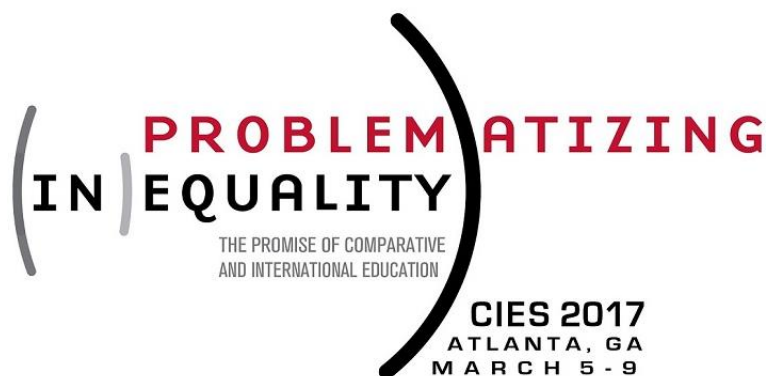


Call for Paper and Panel Proposals

that “Problematize” (In)Equality and the Place of Languages and Literacies
in Comparative, International & Development Education



“To problematize is, in one sense, to engage critically with the world, to see things as problems, and to question what we often take for granted as common sense. In another sense, to problematize is to analyze how some things, and not others, come to be seen as ‘problems’ in the first place and how this process engenders certain solutions and possibilities while foreclosing others”.

In response to the CIES 2017 theme, the Language Issues Special Interest Group

(LISIG) invites proposals that “*Problematize (In)Equality and the Place of Languages and Literacies in Comparative, International & Development Education*” by engaging with how researchers, policy makers, practitioners, learners, their families and communities deal with, neglect or ignore language(s) in relation to quality, equality and inequality in education. Examples of theoretical approaches informing the work of LI SIG members has included, Ruiz’ (1989) who talks about language as a problem, right, and resource within language planning and policy; multiple papers by Cummins, Hornberger, May, Street and others in the *Encyclopedia of Language and Education* (2nd edn., 2008; 3rd edn. 2017, in press). More specifically [Benson and Kosonen \(Eds.\) \(2013\), *Language Issues in Comparative Education*, Rotterdam: Sense Publishers](#) provide a representative example of language focused work applied to the field of Comparative International and Development Education in a disciplined manner across a broad range of contexts.

We particularly welcome proposals that go beyond treatment of language as an unproblematic educational factor and engage with theorizations of the relation between language, multilingualism and plurilingualism in all teaching and learning and consider the ways in which approaches to language within schooling, education reform and comparative, international development education research, policy and practices may themselves not only resolve, but also produce and perpetrate inequalities. We further invite you to consider the impact of approaches to language in education on educational exclusion, inclusion and justice on a global scale.

In particular, therefore, we welcome proposals that deal with language, bilingualism, bidialectism, multilingualism and/or plurilingualism and educational justice for speakers of non-dominant languages and language varieties, including for example, African American Vernacular English, minority and aboriginal languages, as well as the place of local, regional, and colonial languages in post-colonial contexts.

SUBMISSION DEADLINE: OCTOBER 1, 2016.

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