WEAVING SOCIAL JUSTICE TEACHING IN
CRITICAL LANGUAGE TEACHER EDUCATION

TECENDO O ENSINO DE JUSTIÇA SOCIAL NA
FORMAÇÃO CRÍTICA DE PROFESSORES DE LÍNGUAS

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Abstract: This paper[1] describes an experience of using critical literacy in teaching English to freshman students in the undergraduate English Language course at a large Brazilian university. The course was prepared with the aim of providing students with an experience in what has been called Critical Education in a Foreign Language (FERRAZ, 2010; 2015; FERRAZ; MATTOS, 2015; MATTOS, 2014; MATTOS; FERRAZ; MONTE MÓR, 2015; MONTE MÓR, 2009) and to help prepare them for their future as critical teachers. The article seeks to show how conceptions of critical teaching and critical literacy may be used as a starting point for teacher education and for the development of critical approaches to teaching English. In this sense, activities that were used during the course will be discussed, as well as some perceptions of the students, collected through discussions in the classroom. The proposal sought to encourage students to reflect on their roles in promoting social justice (HAWKINS, 2011; ZEICHNER, 2011) and responsible social transformation. Carrying out this experience taught us that simply discarding what the students – language learners and future teachers – recognize as *language teaching* may confuse them and distance them from other possibilities of conceiving language teaching. It is important for students to have opportunities to perceive the existing differences between the objectives of traditional and critical language teaching, especially with regard to the type of citizen that these conceptions of language teaching help to educate and the different agency possibilities such citizens may have in the processes of social construction.

Keywords: Language Teacher Education. Critical Literacy. Social Justice

Resumo: Este trabalho descreve uma experiência de uso de letramento crítico no ensino de inglês para alunos do primeiro período do curso de graduação em Letras-Inglês de uma grande universidade brasileira. O curso foi preparado com o objetivo de proporcionar aos alunos uma experiência no que vem sendo chamado de Educação Crítica em Língua Estrangeira (FERRAZ, 2010; 2015; FERRAZ; MATTOS, 2015; MATTOS, 2014; MATTOS; FERRAZ; MONTE MÓR, 2015; MONTE MÓR, 2009) e de contribuir para prepará-los para o futuro como professores críticos. O artigo procura mostrar como as concepções sobre ensino crítico e letramento crítico podem ser usadas como ponto de partida para a formação de professores e para o desenvolvimento de abordagens críticas para o ensino de inglês. Nesse sentido, serão discutidas atividades que foram usadas durante o curso, assim como algumas percepções dos alunos, coletadas através de discussões em sala de aula. A proposta buscou incentivar

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os alunos a refletirem sobre seus papeis na promoção de justiça social (HAWKINS, 2011; ZEICHNER, 2011) e de uma transformação social responsável. Realizar este trabalho nos ensinou que simplesmente descartar o que os alunos – aprendizes e futuros professores de línguas – reconhecem como *ensino de línguas* pode confundi-los e afastá-los de outras possibilidades de conceber o ensino de línguas. É importante que os alunos tenham oportunidades de perceber as diferenças existentes entre os objetivos do ensino tradicional e do ensino crítico de línguas, principalmente no que diz respeito ao tipo de cidadão que essas concepções de ensino de línguas ajudam a formar e às diferentes possibilidades de agência que esses cidadãos podem ter nos processos de construção social.

Palavras-chave: Formação de Professores de Línguas. Letramento Crítico. Justiça Social.

INTRODUCTION

> Where do we hide our prejudices?
> We hide them in language.
> (Student's comment in class)

Several papers in the area of language teacher education have shown that English teachers tend to reproduce, in their pedagogical practices, the traditional teaching models through which they themselves have learned (see, for example, BAILEY *et al*, 1996; FREEMAN, 1992; KENNEDY, 1990; MATTOS, 2014; PENNYCOOK, 2004). Monte Mór (2013), while discussing the development of agency among Brazilian teachers, states that teaching proposals in the Brazilian context tend "to privilege convergence, standards, structures, linearity, sequential grading […]" (MONTE MÓR, 2013, p. 132). The author adds that "such structural models seem to be so incorporated in the education of teachers, in the prescriptive and disseminated ideas of what schools, teachers, teaching, learning, learners should be like that it becomes difficult to think of other alternatives" (p. 132- 133). Furthermore, Monte Mór (2013) also states that many teachers, even those who admit the advantages of new proposals, "feel unable to rethink their practices" (p. 133) and end up reproducing "procedures that are already familiar to them" (p. 133).

From the perspective of what should go on at schools, the Textbook Guide of the National Textbook Plan (PNLD) (BRASIL, 2016), aimed at Elementary Education, mentions that

> according to the National Curriculum Guidelines for Basic Education, in order to comply with the Constitutional precept of quality Basic Education, it must provide full educational schooling for the

exercise of citizenship, social, economic, civil and political rights[2] (p. 7, our translation).[3]

The document also states that the Law for Guidelines and Bases of National Education (LDB - Law No. 9,394 of 1996) has, as one of its objectives, the basic education of the citizen, which must involve, among other issues, "the acquisition of knowledge and skills, as well as the formation of attitudes and values essential to adequate social interaction" (BRASIL, 2016, p. 12, our translation).

Besides that, the 2015 PNLD Textbook Guide[4] (BRASIL, 2015), this one aimed at High School, recommends that

> considering that high school education presupposes the performance of pedagogical work guided towards the encouragement of youth protagonism, *citizenship experience* and *social participation*, this stage of schooling is understood as a moment marked by educational and cultural perspectives that allow young people to *expand their interpretive and sensitive horizons and their ways of acting in society* [...]. High School educators are facing the challenge [...] of valuing youth cultures in a context guided by the *agenda of diversity, accessibility and human rights*[5] (p. 5, our translation).[6]

In addition to these, other official Brazilian documents in the field of education, whether at the national, state or municipal level, suggest that teaching should develop students' critical thinking. Given these guidelines, the question that remains is: how can our teachers follow such guidelines: a) if they themselves have never gone through this type of experience when they were students? b) if they have never had access to spaces where they could develop their own critical thinking and their sense of

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[2] Our emphasis. Our translation, as well as in all other citations of texts originally published in Portuguese referenced in this paper.

[3] In the original: "Segundo o que preconizam as Diretrizes Curriculares Nacionais da Educação Básica, para se cumprir o preceito Constitucional de uma Educação Básica de qualidade, esta deve proporcionar uma formação escolar plena para o *exercício da cidadania*, dos *direitos sociais*, econômicos, civis e políticos" (BRASIL, 2016, p. 7).

[4] We are using some previous references to the historical moment that marked a political-ideological turn that happened in Brazil between 2016 and 2022, when there were several attempts to resume a more conservative, technical and neoliberalized education. This paper disregards the policies adopted in the period mentioned above, not only because we do not agree with the type of education proposed at the time, but also because it is not the type of education on which we base ourselves for the development of our work as teacher educators.

[5] Our emphasis.

[6] In the original: "Tendo em vista que o ensino médio pressupõe a realização de um trabalho pedagógico orientado pelo estímulo ao protagonismo juvenil, à *experiência cidadã* e *à participação social*, compreende-se essa etapa da escolarização como momento marcado por perspectivas formativas e culturais que permitam aos jovens a *expansão de seus horizontes interpretativos e sensíveis e de suas formas de atuação na sociedade* [...]. Os educadores do ensino médio estão diante do desafio, [...] de valorização de culturas juvenis num contexto pautado pela *agenda da diversidade, da acessibilidade e dos direitos humanos*" (BRASIL, 2015, p. 5).

citizenship?

Mattos (2014) discusses some issues related to the so-called "apprenticeship of observation" (BAILEY *et al*, 1996), that is, the tendency teachers have to reproduce practices and models learned while they were still students. She argues that "the biggest challenge is, thus, to provide language teachers with new models and spaces where they may develop critical thinking skills" (MATTOS, 2014, p. 127) in search of a "multiplier effect" (p. 136) on pre-service teachers and their future students. Although current authors, mainly in the area of critical education, largely reject the idea of providing pre-service teachers with rigid "models" to be followed in their pedagogical practices, we agree with Mattos (2014) that it is not possible to stop being models for our pre-service teachers. Teacher educators – whether they like it or not – continue to represent these models.

However, such models do not need to be rigid, nor do they need to follow proposals already consolidated in traditional approaches to foreign language teaching. On the contrary, in our view, it is necessary to provide new models that may be flexible and adaptable to each context and which may truly constitute a fertile space for teachers to rethink traditional practices and adapt them to their local contexts, taking into account the new perspectives and proposals for language teaching focused on values (BRASIL, 2006), on citizenship education (MATTOS, 2012; 2015; ROCHA; MACIEL, 2015; SCORZA; MIRRA; MORRELL, 2013) and on social justice (HAWKINS, 2011; MATTOS, 2014; MATTOS; JUCÁ; JORGE, 2019).

Thus, this paper describes an experience of using critical literacy (MCLAUGHLIN; DEVOOGD, 2004) in teaching English to freshman students in the English Language course at a large Brazilian university. The course was prepared with the aim of providing students with an experience in what has been called Critical Education in a Foreign Language (FERRAZ, 2010; 2015; FERRAZ; MATTOS, 2015; MATTOS, 2014; MATTOS; FERRAZ; MONTE MÓR, 2015; MONTE MÓR, 2009) and to help prepare them for their future as critical teachers. The paper seeks to show how conceptions of critical teaching and critical literacy may be used as a starting point for teacher education and for developing critical approaches to teaching English, promoting critical reflection on certain critical issues that may contribute to social injustice and unequal relations of power. In this sense, activities that were used during the course, especially the ones focusing on violence and bullying in school contexts, will be discussed, as

well as some students' perceptions, generated through classroom discussions. The course sought to encourage students to reflect on their roles in promoting social justice (HAWKINS, 2011; ZEICHNER, 2011; SCORZA; MIRRA; MORRELL, 2013) and responsible social transformation.

1.   VIOLENCE AND BULLYING IN SCHOOL CONTEXTS

According to Naula et al (2018, p. 64), "bullying in schools may be a global phenomenon". In their study of bullying in Uganda, the authors cite several other studies on the presence and effects of bullying in schools all over the world, including places as diverse as South Africa, the United States and Kenya. They describe bullying in schools as "a form of violence, which can be physical or psychological" (p. 64), and explain that "psychological violence involves the use of hostile behaviour such as words to cause emotional damage or harm to the victim" (p. 64). According to other studies cited by the authors, bullying may take many forms, such as "physical harm, verbal jeering and threats, exclusion, humiliation and rumor-spreading" (p. 64). Besides verbal violence, bullying may also be characterized by "physical violence and it can affect the emotional, social, and physical wellbeing of students" (p. 64), making the victims feel anxious, and become shy and weak. Their performance at school may also be affected by bullying, which may diminish the "capacity of children to grow up as autonomous and responsible persons" (NAULA et al, 2018, p. 69).

In Brazil, bullying is also a phenomenon that is affecting school life in general, both among children and adolescents. Dias, Rocha and Mota (2019) say that "violence at school and bullying in particular have been more and more studied, due to the increase of adolescents' behavior associated with bullying and considering the psychological consequences they bring" (p. 82). These authors describe bullying as "any violent behavior, often exercised in a school context, systematically and recurrently on someone perceived as weaker" (p. 82, our translation).[7]

Valadares (2022) says bullying "characterizes a form of violence among youth" (p. 93, our translation)[8], and believes the practice of bullying "may destroy lives and

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[7] In the original: "qualquer comportamento violento, muitas vezes exercido em contexto escolar, sistemática e recorrentemente sobre alguém percecionado como mais fraco."

[8] In the original: "caracteriza uma forma de violência entre jovens."

make individuals carry this suffering for years, influencing their professional, familial and social lives." (p. 93)[9]. As the other authors discussed above, Valadares (2022) also sees bullying as a phenomenon that is growing wildly nowadays, a big social problem, and must not be treated as harmless children's jokes since victims may develop deep depression and may even commit suicide. The author describes bullying as

> intentional and repeated acts of physical or psychological violence perpetrated by an individual or group of individuals for the purpose of intimidating or assaulting another individual (or group of individuals) unable to defend themselves. It therefore includes any form of aggressive attitude performed within an unequal power relationship, being the power imbalance present in this relationship an essential feature, which makes victim intimidation possible (VALADARES, 2022, p. 93, our translation).[10]

As we will also show in the activities described in the following sections, bullying "manifests itself through threats, mistreatment, aggression, isolation, intimidation, provocation, theft, breaking of belongings, offenses, humiliation, rejection and exclusion"[11] (VALADARES, 2022, p. 93). The author further describes bullying "as any form of aggression or aggressive behavior towards a particular victim without apparent provocation, i.e., with the intent to injure physically or emotionally" (p. 94)[12]. According to Valadares (2022), "this phenomenon is also present in the daily life of Brazilian public and private schools, regardless of the location (big centers or cities in the interior), the number of students, the degree of education and family income" (p. 94).[13]

Due to the perceived high occurrence of bullying in school contexts in Brazil, as

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[9] In the original: "pode destruir vidas e fazer com que indivíduos carreguem esse sofrimento por anos, influenciando em suas vidas, profissional, familiar e social."

[10] In the original: "atos de violência física ou psicológica, intencionais e repetidos, praticados por um indivíduo ou grupo de indivíduos com o objetivo de intimidar ou agredir outro indivíduo (ou grupo de indivíduos) incapaz(es) de se defender. Compreende, pois, toda e qualquer forma de atitude agressiva executada dentro de uma relação desigual de poder, sendo o desequilíbrio de poder presente nessa relação, uma característica essencial, que torna possível a intimidação da vítima.

[11] In the original: "manifesta-se através de ameaças, maus tratos, roubos, agressões, isolamento, intimidações, provocações, furtos, quebra de pertences, ofensas, humilhação, rejeição e exclusão".

[12] In the original: "Bullying como toda forma de agressão ou comportamentos agressivos feitos a uma determinada vítima sem provocação aparente, ou seja, com a intenção de machucar fisicamente ou emocionalmente".

[13] In the original: "Este fenômeno está presente também no cotidiano das escolas brasileiras públicas e privadas, independentemente do local (grandes centros ou cidades do interior), do número de alunos, do grau de ensino e da renda familiar."

discussed above, this phenomenon was included in the activities proposed for the course, which will be further presented in the next sections.

2.   COURSE CONTENT AND STEP-BY-STEP METHODOLOGY:

The experience reported here[14] refers to a pre-service course for English language teachers in a large Brazilian university. As already reported in Mattos (2014; 2018), the course "Integrated Skills I", the first subject in English for students entering either the B.A. in English course or the English Teaching Certificate course, follows the precepts of the Communicative Approach (RICHARDS; RODGERS, 2001) and integrates the four skills, also including the micro skills of grammar, vocabulary and pronunciation. In addition, considering the social responsibility of teacher education at the university level, the course was designed based on New Literacy Studies and the Communicative Approach was integrated with the proposals of Critical Literacy (MATTOS; VALÉRIO, 2010; VALÉRIO; MATTOS, 2018), as well as the principles of Social Justice Teacher Education (SJTE) as proposed by Zeichner (2011). The course was planned in four projects lasting approximately one month each, totaling 60 hours, and has been taught since 2011 by several professors, as well as by graduate students. Although it is the first subject in English in the English undergraduate course at this university, it requires an intermediate level of command of the language and is taught entirely in the target language. Board 1 below presents the contents covered in each project of the course. In this paper, for reasons of lack of space, only project IV, the last project of the semester, will be addressed.

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[14] The course was taught by the first author and the second author contributed in the selection of the material and in the organization of the course.

Board 1 - Contents of the course Integrated Skills I

Course: **Integrated Skills 1**		
Project I	**Theme:** **Language focus:**	Stereotypes The English Verb System (time, tense and aspect)
Project II	**Theme:** **Language focus:**	Gender Differences If Clauses
Project III	**Theme:** **Language focus:**	The Cyber World Modals
Project IV	**Theme:** **Language focus:**	Bullying/Violence Modals (cont.)

Source: Mattos (2014, p. 137)

2.1. Project iv – bullying/violence

Like the other projects[15] in the course, Project IV has a main theme to be discussed by the students and a language focus. The language focus is a follow up of Project III. The two projects in the second half of the semester (Projects III and IV) have modals as their main language focus. In Project III, the modals and their various meanings are addressed (giving advice; ability; possibility; warnings; obligation; necessity; prohibition; probability; etc) in an introductory manner, but also with the aim of providing a general review of the modals for the in-coming students. Project IV continues the work started in the previous project, focusing mainly on the use of modals in the past. The thematic focus of the project, on the other hand, addresses issues of violence in general, focusing mainly on issues of bullying, due to the importance that the theme currently has for the school context in Brazil and worldwide, as already discussed in the previous section. Below we describe the detailed methodology used in project IV.

2.2. Warm-up

Since the first time the course was taught with this content, the project usually

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[15] To know more about the contents of the other projects in the course, please refer to Mattos (2014; 2018).

starts with a series of images about violence in a presentation on MSPowerpoint, as shown in Figure 1 below:

Fig. 1: Warm-up

Source: MATTOS; JUCÁ (2013)

Each image is shown separately so that students may see the details – and be angry with them, as we will see later. Students are divided into groups of 4 or 5 participants to discuss their reactions to the images, guided by the questions in Table 2 below. The full screen, containing all the images, is kept in the projection during the group discussion.

Board 2 - Questions suggested to start students' group discussion

Discuss the images in the slide:
- What do they refer to?
- What kind of feelings do they bring to you?
- How do you react to them?

Source: MATTOS (2018, p. 89)

After the discussion in small groups, the class is put together again as a whole group to discuss the questions and share the points discussed in each small group. Importantly, each image in Figure 1 above refers to a specific type of violence: violence against women, traffic violence, child labor, social violence (poverty), and urban violence. The first image, specifically, refers to a case[16] that occurred in Rio de Janeiro, in June 2007, when a maid was beaten by upper-class youth for having been mistaken

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[16] To know more about the fact, please see Loureiro (2007).

for a prostitute. Although it is an emblematic case, which became famous at the time, students do not usually remember it and frequently say that the image refers to a scene of violence against a woman perpetrated by a man, possibly her husband or boyfriend, motivated by alcohol consumption. The following three images are easier to describe, as they are general images about any car accident (traffic violence), a child working the land (child labor) and street children sleeping outdoors (poverty and social violence). The image of street children is also often described as drug-using boys, although the image itself does not provide any clues that might lead to this conclusion. The last image is also often more difficult to describe, perhaps because it is in black and white. Typically, students refer to it as an example of a gang fight, possibly Skin Heads supporters, or police arresting a suspect. It is important to emphasize that there are no correct answers to be expected from students at this point in the discussion, as the images are only intended to start a discussion about violence in general and thus activate the students' mental schematta and prepare them for other discussions in class.

After this first discussion about the images, students return to their groups to deepen the discussions based on the questions in Board 3 below:

Board 3 - Questions suggested to deepen the discussion

Reflect on the following issues:
- What other forms of violence can you think of which were not represented in the images?   - What could be the cause of the actions/situations represented in the images?   - What can be done to avoid situations like those?

Source: MATTOS (2018, p. 90)

In previous experiences with the material presented here, student responses to this second set of questions tend to be quite varied. As for the first question, students usually mention various other types of abuse or violence, such as sexual violence or rape, violence against the elderly, moral harassment and bullying, which is precisely the focus of the project. From the moment bullying is mentioned, the main written text of the project is handed out to students or sent by email to be read and discussed in the following class.

2.3. Reading Comprehension and Speaking

The text for reading comprehension used in the project is an informative text on bullying, published on the website www.bullying.org[17] (see Appendix A). The text is short and divided into three columns: 1) what is bullying?; 2) Bullying Myths and Facts; 3) Bullying Facts. First, students read only column 1 and discuss the following reading comprehension questions in small groups:

Board 4 - Questions suggested for reading comprehension

Read the handout from www.bullying.org and answer the following questions:
1- According to the text, what is the definition of bullying? 2- What kinds of behaviors can bullying take? 3- What does the text say about the evolution of bullying? 4- According to Barbara Coloroso, what is the relationship between bullying and contempt? 5- What do you think of Coloroso's ideas?

Source: MATTOS (2018, p. 91)

Discussion in small groups opens up space for students' non-controlled oral practice (speaking). The teacher can – and should – monitor group discussion, but should not control what students are discussing. With groups that normally range from 15 to 40 students, depending on the semester, it becomes practically impossible to control the students' oral production in these discussions. Monitoring is done, then, only by following up from one group to another, that is, going from group to group to follow excerpts of the discussion. When specific issues or questions arise, an intervention may be made by the teacher on the spot. In a second moment, after the discussion in the small groups, the debate may involve the whole class, with the objective of sharing the ideas of each group. In this second moment, a more

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[17] Unfortunately, this site is not available anymore. However, we have opted to keep it since it is the source of the text.

interventionist role by the teacher is possible. However, this intervention should focus more on directing the discussion to issues considered more critically relevant, rather than seeking to control students' oral production or correct grammar or pronunciation mistakes.

All answers to the above questions may be easily found in the text, except for question 5 which involves personalization, that is, students must give their own opinion. Although the answers to these questions are easy to find and the text is quite short, students often have several difficulties with the vocabulary of the text. Words such as *willful*, *verbal taunts*, *threats*, among others, often cause comprehension problems. Such words, as well as some false-cognates present in the text, should be taught in context and students should try to understand them from contextual clues.

Another set of questions is used to deepen the discussion on the topic and to bring the discussion to the Brazilian context and/or to the personal context of each student:

Board 5 - Questions suggested to deepen the discussion on *bullying*

Discuss these questions:
1. What different types of bullying are there?   2. What kind of person is a bully?   3. What kind of person is a bullied?   4. Why do people bully other people?   5. Is bullying a big problem in Brazil?   6. Was bullying a problem when you were at school?   7. What advice would you give to someone who is being bullied?   8. What can be done to prevent bullying?   9. What do you know about cyber-bullying?   10. What advice would you give to someone who is being bullied online?

Source: MATTOS (2018, p. 92)

Again, these questions are discussed first in small groups of 4 or 5 students and then in the whole group as a way of consolidating the discussion. These questions are meant to elicit critical thinking in students and, thus, are called critical questions. Critical questions are those that make us think from an alternative point of view, different form

the one we are already familiar with. One of the meanings of "critical" is "crisis". In this sense, a critical question may be one that provokes a crisis and make us see that our perspective is not the only possible one. Thus, with regard to the questions above, the objective was, therefore, to provoke participants' reflection, so that they could perceive the possibility of being positioned or occupying positions both as the one who suffers and as the one who practices bullying. The title of Barbara Colorosso's book gives us a clue for the three types of people normally involved in bullying situations: the bully – the one who does bullying; the bullied – the one who is bullied, and the bystander – people who just passively watch the bullying situation without taking sides or reacting in any way. In this sense, the purpose of the questions was to lead the participants to perceive their relationship with the other and how careful this relationship must be.

2.4. Listening and Speaking

The final part of the reading comprehension questions discussion opens the way for the activity on listening, which comes next. The proposed text is a video produced by the Canadian NGO family.ca (TAKE, 2004), which shows a situation of bullying. Figure 2 below represents the first image of the video:

Fig. 2 - Video for oral comprehension (listening) activity

Source: MATTOS (2018, p. 93)

The video is only 50 seconds long, but it is possible to develop an excellent

communicative work using pre-viewing and post-viewing activities. As a pre-viewing activity, for example, it is possible to explore the first image of the video in "pause" mode through the following preliminary questions: What do you see in this first scene of the video? Who are the people in the scene? Where are they? What time of the day do you think it is? What are these people doing? Other questions can be asked until the students are able to collaboratively describe the whole scene, which basically shows a schoolyard in the late afternoon (notice that the lights inside the building are on) in a cold weather country (people wear heavy coats), that is, it is the end of a school day, when students are leaving school. In the center of the image, a boy is walking towards the parked bicycles to the left of the video and, on the right, there is a group of students talking around a bench. It is probably a Canadian school, as the video was produced by a Canadian NGO, but, at this moment, the students are not able to get to this conclusion yet, so, in this case, the teacher can give them some more information that might help them. Another possibility could be to give students some time to research the source of the video.

For listening activities specifically, the video may be played two or three times, depending on the available time and the engagement of students with the language and its use in class. The story narrated in the video is very simple and there are only a few lines that refer exactly to the bullying scenes. However, there is music played in the foreground and the characters' voices, as they are in the background, can be difficult for less proficient students to understand.[18] Briefly, the video shows the boy who appears in the first scene getting on his bike at the end of the school day. The boy, the main character in the story, is red-haired and is probably around 11 or 12 years old. As he climbs onto his bike, the boy sees a group of apparently older students approaching and scorning at the color of his hair through jokes and even patting on his head. The camera moves away and focuses on the group of students who, in the first scene, were on the right of the video talking. Among this group, there is a blond boy, also apparently older, who seems to be the leader of the group, as he is sitting in a

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[18] Video Script:
  1st day –
    - Hey, guys, look! It's Little Red Riding Hood! Oh, her hair is on fire! Better call 911.
    - Looser!
  2nd day –
    - Oh, there she goes again! Better watch out for the Big Bad Wolf!
    - Stop!

higher position and right in the center of the group. The blond boy just watches the bullying scene. The next day, the same situation is repeated: the red-haired boy, as he prepares to go home by bicycle, comes across the same group of bullies from the day before, who again start making jokes about the color of his hair. However, suddenly the jokes are interrupted and the camera again focuses on the same students who the day before were sitting on the bench. The students are again sitting around the same bench, talking, but the blond boy now has his hair dyed red. The volume of the song increases and the video ends with the vignette: "Take a stand against bullying. Take the pledge."

The message that the video tries to convey is clearly in favor of mobilizing the so-called bystanders, that is, people who watch bullying situations but do not get involved or prefer not to get involved. The post-viewing activities, in addition to a general discussion with the whole class about the story told in the video, may also include the questions shown in Board 6 below and others that the teacher wishes to include:

Board 6 - Listening Comprehension – Questions suggested for post-viewing activities

Now discuss these questions about the video:
- Who are the people in the video? - Who is being bullied? - Who are the bullies? - Do you think that happens very often? - Why do you think things change in the video? - What is the final message of the video? - What would you have done if it were you or someone you know?

Source: MATTOS (2018, p. 95)

As in other oral practice opportunities already suggested here, students are usually divided into small groups, at first to discuss the questions and, at a second moment, the whole class is involved in the discussion to share the views of each participant and of each group. These questions were used here for simple scaffolding of students' listening comprehension.

To return to the initial theme of the project and conclude the discussions on types of violence, a cartoon by cartoonist Bill Watterson (1992), author of "Calvin & Hobbes"

(see Appendix B) may be used. The cartoon represents a day in Calvin's life, from the time his mother wakes him up in the morning to the time he goes to sleep at night. During his day, Calvin faces several situations of violence: his own parents yell at him and do not allow him to play or watch television, forcing him to do his homework; his teacher at school calls him to the front of the class to solve a math problem on the board; and even a bullying situation. However, when analyzing Calvin's story, students do not usually recognize all situations of violence against the child that he faces during his day, with the exception of the bullying situation. At the end of the day, when Calvin finally goes to bed, his mother's phrase may be used for a quick activity on different perceptions of what a "great day" may mean. For Calvin's mother, a great day may refer to a day full of activities and new experiences, but for Calvin a great day means too long a day to face all those situations of violence again.

After the stages of discussion of the project theme presented above, the classes started to be more directed towards the language focus of the project, which focuses on the use of modals in the past. The texts used during the discussion of the topic are then used again for the presentation of examples and for the controlled practice of the grammatical point in question. Other exercises focusing on the use of modals in the past may also be used. The project ends, then, after several weeks of discussion on the topic with a writing activity in which students must write a paragraph on one of the proposed themes:

- What are some of the ways to stop bullying?

- What may be done to stop bullying at school?

- In your opinion, is bullying a social problem or an educational problem?

After discussing the topic orally in several classes, students were more than prepared to write about the topic[19], both using their own arguments and the arguments put forth by classmates with whom they had agreed.

3.   STUDENTS' PERCEPTIONS ON THE PROJECT:

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[19] It is important to highlight that the course also focused on academic writing skills, which aimed at scaffolding students in writing tasks. For this purpose, there was a parallel model focused on academic writing which concentrated, in this first course, on the structure of the paragraph (topic sentence, supporting details, etc.).

As already mentioned, the Integrated Skills I course has been taught in this format and following this content (including the content presented in Mattos 2014 and 2018), with minor changes since 2011. Here we present and discuss some perceptions put forth by students in these courses. These perceptions will be loosely presented as they were not part of a formal data collection process.[20]

In one of the courses, for example, in the first class of Project IV, after the warm-up images were projected for group discussion (Figure 1), students, as usual, first held their discussions in small groups and then shared their views with the whole class. One of the questions was "How do you react to these images?". The first students to manifest themselves (Students C, A and FG[21]), during the debate, said that they were not shocked by the images "*because it is normal*". According to them, the media broadcasts images like those all the time, so, in their opinion, the overexposure caused by the media makes the images normal. They also stated, when asked about the normality of the images, that this normality refers only to the images and not to the facts represented in them. Other students disagreed (P, FH, CF, N and R). Several students were silent and did not express themselves (B, JP, J and T). Surprised by the students' lack of reaction, the professor asked "What if it were you?" The silence in the room seemed to grow. Finally, FH said in a low, restrained voice: "*I think about that all the time.*" The discussion did not go further than that but was picked up again in a following class.

On a subsequent class, when the discussion seemed more lively and students seemed to be more motivated, the group was already discussing the video on bullying, when one of the questions that came up was, "What advice would you give to someone who is being bullied?" N, one of the most active students in the class, just said, "*It gets better,*" which several other students agreed with. The same student, during the discussion of the question "What can be done to prevent bullying?", answered with complete confidence: "*The only way to protect the next generations is to raise our kids not to become bullies*".

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[20] Although the data we present here was not formally collected, this paper is part of the research project "Letramentos e Ensino de Inglês como Língua Estrangeira: Formando Professores para a Justiça Social" (Literacies and Teaching English as a Foreign Language: Educating Teachers for Social Justice), which, because it deals with human beings, has been submitted to the Research Ethics Committee of UFMG, and was approved on 19/05/2015 (CAAE: 42099315.5.0000.5149).

[21] Here we use only the initials of students' names to preserve their identities.

After that, the group started to discuss the role of education in the prevention of bullying. Students' perceptions ranged from the point of view of education for social values, carried out mostly in the family, to the point of view of schooling focused on the education of individuals who are more open to differences and better prepared to exercise citizenship, "as well as the formation of attitudes and values essential to adequate social interaction"[22] (BRASIL, 2016, p. 12).

4. WEAVING SOCIAL JUSTICE IN CRITICAL LANGUAGE TEACHER EDUCATION:

In the 1990s, research on language teacher education was just beginning. Freeman (1996) stated that "language teaching and language teacher education [was] an 'unstudied problem' in which traditional practices, conventional wisdom, and disciplinary knowledge have long dominated" (p. 374). The statement, in our view, can no longer be considered true, since research on language teacher education has proliferated around the world as well as in Brazil since then. However, in a way, the education of language teachers remains a mystery. How do these teachers learn? Which is more important: pre-service or in-service education? What is the real role of teacher education courses at university level in the professional development of these teachers?

Monte Mór (2013) states that "pedagogical practices learned at university programs may need change or adaption before situated and local learning groups" (p. 141) and continues by saying "[...] that the conventional model of education may not cope with the needs of the current society, requiring that teachers exercise new ways of thinking and meaning making" (p. 141). To make this happen, the university, in teacher education programs, needs to create space for teachers to reevaluate such pedagogical practices and conventional models and choose new models that may be more flexible and adaptable to the needs of a changing society. However, as discussed in Mattos and Valério (2010) and Valério and Mattos (2018), any transformation will only happen if, and only if, the individuals – in this case, the participant pre-service

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[22] In the original: "assim como a formação de atitudes e valores essenciais ao adequado convívio social" (BRASIL, 2016, p. 12).

teachers – want to change. The role of the teacher educator is, thus, to amplify the possible perspectives (MONTE MÓR, 2009) which pre-service teachers have contact with.

As the teaching of English and other languages, as well as the education of language teachers, in the Brazilian contexts is still very much based on the ideology of the native speaker (KUMARAVADIVELU, 2012; 2016), the language references, teaching materials and teaching methodologies used here are still those (or influenced by those) that come from countries seen as the "owners" of the language, the countries of the 'center', as Braj Kachru (1986) has called them. In view of this, we used, in the course described here, what was and still is available, in terms of teaching methodology, in the contexts of teacher education, namely, the Communicative Approach, in this case. Our strategy was, whenever possible, in the opportunities gathered throughout each class, to motivate reflection, provoke ruptures and invite the construction of other meanings and different positions. Our intention was, from there, to collaboratively build other ways of teaching languages and educating teachers, in a collective movement (teachers and students) of language learning and teacher education.

According to Rosenberg (2010), "if teachers are to empower students in participative and transformative classrooms within a progressive approach to education, then it stands to reason that teacher education needs to take on the same approach" (ROSENBERG, 2010, p. 12). The university, thus, needs to assume a socially responsible role for the education of teachers, seeking a multiplying effect in critical education at all levels.

Naula et al (2018) claim that "education transmits values, knowledge and attitudes which bring about desirable changes in the way one thinks, feels and acts" (p. 63). In a recent paper, Jucá and Mattos (2021) also discussed the role of education, in this case, specifically in Brazil. In this paper, we define "public service as a space for action" (p. 325), and this includes the university as a space for public education. We contend that

> Observing the political-ideological scenario in Brazil nowadays, we are certainly in need of doing politics ... in and out of our classrooms. If we consider, however, that educating is a political act, as Freire taught us, as educators, we will all, thus, become political agents, assuming, therefore, in addition to our own rights and duties, the right and duty to educate for making choices, for decision-making, for struggling ... for political activity, in a nutshell (JUCÁ; MATTOS, 2021, p.

325).

As professors in a public university and language teacher educators, we agree that "becoming critical in education and in literacy studies, in our view, is essential for understanding the purposes and means of our educational attitudes and pedagogic moves" (JUCÁ; MATTOS, 2021 p. 326). Our aim is, therefore, as we discussed in the beginning of this paper, to provide pre-service teachers with critical examples for them to build from, in their own future contexts. Certainly, the pedagogical practices exemplified here still do not constitute critical teacher education as we think it is necessary to do, but, like many, and considering the educational context in which we are inserted, we are in the process of searching and building ways to do it. We start from what our students have and know, and then invite them to deconstruct, in order to create opportunities for other constructions, for unlearning, and for other learnings.

The experience reported here, then, tries to overcome the difficulty presented by teachers to propose or implement other pedagogical practices different from those already known (ANTUNES, 2014; LEAL, SUASSUNA, 2014; MATTOS, 2011; 2012). Moreover, it becomes clear by the discussions in this paper that it is also necessary to avoid the tendency to perpetuate reproductive models and practices that no longer meet the educational needs of citizens (BAILEY *et al*, 1996; BRASIL, 2006; FREEMAN, 1992; MONTE MOR, 2013; TARDIF; LESSARD, 2005). The objectives of this experience have focused on the proposition of new educational forms, new models, which could inspire – instead of formatting – the educational practices of pre-service teachers, who participated in this course over the several years in which it has been taught. In addition, this experience has sought to open new spaces where each pre-service teacher could reflect on pedagogical practices aimed at the formation of values and attitudes, in contrast to other traditional practices already known, and create their own localized ways of teaching. Our proposal started from our understanding that simply discarding what the students – language learners and future teachers – recognize as language teaching may end up confusing them and keeping them away from other possibilities of conceiving language teaching. In order for students to be open to other possibilities in this field, we believe they will need to have opportunities to perceive the existing differences between the objectives of traditional language teaching – also reflected in the Communicative Approach – and critical

language teaching, especially in terms of what refers to the type of citizen that these conceptions of language teaching help to educate and the different agency possibilities such citizens may have in the processes of social construction.

According to Glynn, Wesely, and Wassell (2014), a curriculum focused on social justice influences all students. For these authors, social justice, Critical Pedagogy and culturally relevant teaching are becoming essential as more and more language teachers teach in increasingly diverse classrooms. The authors further argue that the emphasis on social justice is, at least in part, a way of expanding the definition and scope of critical language education. Thus, as teacher educators, we set off that the main objective of this paper is to contribute to the development of educational forms that search for strategies that may contribute to perceive, resist and contest the historically and culturally constructed forces that sustain the conditions of exclusion and social oppression existing in the various places we live – and teach. Weaving social justice into the content of teacher education courses may be a step in this direction.

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APPENDIX A – BULLYING.ORG

www.bullying.org
Where You Are NOT Alone

What is Bullying?
Bullying is a conscious, willful, deliberate, hostile and repeated behaviour by one or more people, which is intended to harm others. Bullying takes many forms, and can include many different behaviours, such as:
- physical violence and attacks
- verbal taunts, name-calling and put-downs
- threats and intimidation
- extortion or stealing of money and possessions
- exclusion from the peer group

Bullying is the assertion of power through aggression. Its forms change with age: school playground bullying, sexual harassment. gang attacks, date violence, assault, marital violence, child abuse, workplace harassment and elder abuse (Pepler and Craig, 1997)

"Bullying is not about anger . It is not a conflict to be resolved, it's about contempt —a powerful feeling of dislike toward someone considered to be worthless, inferior or undeserving of respect. Contempt comes with three apparent psychological advantages that allow kids to harm others without feeling empathy, compassion or shame. These are: a sense of entitlement, that they have the right to hurt or control others, an intolerance towards difference, and a freedom to exclude, bar, isolate and segregate others" (Barbara Coloroso "The Bully, the Bullied and the Bystander)

Bullying Myths and Facts:

Myth: *"Bullying is just, stage, a normal part of life. I went through it my kids will too. "*

Fact: Bullying is not "normal" or socially acceptable behaviour. We give bullies power by our acceptance of this behaviour.

Myth: *"If I tell someone, it will just make it worse."*

Fact: Research shows that bullying will stop when adults in authority and peers get involved .

Myth: *"Just stand up for yourself and hit them back"*

Fact: While there are some times when people can be forced to defend themselves, hitting back usually makes the bullying worse and increases the risk for serious physical harm.
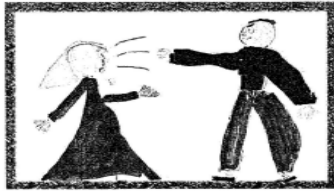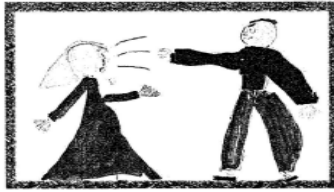
Myth: *"Bullying is a school problem, the teachers should handle it"*

Fact: Bullying is a broader social problem that often happens outside of schools, on the street, at shopping centers, the local pool, summer camp and in the adult workplace."

Myth: *"People are born bullies"*

Fact: Bullying is a learned behaviour and behaviours can be changed.

www.bullying.org
Where You Are NOT Alone

www.bullying.org
Where You Are NOT Alone

You Are NOT Alone!
It's NOT Your Fault!
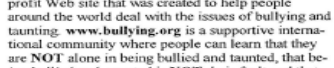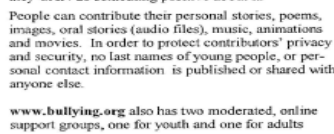**You CAN DO Something About It!**

www.bullying.org is a multiple award-winning, non-profit Web site that was created to help people around the world deal with the issues of bullying and taunting. **www.bullying.org** is a supportive international community where people can learn that they are **NOT** alone in being bullied and taunted, that being bullied and taunted is **NOT** their fault and that they **CAN** do something positive about it.

People can contribute their personal stories, poems, images, oral stories (audio files), music, animations and movies. In order to protect contributors' privacy and security, no last names of young people, or personal contact information is published or shared with anyone else.

www.bullying.org also has two moderated, online support groups, one for youth and one for adults

Bullying Facts:

-6% of 4,743 children in grades 1 to 8 admitted bullying others "more than once or twice" in the past six weeks -(Pepler et al., 1997)

-15% of children reported that they had been victimized at the same rate -(Pepler et al., 1997)

-2% reported being both bullies and victims (bully/victims) -(Pepler et al., 1997)

-Bullying occurs in school playgrounds every 7 minutes and once every 25 minutes in class – (Pepler et al., 1997)

-Boys report more bullying than girls, but the discrepancy between boys' and girls' rates of bullying is not as great in playground observations –(Pepler et al., 1997)

-Boys report more physical forms of bullying; girls tend to bully in indirect ways, such as gossiping and excluding.-(Pepler et al., 1997)

-11 to 12 year old students reported bullying others more than younger (9-10 year old) and older (13 to 14 year old) students -(Pepler et al., 1997)

-Bullies tend to be hyperactive, disruptive, impulsive and overactive -(Lowenstein, 1978), (Olweus, 1987)

-Bullies are generally aggressive towards their peers, teachers, parents, siblings, and others. -(Olweus, 1991)

Bullying Facts –cont'd:

-Bullies tend to be assertive and easily provoked They are attracted to situations with aggressive content and have positive attitudes about aggression. -(Stephenson and Smith, 1989)

-Boys who bully are physically stronger and have a

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www.bullying.org
"Where You Are NOT Alone!"
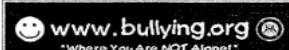
need to dominate others. -(Olweus, 1987)

-Girls who bully tend to be physically weaker than other girls in their class. -(Roland, 1989)

-Bullies have little empathy for their victims and show little remorse about bullying. -(Olweus, 1987)

-Boys and girls are equally likely to report being victimized -(Pepler at al, 1977)

-Victimization decreases across grade levels: 26% of grades 1-3 children report victimization compared to 15% of grades 4-6 and 12% of grades 7-8 children. -(Pepler et al., 1997)

-Children in lower grades are more likely to be victims of same-age bullies. Younger students experience more direct bullying, whereas older students experience more indirect bullying. -(Olweus, 1993)

-Research has not supported the popular stereotype that victims have unusual physical traits. -(Olweus, 1991)

-Victims often report low self-esteem, likely because of repeated exposure to victimization. -(Besag, 1989)

Bullying Facts –cont'd:

-Both boys and girls who are victimized, report symptoms of depression, such as sadness, and loss of interest in activities -(Slee, 1995) (Craig, 1997)

-Bully/victims are the most insecure, the least likeable, and the most unsuccessful in school -(Stephenson and Smith, 1989)

-Bully/victims are often strong and easily provoked. -(Besag, 1989)

-Children who are bully-victims appear to be at the greatest risk for adjustment difficulties -(Craig and Pepler, 1995)

-85% of bullying episodes occur in the context of a peer group -(Atlas and Pepler, 1997, Craig and Pepler, 1997)

-83% of students indicate that watching bullying makes them feel uncomfortable. -(Pepler et al., 1997)

-Bullying stops in less than 10 seconds, 57% of the time when peers intervene on behalf of the victim. -(Pepler et al., 1997)

-Boys are more likely than girls to be drawn into bullying episodes and actively participate. -(Craig and Pepler., 1997), (Salmivalli et al., 1996)

-In playground observations, peers intervened in significantly more episodes than adults did (11% of episodes versus 4%). -(Craig and Pepler., 1997)

-Bullies often come from homes that are neglectful and hostile and use harsh punishment. Bullying may be learned by observing high levels of conflict between parents. Care needs to be given so that they do not model bullying for their children. -(Olweus. 1993)

-Victims often keep their problems a secret: They feel they should handle bullying themselves; they worry about the bully's revenge or other children's disapproval: and/or they think that adults can do little to help them. -(Garfalo et al., 1987) , (Olweus, 1991)

-Bullying is reduced in a school if the principal is committed to reducing bullying. Strategies -(Charach et al., 1995)

-Bullying occurs when there is little supervision or when large groups of children engage in rough and tumble play or competitive sports . -(Murphy et al., 1983)

-Bullying is often hidden from teachers. Teachers' lack of awareness is evident in playground observations in which teachers intervened to stop only one in twenty-five (4%) of the bullying episodes (Craig and Pepler, 1997)

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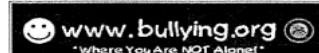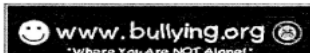
APPENDIX B – CALVIN AND HOBBES
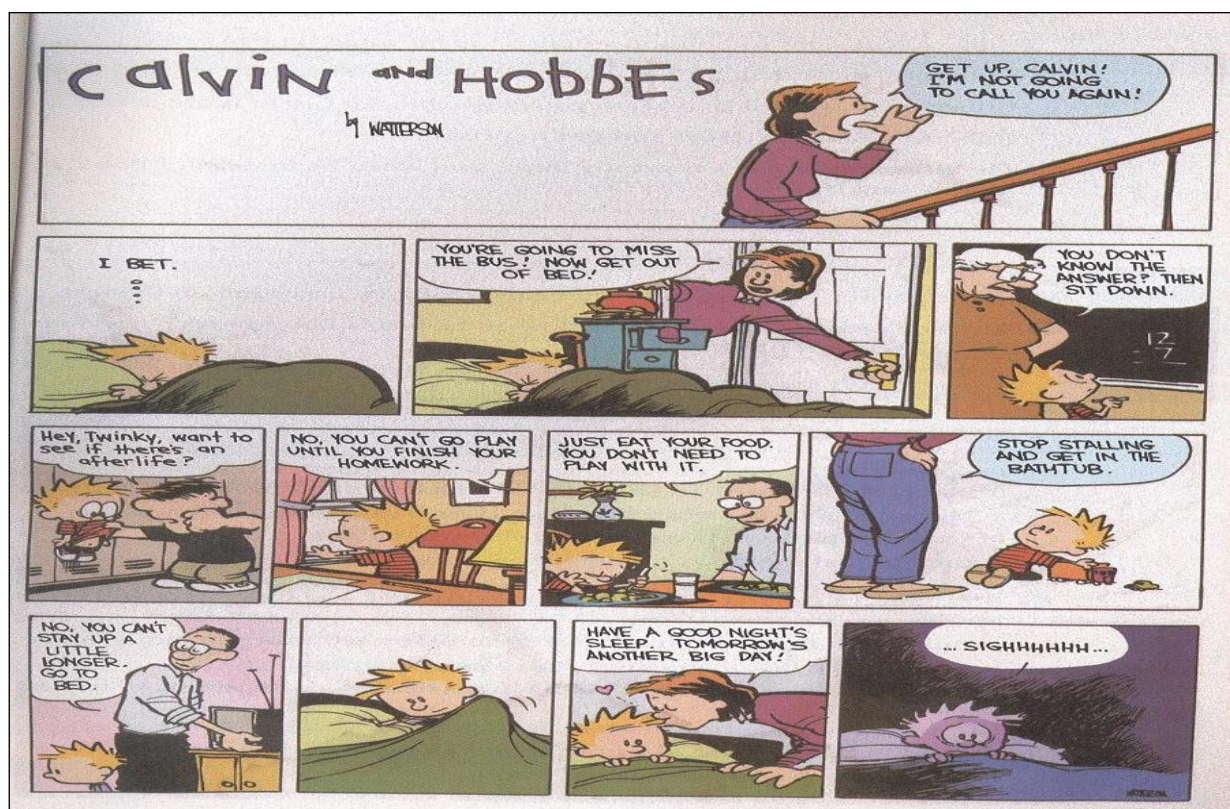
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