



Style sheet - ENG

Symposium title: Approaches, Methods, and/or Strategies for Decolonizing Language Teacher Education Programs

Coordinator 1 Fabiola Ehlers-Zavala, Department of English, Colorado State University, USA

Symposium format:

- **Symposium Multimodal**

Symposium mode:

- **100% online**

Sub-themes:

- **LANGUAGE TEACHING AND LEARNING:** teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods

Short abstract in English (15 lignes):

This multimodal symposium is intended to bring together an array of diverse scholars who can offer innovative ways of decolonizing programs for language teacher preparation. Proposals for language teacher preparation in any languages (World, minoritized, and/or indigenous languages) are welcome. The medium of presentation throughout this symposium will be in English, as the focus of this scholarly exchange will be on approaches, methods, and / or specific strategies for implementation. Proposals may range from research studies already completed to theoretical articulations of what could be done supported by the published scholarship available in the field of language teacher preparation. Proposals that offer suggestions for decolonizing language teacher education programs at all levels will be considered (e.g., at the level of individual courses or program/institutional level). Questions to explore include: What would language teacher education programs look like under a decolonial approach? What are the main challenges to overcome when attempting to decolonize language teacher preparation programs in higher education? What are potential strategies or models to overcome those challenges? Please send: A 7-word title, a 300-word abstract including references in APA style, a 50-word summary, and primary contact details.

Argument:

Innovations in Language Teacher Education in Times of Decolonization and Antiracism

In recent years, the field of applied linguistics has been both scrutinized and criticized for being complicit with hegemonic practices that have ignored non-Western epistemologies, thus privileging the ways of knowing generated by the Global North. Applied linguists and others with an interest in social justice, decolonization, and antiracism (Bhattacharya, Jiang,



& Canagarajah, 2020; Diniz De Figueiredo & Martinez, 2019; Flores, & Rosa, 2019; Hoppers, 2021; Kendi, 2019; Kubota, 2019; 2021; Macedo 2019; Motha, 2020) have fully articulated the need to challenge the established approaches and practices to encompass other epistemologies, such as those from the Global South for a more fair and just applied linguistics.

This multimodal symposium is intended to bring together an array of diverse scholars who can offer innovative ways of decolonizing programs for language teacher preparation. Proposals for language teacher preparation in any languages (World, minoritized, and/or indigenous languages) are welcome. The medium of presentation throughout this symposium will be in English, as the focus of this scholarly exchange will be on approaches, methods, and / or specific strategies for implementation. Proposals may range from research studies already completed to theoretical articulations of what could be done supported by the published scholarship available in the field of language teacher preparation. Proposals that offer suggestions for decolonizing language teacher education programs at all levels will be considered (e.g., at the level of individual courses or program/institutional level). Questions to explore include: What would language teacher education programs look like under a decolonial approach? What are the main challenges to overcome when attempting to decolonize language teacher preparation programs in higher education? What are potential strategies or models to overcome those challenges?

To receive consideration, please submit a proposal in English that includes the following elements:

- A 7-word title
- A 300-word abstract including references (but no appendices) following APA style
- A 50-word summary
- Name/affiliation/email of primary contact

References

- Bhattacharya, U., Jiang, L., & Canagarajah, S. (2020). Race, representation, and diversity in the American Association for Applied Linguistics. *Applied Linguistics*, 41(6), 999-1004.
- Diniz De Figueiredo, E.H.D., & Martinez, J. (2019). The locus of enunciation as a way to confront epistemological racism and decolonize scholarly knowledge. *Applied Linguistics*, 1-6. <https://doi.org/10.1093/applin/amz061>
- Flores, N., & Rosa, J. (2019). Bridging race into second language acquisition. *The Modern Language Journal*, 103 (Supplement 2019), 145-151.
- Hoppers, C. O. (February 9, 2021). *Connecting decolonial and sustainable futures in*



education. UNESCO Chair series: Decolonising education for sustainable futures.

Kendi, A. (2019). *How to be an antiracist*. One World.

Kubota, R. (2016). The multi/plural turn, postcolonial theory, and neoliberal multiculturalism: Complicities and implications for applied linguistics. *Applied Linguistics*, 37(4), 474-494. <https://doi.org/10.1093/applin/amu045>

Kubota, R. (2019). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied linguistics. *Applied Linguistics*, 41(5), 712-732. *Applied Linguistics*, 41(5), October 2020, pp. 712–732, <https://doi.org/10.1093/applin/amz033>

Macedo, D. (2019). *Decolonizing foreign language instruction*. Routledge.

Motha, S. (2020). Is an antiracist and decolonizing applied linguistics possible? *Annual Review of Applied Linguistics*, 40, 128-133.
<https://doi.org/10.1017/S0267190520000100>