



# Style sheet - ENG

**Symposium title:** Ethics and Politics of Language Teacher Education in an Uneven World

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**Coordinator 2** (First name, Surname, Department, University, Country): Maggie Kubanyiova, Language Education, University of Leeds, UK

**Symposium format (one choice - delete the others):**

- **Symposium Multimodal**

**Symposium mode (one choice - delete the others):**

- **Hybrid**

**Sub-themes (multiple 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

## **Short Abstract in English**

The calls for ethically and politically engaged language teacher education (Crozet & Díaz, 2020; Heidt, forthcoming; Kramsch & Zhang, 2018; Kubanyiova, 2020; Kubanyiova & Crookes, 2016) have gained on significance in today's 'uneven world' (Pennycook, 2022). The challenges are complex and numerous, amplified by the global COVID-19 pandemic. The armed conflict in Ukraine has resulted in the largest wave of European migration since World War II and the nationalist and xenophobic populism around the globe shows no signs of retreat. This symposium revisits the recent ethico-political turn in language teacher education. We ask whether the current frameworks of language teacher education still serve us well and interrogate a diverse range of contexts of social activity for lessons they might hold for the future of language teacher education. The theoretical and empirical papers are brought together to consider where the field's attention might turn next in relation to theory, methodology and practice.



**Argument (2 pages maximum, i.e. about 500 words or 3000 characters including bibliography):**

### **Ethics and Politics of Language Teacher Education in an Uneven World**

We live in an 'uneven world' (Pennycook, 2022), characterized by, for example, the resurgence of nationalist and xenophobic populism, deep-seated racial, gendered, and socioeconomic inequalities particularly amplified by the COVID-19-pandemic, as well as the current invasion of Ukraine, which has resulted in the most intense wave of European migration since World War II (UN Refugee Agency, 2022). Recent debates in applied linguistics have insisted on the need for the language teacher education research to respond to these wider social and political concerns across diverse national and local settings in which the preparation of future language educators is embedded: they have called for ethically and politically engaged language teacher education (Crozet & Díaz, 2020; Heidt, forthcoming; Kramsch & Zhang, 2018; Kubanyiova, 2020; Kubanyiova & Crookes, 2016).

The symposium takes this recent ethico-political turn as a point of departure. At the same time, we open up the theoretical and empirical terrain and invite renewed scrutiny into issues that shape the work of language educators in today's climate and into questions about what it means to educate and be educated in this 'uneven world'. We invite contributions that speak to a range of contexts of social activity. These include but are not limited to traditional spaces of educating teachers. The insights from a range of encounters, nevertheless, should offer critical lessons for the theories and practices of language teacher education. The papers might consider, for instance, how issues of symbolic power, relational ethics or epistemic justice play out in social and educational interactions and how they might challenge the Eurocentric monolingual assumptions and emancipatory modernist orientations (Pennycook, 2001; 2022) in language teacher education practice. In light of the AILA 2023 congress theme of "Diversity and social cohesion in a globalized world: towards more committed language sciences", this symposium seeks to explore diverse ways of theorizing, researching, and practicing language teacher education in an effort to contest classed, gendered, monolingual, neocolonial or raciolinguistic discourses that continue to operate in educational settings around the globe.

### **References**

- Crozet, C., & Díaz, A. R. (2020). *Tertiary language teacher-researchers between ethics and politics: Silent voices, unseized spaces*. New York: Routledge.
- Heidt, I. (forthcoming). *Conflicting worldviews, ethical dilemmas, and symbolic power: An ethnographic study of teaching multilingual students in the German Bildungssystem*. Bristol: Multilingual Matters.
- Kramsch, C., & Zhang, L. (2018). *The multilingual instructor: What foreign language teachers say about their experience and why it matters*. Oxford: Oxford University Press.
- Kubanyiova, M. (2020). Language teacher education in the age of ambiguity: Educating responsive meaning makers in the world. *Language Teaching Research*, 24(1), 49–59.



Kubanyiova, M., & Crookes, G. (2016). Re-envisioning the roles, tasks, and contributions of language teachers in the multilingual era of language education research and practice. *The Modern Language Journal*, 100(s1), 117-132.

Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. New York: Routledge; L. Erlbaum.

Pennycook, A. (2022). Critical applied linguistics in the 2020s. *Critical Inquiry in Language Studies*, 11(1), 1–21.