



ReCAL - Research Cultures in Applied Linguistics

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Symposium format:

- **ReN symposium**

Symposium mode:

- **Hybrid**

Sub-themes (multiple choices - delete the others):

- ☐ **RESEARCH:** methods, approaches and (collaborative) practices

Argument:

This symposium follows up on a ReCAL symposium conducted at the 2021 AILA Congress in Groningen on the topic « The dynamics of language, communication and culture in applied linguistic research in Latin America ». That symposium led to an exploration of colonial and postcolonial epistemologies and decolonizing practices in language education in Argentina, Brazil, and Colombia as well as in various countries such as France, Canada and the U.S. where Latin American educators are engaged in language educational research. The participants in the 2021 symposium were keen on exploring the conscious or unconscious reproduction of social inequalities and injustices occasioned through the educational process itself and to find ways of reflecting on the positionalities (Mignolo & Walsh 2018) from which to conceptualize the problems and devise solutions.

In the French context, the notion of inclusion has been promoted by the Ministry of Education in its 2012 memorandum, but it has been presented as « a social, administrative and legal procedure, which limits its impact to the access of underprivileged students to regular classes, and does not necessarily imply a change in pedagogic practices in those classes » (Mendoza Dias et al. 2020 :133). And yet the pre-service training of teachers in charge of recently arrived non-French speaking students would require a change of teaching paradigm, one better suited to the diversity-and- inclusion mandate of educational institutions.

The proposed symposium will address two main research questions:

Which pedagogic initiatives – at once interdisciplinary, interinstitutional and interpersonal – can be developed to promote the diversity and inclusion of minority students, and the inclusiveness of teaching paradigms and language practices in social and educational settings?

What programs can be put in place in the pre- and in-service training of teachers to ensure that they foster diversity and inclusion in their pedagogic practices?



In order to respond to these questions, this symposium will report on the results of empirical research conducted by various researchers, language learners and teachers-in-training from different countries with different educational systems, in which societal heterogeneity is no longer an exception but the norm.

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