

## **Panel Proposal – DGfA Annual Meeting 2025**

### **Practices, Materials, and Images of/as Archiving in English Language Education**

Formal educational contexts, more than any other, are implicated in the construction, dissemination, and perpetuation of knowledge - wielding immense power, educational institutions create images, narratives, and myths, sanction and authorize knowledge, and thus shape public discourse. Particularly in English language education, knowledge about the United States, its cultural heritage, its national myths and narratives of belonging, as well as its language uses and varieties is shaped in the form of cultural learning: textbooks, teaching materials, literature, and media that are used and reused in English language education can thus be understood as archives (and archiving practices) of a filtered, contextualized, and possibly biased version of the U.S. that learners are exposed to.

Examining which cultural artifacts and products are used and omitted, which varieties of language are represented in educational contexts and which are not, can provide valuable insights into the co-construction of archives in English language education. Naturally, these archives are constantly being reconstructed, privileging certain versions over others, and are challenged and changed by popular culture, digitalization, AI, and political developments, both in the national educational context and state-side. At the same time, learners' intermedial engagement with U.S. culture outside of educational contexts and their own informal archiving practices (e.g., collecting artifacts, clothing, or organizing social media accounts) can serve as correctives, complements, and challenges.

Understanding these practices, materials, and images as powerful and often unexamined, this workshop aims to critically discuss the archive's role, questioning the role of archives and archiving practices in teaching practices, language use, and learning. In educational contexts, the idea of using archives for learning thus leads to several questions related (but not limited) to different types of archives:

- the constitution/form of archives, from (not only Indigenous) oral histories to literary texts and textbooks, to pop-cultural artifacts, to (linguistic, variation-based) corpora, and beyond;
- the ways in which the digital condition and AI affect archives and archiving in the digital age and how learning processes are shaped accordingly;
- power relations and hierarchization, including issues of canonization, decolonization and unlearning, and accessibility;
- the mechanisms and functions of archives beyond being a (passive) resource in terms of knowledge construction and meaning-making;
- different means of accessing and co-constructing archives in educational settings, including exploratory and research-based learning;
- spaces and places and alternative pedagogical approaches related to these spaces, including archive/museum pedagogy and other forms of going beyond the classroom.

We invite papers, projects, or case studies on these and related issues from researchers and practitioners working in a wide range of fields related to education, such as (but by no means limited to) applied linguistics, literary studies, history, and sociology.

### **Confirmed Speakers**

Dr. Christine Sing, Universität Siegen: “Knowledge construction and meaning-making in ESP student writing”

Dr. Stefan Eick, Friedrich-Schiller-Universität Jena: „The film archive of the American teacher and its educational use”

### **Panel Organizers**

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