



Teaching ESL from an anti-biased anti-racist perspective

Mimi Masson, *Université de Sherbrooke*
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01


WHY ABAR?

Overview of why ABAR perspectives matter for ESL teachers

03

DEVELOPING CRITICAL CONSCIOUSNESS

Examples of the work teachers have done



02



PRINCIPLES OF ABAR

Go over key ideas and how language and race co-relate

04

TAKING ACTION

Resources and ideas for moving forward



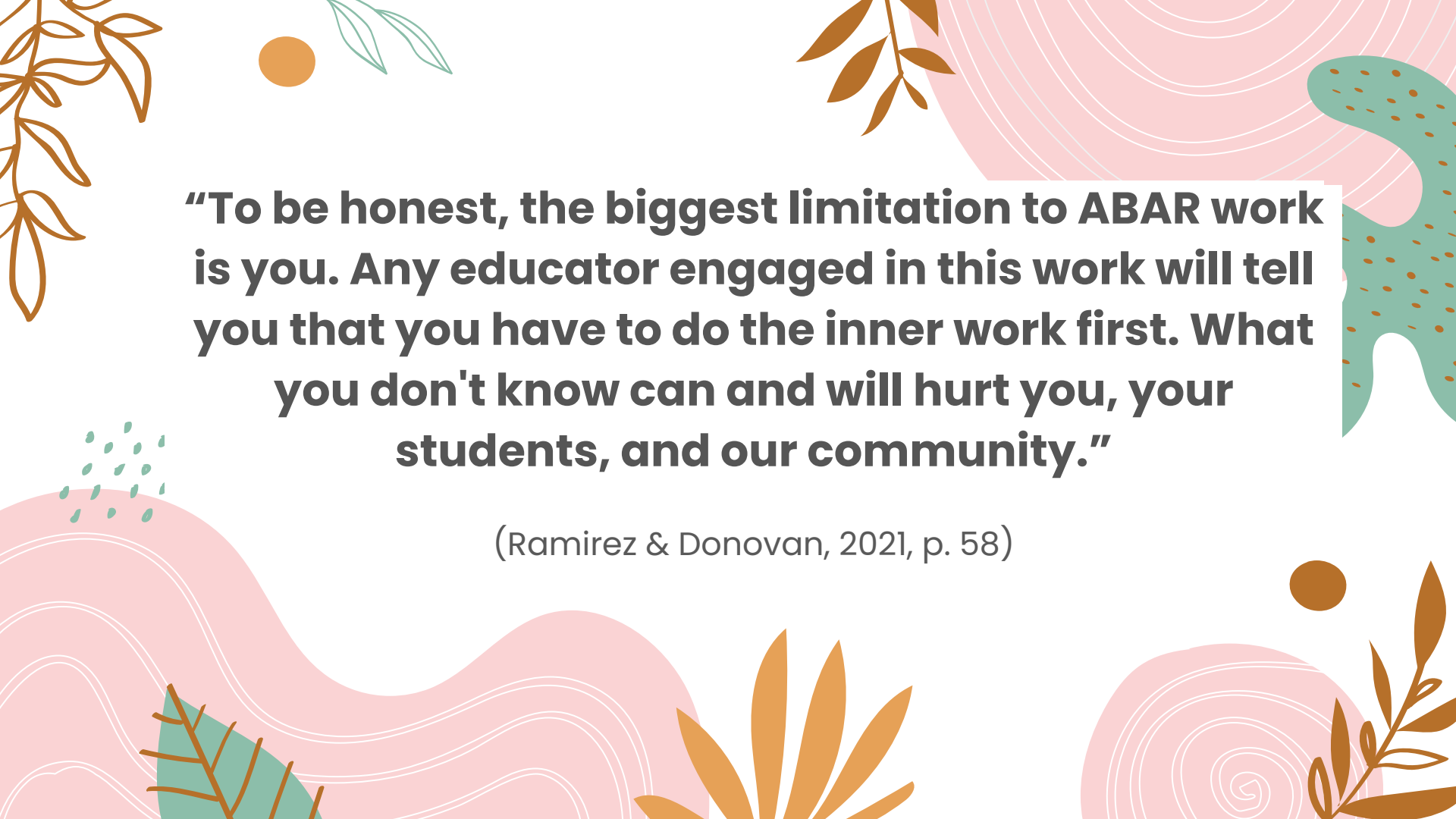


01. WHY ABAR?

Definition: *Teaching against bias and racism*

Responding to need for social justice and equity in our
education system

Preparing our students for life in the 21st century

The background features a mix of botanical and abstract designs. In the top left, there are brown leafy branches and a solid orange circle. The top right shows a pink circular pattern with white concentric lines and a green cactus-like shape with orange dots. The bottom left has a pink wavy shape with white lines and a green leafy branch. The bottom center has a brown leafy branch, and the bottom right has a pink circular pattern with white lines and a brown leafy branch.

“To be honest, the biggest limitation to ABAR work is you. Any educator engaged in this work will tell you that you have to do the inner work first. What you don't know can and will hurt you, your students, and our community.”

(Ramirez & Donovan, 2021, p. 58)

02. THE PRINCIPLES OF ABAR

Racism is endemic

- Individual racism
- Institutional racism

White supremacy is in full effect

- Perpetuate and maintain power & standing of dominant group

Languages are inherently tied to race

- Native speaker ideal
- Standard language ideology
- Language hierarchies





03. DEVELOPING CRITICAL CONSCIOUSNESS

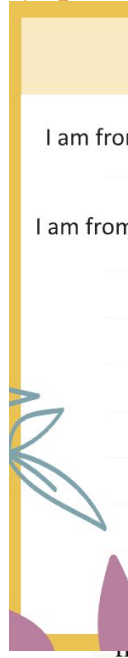
- The value assigned to languages in our classrooms
- Using learners' linguistic repertoires to support their learning

PROJECT 2

PLURILINGUAL POEMS

Explore notion of translinguaging

- Felt 'weird' to 'break the rules'
- Difficulty making space for other languages?



JE VIENS DE

Je viens du **Roy Jucep**,

d'**énorme quantité de gravy** et **inventeur de la poutine**.

Je viens de **天下一品**,

des **nouilles de miniut** et **こってりスープ** thick like no other.

Je viens du **Canal Rideau**,

Des froids de janvier.

Je viens de **หมาที่เห่าเครื่องบิน** et de **fouurrure brune**.

Je viens **du dîner loin du soleil** et **souper dans la cuisine**,

de **[nom]**

Je viens de **too large** for just a few people,

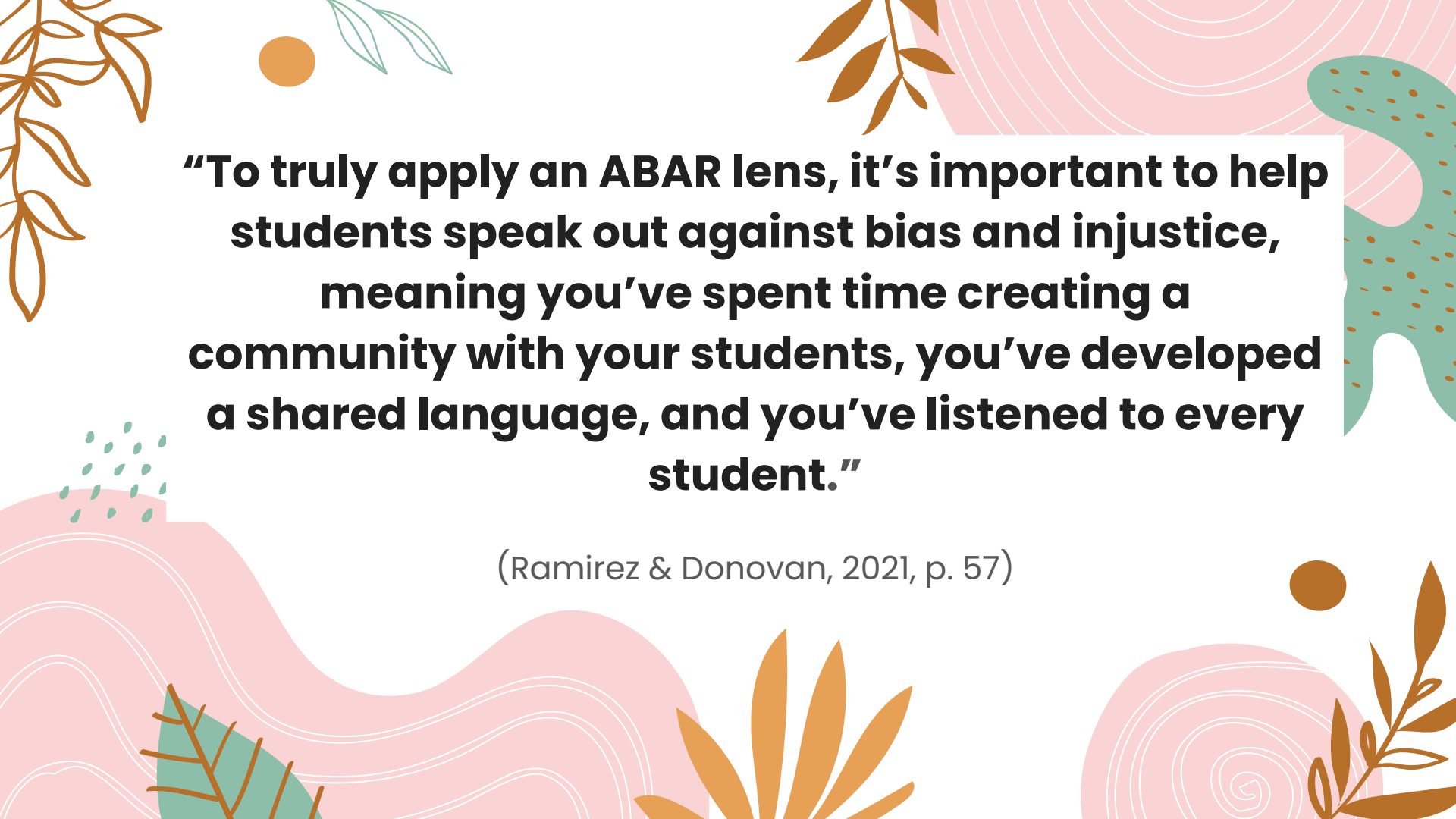
et **too large** for a robot vacuum.

Je viens de **thai**, et **ประชาธิปไตย**.

Je viens de **dinner at Foolish Chicken** on **Holland St**.

Je viens de **loin**.





“To truly apply an ABAR lens, it’s important to help students speak out against bias and injustice, meaning you’ve spent time creating a community with your students, you’ve developed a shared language, and you’ve listened to every student.”

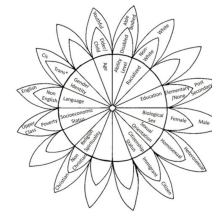
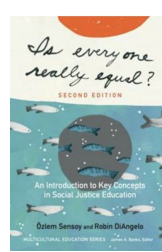
(Ramirez & Donovan, 2021, p. 57)



04. TAKING ACTION

- Necessary to build trust and deep-connection with your community
- Work on changing 1 or 2 things at a time. Change can be slow and needs to be steady.

WHERE TO START

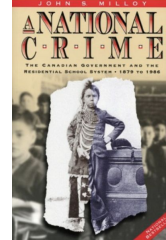
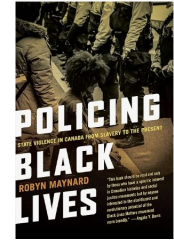


POSITIONALITY

- *Is everyone really equal?* (Sensoy & DiAngelo)
- *White privilege: Unpacking the invisible backpack* (Peggy McIntosh)
- [Power Flower](#) activity

LOCAL POLITICS

- *Policing Black lives: State violence in Canada from slavery to the present* (Robyn Maynard)
- *A national crime: The Canadian government and the residential school system 1879 to 1986* (John Milloy)

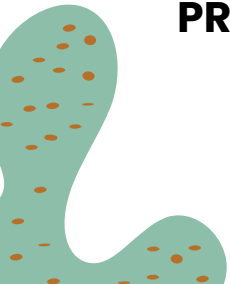


OFFICIAL POLICIES

- [Quebec Ministry of Education](#)

PRACTICE

- Culturally-responsive pedagogy ([EdWeek.org](#))
- Trauma-informed pedagogy ([EdCan.ca](#))
- [FSLdisrupt.org](#)



THANKS!

Mimi Masson
Université de Sherbrooke

mimi.masson@usherbrooke.ca



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DISCUSSION & QUESTIONS

- What might be policies that affect your practice?
- Have you thought about your positionality and privileges in Quebec society?
- What might be some biases to work on, based on what you saw in the presentation?