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Equity, Access, and Inclusion in K-12 World Language Education: A System of Failure or Work in Progress?

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ABSTRACT

This qualitative study examined world language (WL) educators' perceptions of equity in WL education. Using a sociocultural framework that emphasized the relationship between structures and agency, the analysis revealed that WL educators perceived structural equity issues to include a lack of access to WL study related to students' race, socioeconomic status, and disability; world language teacher shortages; and a lack of culturally relevant, engaging curriculum. The participants described ways that they drew on their agency to effect change through professional development, curricular redesign, advocating for multilingual families, and engaging in efforts to overhaul policy and other institutional structures. The discussion and implications illuminate a need for a more systemic response to issues of WL access, equity, and inclusion that will require collaboration and action among educators, stakeholders, policymakers, community members, and professional organizations.

INTRODUCTION

In response to calls for lines of inquiry that examine access, opportunity, representation, and community engagement in World Language (WL)[1] education contexts (Anya & Randolph, 2019), this study sought to explore educators' perceptions of equity in WL education in two racially and linguistically diverse states in the U.S.: Minnesota and New Jersey. Despite the theoretical and conceptual contributions to the literature on equity, access, and inclusion in WL education in the U.S. (Macedo, 2019; Reagan & Osborn, 2020), few empirical studies have been published that examine the current dynamics of equity and access in K-12 WL programs and classrooms. Existing studies have suggested a lack of access to WL education for students of color (Baggett, 2016) and other equity issues persist in schools related to access, opportunity, and representation for historically minoritized students (Glynn & Wassell, 2018; Wassell & Koch, 2023). This study sought to address this gap in the literature while emphasizing the voices and perspectives of K-12 WL educators currently working in the field.

Although here are many definitions of the term equity available in the existing literature, we drew on the following definition of equity to inform our research questions and conceptual framing:

> The educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth (Skrla et al., 2009).

The research questions that guided the study were:

1. What are WL educators' perceptions of equity issues in their schools, communities, and WL programs?
2. What are WL educators doing in response to these issues?

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The literature on equity, access, and inclusion in world language education suggests that our field is complicated by persistent ideologies, disparate policies and practices, gaps in resources, and questions of curricular relevance. In contrast to policies and practices in other parts of the world that encourage and prioritize WL study, in the U.S. WL education has suffered from a "national neglect" (Tochon, 2011). Scholars have suggested an existence of embedded language ideologies in the U.S. in which "monolingualism is viewed as the normal and ideal human condition, and bilingualism is viewed as deeply suspect" (Valdés et al., 2003, p. 7), with longstanding views of intolerance toward multilingualism (Reagan & Osborn, 2020). Such language ideologies around WL study are likely compounded by education policies across states that have perpetuated disparate requirements for WL education (Heineke et al., 2018; O'Rourke et al., 2016).

The inherent privilege in studying additional languages is still a pervasive ideology in the U.S. context. Studying what some still refer to as "foreign" language has been described as a colonialist, imperialist, and elitist endeavor (Lanvers, 2017; Macedo, 2019) that is targeted toward students with ample resources. In a critical discourse analysis of Utah's dual language program

materials, Delavan, Valdez, and Freire (2017) found that the materials were targeted toward an audience of white families and suggested a neoliberal, economically oriented rationale for language study. The materials directed "attention away from local needs and interests that dual language could impact: local multilingual communities, locally lost family languages, and locally felt inequalities" (p. 98). Another study found that dual language programming benefited white families, but that many African-American and Latinx students were excluded from the program. The program ultimately perpetuated an inequitable system within the school community (Palmer, 2010). These findings from dual language WL settings are consistent with other studies from more traditional (non-dual language) WL contexts, which suggest lower enrollment and persistence of minoritized students in WL study (Baggett, 2016; Gatlin, 2013; Moore, 2005; Wassell, et al., 2019). For example, Black students have been historically underrepresented in both K-12 and postsecondary WL education, partly because of structural issues like tracking and the absence of programming in some schools (Anya & Randolph, 2019).

In addition to student access and representation, major teacher shortages have plagued several content areas and geographic regions of the U.S. (Garcia & Weiss, 2019), although the shortage in WL education has been sustained and significant (Swanson, 2008; Swanson & Mason, 2018). According to the U.S. Department of Education's report of teacher shortage areas, New Jersey has had a WL teacher shortage each year since 2004-2005 and Minnesota has experienced the same annual shortage since 2005-2006. On a national scale, the U.S. suffers from significant shortages and higher turnover in urban and rural communities and in districts that serve under-resourced students (Aragon, 2018). Further compounding this issue is a lack of teacher diversity that has been a persistent equity issue in WL and in the teacher workforce in general (Haddix, 2017). This suggests that students in underserved areas are less likely to have access to a WL teacher in general, and are even less likely to have a WL teacher of a minoritized background.

Some empirical research has suggested a dissonance in relevance and responsiveness in the WL curriculum or pedagogy that is enacted (Baggett, 2020; Dion, 2020; Parker, 2021) and a need for more intentional critical and culturally sustaining pedagogies in WL education (Baggett, 2020; Osborn, 2006; Seltzer & Wassell, 2022). Resources available to WL educators have also suffered from a lack of relevance to students of diverse backgrounds and experiences. One study indicated that Spanish textbooks typically focused on fostering communication for tourism and often used stereotypical or racist depictions of Spanish-speaking people and communities (Herman, 2007). Neubauer et al. (2022) examined representations of culture, race, disability, and sexual identity in graded, novice level French, Chinese and Spanish readers. They found that most texts centered the experiences of characters who were young, male, and/or white. The texts did not include individuals who identify as LGBTQ+ and few included people with disabilities.

Broader issues of access, equity, and inclusion within classrooms, schools, and communities also have the potential to impact WL programs, curriculum, and instruction. For example, equity issues related to curriculum, pedagogy, enrollment, and persistence are reflected in structural and organizational issues that have been defined more broadly in schooling contexts, such as tracking, retention, standardized testing, representation in curriculum, climate and physical structure, disciplinary policies, and the limited roles of students, teachers, families, and communities (Nieto & Bode, 2018). Systemic issues leading to inequitable academic, social, and emotional outcomes became even more pronounced during the COVID-19 pandemic and after the murder of George Floyd, leading to calls for more "robust and culturally centered pedagogy" (Ladson-Billings, 2021, p. 68). However, the

extent to which WL educators are aware of these threats to justice and equity, or may be responding to them, has not been addressed in the literature.

Theoretical Framework

Since social justice is both a goal and a process and is "inclusive and affirming of human agency" (Bell, 2016), the framework that guided this study emphasizes the dialectical relationship between institutional *structures* and *agency* (Sewell, 1992). Agency is defined as how resources are accessed and appropriated, and was examined by emphasizing educators' and stakeholders' voices. An agent is "capable of exerting some degree of control over the social relations in which one is enmeshed…Agency arises from the actor's knowledge of schemas…[and] control of resources" (Sewell, 1992, p. 20). Scholars have highlighted teacher agency in curriculum design and enactment and in response to educational policies, such as scripted curriculum and standardized testing (e.g., Aguirre Garzón, 2018; Tan, 2016; Weaven & Clark, 2015). Campbell (2012) emphasized that teachers are "change agents, whose choices and actions variably reflect the implementation, interpretation, adaptation, alteration, substitution, subversion, and/or creation of the curriculum contexts in which they work" (p. 183). Structures, which can be tangible resources or more implicit schemas, "empower and constrain social action" (Sewell, 1992, p. 16). Within the context of WL education, structures might include concrete resources, such as teachers, curriculum, and programs, but also the pervasive, embedded schema within systems and institutions. To gain a more complex understanding of access, equity, and agency in WL education, this study also examined how institutional structures, such as program offerings, enrollment, and curriculum, shaped and were shaped by educators' agency.

Research Methodology

We drew on constructivist grounded theory (Charmaz, 2006) to examine the perspectives of WL educators currently working in schools. Similar to our theoretical framework, constructivist grounded theory emphasizes structural aspects that shape issues of access and equity. This methodological framework also positions researchers as a central part of the design; they "acknowledge that they are part of [the research context], remain flexible, follow empirical events, attend to language and meaning, and take on moral responsibilities arising through their research, which can bring researchers into the public sphere" (Charmaz, 2006, p. 165). The data collection and analysis phases were iterative and recursive (Hammersley & Atkinson, 2019). With regard to positionalities, two of the researchers identify as white, heterosexual, cis-gendered, able-bodied former secondary language teachers of Spanish and German, and current teacher educators in New Jersey and Minnesota, the two states included in this study. The other three researchers are doctoral candidates who all identify as cisgendered females. Author 3 identifies as an African American practicing artist, art educator, and critical scholar with a disability, Author 4 is a Muslim, North African former K-12 ESL teacher in Tunisia and Turkey and Author 5 identifies as a bilingual, Turkish-American former elementary educator.

Data Sources

Qualitative data were collected from two major sources: a questionnaire and focus groups' interview sessions. The Qualtrics™ questionnaire used (Appendix A) was distributed online via email, social media (Twitter and Facebook), and through listservs for the ACTFL Special Interest

Group (Research SIG and Critical Approaches and Social Justice SIG), and sought to ascertain WL educators' perceptions of equity issues. In addition to demographic and contextual questions that included languages taught[2] and years of experience, the questionnaire asked participants to check off issues that they perceived to be relevant from a list of 28 common equity issues in K-12 U.S. schools. The list of issues was developed from the literature on equity in schools more broadly (e.g., ed.gov/equity) and those that have been discussed more specifically in WL education (e.g., Anya & Randolph, 2019). A subsequent section of the questionnaire asked participants yes/no questions related to equity in their school contexts, with an opportunity for open-ended responses and elaboration if they answered "yes."

The second key source of data collection were two, hour-long, semi-structured focus group interviews with 11 world language supervisors of languages that include Spanish, French, German, ASL, Chinese, Hmong, Somali, and Italian. The supervisors oversaw commonly and less commonly taught languages, but also heritage language classes such as Spanish, Hmong, and Somali and K-12 immersion programs in Spanish and Chinese in their districts. The supervisors were chosen because of their experience in the classroom, their role in supervising and observing world language teachers, and their knowledge and expertise about current trends and practices in the field. Although the supervisors were invited to participate in the questionnaire, the data were anonymized, so we were unable to draw connections between their focus group responses and questionnaire responses. A list of focus group questions is included in Appendix B.

Participants

Participants were invited to participate from NJ and MN because of the researchers' previous work in and contextual knowledge of these two states. For the questionnaire, the participants ranged in age between 28 and 76 and included 82% teachers, 11% WL supervisors, 6% administrators, and 2% who indicated "other." The majority identified as female (83%) and white (76%). Fewer than 1% identified as Black, 15% identified as Asian, and 30% identified as Latinx or Hispanic. Almost 93% worked in public schools, with 64% working in NJ and 36% in MN. The majority (72%) taught in suburban areas, 18% taught in urban schools, 8% in rural, and 3% did not respond. Although 236 participants answered at least one question of the questionnaire, fewer answered the more substantive questions after the demographic questions (n=184). Approximately one-fifth of participants who began the questionnaire (n=49 or 21%) did not respond to the checklist question, so their responses were not included in the analysis. The demographic information of the questionnaire respondents is included in Appendix B. The focus group participants included five WL supervisors from NJ and six from MN. Demographic details about these participants are listed in Table 1.

Table 1
Demographic Information and Diversity of Focus Group Participants

Participants (Pseudonyms)	**State/ County**	**Community Type**	**Race/ Ethnicity**	**Gender Identity**
Ebony	NJ	Urban	Black	Female
Antonio	NJ	Urban	white	Male

Kim	NJ	Suburban	white	Female
Jeanne	NJ	rural	white	Female
Raquel	NJ	urban	Latinx	Female
Paul	MN	suburban	white	Male
Monica	MN	suburban	white	Female
Kevin	MN	suburban	white	Male
Christopher	MN	suburban	white	Male
Mindy	MN	urban	white	Female
Brian	MN	urban	white	Male

Analysis and Trustworthiness

After the data were transcribed, Authors 1 and 2 individually used iterative cycles of open and axial coding (Saldaña, 2015) of textual data using Dedoose™ qualitative coding software. Some of the initial codes that were developed included both descriptive and in vivo words and phrases, such as "access," "student representation," "curriculum," and "professional development." The group members then met to compare initial codes, looking for patterns of coherence as well as contradictions to patterns (Tobin, 2006). After codes were established, categories and larger themes were developed collaboratively by the entire research team (Lichtman, 2006) by examining frequency of the initial code and ensuring their connectedness to our research questions. Some examples of these categories included "student representation," "curriculum," and "educators action." Interpretive memoranda were created by Authors 1 and 2 and used to connect the codes and themes to the theoretical framework and to the major understandings about equity, access, and inclusion in WL education that emerged from the literature. For the purposes of this paper, the authors did not attempt to draw connections among the findings and the nuances of the participants' contexts, including state, district type, program type, or other demographic factors. Instead, the findings address patterns that emerged across the data and in response to the research questions. We utilized Guba and Lincoln's (1989) authenticity criteria to assess the trustworthiness of the research throughout the analysis process. Although the study was not designed to be generalizable, we recognize that the educators who consented to participate shaped the patterns, and ultimately, the findings that emerged. The participants were limited to NJ and MN, two states with populations that tend to lean politically liberal. Also, since the questionnaire was advertised on social media, sent to members of ACTFL's special interest groups focused on underrepresented students and justice-oriented teaching and forwarded by email from educator to educator, the participants who did complete the interview may have been more interested in or more involved in equity issues or responses in their schools.

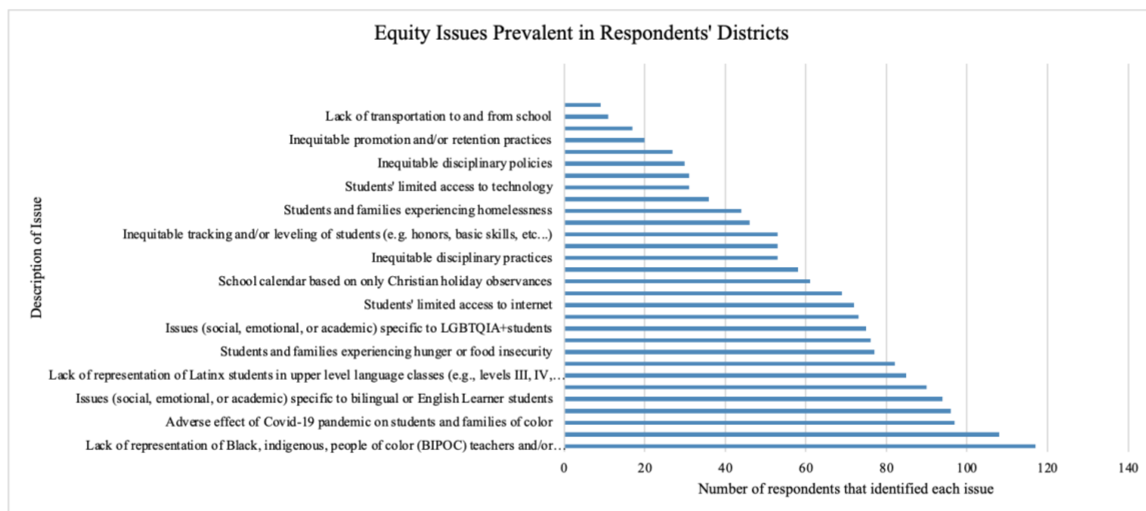
Findings

The analysis revealed two key categories of equity issues perceived by the participants that were consistent across both states: access and equity related to race, socioeconomic status (SES), and (dis)ability and a lack of relevance and representation in the curriculum. The analysis also suggested patterns in ways that WL educators have actively responded to equity issues in their local contexts and more broadly. In this section we provide an overview of the findings that emerged from the questionnaire responses and then elaborate on the three categories of phenomena that emerged across the data set: (1) access related to race, SES and disability; (2) curricular relevance and representation; and (3) agentic responses.

Although our focus in this manuscript is primarily on the qualitative categories that emerged, we recognized the importance of illustrating the range of participants' reactions to the list of equity issues that were presented in the questionnaire as a backdrop to our qualitative findings and discussion. Item #14 in the questionnaire asked participants to check off issues that they perceived to be prevalent at the district, school or program level (see Figure 1).

Four items were checked by more than half of respondents: (1) Lack of diverse voices and perspectives in the curriculum (58% of respondents); (2) Adverse effect of COVID-19 pandemic on students and families of color (52%); (3) Lack of representation of Black and/or African American students in upper-level language classes (51%); and (4) Lack of representation of Black, indigenous, people of color (BIPOC) teachers and/or administrators (63%). Approximately one-fifth of participants who began the questionnaire (n=49 or 21%) did not respond to the checklist question, and thus did not indicate any equity issues.

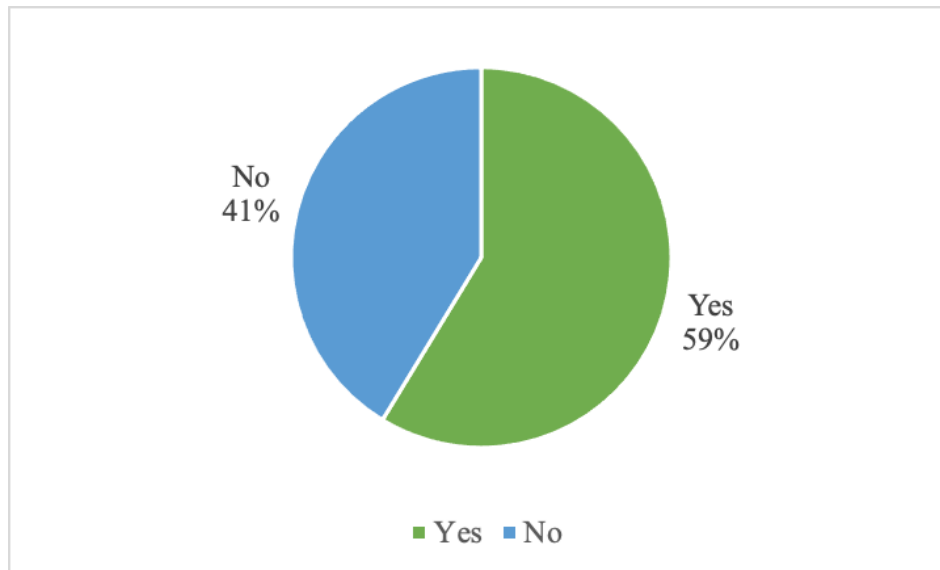
Figure 1.
Responses to Question 14: Equity Issues in WL Educators' Districts (n=187)



After identifying issues of equity, participants were asked if these issues impacted WL programs, and if so, how. Of those who responded, 59% indicated that they believed that equity issues do impact WL education and/or programming whereas the remainder (41%) did not report a connection between equity issues and WL education (see Figure 2). Almost half of those who checked "yes" (47%) included a written response about how equity issues impacted WL education in their context. Over half of the "yes" respondents did not provide any written response. The relevant open-ended questions were completed by more

participants. These focused on broader and individual actions; item #16 focused on if the department, school, or district had taken any efforts to identify issues related to equity, diversity, or inclusion in world language education (n=34 participants), and questionnaire item #17 focused on teachers' personal efforts to respond to issues related to equity, diversity, or inclusion in world language education (n=103). In addition to the responses from 47% of the questionnaire participants, the focus group participants addressed questions around these common issues that were identified on the survey. Responses from questionnaire participants are indicated with (Q) and responses from focus group participants are indicated with (FG).

Figure 2.
Do Equity Issues Impact WL Education and/or WL Programming in Your District? (n=184)



Access to WL Study and to Teachers

Participants perceived differences in access for students to WLE based on students' race, socio-economic (SES) status, and disability. They also suggested that the type and number of WL offerings in a district was a function of SES and demographics of the community it served, closely linking race and SES. Meanwhile, disability was cited by questionnaire participants and focus group participants as a significant issue of access for students. Finally, participants in both the questionnaire and focus groups noted that access to WL study among underrepresented populations or low SES populations, in particular, could also be impacted by access to teachers.

Race and SES

Some participants explicitly stated that more WL resources were available in districts with affluent or white students. Even within districts, particularly those with multiple schools, participants noted differences among the schools and for different groups of students, depending on their location and demographics. One participant (Q) explained how this played out in their district across different schools:

> [T]he middle school that serves the [largest number] of students of color does not offer any language courses. [The two schools that] have an average amount [of students of color] only offer Spanish and have only one teacher. The final one, which mostly teaches rich, white students, offers both French and Spanish with 5.5 language teachers. The size is roughly the same for all the schools.

Another participant (Q) described how they actively investigated equity in language learning opportunities in their district after language teacher positions were cut. They wrote:

> One high school (an IB school) in an affluent area (44% of students receive free-reduced lunch) had one language teacher for every 152 students, whereas my high school, where 79% of students receive free-reduced lunch, had one language teacher for every 622 students. Furthermore, the middle schools in the affluent parts of the city offer language opportunities beginning in 6th grade, while the primary feeder middle schools (to the high school where I teach) do not offer any language. The numbers are clear: language learning opportunities for students in our city vary depending on the families' zip codes. The more affluent the neighborhood, the more language learning options are available.

Access to different types of programs, such as early language learning and dual language programs, also emerged as an issue related to race and SES. One participant (Q) perceived that earlier access to language learning was more the norm in "whiter and more affluent schools." Others noted the absence of dual language programs, despite a significant population of emergent bilingual students in their community. These comments suggested that schools serving more students of color or students from underserved communities were less likely to have access to WL education, trends that were connected to program structures and teacher resources. Another participant (Q) noted the impact of program-based access is perhaps even more dire for less commonly taught languages, such as indigenous languages, which are often in a race against time to preserve their languages and cultures: "equity of indigenous and WL programming in my school district reflects our society; the privileged have more opportunities and the less-privileged have fewer opportunities."

The participants also indicated that race was a salient factor related to student representation in upper-level high school WL classes. Ebony, a supervisor in a large urban district that served approximately 40% Black students, explained:

> There is a lack of representation of Black students in our upper-level classes, specifically for the last two years. We had offered AP Spanish, and I don't know whether that might have been a breakdown in the program itself or they're just not interested in going to the higher levels…we haven't had any African American students in our AP course or in our higher-level classes. (FG)

Focus group participants described similar issues in their schools and districts, and some discussed potential reasons. Mindy, a MN supervisor, said that her district had been looking at the issue of Black students in upper levels of language study for the last several years. Paul's district had taken measures to better understand what was happening and explained how grading was a factor, saying "some of the things that have come out as we've really started to look at why [there are fewer students of color in upper levels] are really things around our grading policies that have adversely impacted students" (FG), although he did not go into

detail about the specific role or impact of grading. In addition to grading, Christopher suggested that ideologies about who should or should not take a language were at play: "What are the constructs that we've put out about what they can or can't do, right?…people were actively discouraged from taking languages if they didn't meet a certain mold, right…And I know some of those things still persist" (FG). Kevin suggested that the lack of racial diversity in the teaching force, combined with few students of color in upper-level courses, created contexts that were uninviting to Black students.

Disability

Participants also pointed to policies that cause barriers to language study for particular groups of students, most notably for students with Individualized Education Plans (IEPs). One participant (Q) stated, "Unless a student is on the autism spectrum and highly functioning, students with disabilities do not go much past language level 2 or 3." The educators explained that some students with disabilities are formally placed in particular tracks, with classes geared toward high school completion rather than preparation for college. Other participants pointed out the absence of support for students with disabilities, such as differentiated instruction, inclusive practices, or inclusion teachers.

Several supervisors expanded on this phenomenon and indicated that access to WL was especially a problem in middle school when students required additional intervention in literacy: "The kids go to the middle school excited and take a language, often those who are struggling the most, it's the first thing we pull" (FG) (Kim, Supervisor, NJ). Kevin, a supervisor in MN, suggested that the intersection of race and disability was also significant for middle school language access: "Through middle school, if students have…low reading, then they don't get a second language…And if there's an over placement of students of color, and special ed, students in special ed don't get to take the language in middle school generally" (FG). Another participant (Q) echoed this idea, noting that in her context, many of the students who have IEPs are students of color.

Access to Teachers

The lack of representation of Black, indigenous, and people of color (BIPOC) teachers and administrators was noted as an equity issue by 63% of the respondents. One participant further explained that the number of teachers of color in their school was not representative of the school population (Q): "We have 2 Latinx teachers and no Black teachers in a department of 10 teachers, while the student body is roughly 45% students of color." Another participant described how this could impact student representation and motivation to continue taking WL (Q): "When students do not see themselves represented in the teaching staff, they do not see themselves as continuing language learners." In the context of diverse U.S. schools where world language study is not compulsory in many school districts, but rather an elective course that attracts predominantly white students, representation among teaching staff was seen as an important equity issue by questionnaire and focus group participants. Paul (FG) stated, "…a lot of our teachers, I guess, the vast majority are white middle class people, who, I guess have not, have been doing the same thing for a really long time, and haven't necessarily created spaces where all kids see themselves."

Access to teachers on the whole was also an equity concern as teacher shortages were mentioned repeatedly, more so by NJ participants. One participant from the questionnaire explained, "Teacher shortages, particularly in WL, have been a serious issue. We have had openings for WL teachers without any qualified applicants." All of the NJ supervisors agreed that hiring qualified WL teachers was one of their biggest challenges. They often used creative strategies to recruit applicants, such as luring teachers from other districts and were often

desperate for applicants. Kim (FG) said, "many of us know each other from a listserv that we're on, we're always begging and begging for like your sloppy seconds." Antonio, a NJ supervisor, explained a recent situation he had experienced when his district had an open position (FG): "I was praying that I would have one candidate that you know that had a little bit more than a pulse because I wanted a program to continue—you're hoping that you can get anyone." Another individual noted that their district's Chinese program was dropped because they could not find a qualified teacher. One participant summed it up (Q): "NJ is facing a crisis, with regard to lack of certified teaching staff." These comments suggested that the teacher shortage directly impacts access to language options and courses and compounds the problem of ensuring that the teachers in the WL classrooms are representative of the student population.

Lack of Curricular Representation and Relevance

The data suggested that in many schools, the WL curriculum lacks diverse perspectives, voices, and representation, and was often disconnected to students' lives. Several participants pointed to an absence of voices from a variety of ethnic and racial backgrounds as well as a lack of voices from LGBTQIA+ communities. However, the data focused more on representation related to ethnicity and race; participants indicated fewer examples or issues related to socioeconomic status, disability, or other aspects of identity. For example, Paul described the situation in his setting (FG):

> A lot of our students don't see themselves in the curriculum. Yeah, I guess on my side of the world, a lot of our teachers, the vast majority are white middle-class people who have been doing the same thing for a really long time, and haven't necessarily created spaces where all kids see themselves…And in some of our pathways, we have one teacher who's teaching the whole sequence of courses for four years.

Paul was concerned that students experienced a lack of diversity, inclusion, and belonging in the curriculum and classrooms, and that in some languages, students might be stuck with a teacher over several years that did not create an inclusive space. Bryan echoed the importance of inclusive spaces and their connection to the curriculum (FG): "What is the environment in the classroom? And is it welcoming? And is it sustaining? All that…relates to what [Paul] said about seeing themselves in the curriculum."

Teachers felt that resources and time were needed to make substantive changes to the curriculum. One elementary WL teacher (Q) underscored that it is their responsibility to create culturally relevant curriculum, but that "[i]t also means begging admin[istration] to give us curriculum pay/time to change things that were done in the past and are not representative of our population." One participant explained that their elementary program curriculum for K-5 learners consists predominantly of worksheets and videos and that the teachers at that level have insufficient experience to teach Spanish effectively; grade-level classroom teachers have the responsibility of implementing the Spanish language program and thus are limited in their capacity to enact a culturally relevant curriculum.

Some educators alluded to a grammar-based curriculum as a challenge to relevant and responsive curriculum and as at odds with today's learners. For example, Mindy said, "I mean, you ask students, what are you most interested in learning about? And they're not going to tell you, I'd like to learn that perfect subject, verb, whatever" (FG). Similarly, Paul addressed the issue of engagement and purpose for language learning as central to an inclusive, relevant

curriculum as a contrast to more traditional grammar-based approaches that he had observed in classrooms: "There's a quote that I picked up at a conference a number of years ago that when I first started here…And it says, perfection is not the goal of proficiency. Your students are not the future verb conjugators of America" (FG).

One participant outlined how equity issues impact different populations of students in their WL programs, observing that students have a variety of needs in order to feel welcome and seen in language classrooms (Q):

> In the *Spanish for Heritage Speakers* program…it is clear that a great deal of effort needs to be put into helping students find value in their culture because so many have internalized feelings of their culture being less than the dominant white, English-speaking culture of the U.S. I also worry about the inclusion of all voices in the WL classroom, especially for black and brown students and LGBTQ+ students, who may not see themselves reflected in the content and even in the vocabulary in the classroom (pronoun usage, highly gendered languages, and white-dominated curriculums can all be problematic in these instances).

This educator emphasized the importance of pedagogy that affirms the identities and cultural and linguistic backgrounds of students in the classroom. On the whole, the data suggested that diverse voices that reflect the identities of the students in the classroom is a shortcoming across MN and NJ. However, the data also raised questions about whether the participants viewed changing the curriculum as their responsibility.

Some participants made connections between their students' identities and the curriculum they used; for example, one person said (Q), "the majority of students in the school are [students of color] and many are recent immigrants, but we are using a dated and Spain-centric curriculum." Another individual said (Q) "it is often hard to find representation (especially Black voices) in Spanish language curriculum/texts." The first example suggests that the educators were resigned to the fact that their curriculum is outdated and Euro-centric, while the second example suggests that teachers may struggle with how or where to bring diverse voices into their curriculum. As another participant (Q) explained, this lack of diversity in curricular offerings and resources has a detrimental effect on the students, leading students to be "unaware of their biases and privileges" and for teachers to "fail to see the value in speaking truth to power," making this dismissal of diversifying the curriculum as "challenging" all the more alarming. In other cases, educators' voices and perspectives were not included in the curriculum development process because of a curriculum that was "laid down" by the district without any input from teachers.

Agency in Responding to Equity Issues

The analysis suggested that some participants were involved in district or school-directed and personal efforts to identify and respond to issues related to diversity, equity, and inclusion. At the district and school levels, these participants explained that professional development was offered to address topics such as anti-racism, gender, sexuality, social emotional learning, and culturally responsive pedagogy. Although none of the efforts at this level were described as being specific to WL, some noted that their districts had funds available for teachers to attend content-specific professional development, allowing them to attend state or regional conferences, or in some cases, the national ACTFL convention. Efforts also included

professional development involving books, such as *Courageous Conversations about Race* (Singleton, 2021), and most participants named the development of an equity and inclusion committee or team as being one of the main forms of action by their district or school. Some felt that their districts were intentional about their commitment to equity; one participant shared, for example, that their district is supporting every program as they "unearth racist policies and practices" and "choose curriculum that is anti-racist." These examples of action were not without critique though, with several participants citing a lack of concrete change despite the district or school's efforts. For example, one questionnaire participant referred to their district's steps toward equity as "smoke and mirrors," as few substantial changes were put in place to dismantle long-existing structures impeding equity for students in the district.

At the individual and department levels, a number of significant steps toward addressing equity issues were cited by participants. It is noteworthy that they described a variety of agentic efforts, which fell on a spectrum of passive action to engaged, sustained action. We defined passive action as activities that did not involve an active response, such as reading books or attending a workshop, and engaged, sustained action as specific actions that participants took to dismantle policies or practices that impeded equity in WL education, including changing the curriculum, supporting multilingual students and families, using voice and power to interrogate structures, and leveraging programs and initiatives such as the Seal of Biliteracy.

Redesigning the WL Curriculum

When asked what kinds of efforts participants have personally undertaken to address issues of equity, a common response was that they had sought out materials to create a more equitable, inclusive curriculum. These curriculum revisions ranged from including a variety of images and perspectives in order for their students to see themselves reflected more clearly in the curriculum to overhauling the curriculum to include social justice content and the *Social Justice Standards* (Learning for Justice, 2018). The qualitative responses demonstrated a range of understanding and action in creating a more equitable and culturally responsive curriculum. On one end of the spectrum, one participant shared that they had begun to celebrate "Latino Heritage Month and now AfroLatino Heritage Month" in addition to "trying to teach grammar through music (oral teaching)" (Q). Another participant described how they make curriculum relevant to their students' lives: "I think about the current events in our world, and try to connect history to what is happening today through my curriculum" (Q). Such comments revealed that some WL educators may be conflating teaching for social justice and equity with more traditional culture instruction. On the other end of the spectrum, a participant shared how their WL department is engaged in a comprehensive effort to integrate critical content related to climate change, LGBTQIA+ topics, Black History, and human rights issues, including historic oppression of groups of people, such as the Holocaust or other examples of genocide, into the WL curriculum. These are topics that can be examined in any language and can allow students to examine topics from different cultural perspectives. This department had also analyzed district-wide data collected about structural and cultural issues to create steps for improvement in their WL curriculum. Another teacher proposed a new high school Spanish course centered on Black History and experiences both within and outside of the U.S. and indicated that they planned to offer the same course in other languages as well.

In contrast, some participants suggested that WL is inherently more equitable: "Our department is culturally-based, which has always been inclusive and geared towards equality." Another participant explained a study their school had conducted last year, which found that "the WL Department was the best of all departments in promoting equity, diversity, and inclusion." However, Paul, a supervisor in MN, had a different take, and suggested that this

may be a misperception: "in the spaces of language education or dual language education, there's kind of an assumption that we're already diverse and inclusive. And that just kind of comes baked into what we do. But we know that that's not necessarily the case, and that we still have work to do" (FG).

Support for Heritage Language Learners and Multilingual Families

A significant number of participants indicated that one of the most important steps they had taken toward equity was to develop pathways to affirm heritage learners' languages and to develop relationships with their learners' families and other multilingual families in their school community. Developing Spanish for Heritage Language courses was the most common response; however, some participants noted that they were actively working toward developing Somali for Heritage Learners or developing coursework for heritage learners of indigenous languages. One department used their voices to successfully advocate for changing their department name to *World and Indigenous Languages* to be inclusive of their Ojibwe learners and colleagues. As one participant recognized, "Anywhere equity is mentioned, American Indians (AI) are not mentioned. We are the forgotten people on so many levels. Students feel it, the AI staff feel it, parents and guardians feel it." Although a few participants acknowledged the role they had to play in advocating for indigenous students, families, and colleagues, they also indicated the amount of work needed to center indigenous voices and languages in WL education. For example, one participant shared that they teach groups of learners Ojibwe language and culture outside of their work day because Ojibwe is not a language option at the learners' schools. In general, participants whose departments engaged in work to support heritage learners were adamant that it had a sustained impact on learners and families because it affirmed students' identities, giving them a place to feel pride in their cultural and linguistic backgrounds, and provided a safe space where they could connect and share their experiences with others.

On an individual level, participants discussed how they use their language skills to engage with their learners' families and other multilingual families in their schools. One participant shared:

> I have been advocating for the students by going to their homes, setting up technology, bringing hotspots, teaching how to use [the Learning Management System], showing the parents how to get access to the website in their native language, and any other ways I can to facilitate communication between the home and school. (Q).

Another participant described how they voluntarily served as a language advocate to aid incoming 9th grade students in transitioning to high school. As part of this effort, they stated, "This week, I reached out to each Parent Teacher Organization from the K-8 school districts (there are four) with the hopes of sharing my contact information with any families with limited English, who may have questions or need assistance…" (Q). These examples demonstrate how educators went above and beyond to support learners and families. While they were clear examples of agentic action, it is also significant that individual language teachers felt compelled to provide support that should be ubiquitous and systemic across school districts.

Using Their Voices and Power to Interrogate Structures

The responses describing how participants used their own voices and power to advocate for and enact change varied greatly, but the data suggested that some of the participants were engaged in action. Although not all of these examples resulted in the desired outcome, most responses did not indicate discouragement with using their agency to work toward change. For example, one participant described how tenured WL teachers identified

district-wide issues about equity in WL, but disappointedly noted, "Our efforts went nowhere." However, they continued examining data in Professional Learning Communities to create an action plan for addressing access issues and students' needs. They also met with school counselors to discuss practices that may dissuade students from taking WL courses. In another case, a WL department raised concerns to their administration about students being placed in remedial reading and/or math classes at the detriment of continuing language study. One teacher, without the support of like-minded colleagues, approached school counselors to advocate for enrolling students with disabilities in her classes, stating, "I am very willing to work with any student who wants to take French," while also highlighting their successes with students with disabilities. "In this way, I hope to encourage [counselors] to encourage all students to take French." Similarly, another participant noted, "I have had to step in many times when it is suggested that certain students not take WL classes due to other needs." Despite a lack of systemic change, teachers have continued to call out inequities and injustice, even when it meant confronting colleagues.

Some participants shared how they are continually fighting to dismantle policies, such as tracking, that restrict certain students from being able to take WL coursework. Some examples were eliminating tracking in the first three years of the language program, removing "college prep" labels associated with particular sections of levels 1 and 2, and changing prerequisites for high school courses in order to encourage access among underrepresented populations of students. Other participants described how they actively recruit underrepresented students into their immersion programs. One explained: "every year I visit apartment complexes where many of our families of color live. During these visits I share with them the positive aspects of our full immersion program" (FG). In another case, a participant described fighting to increase access to dual language immersion for emergent bilinguals in their schools. One participant (Q) described the need to address inequitable practices and retention issues for students in immersion:

> When students of color were being disciplined more harshly or being pushed out of language immersion programs, I would call that out and try to make the students feel more supported. Also, I often talk about the program of 'white flight' and have spoken with parents thinking about taking their child out of the district's language immersion pathway and putting them in a private school instead. In some cases, it seems to have potentially convinced them otherwise.

Although many educators were engaged in individual acts of advocacy, one WL supervisor discussed the role that her "power" had in changing policies and practices in support of diversity and inclusion, explaining that it was dependent on trusting administrators: "if you are competent enough or work within an administrative team that's willing to listen to you and trust you to move forward, we can have a lot of power" (FG).

Both NJ and MN supervisors described how they leveraged policies and programs such as International Baccalaureate (IB) and the Seal of Biliteracy to increase access and equity. For NJ supervisors, the Seal of Biliteracy led to increased numbers of students in upper-level study. For Jeanne's district, it enabled them to sustain WL programming: "the Seal of Biliteracy has breathed life into our programs as well…This time of year, every single year the world languages were on the budgetary chopping block." Several MN supervisors talked about how having an IB middle school program expanded access to WL for all students: "When we started that language requirement, all of a sudden, our 'not very diverse' language classes in grade 7, 8, and

9 became everybody. And that was a positive thing." In sum, the analysis suggested that WL educators are taking strides to increase equity and inclusion in WL education.

Discussion

The findings from this study suggested that WL education for some groups of students is threatened by issues of equity and access related to race, SES, disability and gaps in culturally relevant curriculum. In terms of our broader theoretical framework that positions structures in a dialectical relationship to agency, both tangible resources and more tacit institutional schemas served to constrain the agency of some students and educators in either accessing or offering WL programming or classes.

Similar to previous empirical work (Baggett, 2016; Gatlin, 2013; Glynn, 2012; Moore, 2005), findings from this study suggested that students' access to early language study, their persistence in upper-level classes, and their options to take a variety of languages were mitigated by contextual factors, such as where they went to school, where they lived, and individual identities. Access to and advancement in WL education for Black students was the most pronounced among minoritized groups, which confirms previous scholarship by Anya (2020). In contrast, educators felt that privileged, white, affluent students and communities had greater access to programming, classes, different languages, and other resources related to WL teaching and learning. Although participants shared that they are making strides toward supporting heritage language programs in languages like Spanish, Ojibwe, Somali, and Hmong, which tend to attract underrepresented students, they are still developing and gaining a foothold in New Jersey and Minnesota. That students with significant privilege had the most access to WL study lends additional support to the longstanding notion of WL as an elitist subject (Lanvers, 2017; Macedo, 2019). Moreover, a lack of teacher diversity added to the complexity of access, persistence, and opportunity for minoritized students, which was exacerbated by teacher shortages more generally. The problematic trend of teacher shortages described by our participants is consistent with recent work by Swanson and Mason (2018), and added another example of a complex, institutional structure that impinged on student agency in accessing WL study.

Similart to earlier research on culturally relevant curriculum and pedagogy in WL education (Baggett, 2020; Dion, 2020; Osborn, 2006; Parker; 2021), many WL educators in NJ and MN perceived their curriculum and instructional resources to be lacking a diverse array of voices and perspectives, particularly those from historically marginalized groups. Others cited time, support and resources as obstacles to enacting culturally responsive pedagogy, as was the case for the K-12 WL teacher participants in Wassell et al's (2019) study study. Additionally, the findings indicate that WL teachers sometimes conflate teaching about culture with teaching in a culturally responsive and socially just way. Without careful work to develop lessons situated in culture that reflect their own students and their students' communities, and to examine issues that impact their students on a daily basis, they may be missing the mark. However, some WL educators acted agentically by taking the initiative to make their curriculum and instruction more culturally sustaining (Paris & Alim, 2017). These educators engaged as change agents in ways that Campbell (2012) previously described: showing examples of reinterpreting, adapting, altering, resisting, and dismantling traditional structures in curriculum, teaching, and learning. to meet their students' and communities' needs. In addition to making changes to the curriculum, their actions resulted in some instances of greater access and opportunity for multilingual students and some movement toward interrogating and dismantling inequitable structures.

However, a tension emerged in the uneven nature of the participant educators' agency, as a significant number indicated engaging in no action at all. These findings raised questions about the potential for change in contexts where WL educators or other stakeholders did not see, recognize, or understand that equity issues were present in their districts, or for those who recognized equity issues, but did not believe they had any bearing on WL education. Furthermore, although some participants described action at the individual level, it is not clear how many schools and districts are working toward more wide-reaching, institutional or systemic changes. This suggests that the institutional structures in WL education—for example, beliefs about who should or should not study WL, or what belongs in the WL curriculum, or the pedagogical approach that will best engage a diverse group of learners—served as pervasive schemas that shaped the agency of educators, and ultimately, their students.

Implications and Recommendations

This study raises several key implications for practice, policy, and research. For program and classroom practice, the findings suggested a lack of awareness about how equity issues impact WL programs, students, and teachers as a number of respondents perceived that equity issues do not affect WL education at all. Given these findings, there is much work to be done to draw teachers' and stakeholders' attention to the specific ways in which inequities in WL are present and pervasive.

Examining Localized Data

A first step may be conducting localized examinations of classroom, program, school or district data through action research or processes such as equity audits (Skrla et al., 2009), which have the potential to provide meaningful and relevant means of professional learning. We underscore, however, that this work should not fall solely on the shoulders of WL educators. Although WL educators must have a seat at the table, efforts must include leaders with power to affect change such as administrators, supervisors, school boards, and teacher education programs.

The findings also suggested that all professionals involved in WL education—educators, administrators, counselors, and other leaders—have the potential to play a critical role in dismantling inequitable structures. Increasing access and equity in WL education requires state departments of education along with national, state, and local WL organizations for language teaching, to first acknowledge these issues within our field. Then, they must commit to providing time, space, and energy in their organizations for teachers, leaders, students, and families to develop concrete, actionable steps, including changes to policy.

Recruiting and Retaining Diverse Teachers

This study suggests that it is imperative that the field of WL education support more leaders who have engaged with these structures of inequity on a regular basis. Recruiting and retaining racially and ethnically diverse leaders into WL organizations and into supervisor or administrator positions are necessary components. Given the lack of access to WL for students with disabilities, it is also vital that the field recruit more leaders who either have a disability themselves, or who have worked with students with disabilities and use an asset-based, inclusive lens. However, in addition to increasing the numbers of leaders of diverse backgrounds and experiences, constituents who have not experienced roadblocks from problematic structures must immerse themselves in local level issues in order to gain

understanding and build empathy for those who have been excluded and marginalized. Finally, schools must interrogate policies and practices that lead to subgroups of students being excluded from WL study in middle school, in certain tracks, or in upper or AP levels.

Further Research

This study adds to a burgeoning line of research on access and equity in K-12 WL education, but additional research needs to be undertaken to explore equity and access from the perspectives of students, families, and communities. Beyond the limited data available through *National Center for Education Statistics* (NCES.ed.gov), current data that describes types of WL programs offered, languages offered, the number of students who take particular languages and for how long, and outcomes data related to WL education is non-existent. We recommend that additional federal, state, foundation-based, and local funding opportunities be designated to build a corpus of data that can support researchers, educators, and policymakers to better understand the landscape of WL access and equity in the U.S.

CONCLUSION

According to those who are at the center of WL education—the educators that serve and support our students and their families—our field has significant work ahead. We need to do more to ensure that all students, despite their race, socioeconomic status, disability, or home language, persist in language study in order to become proficient in an additional language. We need to increase professional learning that provides avenues for educators and other language education stakeholders to understand the local equity issues within their communities. We need time, resources, and adequate pay to develop culturally sustaining, engaging curriculum that fully depicts the voices, communities, and cultures that have been absent for too long.

In addition to illuminating these needed changes, this study also provides a beautiful illustration of the agency of those same educators, who, despite significant challenges, are using their voices and are working to put action behind their words. The various examples they provided serve as a lesson to departments, schools, and districts about what is possible. What would happen if stakeholders in WL education who hold even more power, such as boards of education, professional language organizations, and state departments of education, took up the work of dismantling and rebuilding policies and structures to ensure access and equity for *every* world language learner in the U.S.?

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NOTES

[1]The term World Languages (WL), rather than Foreign Languages, is more commonly used in the United States as a way of moving away from the view of languages and cultures as "foreign." World Language also seeks to be inclusive of languages such as American Sign Language and indigenous languages that are not foreign to the U.S. (ACTFL, n.d.). World language in the U.S. context refers to learning languages other than English and includes teaching culture. The US national organization for language teaching, formerly known as the American Council on the Teaching of Foreign Languages (ACTFL), kept the acronym ACTFL, but dropped their full name and adopted the slogan of "Language Connects" (ACTFL, n.d.).

[2]It should be noted that although the survey contained options of more commonly taught languages in the U.S. for participants to check, the survey was completed by participants either teaching less commonly taught or heritage languages like Ojibwe, Dakota, Hmong, and Somali or working in schools or districts in which these languages were being taught. Their experiences with these languages were illustrated in their responses.

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APPENDIX A
Questionnaire

The purpose of this questionnaire is to identify issues that impact equity for World Languages (WL) education students and programs in New Jersey and Minnesota.

Section I: Basic Information

What is your current position? [check all that apply]

- Teacher
- WL Supervisor
- Administrator
- Other (Fill in: -----)

What is your year of birth?
- [Use number roller]

What is your gender identity?
- Male
- Female
- Nonbinary
- Other: _____

Race: [type in]

How many years have you been teaching?
- [number roller]

What type of school do you currently work in?
- Public
- Private
- Charter
- Other: ________

What type of district do you currently work in?
- P/K-5/6
- P/K - 8
- P/K-12
- Other: ____

How many years have you been teaching in this district?
- [Number roller]

What type of community is your school in?
- Urban
- Rural
- Suburban

Which county is your school in?
- [List all]

What type of language programming do you have in your district? [check all that apply]
- Bilingual program
- Dual language immersion program
- AP language study
- IB program
- Dual/College credit language study

Which languages are offered in your district? [check all that apply]:
- American Sign Language (ASL)
- Arabic
- Chinese
- French
- German
- Italian
- Japanese
- Spanish

At what grade level does language learning begin in your district?
- [number roller]

For the purpose of this study, **educational equity** is defined as the educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender,

race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. (Skrla, McKenzie, & Scheurich, 2009, p. 3-4).

Section II: Identification of Issues

Which issues related to educational equity do you perceive to be prevalent in your school district? Check any that apply.

- Students' limited access to technology
- Students' limited access to internet
- Inequitable disciplinary policies
- Inequitable disciplinary practices
- Lack of diverse voices and perspectives in the curriculum
- Lack of access to school communication in families' home or native language
- Gender bias or discrimination by other educators (teachers, administrators, staff)
- Inequitable grading policies
- Inequitable grading policies
- Adverse effect of COVID-19 pandemic on students and families of color
- Issues (social, emotional, or academic) specific to bilingual or English Learner students
- Issues (social, emotional, or academic) specific to immigrant-origin students
- Issues (social, emotional, or academic) specific to LGBTQIA+ students
- Issues (social, emotional, or academic) specific to students of color
- Racial injustice
- Lack of representation of Black and/or African American students in upper level language classes (e.g., levels III, IV, AP, IB, dual credit)
- Lack of representation of Latinx students in upper level language classes (e.g., levels III, IV, AP, IB, dual credit)
- Lack of representation of students with disabilities in upper level language classes (e.g., levels III, IV, AP, IB, dual credit)
- Lack of representation of Black, indigenous, people of color (BIPOC) educators and/or administrators
- Inequitable promotion/retention policies
- Inequitable promotion/retention practices
- School calendar based on only Christian holiday observances
- Student and families experiencing hunger or food insecurity
- Students and families experiencing homelessness
- Students and families living in poverty
- Students and families' lack of access to healthcare
- Teachers' insufficient access to professional development
- Teacher shortages
- Inequitable tracking and/or leveling of students (e.g. honors, basic skills, etc.)
- Lack of transportation to and from school
- Other: (Type in space)

Section II: Open ended questions

1. Do any of the equity issues listed above affect WL programming and/or WL learning in your district?

Yes/No
If yes, how:

2. Has your department, school, or district taken any efforts to identify issues related to diversity, equity, or inclusion in WL education?
   Yes/No
   If yes, how:

3. Has your department, school or district taken any efforts to respond to issues related to diversity, equity, or inclusion in WL education?
   Yes/No
   If yes, how:

4. Have you personally taken any efforts to respond to issues related to diversity, equity, or inclusion in WL education?
   Yes/No
   If yes, how:

5. Are there supports for professional development in your district?
   Yes/No
   If yes, what kind of professional development is supported?

APPENDIX B
Demographic Information and Diversity of Questionnaire Participants

	N	%
Educational Position		
Teachers	193	82%
Administrators	14	6%
WL Supervisor	25	11%
Other	4	2%

Gender		
Female	195	83%
Male	34	15%
Trans-Non -binary	4	1%
Cisgender	2	1%
Did not report	1	1%

Race		
White	179	76%
Hispanic, Latinx	30	13%
Black	1	1%
Spanish	1	1%
Puerto Rican	2	1%
Middle Eastern	1	1%
Asian	15	6%
Did not report	3	1%

Years of Teaching		
1-3 years	16	6.5%
4-7 years	26	10%

8- 15 years	85	33.5%
16-25 years	79	31.5%
25+ years	28	11%
Did not report	20	8%
Years in Current District		
1-3 years	48	19%
4-7years	54	21%
8-15 years	72	28.5%
16-25 years	45	18%
25+ years	12	5%
Did not report	23	9%
District Type		
Pre-K/K-12	187	80%
Early Childhood or Elementary	9	4%
Elementary and Middle	14	6%
High school	14	6%
Middle school	1	1%
Middle and High school	3	1%

College	1	1%
PreK-12 public schools and community-based	1	1%
Other	3	2%
Did not report	0	0%
Community Type		
Suburban	170	72%
Urban	43	18%
Rural	18	8%
Did not report	5	2%
State		
NJ	150	64%
MN	82	35%
Did not report	4	2%

APPENDIX C
Focus Group Protocol

For the purpose of this study, **educational equity** is defined as the educational policies, practices, and programs necessary to (a) eliminate educational barriers based on gender, race/ethnicity, national origin, color, disability, age, or other protected group status; and (b) provide equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standards for academic performance expected of all children and youth. (Skrla, McKenzie, & Scheurich, 2009, p. 3-4).

1. Describe your job title and responsibilities.
    a. Follow-up questions:
        i. Where are you located?
        ii. How long have you been in your current role?
        iii. Before getting into your current role, what did you teach?
2. In the questionnaire, we provided a list of issues related to educational equity. Which of these, if any, are prevalent in your district?
    a. Why do you believe these barriers exist in your program/district?
    b. Have there been any steps, such as policies, programs, institutional practices, taken to address these barriers? If so, what are they?
3. Some of the items may create barriers to access to world language study. Which of these, if any, are prevalent in your district?
    a. Why do you believe these barriers exist in your program/district?
    b. Have there been any steps, such as policies, programs, institutional practices, taken to address these barriers? If so, what are they?
4. Are there other issues of equity that are relevant to world language education in your state that we did not discuss? If so, what are they?
5. Do you have any other perspectives on equity in world language education that you would like to share?