

*2<sup>nd</sup> Research Conference: Learning and teaching languages in the 21<sup>st</sup>-century Southern Hemisphere and the 'Developing World': teachers, students and the act of teaching as agents of change.*

University of Chile

Santiago, Chile

[Hybrid conference]

Our fast-changing world has been experiencing social challenges that seem to be away from classrooms, even though they still affect our students and us as we coexist in the same society. Since the previous version of this conference explored current research conducted in the field of language learning and teaching in the Southern Hemisphere, this second version of the event will focus on teachers, students, and the act of teaching as agents of change in what is known as the 'Developing World'<sup>1</sup>. According to Paulo Freire, "education is not neutral"<sup>2</sup>, so we as teachers cannot continue pretending our performance is not a political one. Indeed, Chile has had several demonstrations and protests from learning communities (2005, 2006, and 2011 were the largest; students have continued their fight until today), whose main demands were included in the new constitution proposal (which was voted against on September 4<sup>th</sup>). Other countries in our region have also experienced these massive protests, like Colombia (2011 and 2018), Brazil (2013), Nicaragua (2018), and Mexico (2012). If we expand our scope, then we can find similar protests in South Africa (2015), Iraq, Lebanon, and Mauritius (2019), and Turkey (2021). However, these events are part of a larger social unrest that each country has had to deal with, usually resulting in even larger protests as most demands are not met. That is why this conference will continue examining learning and teaching practices of languages in the Southern Hemisphere and the 'Developing World', but this time we are adding the ever-present political dimension that our practices have.

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<sup>1</sup> This label is questionable.

<sup>2</sup> Horton, M. & P. Freire (1990). *We Make the Road by Walking: Conversations on Education and Social Change*. Edited by Brenda Bell, John Gaventa, and John Peters. Philadelphia: Temple University Press, 1990.

### Call for Papers

- Speakers can choose to present in English or Spanish; their abstracts will have to be written in English or Spanish as well.
- Papers consist of a standard 20-minute presentation, plus 5 minutes Q&A. A round table will be organized within the 90 minutes slot. This round table will be streamed to people who can't attend the conference.
- Presenters will be allowed to present only two times if they submit more than one paper.
- Abstract for general submission:
  - 250-300 words plus one extra page for main references (title, author(s) and references are not counted)
  - References must be cited following APA format.
  - Formats for proposals: .doc o .docx
  - Font: Times New Roman size 12
  - Line spacing: 1.5
  - Submission deadline: June 23rd, 2023
  - Notifications of acceptance will be sent by the end of September 2021
  - Send submissions to [languageconference@uchile.cl](mailto:languageconference@uchile.cl)

Topics include but are not limited to:

- Glotopolitics
- Critical Discourse Analysis
- Language ideology (native /non native speakerism, gender perspectives to curriculum design and evaluation, language planning and policies)
- Pragmatics in the 21st century
- Critical Pedagogy
- New language research labels: LX, FL and Translanguaging
- Online language teaching and learning (methods, approaches, evaluation, curricular design, etc)

More information will be available soon.