Symposium title: Dismantling Language Ideologies and Promoting Social Justice in Higher Education Second Language Teaching

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Symposium format
- **Symposium Multimodal**
- **Symposium mode Hybrid**

Sub-themes (muliple choices - delete the others):
- □ LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- □ LINGUISTIC SOCIAL ISSUES: linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice
- □ LANGUAGES IN SOCIETY: bilingualism, multilingualism, plurilingualism, multilingual classroom, translanguaging, literacy & literacies, heritage language, home language, migrants, deaf, sign/gesture

Abstract

The aim of this symposium is to bring together university-level L2 teachers who mobilise conceptual, theoretical or methodological tools from sociolinguistics, linguistic anthropology or other neighbouring disciplines with the aim of helping students fight against processes of social discrimination. Presentations may be focused on reporting past experiences of this type and/or on the theoretical and methodological aspects of applying concepts from sociolinguistics and linguistic anthropology in higher education L2 teaching with the aim of empowering students and teachers.

Argument

Although certain language ideologies that sit at the heart of language teaching – e.g. native speakerism, dominant monolingualism, standard language ideology, essentialism, etc. – have long been called into question by a wide range of critical work (see Lippi-Green 1997, Heller & Martin-Jones 2001, Holliday 2006, among others), many of them remain in place today. Similarly, a large body of research (e.g. Heller 1999, Martín Rojo 2010, Flubacher & Del Percio 2017) has shown how choices in language education – related to course structure, curricula, teaching practices, pedagogical materials, evaluation design, etc. – are fundamentally

underpinned by the ideological dynamics of the social order more generally and are thus instrumental in its (re)generation:

> They are choices about how to distribute linguistic resources and about what value to attribute to linguistic forms and practices. They are choices that are embedded in the economic, political, and social interests of groups and that have consequences for the life chances of individuals as well as for the construction of social categories and relations of power. (Heller & Martin-Jones 2001: 419)

Given the rich history of critical work in sociolinguistics and linguistic anthropology with regard to language ideologies and social order (see Schieffelin *et al.* 1998, Kroskrity 2004), we might consider that, as both social scientists of language and L2 instructors, we have room for manoeuvre when it comes to equipping our students with tools that might help them identify, deconstruct and, ultimately, overcome these ideologies and their (often discriminatory) consequences. Such tools could also encourage students to reflect more critically on their own role in the spread and (re)production of these ideologies and their effects, contributing to further-reaching social change. The aim of this symposium is to explore ways in which concepts and methods from sociolinguistics and linguistic anthropology could constitute foundations for these tools of empowerment and how they might be applied in L2 language courses. In this way, whilst recognising the difficulty of fighting against the dynamics mentioned above, we view L2 language courses as spaces in which language ideologies might be dissected and dismantled, rather than reproduced, and in which diversity and social cohesion might be promoted. With this symposium, we hope to create a space for sharing experiences and ideas with the objective of helping one another, as L2 instructors, develop courses and teaching practices that mobilise tools from sociolinguistics and linguistic anthropology with the aim of promoting social justice.

References

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Holliday, Adrian. 2006. 'Native-speakerism'. *ELT Journal*, 60(4), 385–387.

Kroskrity, Paul. V. 2004. 'Language Ideologies'. In A. Duranti (Ed.), *A Companion to Linguistic Anthropology*, 496–517. Malden: Wiley-Blackwell.

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Martín Rojo, Luisa. 2010. *Constructing Inequality in Multilingual Classrooms*. Berlin; New York: De Gruyter Mouton.

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