



Ideology in the History of Language Learning and Teaching

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Symposium format:

- **ReN symposium**

Symposium mode:

- **Hybrid**

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

- (APPLIED) LINGUISTIC THEORY: history, (usage based) approaches, CDSTcomplexity, theory, approaches and analysis, phonology, psychology
- LANGUAGE TEACHING AND LEARNING: teacher education, curricula and education, classrooms, instruction, task-based learning, EAP, study abroad, (virtual) exchanges, materials and methods
- RESEARCH: methods, approaches and (collaborative) practices

Short abstract in English:

The impact of ideology on language learning and teaching has hardly begun to be researched historically in diverse contexts worldwide. Accordingly, this symposium brings together historical and international perspectives on the question of how language learning and teaching have been ideologically framed in different cultural, national and historical contexts. Adopting a relatively broad definition, we invite papers that focus on the idea of ideology as any socially shared system of beliefs rather than adopting a narrowly political definition of ideology such as that used, for example in classical Marxism. We invite papers that historically deconstruct discourses, theories and practices in language education which have emerged differently in different contexts since the early modern period. The symposium thus aims to illustrate how approaches, principles and/or practices of language teaching that are often assumed to be universally valid and context-free have been susceptible to local ideological influences. This advances the overall goal of the AILA Research Network for the History of Language Learning and Teaching ('HoLLTnet' for short), which is to "stimulate research into the history of language learning and teaching within applied linguistics internationally" (<http://holit.net>).



Argument:

In the field of language education, ideologies can be seen to exert a strong impact on how teaching and learning are understood, what happens in classrooms, what teachers teach, what students learn and how learning is valued and evaluated. However, the impact of ideology on language learning and teaching has hardly begun to be researched *historically* in diverse contexts worldwide. Accordingly, this symposium brings together historical and international perspectives on the question of how ideologies have influenced language learning and teaching. This advances the overall goal of the AILA Research Network for the History of Language Learning and Teaching ('HoLLTnet' for short), which is to “stimulate research into the history of language learning and teaching within applied linguistics internationally” (<https://www.hollt.net/>). Building on two recent HoLLTnet-supported conferences (Pisa 2021, Naples 2022), the symposium aims to identify the extent to which and ways in which language learning and teaching have been ideologically framed in different cultural, national and historical contexts. Adopting a relatively broad definition, we invite papers that focus on the idea of ideology as any socially shared system of beliefs rather than adopting a narrowly political definition of ideology such as that used, for example in classical Marxism, where ideology tends to be viewed in a relatively negative light. We invite papers that historically deconstruct discourses, theories and practices in language education which have emerged differently in different contexts since the early modern period. The symposium thus aims to illustrate how approaches, principles and practices of language teaching that are often assumed to be universally valid and context-free have been susceptible to local ideological influences.

Proposals are encouraged which focus on how economic, political and/or social belief systems have historically influenced the ways in which languages were taught and learned. This could, for example, concern language learning/teaching

- 1) *theories, contents and aims*, as illustrated, for example, in the conception and implementation of curricula, the selection of (minority / majority) languages to be taught, and/or the dominance of particular teaching approaches, including their theoretical foundations,
- 2) *principles*, as demonstrated, for example, in the creation and selection of didactic tools like dictionaries, textbooks and other teaching materials;
- 3) *practices*, as documented, for example, in learners' artefacts or teachers' reports.

By bringing together papers on these and other aspects we hope to advance research in the field of History of Language Learning and Teaching / Applied Linguistic Historiography by uncovering more about the history of language education and at the same time helping to furnish necessary historical perspectives for professional reflection on how language education is or should be carried out today.