



Diversity and Representation in the L2 Classroom

M. Marina Melita

Senior Lecturer of Italian, Marist College

President, The American Association of Teachers of Italian

About the presenter

M. Marina Melita is the Senior Lecturer of Italian in the Department of World Languages and Cultures of the School of Liberal Arts at Marist College in New York. She coordinates the university's Italian, as well as World Film programs. Melita is a member of the Global Studies Advisory Committee and the Queer Trans Sub-Committee of the Marist Diversity Council. Beyond Marist, she is the current President of the American Association of Teachers of Italian (AATI), and a founding member of the collective, Diversity, Transformation, and Italian Studies. Her research interests include Italian cinema and theatre, literature by Italian women from the Second World War to the present, Black Italy, and Advocacy/Activism for L2 Italian programs in the United States. Dr. Melita is also DEI Workshop Facilitator at Marist, as well as a social justice activist outside of work.

Land Acknowledgement - City of Philadelphia

ACTFL 2024

For centuries, the land now known as Philadelphia was home to and cared for by native peoples. These include the Lenni-Lenape People of Lenapehoking and the Poutaxat (Delaware Bay). We recognize these Tribes' strength and history of resistance to colonization.

We commit to honoring their history, presence, and future. We support local Native people, including:

- The Nanticoke Lenni-Lenape Tribal Nation.
- The Ramapough Lenape Nation.
- The Powhatch Renape Nation.
- The Nanticoke of Millsboro Delaware.
- The Lenape of Cheswold Delaware, and more.

We know that our modern systems of growing food and owning property are built on:

- The stolen land of Indigenous people.
- The enslavement of African people.
- The genocide of both Native and Black communities and cultures.

These violent acts continue to impact Black and Indigenous communities today. We must understand and name these realities. We must acknowledge how they influence who has power over land and food in Philadelphia.

Black and Indigenous communities have:

- Deep knowledge and innovation in:
 - Agriculture.
 - Food sciences.
 - Land stewardship.
- Been ignored or erased in the documentation of this collective knowledge.

We commit to lifting up these practices in Philadelphia's urban agriculture.

Elementary Italian I (ITAL101L112)

T/R 11:00 AM – 12:15 PM

LT021

I. COURSE DETAILS

Instructor: Dr. M. Marina Melita (Prof.ssa Marina)
Pronouns: she/her/hers/lei

Email: marina.melita@marist.edu
Phone: 845.575.3000 x2181

Office: Fontaine 313

Student Drop-In Hours – Fontaine 313 W 3:30-5:00 PM; R 1:00 – 3:00 PM; F 11:30 AM – 1:00 PM

NO APPOINTMENT NEEDED for regular student hours, just drop in!

Benvenuti ad italiano a Marist! We are happy that you will be studying with us this semester and hope that through this course you will be inspired to keep learning about Italy, its language, traditions, and customs! We offer a **pathway, minor, and major in Italian**, so please see p. 8 of this syllabus for more information about all the opportunities that await you in **Italian at Marist!**

Course Description and Objectives

Welcome to Italian 101! This is the first of four Italian foundational courses at Marist. No pre-requisite is required for this course. During the semester you will learn the basic skills necessary to speak, read, write, and understand Italian. By the end of this course, you will be able to talk about student life, your interests, your family, shopping, and some technology; you will be able to speak about both present and past experiences. This semester you will develop a rich vocabulary, including many phrases that you may use **when studying, traveling, working, or even living in Italy!** You will also learn a lot about life in Italy today, including the cultures of food, sports, education, and family. You will complete chapters 0-5 in the textbook: *Davvero!*.

This course is intended for students who have had **no previous formal Italian language instruction**. Heritage speakers of Italian are not permitted to take this course. Its purpose is to provide a foundation in the four basic skills: listening, speaking, reading, and writing. Language will be taught in context and applied to real-life situations. Proficiency in the language will be achieved through a variety of classroom activities such as readings, dialogues, and discussions. Emphasis will be placed on the present and past tenses. This course aims to teach the students to speak the daily Italian language, using basic grammar and to introduce them the culture. This immersive course is taught in Italian, with occasional English explanations.

A final note about this course:

We will practice respect for all in our class. We are all learners. We are all human beings. We all make mistakes (even me) and learn at different paces and in different ways. Please remember this: if you stumble or struggle and seek out help from me or the language coaches, please also be considerate and aware of how your behavior affects others, as we will work collaboratively to achieve our language goals.

Marist Land Acknowledgement:

It is with gratitude and humility that we acknowledge that we are learning, speaking, and gathering on the ancestral homelands of the Munsee Lenape, who are the Indigenous peoples of this land. Despite tremendous hardship in being forcibly displaced by European colonization, their communities continue today as the Stockbridge-Munsee Community in Wisconsin, the Delaware Tribe and the Delaware nation in Oklahoma, and the Munsee Delaware nation in Ontario. We recognize that there is a history to this land that is older than we are and pay honor and respect to this history and the ancestors past and present, as we commit to building a more inclusive and equitable space for all. "An important component of today's workshop is to build awareness of our surroundings, the spaces we occupy, and the fellow members of our community."

ITAL101 Syllabus – FA2024 – p. 1

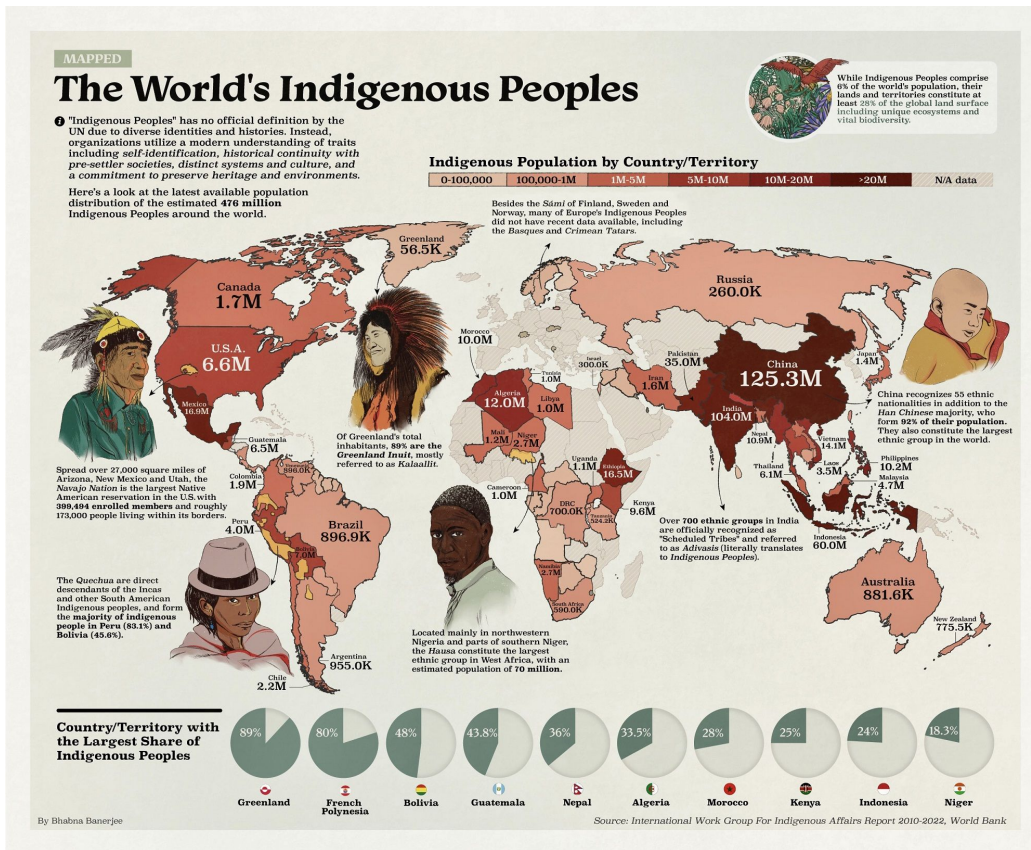


<https://native-land.ca/>



<https://tinyurl.com/5ymwama4>

Also...
Basques,
Etruscans,
Frisii,
and more.



Diversity and Representation in the L2 Classroom

Objectives:

- Provide food for thought
- Understand what “Diversity and Representation” in the classroom means.
- Incorporate Simple Tips and Tricks into your Lesson Plan
- Call to Action
- Q&A

What do we mean by “Diversity and Representation in the L2 Classroom?”

Scan the QR code below or type the URL into your browser to add your thoughts.

<https://tinyurl.com/DiversityKLETT>



Diversity and Representation also...

- Align with all the ACTFL World Readiness Standards
- Can support and address the UN's 17 Goals for Sustainable Development, primarily Goals
 - 4 - Quality Education
 - 5 - Gender Equality
 - 16 - Peace, Justice and Strong Institutions

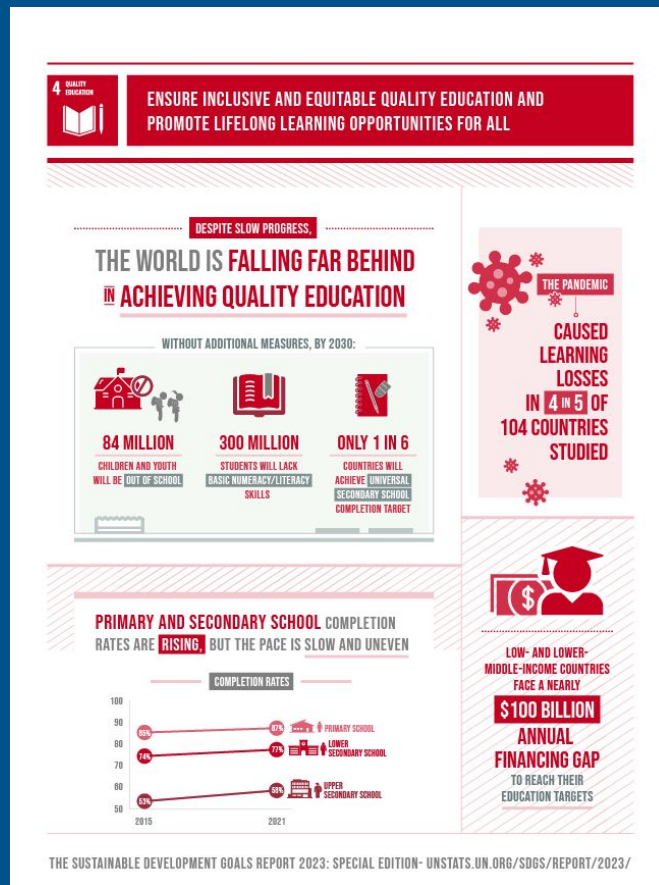
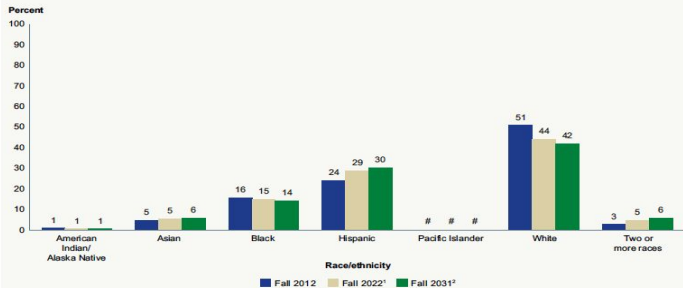


FIGURE 1.

Percentage distribution of student enrollment in public elementary and secondary schools, by race/ethnicity: Fall 2012, fall 2022, and fall 2031

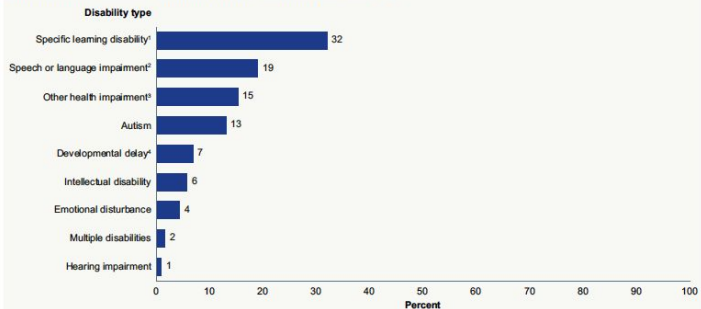


Rounds to zero.
¹ Includes imputations for nonreported prekindergarten enrollment in California and Oregon.
² Data for fall 2031 are projected based on historical enrollment data through fall 2021 only.
 NOTE: Data are for the 50 states and the District of Columbia. Projections in this figure were calculated after the onset of the coronavirus pandemic and take into account the expected impacts of the pandemic. Race categories exclude persons of Hispanic ethnicity. Figures are plotted based on unrounded data. Detail may not sum to totals because of rounding in the data labels.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2012–13 and 2022–23; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, through 2031. See Digest of Education Statistics 2023, table 203.50.

Types of Disabilities

FIGURE 2.

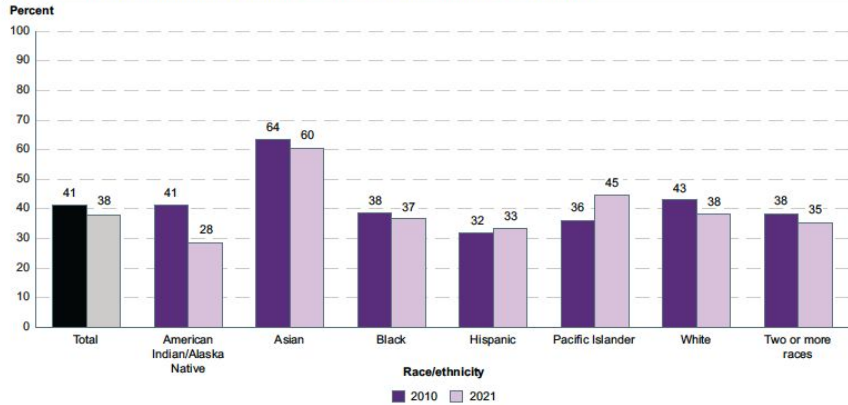
Among students ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), percentage distribution of selected disability types: School year 2022–23



Recent Demographics: K-12

College Enrollment Rates by Student Demographics

Figure 2. College enrollment rates of 18- to 24-year-olds, by race/ethnicity: 2010 and 2021



Recent Demographics: University

“Don't let the perfect
be the enemy
of the good.”

~ Voltaire

4 Types of Diversity



#1 - Internal Diversity

For example: age, gender, sexual orientation, ethnicity



#2 - External Diversity

For example: income, religion, education, personal appearance



#3 - Organizational Diversity

For example: job functions, work location, seniority, union affiliation



#4 - World View Diversity

For example: cultural perspective, political view, travel experience



 CultureAlly

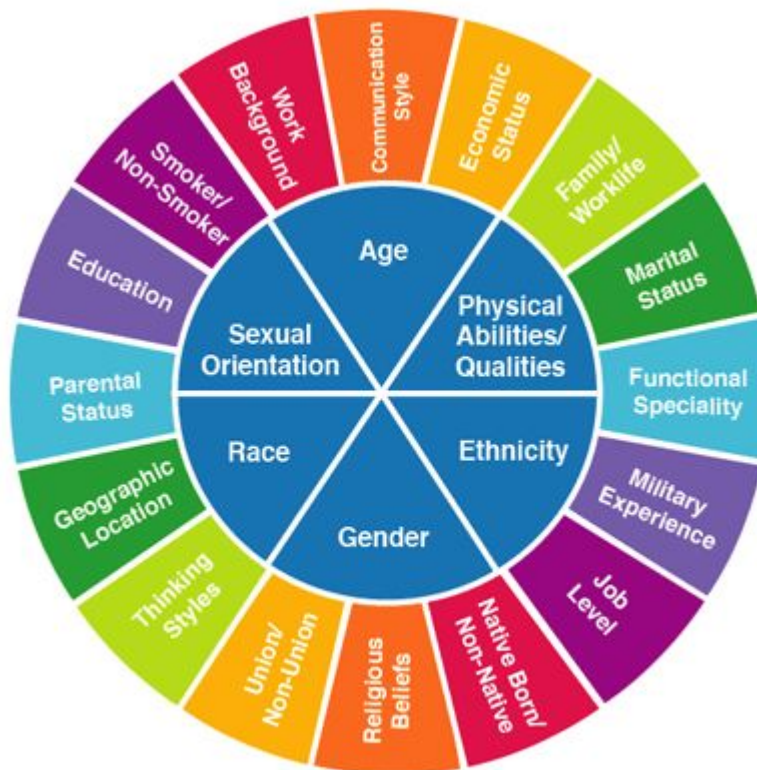
Identity and Representation

4 Types of Diversity

- #1 - Internal Diversity**
For example: age, gender, sexual orientation, ethnicity
- #2 - External Diversity**
For example: income, religion, education, personal appearance
- #3 - Organizational Diversity**
For example: job functions, work location, seniority, union affiliation
- #4 - World View Diversity**
For example: cultural perspective, political view, travel experience



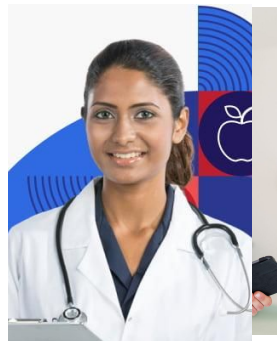
CultureAlly



TIPS AND TRICKS 1 & 2

1. Prioritize language/word choice
2. Swap out photo, images, headlines, etc.

~~How about?~~



~~Come si dice "doctor" in italiano?~~

TIPS AND TRICKS 1 & 2

Familia, Famiglia, Famille, Famille:

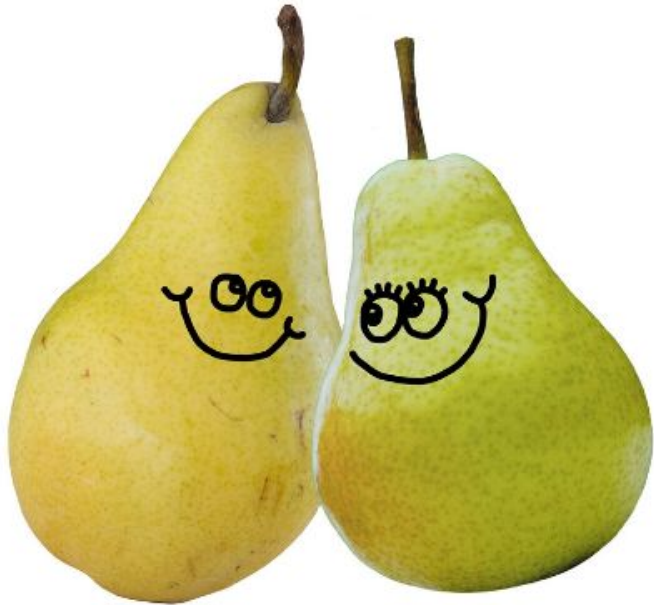


TIPS AND TRICKS 3

3. Replace readings, videos, poems, artwork, etc. with those created by diverse people.



Explore & Supplement Our Materials



“Pear” and share!

1. Consider the materials in front of you.
2. What is missing? Who is missing?
3. Are the photos, phrases, examples representatives of diverse groups, abilities, cultures, etc?
4. Decide which of the materials are usable and appropriate for a diverse and representative L2 classroom.

What image of the world do these examples paint for our students?

I colori (Colors)

I contrari (Opposites)

altruista	altruistic	egoista	selfish
bello	beautiful	brutto	ugly
buono	good	cattivo	bad
divertente	fun	serio	serious
estroverso	outgoing	timido	shy
facile	easy	difficile	difficult
felice	happy	triste	sad
generoso	generous	tirchio	stingy, cheap
grande	big	piccolo	small, little
interessante	interesting	noioso	boring
nuovo	new	vecchio	old
ottimista	optimistic	pessimista	pessimistic
paciente	patient	impaziente	impatient
sportivo	athletic	pigro	lazy

Alcune nazionalità (Some Nationalities)

americano	American	arabo	Arab
chinese	Chinese	francese	French
giapponese	Japanese	inglese	English
italiano	Italian	messicano	Mexican
spagnolo	Spanish	tedesco	German

Ich bin neu hier.

1 Pausengespräche
a Beschreibt das Bild. Über was sprechen die Personen?

Décrire une personne

LAS DESCRIPCIONES FÍSICAS EN ESPAÑOL

Spanish Learning Lab

Los adjetivos simples como **BONITA** o **ALTA** son necesarios para describir a las personas en español. Las oraciones básicas para las descripciones físicas siguen la estructura:


Sujeto + Verbo SER + Adjetivo

Fotos de: freemages.com

BE
* patient *
WITH
yourself

TIPS AND TRICKS 5

5. Collaborate with your students!



bionda, capelli corti, antipatica, carino

anziano, grasso, calvo, basso

bruna, capelli lunghi, simpatica

giovane, magro, alto

I colori (Colors)

grigio	nero	giallo
marrone	arancione	viola
rosso	bianco	rosa
verde	blu	

Marco è giovane (young), magro (thin) e alto (tall). Giovanni è anziano (old), grasso (fat), calvo (bald) e basso (short). Chiara è bionda (blonde), ha i capelli corti (short hair) ed è antipatica (not nice). Sara è bruna (dark hair), ha i capelli lunghi (long hair) ed è simpatica (nice). Il figlio è carino (cute).

I contrari (Opposites)

altruista	egoista	selfish
bello	brutto	ugly
buono	cattivo	bad
divertente	serio	serious
estroverso	timido	shy
facile	difficile	difficult
felice	triste	sad
generoso	tirchio	stingy, cheap
grande	piccolo	small, little
interessante	noioso	boring
nuovo	vecchio	old
ottimista	pesimista	pessimistic
paciente	impaziente	impatient
sportivo	pigro	lazy

Alcune nazionalità (Some Nationalities)

americano	American	arabo	Arab
chinese	Chinese	francese	French
giapponese	Japanese	inglese	English
italiano	Italian	messicano	Mexican
spagnolo	Spanish	tedesco	German

Ich bin neu hier.

1 Pausengespräche
a Beschreibt das Bild. Über was sprechen die Personen?

Ich liebe japanische Popmusik.
Total coole Kleidung tragen sie dort.
Ich hätte lieber einen Gastschüler aus Amerika.



Décrire une personne



LAS DESCRIPCIONES FÍSICAS EN ESPAÑOL

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Sujeto + Verbo SER + Adjetivo


Ella es joven


Ella es anciana


Ella es bonita/bella


¿Ella es fea?


Baja Alto


Delgada


Él es gordo


Él es guapo


Ella tiene pelo corto, liso


Ella tiene pelo corto y rizado


Ella tiene pelo largo


Ella es rubia

Fotos de: freemages.com

5 INTERAGIR

A. In pairs, **act out** the scenes from activity 4.

B. **Improvise** a scene using the different greetings you know and information about yourself.



Salotto culturale

PAGES 36-37

L'ITALIA IN MUSICA: storia di un Paese che cambia

La musica è sempre stata un elemento importante della cultura italiana. Nel corso degli anni, ha avuto la capacità di raccontare la società in modi nuovi e, spesso, avanguardisti. Basti pensare, solo per citarne alcuni, ai testi di Mogol, che parlavano delle difficoltà nei rapporti sentimentali e della loro inevitabile fine in un'epoca in cui il divorzio non era ancora stato approvato, o a Renato Zero che, già negli anni Settanta, invitava all'accettazione della diversità, fino ad arrivare ad artisti e artiste di oggi che affrontano i loro testi nei problemi

sociali contemporanei. Nelle loro canzoni parlano di immigrazione, sui social, integrazione, diversità, libertà, bullismo, bodyshaming e invocano, anche attraverso la provocazione, ad un amore senza frontiere e a una società che promuova la parità delle differenze e il rispetto dei diritti umani. Insomma, una sorta di educazione civica in musica che diventa anche cartina tornasole di una società italiana che sta cambiando e che sente la necessità di essere rappresentata.

Måneskin



Gruppo rock composto da Damiano, Thomas, Thomai ed Ethan. Nel 2021 vincendo il Festival di Sanremo e l'annunciano con la canzone Zitti e buoni e vengono scelti come gruppo di apertura del Rolling Stones. Zitti e buoni racconta, ancora una volta, il desiderio di non piegarsi alle esistenze, alle convenzioni, alle aspettative sociali per non perdere sé stessi. Una vera e propria rivolta verso tutto ciò che fa sentire sbagliati solo perché non omologati.

Sono fuori di testa ma diverso da loro / E tu sei fuori di testa ma diversa da loro / Siamo fuori di testa ma diversi da loro

Espresso da Zitti e buoni di Måneskin (Sony Music e RCA Records)

Ghali



Rapper milanese, nato da genitori tunisini. Nelle sue canzoni parla di amore, periferia, islam, dramma dei migranti, immigrazione. La canzone Caro Italia (2019) è un inno all'Italia multiculturale. In Caro Italia, Ghali si definisce "un po' italiano, un po' tunisino" raccontando, così, anche la storia di tantissimi ragazzi e ragazze nati o cresciuti in Italia da genitori stranieri che, a causa della loro ibridità, lottano per trovare un loro posto nella società.

Oh oh oh, quando mi dicono "Vai a casa" / Oh oh oh, rispondi "Sono già qui" / Oh oh oh, in T.U.A. cara Italia / Oh oh oh, sei la mia dolce metà

Espresso da Caro Italia di Ghali (Dino Recrut)

Madame



Rapper italiana che, a soli 17 anni, raggiunge il successo con il brano Scerchene. È stata definita come la cantante donna che ha aperto il hip hop italiano alla visione artistica femminista. Considerata un'importante voce di rappresentanza della generazione Z, nelle sue canzoni troviamo temi legati all'abbandonamento degli stereotipi di genere e alla libertà e fluidità sentimentale. Nel 2021 porta a Sanremo la canzone Vivo, che racconta una delle storie d'amore più difficili: quella che regnava su con sé stesso e della difficoltà di accettarsi.

Sarà bello abbracciarti, dirti: "Mi sei mancata" / In un bosco di me c'è un rumore incessante / E lo faccio da parte, tu sei la mia voce

Espresso da Vivo di Madame (Sugar Music)

Margherita Vicario



Cantautrice pop e attrice che nelle sue canzoni provocatorie e politicamente irriverenti parla con ironia di multiculturalità, razzismo, immigrazione, religione, soldi, femminismo e amore.

Nel 2020 il singolo *Amante*, che denuncia in modo leggero la spinosa questione migratoria in Italia, è stato nominato al Premio Amnesty International Italia "Voci per la libertà".

Manila, Praga, Triana, prendi la metro, scendi a L'Avana / Sorridi Mandela che questo è il tuo posto / Messina, Guadalupe, dai Vaticano fino ad Ankara / Sorridi Mandela che questo è il tuo posto

Espresso da Amante di Margherita Vicario (2018)

Mahmood



Rapper italo-egiziano che vince Sanremo 2019 con il brano *Soldi*. La canzone parla di come il denaro può influenzare il rapporto tra gli individui. *Soldi* riprende anche il tema dell'abbandono familiare da parte della figura paterna, già presente in altre canzoni dell'artista.

Tu dimmi se / Pensavi solo ai soldi, soldi / Come se avessi avuto soldi, soldi / Dimmi se ti manca o te ne fotti, fotti / Mi chiedi come va, come va, come va, come va / Adesso come va, come va, come va, come va

Espresso da Soldi di Mahmood (Island)

Musica e società

57. Cosa sai della musica italiana? Puoi citare qualche artista? Condividi quello che sai con l/te compagni/e: che immagine viene fuori del panorama musicale italiano?

58. Leggi i testi di pag. 36-37. Secondo te di cosa trattano le canzoni citate? Credi sia importante parlare di questi temi anche attraverso la musica? Parlane con l/te compagni/e.

CONECTAMOS NUESTRAS CULTURAS: TEXTO

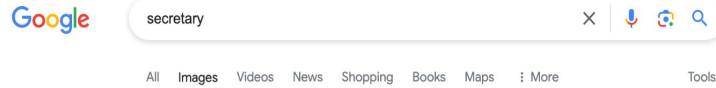
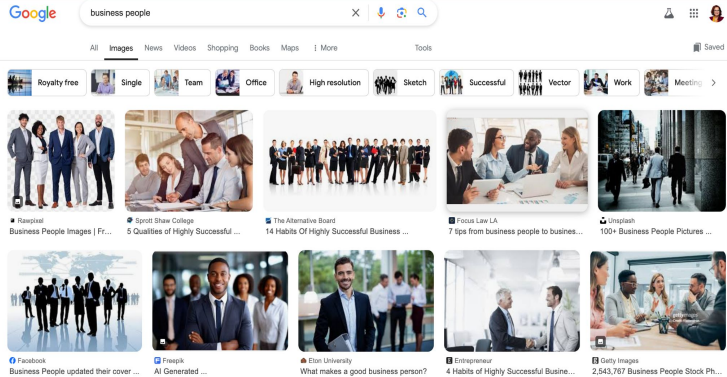
Teles mapadaju y laudat

Los orígenes del jazz latino

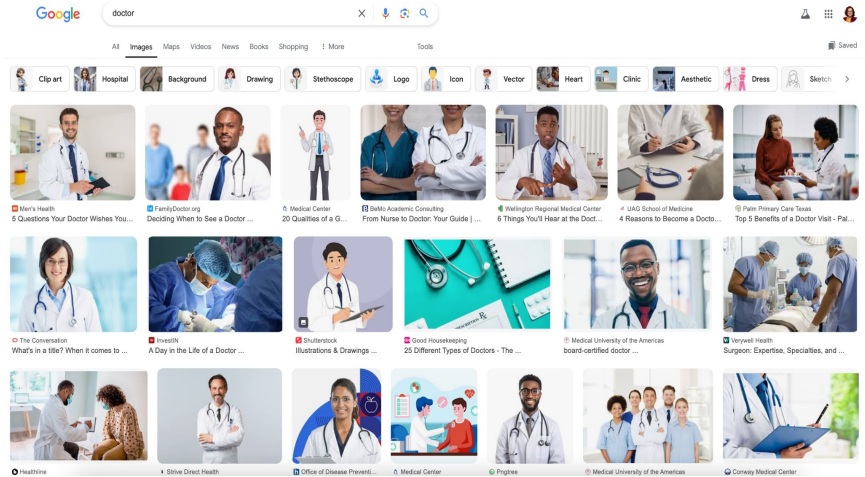
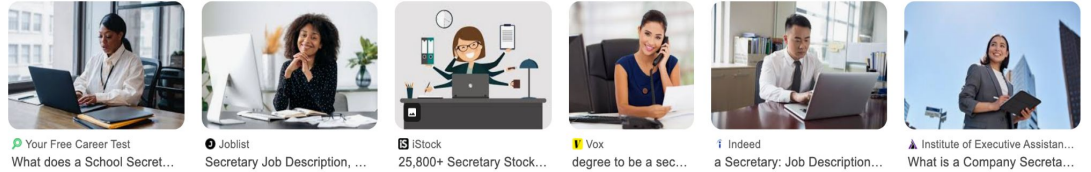
En los años 40 surge en Estados Unidos una nueva forma de jazz, el *bebop*, que, en poco tiempo, se fusiona con músicas cubanas. En ese momento nace el jazz afrocaribano, conocido como "cubop" (de la unión de las palabras "Cuba" y "bop").

108 © 2019, ACTFL

It's not you...it's the world.



Secretary Management



TIPS AND TRICKS 6

6. Tweak your cultural component even just a little...



BONUS TIP: The Green (or any color) Border





In conclusion:

- Start small
- Be consistent
- Be patient with yourself



Thank you for attending this session!

Your **feedback is valuable** to both the presenter and KWL.



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THANK YOU!

Thank you!

Q&A



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