



# Style sheet - ENG

**Symposium title:**

Teachers as agents of change : Language Education for Peace and Social Responsibility

**Coordinator 1** (First name, Surname, Department, University, Country):

Prof. dr. Larisa Kasumagic-Kafedzic, Associate Professor  
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**Symposium format (one choice - delete the others):**

- **Symposium Multimodal**

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

- **100% online**

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

- LINGUISTIC SOCIAL ISSUES: linguistic (in)justice, power, advocacy, attitude & bias, diversity-emancipation, discriminations, ethnicity and gender, ideology, language & social justice

**Short abstract in English (15 lines) :**

Literature recognizes that teachers play a key role in the implementation of changes proposed by the reforms and newly emerging societal challenges. This is why understanding language teacher identity and the ways, strategies and pedagogies language teacher education programs use to prepare teachers to infuse values (like peace, human rights, democracy) in their teaching, developing strategies to teach controversial topics and sensitive issues in language classroom, and seeing a broader political, social, cultural and economic platforms in which language teachers live and work daily, are *crucial for understanding how language teachers can play the roles of implementing social change within a particular context and how language education can be used for such transformative processes*. The proposed symposium will reflect the practices, experiences and pedagogies language teachers around the globe use in teaching values of peace and social responsibility to activate learning that infuses social change through language-culture teaching.



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

The proposed symposium theme begins with the hypothesis established by Davies (2011) that the link between state fragility and educational system fragility can be interrupted by certain sorts of critical teacher training, capacity development, and making national plans for education. By introducing new educational paradigms in language teacher education and in language teaching through specific focus on creating socially responsible classrooms, by integrating global themes into teaching, and by grounding the language curriculum contents in critical and peace pedagogy principles, the teachers of languages can be encouraged to assume more critical roles in the society to advocate for change, and to contribute to holistic education of the children and youth. This would enable our language learners to cope with numerous challenges in the fragility of deep fragmentations and polarizations which we witness on a global scale in today's world in different settings: the societies still coping with the post-conflict reconstruction, healing, reconciliation and social recovery; the aftermath of the Covid-19 pandemic; the war-caused crisis situations around the globe; the environmental challenges seen in all corners of the world. The pedagogical perspectives of teachers, their perceptions of teaching goals, and their teaching practices and philosophies will greatly be influenced by their personal and professional identities which are shaped by their previous experiences in schooling, as well as by the institutional climate, dominant politics and ideologies, teaching methodologies, and political traditions that are deeply embedded in the approaches and strategies that teachers use in their practice.

The goal of this symposium is:

- To better understand how language teachers around the globe understand and shape their professional teacher identity in connection to teaching social responsibility and values (like peace or human rights) to activate learning that infuses social change through language-culture teaching;
- To better understand whether language teachers around the world are adequately prepared to teach controversial issues and sensitive topics in their classrooms that are integral to teaching social responsibility;
- To better understand how language teachers use the potential of language in their classrooms and how they operate with specific critical and peace pedagogies to implement social responsibility goals in their language education (teaching for peace and about peace, addressing migration issues, introducing inclusive education practices through language teaching, addressing the environmental crisis, integrating the study of history, literature, and human behaviour with ethical decision making and innovative teaching strategies to promote diversity, equality, justice, etc.), i.e., what are some specific pedagogies used to implement those goals through language and culture teaching?
- To better understand how language teachers navigate different positions, responsibilities and roles in everyday teaching in order to continuously contribute to democratic values in their language classrooms and their schools, which are at the forefront of building strong democracies.



## LITERATURE

Davies, L. (2011) *Understanding Education's Role in Fragility: Synthesis of four situational analyses of education and fragility: Afghanistan, Bosnia & Herzegovina, Cambodia, Liberia*. IIEP Research Reports, Paris: UNESCO

Davies, L. (2011). *Can Education Interrupt Fragility? Toward the Resilient Citizen and the Adaptable State*. In: Mundy, K. & Dryden-Peterson, S. (2011). *Educating Children in Conflict Zones: Research, Policy, and Practice for Systematic Change- A Tribute to Jackie Kirk*. Teachers College Press, Teachers College, Columbia University.

Novelli, Mario, and Yusuf Sayed. 2016. *Teachers as Agents of Sustainable Peace, Social Cohesion and Development: Theory, Practice & Evidence*. *Education as Change* 20 (3): 15– 37.

Huber, J., Mompoin-Gaillard, ur. (2011) *Teacher education for change - The theory behind the Council of Europe Pestalozzi Programme*. Council of Europe Pestalozzi Series No.1, Council of Europe Publishing

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Phipps, A., Guilherme, M., Ed. (2004) *Critical Pedagogy: A Political Approaches to Language and Intercultural Communication*. Multilingual Matters Ltd Sercu, L. (2004) *Assessing intercultural competence: a framework for systematic test development in foreign language education and beyond*. *Intercultural Education*, 15 (1),Routledge Taylor & Francis, 1469-8489 online/04/01073-17.