.

Moon, J. (2006). Learning journals: A handbook for reflective practice and professional development (2nd ed.). London: Routledge Falmer.

Muñoz, A. (1995). La educación intercultural, hoy. *Didáctica*. UCM. Madrid 7: 217-240.

Nunan, D. (1985). Language Teaching Course Design: Trends and Issues. Adelaide: National Curriculum Resource Centre

Pietil, K. (2009). Bringing real-life English into foreign language classrooms : Language learners' views on the use of real-world and artificial materials in the English language learning classrooms. Thesis for the Master's degree in Language Teaching. University of Jyväskylä. Finland.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Pratto, J., Sidanius, J., Stallworth, L. & Mallé, B. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, 67, 741-763.

Puertas, M. (2010). DEL COLOR DE LA PIEL AL RACISMO: Prácticas y representaciones sobre las personas afrodescendientes en el contexto escolar bogotano. Tesis de Maestría. Universidad Nacional de Colombia. Bogotá

Quintero, Ó. (2014). El racismo cotidiano en la universidad colombiana desde la experiencia vivida por los estudiantes negros en Bogotá. *Universitas Humanística*, 77(77). <https://doi.org/10.11144/Javeriana.UH77.rcuc>

Restrepo, E. (2008). Racismo y discriminación. *Cátedra de Estudios Afrocolombianos. Aportes para maestros.*, 192-204. Colección Educaciones y Culturas. Popayán (Colombia): Universidad del Cauca.

Restrepo, E. (2010). Cuerpos Racializados. *Revista Javeriana*.

Ribé, R. and Vidal, N. (1993). *Handbooks for the English Classroom: Project Work*. MacMillan Publisher.

Romo, M. (2010). Del color de la piel al racismo: Prácticas y representaciones sobre las personas afrodescendientes en el contexto escolar bogotano. Universidad Nacional de Colombia. Bogotá

Rudder, V., Vourc'h, F. & Poiret, C. (2010). La desigualdad racista. Precisiones conceptuales y propuestas teóricas. *Estudiar el racismo. Textos y herramientas*. Documento de Trabajo No. 8. México: Proyecto AFRODESC / EURESCL.

Sánchez, S. (1973) *Freire, a pedagogy for the adult*. Madrid, España: Zero

Schensul, S., Schensul, J. & LeCompte, M. (1999). *Essential ethnographic methods: observations, interviews, and questionnaires* (Book 2 in Ethnographer's Toolkit). Walnut Creek, CA: AltaMira Press.

Scrimshaw & Gleason, G. (1992). Rapid assesment procedures: Qualitative methodologies fo planning evaluation of health-related programmes. Boston: International Nutrition Foundation for Developing Countries.

Sierra, A. (2016). Contributions of a social justice language teacher education perspective to professional development programs in Colombia. *PROFILE Issues in Teachers' Professional Development*, 18(1), 203-217. <http://dx.doi.org/10.15446/profile.v18n1.47807>.

Smith, L., Kashubeck-West, S., Payton, G., & Adams, E. (2017). White Professors Teaching about Racism: Challenges and Rewards. *Counseling Psychologist*, 45(5), 651–668. <https://doi.org/10.1177/0011000017717705>

Social Justice and Racial Discrimination Understandings in the EFL classroom

Smith, M., Shakman, K., Jong, C., Terrell, D., Barnatt, J., & McQuillan, P. (2009). Good and just teaching: The case for social justice in teacher education. *American Journal of Education*, 115(3), 347-377. <http://dx.doi.org/10.1086/597493>.

Soler, S. (2009). La escuela y sus discursos. Los textos escolares como instrumentos de exclusión y segregación. *Sociedad y Discurso* 15: 107-124.

Solórzano, D., Allen, W. & Carroll, G. (2002). Keeping race in place: Racial microaggressions and campus racial climate at the University of California, Berkeley. *Chicana/o-Latina/o Law Review*, 23(15), 15-112.

Stangor, C. (2009). The Study of Stereotyping, Prejudice, and Discrimination Within Social Psychology. A Quick History of Theory and Research. En T. Nelson (Editor), *Handbook of Prejudice, Stereotyping, and Discrimination* (pp. 1-22). New York: Psychology Press.

Stangor, C. (2000). Overview. En C. Stangor (Editor), *Stereotypes and Prejudice: Key Readings in Social Psychology* (pp. 1-16). Ann Arbor: Edwards Brothers.

Tolerance, T. (2016). SOCIAL JUSTICE STANDARDS: THE TEACHING TOLERANCE ANTI-BIAS FRAMEWORK. *editor@tolerance.org*, 8-

Thomas, J.; Mergendoller, J. & Michaelson, A. (1999). Project-based learning: A handbook for middle and high school teachers. Novato, CA: The Buck Institute for Education.

Van Dijk, T. (2007). Racismo y discurso en América Latina: una introducción. En T.A. Van Dijk (Coord.). *Racismo y discurso en América Latina* (pp.21-34). Barcelona: Gedisa.

Van Dijk, T. (2010). Discurso y racismo. En: Odile Hoffman y Oscar Quintero. *Estudiar el racismo. Textos y herramientas*. Documento de Trabajo No. 8. México: Proyecto AFRODESC / EURESCL.

Viveros, M. 2007. Discriminación racial, intervención social y subjetividad. Reflexiones a partir de un estudio de caso en Bogotá. *Revista de Estudios Sociales* 27 (Agosto): 106-121.

Wacquant, L. (1997). For an Analytic of Racial Domination. *Political Power and Social Theory*, 11, 221-234.

Wade, P. (1997). *Gente negra, Nación mestiza. Dinámicas de las identidades raciales en Colombia*. Bogotá: Ediciones Uniandes.

Woodson, C. (1933). *MisEducation of the Negro*. Trenton, NJ: Africa World Press.

Yardley, L. (2009). Demonstrating validity in qualitative psychology. In Jonathan A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 235–251). Los Angeles: Sage.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Yin, K. (2016). *Qualitative Research from Start to Finish*. Guilford Publications. 2nd ed. New York.

Zeichner, K. (2009). *Teacher education and the struggle for social justice*. New York, NY: Routledge.

Zeichner, K. (2011). Teacher education for social justice. In M. R. Hawkins (Ed.), *Social justice language teacher*.

ANNEX 1 - DIAGNOSIS QUESTIONNAIRE

GRADO 8º – Colegio Alejandro de Humboldt

Respetados estudiantes:

El propósito de este cuestionario es conocer sus percepciones, conocimientos y experiencias educativas con relación a temas que abordan factores sobre racismo, discriminación racial, diversidad, igualdad y derechos humanos; como también las características del contexto de aprendizaje en el cual ustedes se desarrollan. La información y datos recolectados serán usados exclusivamente con propósitos investigativos. Por lo tanto, se guardará confidencialidad de su identidad.

El siguiente cuestionario le tomará entre 5 y 7 minutos para completar. Si usted tiene alguna duda acerca de las preguntas que debe responder, por favor diríjase a la docente en formación Mariana Ramírez Sánchez.

Gracias por aceptar ser parte del desarrollo de este cuestionario.

¿En cuál rango de edad se ubica? Por favor, marque su respuesta con una X.

(X) 12 a 14 () 15 a 17 () Igual o mayor a 18

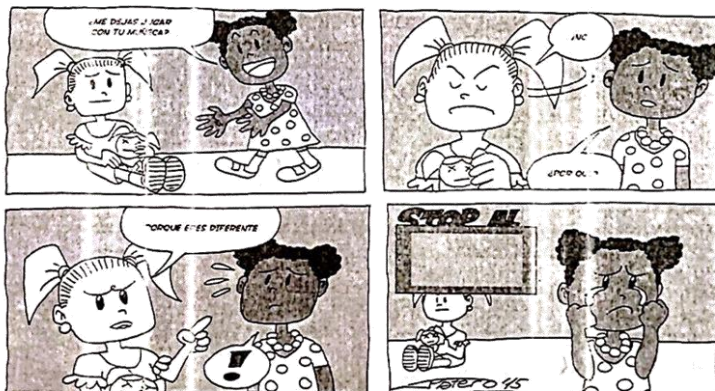
Género Masculino ☒ Femenino ☐

Origen étnico _____

Raza _____

Lea cuidadosamente las preguntas y siga atentamente cada una de las instrucciones. Tenga en cuenta que no hay respuestas correctas ni incorrectas.

1. Frente a la siguiente imagen responda:



¿Qué opina acerca de la respuesta de la niña con la muñeca? NO

¿Cree que el ser diferente es una razón para excluir a la otra niña? NO

¿Qué hace a la niña de cabello negro diferente a la otra? NO

Social Justice and Racial Discrimination Understandings in the EFL classroom

¿Qué hubieras hecho si fueras la niña con la muñeca?

por decirle algo

¿Qué hubieras hecho si hubieras estado en esta escena?

por eso no se hace

2. Analizando la siguiente imagen responda:



- ¿Las personas que están presentes en la imagen tienen las mismas características físicas? ¿Considera que hay algún/os aspectos que hace que se vean diferentes?
No
- ¿Por qué cree usted que en el lado derecho de la mesa hay tres personas sentadas y en el lado izquierdo solo hay una?
por discriminación
- ¿Cuál es su opinión personal acerca del mensaje que deja esta imagen?
que tienen malos pensamientos

Según las siguientes definiciones responda de las preguntas 3 a la 5.

Racismo: Idea que defiende la superioridad de una raza frente a las demás y la necesidad de mantenerla aislada o separada del resto dentro de una comunidad o un país.

Acto racista: es cualquier acción o actitud que tiene por objeto la discriminación, exclusión o restricción de igualdad de condiciones de los derechos humanos guiándose por el color de piel de las personas.

- ¿Con qué frecuencia tiene usted sentimientos o actitudes racistas? Marque la opción con una X.
Siempre () Casi siempre () A veces () Nunca (X) Casi nunca ()
- ¿Considera usted que su opinión y/o visión acerca del **racismo** ha sido influenciada por otras personas o medios? ¿Quiénes? Por favor, marque la opción con una X. (Puede seleccionar más de una)

Familia ()	Profesores ()
Vecinos ()	Medios de comunicación como TV/Internet (X)
Amigos ()	Nadie (X)
Compañeros de clase (X)	Otros ()

Responda las preguntas 5 y 6 considerando las situaciones y experiencias educativas vividas en su colegio durante estos años:

- ¿Con qué frecuencia observa actos racistas entre sus compañeros y profesores? Por favor, marque la opción con una X.

Social Justice and Racial Discrimination Understandings in the EFL classroom

Siempre () Casi siempre () A veces () Casi nunca () Nunca (X)

6. ¿Cuáles de los siguientes temas ha estudiado y socializado junto con sus maestros y compañeros dentro del salón de clases? Por favor, marque las opciones con una X. (Puede seleccionar más de una)

Tipos de color de piel ()
 Racismo (X)
 Discriminación racial ()

Derechos humanos (X)
 Respeto por la diversidad ()
 Ninguno de los anteriores ()

Rellene la opción:

7. Si tiene contacto o ve a una persona de piel morena/oscura usted piensa...

Pensamiento	Nunca	Casi Nunca	Algunas veces	Casi Siempre	Siempre
En ignorarlo.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En discriminarlo y burlarse de él/ella	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
En hablar con él/ella como con cualquier otra persona.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
No piensa nada relevante porque todas las personas son iguales para usted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

10. Entre las concepciones de raza y racismo usted...

Pensamiento	Totalmente en desacuerdo	En desacuerdo	Ni en acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo
Cree que el racismo tiene justificación en algunos casos.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No cree que juntarse con personas de raza oscura sea una buena idea.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cree que tener color de piel oscura no hace que una persona sea mejor o peor que los demás.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Cree que los seres humanos merecen los mismos derechos independientemente de su color de piel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

11. ¿Ha escuchado o usado alguna vez, dentro o fuera del contexto escolar, alguno de los siguientes enunciados? Por favor, marque las opciones con una X. (Puede seleccionar más de una)

(X) Ahí viene el negro
 () Ese negro es muy feo.
 () Eso le pasa por negro.
 (X) Ese negro parece un indio.
 () Los negros están hechos para ser esclavos.

Social Justice and Racial Discrimination Understandings in the EFL classroom

- () Ese negro tiene cara de ladrón.
() Los negros hablan muy chistoso.
() Los negros huelen feo.
() Estudiar no es para los negros.
☒ No soy racista pero nunca me metería con un negro. Otro enunciado _____

12. ¿Dónde ha escuchado los enunciados que escogió en la pregunta anterior? Por favor, marque las opciones con una X. (Puede seleccionar más de una opción)

- () Espacios familiares
() Espacios Educativos
() Medios de comunicación: TV () Internet () Periódico/ Revistas () - ¿Qué tipo de programas, sitios web, periódicos o revistas? _____
☒ Otros espacios En la calle

13. ¿Usted ha sufrido de algún tipo de discriminación, dentro y fuera del contexto educativo por su color de piel? Por favor, marque la opción apropiada con una X. Sí _____ No ☒

Si marcó "SI" ¿Podría narrar de manera breve una de la experiencia de discriminación racial que haya experimentado?

Por otra parte, si usted marcó que "NO" ha sufrido ningún tipo de discriminación y conoce la experiencia de alguien más, (Compañero o familiar) ¿Podría relatarla brevemente?

Una chica cuando era pequeña la llamaban "negra", hasta que le puso un alto al asunto

Encierre solo una de las opciones con la que más se identifique:

14. Cree usted que aprender más a fondo acerca del *racismo* dentro de su salón de clases es:

- a. Una pérdida de tiempo y una carga extra.
b. No apropiado para nuestro colegio.
c. Una necesidad de aprendizaje, conciencia y reflexión.
d. Una herramienta para lograr respeto por la diversidad humana.

15. ¿Qué aspectos acerca del racismo le gustaría aprender? Por favor, marque las opciones con una X. (Puede seleccionar más de una opción)

¿Qué es y cómo se construye el racismo? ()

Historia del racismo ()

Formas de racismo ()

¿Por qué somos racistas? ☒

¿Cómo no adoptar actitudes racistas? ☒

Consecuencias del racismo ()

Social Justice and Racial Discrimination Understandings in the EFL classroom

ANNEX 2 - CONSENT FORM

UNIVERSIDAD PEDAGOGICA Y TECNOLÓGICA DE COLOMBIA
FACULTAD DE CIENCIAS DE LA EDUCACION
ESCUELA DE IDIOMAS

COLEGIO ALEJANDRO DE HUMBOLDT

Formato de Consentimiento

Co-investigador(a): Mariana Ramírez Sánchez

Investigadora principal (director(a): PhD. Nancy E. Carvajal Medina

Título del Proyecto: Social Justice and Racial Discrimination Understandings in the EFL classroom through the Implementation of a Project-based Didactic Unit.

Yo, _____ identificada(o) con tarjeta de identidad No. _____ de _____ manifiesto que se me ha explicado la naturaleza del proyecto de investigación propuesto por _____. De igual manera, pongo en conocimiento que participo de esta investigación de manera voluntaria.

Autorizo que se use la producción escritural, visual y verbal que se genere en la clase _____. Autorizo la divulgación de información pertinente para el proyecto de investigación en cualquier medio que la investigadora considere pertinente incluyendo: presentaciones en eventos y publicaciones en revistas académicas.

Los/las investigadores(as) están obligados(as) a proteger mi identidad y no revelar mi información personal como (nombre, fecha de nacimiento, entre otros).

Nombre del Participante _____

Firma del participante _____

T.I. No. _____ **de** _____

Nombre Investigadora: Mariana Ramírez Sánchez.

Firma de la investigadora _____

C.C. No. 1057601808 **de** Sogamoso

El anterior consentimiento se firma en Sogamoso, Boyacá.

Fecha: 22 / 04 / 201

ANNEX 3 - FINAL SELF-REVIEW

Self-review

Name: Luisa Fernanda Mendoza Montes Grade: "8a" Date: 25/06/2019

1. ¿Qué aprendió respecto al contenido temático desarrollado durante este periodo de clases?

Aprendí que ser diferente o que seas como está bien, y que hay que respetar las diferencias, ya sea hasta de color de piel y el no discriminar sin importar que o quien sea en cada cosa...

2. ¿Qué fue fácil/ difícil para usted?

Fácil fue el aprendizaje pero no en el sentido fácil de hacer, sino que la profesora nos hizo aprender fácil de una forma muy práctica y buena, difícil era que cada uno con responsabilidad todo se puede y es más fácil.

3. ¿Qué piensa acerca de la diversidad física, emocional y de pensamiento en las personas que lo rodean? ¿Qué percepción tiene acerca de personas diferentes a usted?

Pienso que está bien que no todos piensen igual a mí, y la percepción es buena a pesar de que muchas veces no me gustó, está bien pensar y actuar diferente.

4. ¿Qué opina acerca del impacto de palabras y acciones en contra de otras personas teniendo en cuenta sus diferencias físicas, emocionales y de pensamiento?

Pienso que no debemos discriminar ni mucho menos atacar a esas personas porque todos somos humanos y merecemos respeto e igualdad sin importar todas las diferencias que tenemos o tengamos.

5. ¿Quién es usted? ¿Cómo se describiría? ¿Qué aspectos (físicos, emocionales o de pensamiento) lo diferencian a usted de los demás?

Yo soy Luisa Mendoza me describo como una persona muy sensible pero sociable y amigable, soy de cabello largo, ojos café, blanca la piel, me diferencian pero no en forma mala sino por ser única y poder ser yo...

6. ¿Está conforme con lo que es usted como persona? Si, no y ¿Por qué?

Sí, sí estoy conforme porque así soy y a quien no le gustó pues lo siento pero no voy a cambiar como soy por los demás, no estaría bien, y soy así y me gusta como soy entonces sí.

7. ¿Qué concluye acerca de los proyectos de discriminación que se desarrollaron dentro de este periodo de clases?

Puedo concluir que me enseñó mucho y no sólo a mí, sobre la importancia de respetar la opinión y el color de piel, pensando en una persona diferente a mí.

8. ¿Qué reflexión le deja lo aprendido hasta ahora? ¿Qué cambios estaría dispuesto a hacer?

Aprendí y reflexioné que el aprendizaje y todo lo que vino me enseñó a cada día ser mejor persona y respetar cada diferencia de otro, estaba dispuesto a hacer cualquier cambio mientras sea bueno y sincero.