

# ANTI RACISM.

## Integrating Critical Anti-Racist Pedagogies into Language Teacher Education

An Online Conference  
**June 12 + 13, 2025**

in cooperation with



English and American Studies  
School of Humanities



## Integrating Critical Anti-Racist Pedagogies into Language Teacher Education

### An Online Conference

#### Conference topic

Critical anti-racist perspectives are a crucial objective in both foreign language teaching and language teacher education, as it not only aspires to provide inclusive and equitable learning environments but also prepares students to navigate a world shaped by structures of inequality. Language education inherently involves exchange and understanding, making it a powerful tool to challenge and dismantle racist ideologies. By integrating anti-racist practices, educators can foster critical thinking, empathy, and (inter)cultural competence among students. Additionally, language teachers who developed a critical anti-racist perspective are better prepared to address and counteract discrimination in their classrooms, contributing to a more just society while at the same time questioning their own involvement in racist practices. Recognizing the importance of this endeavor, our upcoming online conference will focus on critical anti-racism in language teaching. We invite educators, researchers, practitioners, and students to join us in exploring approaches, sharing experiences – including challenges encountered –, and collaborating on strategies to embed anti-racist pedagogies in language education. In order to include the perspective of all involved in teacher education, we also invite students from the University of Wuppertal to talk about what critical antiracism means to them.

In order to shed more light on this research field in teacher education, we would like to invite colleagues to propose papers and provide insights on the following issues or that address one or several of the following questions (among others):

1. How can foreign/second/additional language teacher education contribute to students' understanding of systemic racism and their role in promoting social justice?
2. What are approaches for foreign/second/additional language teacher education to address and counteract racism and discrimination in the language classroom?
3. How can foreign/second/additional language teacher education develop a critical anti-racist awareness that may have an impact on the later practices in a language classroom?
4. To what extent are language teacher identities and agency relevant constructs when designing (and researching) language teacher education that aims towards an anti-racist awareness?
5. In what ways can foreign/second/additional teachers be trained to evaluate and adapt language learning materials (textbooks, multimedia resources, etc.) to ensure they reflect (otherwise) marginalized perspectives and challenge racism (and other forms of discrimination)?
6. What are the challenges and opportunities in implementing anti-racist practices into language teaching and language teacher education (or professional development) across different educational contexts (e.g., primary, secondary, higher education)?

7. What are challenges of researching critical anti-racist pedagogies in language teacher education (or professional development) in university or school contexts?

### Conference structure & abstract submission

The online conference will have 30-minute slots, with 20-25 minutes for presentations and a 5-10 minutes for discussion afterwards.

### Registration and participation

Presenters are automatically registered for the conference.

Participants without presentations are more than welcome to join the online conference.

Participation is free of charge. We kindly ask you to send an email to [antiracism2025@uni-wuppertal.de](mailto:antiracism2025@uni-wuppertal.de) to register for the conference (deadline for registration: June 1, 2025).

All participants (with or without presentation) will receive links to the Zoom conferencing platform in early June, 2025.

### Timeline

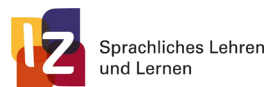
- Extended deadline for paper submission: February 28, 2025
- Notification of acceptance: March 15, 2025
- Publication of conference programme: March 30, 2025
- Online Conference: June 12 & 13, 2025

### Publication

We are planning to invite presenters to contribute to a publication, format and publisher of which are still to be determined. More information will be shared during the closing ceremony.

### Conference organisation

- Natalie Güllü (University of Wuppertal)
- Prof. David Gerlach (University of Wuppertal)
- Dr. Darío Banegas (University of Edinburgh)
- Members of the TILTED research group



Programme version: April 8, 2025

## Programme overview for June 12, 2025

All times are Berlin/Central European summer time (GMT +1).

10.00-11.00	<p><b>Conference opening</b> (Natalie Güllü, David Gerlach &amp; Darío Banegas)  <b>Keynote</b> by Ryuko Kubota: <i>Antiracism in Language Education: Criticality and Challenges</i></p>
11.00-11.30	<p>Manuela Wagner, Terry Osborn &amp; Violet Affleck  <i>"I haven't figured out what critical is yet": Centering an imposter posture in critical WL pedagogy</i></p>
11.30-12.00	<p>Fatma Athmania  <i>Rethinking English Language Teaching in African Universities: Anti-Racist Approaches to Overcoming Colonial Legacies</i></p>
12.00-12.30	<p>Katharina Elbwart &amp; Dagmar Keatinge  <i>"It is my job to teach students English how it should be – and that is either British or American English"  Analyzing language choices to counteract linguistic discrimination in TESOL contexts</i></p>
12.30-13.30	<p><i>Break</i></p>
13.30-14.00	<p>Muriel Gallego  <i>Training language GTAs to evaluate, adapt, and develop materials with a critical, justice-oriented lens:  Reimagining the Methods course</i></p>
14.00-14.30	<p>Irene Heidt  <i>Critical Language Teacher Education: Unsettling Language and Race/ism in a  10th-Grade EFL Classroom with Language Teacher Candidates</i></p>
14.30-15.00	<p><i>Coffee break</i></p>
15.00-15.30	<p>Alena Beck &amp; Rabia Hos  <i>Exploring Pre-Service Teachers' Perspectives on the Role of (Anti-)Racism in Language Education:  Insights from U.S. and German University Contexts</i></p>
15.30-16.00	<p>Mareen Lüke  <i>English Teachers and Critical Language Pedagogy: Perspectives for the Integration of Anti-Racist Pedagogies</i></p>

16.00-16.30	<p>Aleyna Eroğlu &amp; Jülide Tuncak</p> <p><i>Becoming an EFL teacher of Color– a duoethnography of two pre-service Teacher of Color on racism within language teacher education in Germany</i></p>
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## Programme overview for June 13, 2025

All times are Berlin/Central European summer time (GMT +1).

10.00-11.00	<p>Carolyn Blume</p> <p><i>You're more likely to see a dinosaur than a Black woman: Countering hate through memetic literacy</i></p>
11.00-11.30	<p>Anne Mihan &amp; Silke Braselmann</p> <p><i>Dimensions of a Critical Race Literacy in Language Teaching: Exploring the Role of Knowledge, Values, Material and Interaction</i></p>
11.30-12.00	<p>Archana Mitra</p> <p><i>(De)construction of Implicit Racial Narratives in the EFL Classroom – A Critical Approach to Decolonizing English Language Textbooks in German Secondary Schools based on the Example of the Representation of Indigenous People of America</i></p>
12.00-13.00	<p><b>Keynote</b> L. J. Randolph Jr.</p>
13.00-14.00	<p><i>Break</i></p>
14.00-14.30	<p>Patricia Louise Morris</p> <p><i>Translanguaging as an answer to Racist Language Ideologies in Romance Language Education</i></p>
14.30-15.00	<p>Nico Schlösser</p> <p><i>Representations of individual and collective identities: A multimodal critical discourse analysis of textbooks for German as a foreign/second language produced in Germany and Norway</i></p>
15.00-15.30	<p><i>Coffee break</i></p>
15.30-16.00	<p>Arif Zufi</p>

	<i>Contested Spaces of Anti-Racist Pedagogy: Institutional Constraints, Neoliberal Co-optation, and Resistance in Bangladeshi Language Teacher Education</i>
16.00-16.30	Natalie Güllü “Definitely a nice topic, not what happened, but a nice topic to discuss in class”: Teachers’ perspectives on racism at school and in the EFL classroom
16.30-17.00	<b>Closing session &amp; networking</b>



## Keynote Abstracts

### Antiracism in Language Education: Criticality and Challenges

*Ryuko Kubota (University of British Columbia)*

Race-conscious and antiracist pedagogies in language education have been advocated in North America for almost 30 years, initially in teaching English as an additional language and more recently teaching modern languages and bilingual education as well (Von Esch et al., 2021; Kubota & Motha, 2025). Qualitative studies have exposed how the identities of teachers and students of color impact their experiences of racial oppression and marginalization as well as race-conscious becoming. Experimental studies have revealed how the perceived race of a speaker influences listeners' judgment of the speech (Kang & Rubin, 2009). In understanding and practicing antiracism, it is essential to explore a critical understanding of racism and antiracism with a recognition that one needs to negotiate conceptual and practical challenges. Thus, this talk will explore a deeper understanding of racism and antiracism by addressing the need to understand different types of racism, decolonize antiracism in settler colonial societies, consider intersectional oppression, resist neoliberal pressure that often renders antiracist work nonperformative, contextualize the understanding of race and racism in global contexts, and critically engage with the criticisms of wokeism and cancel culture. Examples of public scholarship will be shared to contest the neoliberal tendency of producing scholarly knowledge in a siloed way.



## Keynote Abstracts

Title t.b.a.

*LJ Randolph Jr. (University of Wisconsin-Madison)*

Abstract t.b.a.

## Abstracts (in chronological order)

“I haven’t figured out what critical is yet”:

Centering an imposter posture in critical WL pedagogy

*Manuela Wagner (UConn), Terry Osborn (University of South Florida) & Violet Affleck (Yale)*

Manuela Wagner (UConn), Terry Osborn (University of South Florida), and Violet Affleck (Yale) report in-depth insights developed in a qualitative interview study of educators selfidentifying as “trailblazers” in critical pedagogy. We analyzed 14 35-70 minute interviews of instructors teaching Spanish (5), German (4), Chinese (2), French (1), Portuguese (1), and Italian (1), at K-12 (5) and university (9) levels, to answer two main research questions: “How do teachers implementing anti-racist and critical pedagogy experience doubt? How could teacher education prepare them to work through and with doubt?”

The findings reflected a multidirectional relationship of varying intensity between respondents’ perceived self-efficacy and professional identity. While each respondent reported encountering self-doubt and/or external doubt and resistance, we saw those experiencing an orientation toward self-criticism lean toward shutting down when confronted with internal or external doubt of their antiracist efforts; by contrast, those displaying an orientation toward self-criticality drew energy, inspiration, and resolve from similar feedback. Such orientations were fluid, indicating that formal education, mentorship, and experience may repeatedly shift educators between them.

Presenters suggest that teacher education programs use community-knowledges sharing and critical self-reflection to reframe the inevitable experiences of slow transformation and improvement, imperfection in praxis, and self-doubt. Our work urges teachers to understand those experiences not as weaknesses detracting from a professional identity as anti-racist educators, but as strengths defining such an identity. We conclude with practical recommendations for teacher educators and researchers to advance anti-racist practices by embracing self-doubt and reinvention as essential competencies for teacher candidates.

## Rethinking English Language Teaching in African Universities: Anti-Racist Approaches to Overcoming Colonial Legacies

Fatma Athmania (University Ammar Telidji – Laghouat/ Algeria)

In African universities, English language teaching (ELT) remains heavily influenced by colonial legacies, where English continues to function as both a marker of power and a tool for perpetuating cultural dominance. This paper calls for a rethinking of English language teaching in African higher education by integrating anti-racist pedagogies that challenge the racialized and colonial ideologies embedded in traditional educational frameworks. It explores how English, as a language of instruction, marginalizes indigenous languages and cultural practices, reinforcing social inequalities. The paper examines the potential of anti-racist pedagogies to challenge this hierarchy, proposing the inclusion of African-centered curricula, multilingualism, and the critical evaluation of language policies. By reimagining English language instruction, this paper seeks to empower African students, promote cultural diversity, and foster a more equitable educational environment. It argues that embracing anti-racist and decolonizing approaches in ELT not only contributes to a more inclusive higher education system, but also challenges the racialized and colonial structures that persist within it.

### Literature

- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- Kubota, R. (2009). Critical pedagogy and language education. In T. McCarty & S. May (Eds.), *Language policy and political issues in education* (pp. 413-432). Springer. [https://doi.org/10.1007/978-1-4020-9789-6\\_22](https://doi.org/10.1007/978-1-4020-9789-6_22)
- Motha, S., & Lin, A. M. Y. (2018). *Anti-racist writing assessment ecologies: Teaching and assessing for a socially just future*. WAC Clearinghouse.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Longman.
- Pennycook, A. (2010). *Language as a local practice*. Routledge.
- Pennycook, A., & Otsuji, E. (2015). *Metrolingualism: Language in the city*. Routledge.
- Tsolidis, G., & Derman-Sparks, L. (2009). *Challenging racism and bias in the classroom: An anti-racist perspective*. Routledge.
- Bamgbose, A. (1991). *Language and the nation: The language question in Sub-Saharan Africa*. Edinburgh University Press.
- Biko, S. (2004). *I write what I like*. University of Chicago Press.
- Makoni, S., & Pennycook, A. (2007). *Disinventing and reconstituting languages*. Multilingual Matters.

”It is my job to teach students English how it should be – and that is either British or American English” – Analyzing language choices to counteract linguistic discrimination in TESOL contexts

*Katharina v. Elbwart & Dagmar Keatinge (Paderborn University, Germany)*

Attitudes towards varieties labeled as non-standard as one component of the larger concept of language teacher identity (LTI) have recently gained academic attention as a dynamic aspect of teacher professionalization (e.g., Barkhuizen, 2021; Ellis, 2016; Fairley, 2020). Despite an acknowledgment of the importance of teaching Englishes, the perception of native proficiency as the desired outcome in language education persists among educators and students alike (Holiday, 2006; Houghton, Rivers & Hashimoto, 2018). Recent incentives in the “post-native” era (Blair, 2015), however, include anti-discriminatory language choices in FLT, which do not exclusively focus norm-bound varieties.

This study investigates how attitudes towards varieties of English emerge among preservice teachers, positioning Global English Language Teaching (GELT) within the framework of LTI (Ates et al., 2015; De Costa & Norton, 2017; Varghese et al., 2016). Our findings derive from a mixed-methods approach involving short narratives and an online attitude survey conducted among 74 preservice students enrolled in a TESOL program in Germany. Results indicate that respondents have developed a conceptual idea of Englishes which includes the acceptance of so-called non-standard varieties. When putting these concepts into practice, however, they label nonstandard varieties of English as non-acceptable and favor norm-bound varieties as the linguistic norm. We will elaborate on the implications of these findings, particularly with regard to how LTIs can counteract linguistic discrimination and increase anti-racist language choices in TESOL contexts.

## Literature

Ates, B.; Eslami, Z. R.; Wright, K. (2015). Incorporating World Englishes into undergraduate ESL education courses. In: *World Englishes* 34 (3), S. 485–501. DOI: 10.1111/weng.12149.

Barkhuizen, G. (2021). Language Teacher Identity. In: Mohebbi, H., Coombe, C. (eds) *Research Questions in Language Education and Applied Linguistics*. Cham: Springer.

Blair, A. (2015). Evolving a post-native, multilingual model for ELF-aware teacher education. In Y. Bayyurt & S. Akcan (eds) *Current Perspectives on Pedagogy for English as a Lingua Franca*, 89–101. Berlin: De Gruyter Mouton.

De Costa, P. I., & Norton, B. (2017). Introduction: Identity, transdisciplinarity, and the good language teacher. *Modern Language Journal*, 101(S1), 3–14.

Dewey, M. (2020). „English language teachers in context. Who teaches what, where and why?” In Kirkpatrick, A. (Ed.). (2020). *The Routledge Handbook of World Englishes* (2nd ed.).

London, New York: Routledge, 609 – 623. <https://doi.org/10.4324/9781003128755>

Ellis, E. M. (2016). “I may be a native speaker but I’m not monolingual”: Reimagining all teachers’ linguistic identities in TESOL. *TESOL Quarterly*, 50, 597–630.

Fairley, M. J. (2020). Conceptualizing Language Teacher Education Centered on Language Teacher Identity Development: A Competencies-Based Approach and Practical Applications. *TESOL Quarterly*, 54(4), 1037-1064.

Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60, 385– 387.

Houghton, S., Rivers, D, Hashimoto, K. (2018). *Beyond Native-Speakerism. Current Explorations and Future Visions*. New York: Routledge.

Varghese, M., Motha, S., Trent, J., Park, G., & Reeves, J. (Eds.) (2016). Language teacher identity in multilingual settings (Special issue). *TESOL Quarterly*, 50(3), 541–783.

Training language GTAs to evaluate, adapt, and develop materials with a critical, justice-oriented lens: Reimagining the Methods course

*Muriel Gallego (Ohio University, USA)*

Novice educators need targeted guidance to develop strategies for critical self-reflection and create justice-oriented, anti-racist educational spaces. The responsibility rests on teacher educators (GTA supervisors, professors teaching pre-service teachers or teacher trainers), who must revise programs, syllabi and materials to align with justice-oriented approaches, rethink teaching approaches that perpetuate systemic racism, and provide opportunities for professional development for both pre-service and in-service teachers. This study, conducted at a mid-sized public predominantly white institution (PWI) in the United States, evaluates a redesigned “methods course” for graduate teaching assistants (TAs) assigned as instructors of record for L2 Spanish. It examines the perceived effectiveness of support offered to help TAs adopt justice-oriented teaching practices, and to evaluate, adapt, and develop materials that align with these approaches. Using data from semi-structured interviews, written reflections, teaching journals, and reported classroom practices, a thematic analysis of critical self-reflection revealed two key themes: 1) the recognition of personal limitations in racial literacy, increased self-awareness, 2) experiencing discomfort while also experiencing reward. In the analysis of self-reported impressions regarding adapting and creating materials, three themes emerged as common amongst most participants: 1) challenges experienced, 2) importance of this undertaking, 3) rewarding experience. These preliminary findings are in line with previous research, suggesting that novice instructors are often also novice in the implementation of critical pedagogies. As a result, ongoing support and professional development are essential for equipping them to effectively integrate social justice principles into their teaching.

## Critical Language Teacher Education: Unsettling Language and Race/ism in a 10th-Grade EFL Classroom with Language Teacher Candidates

Irene Heidt (BTU Cottbus-Senftenberg, Germany)

The paper explores the chances and challenges of critical language teacher education (e.g. Gerlach & Fasching-Varner, 2020; Heidt, König, Louloudi, Merse, forthcoming) by focusing on an anti-racist school project, where language teacher candidates designed and taught English lessons dealing with issues of race and racism for EFL learners attending 10th-grade. Specifically, the paper illustrates the teaching experiences of the language teacher candidate Frieda, who aimed at unsettling the co-naturalized relation between language and race/ism (Rosa & Flores, 2017). While encouraging her students for critical discourse participation on issues of race and racism, her students voiced rejection and challenged her subject position. By drawing on ethnographic classroom observation, a semi-structured interview, and Frieda's autoethnographies, composed prior and after the school project, the paper illustrates her teaching experiences and ways of dealing with moments of uncertainty within the school project. Ultimately, the paper explores the decolonial potentials and challenges in the EFL classroom and offers implications for critical language teacher education.

### Literature

Gerlach, David & Fasching-Varner, Kenneth (2020): Grundüberlegungen zu einer kritischen Fremdsprachenlehrer\*innenbildung. In: Gerlach, David (Hrsg.): *Kritische Fremdsprachendidaktik: Grundlagen, Ziele, Beispiele*. Tübingen: Narr Francke Attempto Verlag, 217–234.

Heidt, Irene; König, Lotta; Louloudi, Eleni & Merse, Thorsten (forthcoming): Special Issue: Kritische Fremdsprachenlehrkräftebildung. *Fremdsprachen Lehren und Lernen* 2/ 2025.

Rosa, Jonathan & Flores, Nelson (2017): Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society* 46 [DOI 10.1017/S0047404517000562].

## Exploring Pre-Service Teachers' Perspectives on the Role of (Anti-)Racism in Language Education: Insights from U.S. and German University Contexts

Alena Beck (*Technische Universität Braunschweig, Germany*) &  
Rabia Hos (*Southern Connecticut State University, U.S.*)

This presentation draws on theoretical perspectives from Critical Language Pedagogy (Crookes, 2021; Ludwig & Summer, 2023), Critical Antiracist Pedagogy (Kubota, 2021), and Social Justice Language Education (Ortaçtepe Hart, 2023) to highlight the urgent need to enhance future language teachers' critical anti-racist awareness and racial literacy as essential steps toward fostering social justice in education. Recognizing the importance of exploring preservice teachers' positionalities, beliefs, and attitudes toward race and racism as part of their language teacher identity (Barkhuizen, 2021), this presentation focuses on two objectives:

First, we present findings from qualitative semi-structured interviews conducted with preservice English language teachers at a German university in Lower Saxony and a U.S. university in the New England region, on their perspectives on the role of (anti-)racism in English language education. Second, we analyze the identity development of pre-service English language teachers, focusing on how their perceptions of race and intercultural relationships evolved during foundational teacher education courses. This analysis provides an understanding of the transformative power of intentionally addressing race and cultural dynamics in teacher education.

While acknowledging the specificities of the German and U.S. contexts, we propose key requirements for integrating critical anti-racist approaches into language teacher education globally. Finally, we discuss shared opportunities for fostering critical anti-racist awareness among future language teachers, alongside the challenges in this process. This presentation contributes to the ongoing conversation about how language teacher education programs can serve as transformative spaces for promoting equity and social justice in education.

### Literature

Barkhuizen, G. (2021). Language Teacher Identity. In H. Mohebbi & C. Coombe (Eds.), *Research Questions in Language Education and Applied Linguistics: A Reference Guide* (pp. 549-553). Springer.

Crookes, G. V. (2021). Critical Language Pedagogy: An Introduction to Principles and Values. *ELT Journal*, 75(3), 247-255. <https://doi.org/10.1093/elt/ccab020>

Kubota, R. (2021). Critical Antiracist Pedagogy in ELT. *ELT Journal*, 75(3), 237-246. <https://doi.org/10.1093/elt/ccab015>

Ludwig, C., & Summer, T. (2023). *Taboos and Controversial Issues in Foreign Language Education: Critical Language Pedagogy in Theory, Research and Practice*. Routledge.

Ortaçtepe Hart, D. (2023). *Social Justice and the Language Classroom: Reflection, Action, and Transformation*. Edinburgh University Press.



## English Teachers and Critical Language Pedagogy: Perspectives for the Integration of Anti-Racist Pedagogies

Mareen Lüke (Bildungszentrum HVHS Hustedt, Germany)

The engagement of English teachers with critical language pedagogy (CLP) and, thus, anti-racist pedagogies can be initiated through critical language teacher education. At its core, CLP fosters critical awareness of discrimination, such as racism, in the classroom to reflect on and transform them (see Gerlach/Lüke 2024). This contrasts with the prevailing practices of standardized English language teaching, which often prioritize technical-functional approaches rooted in implicit and habitualized knowledge (cf. Bonnet/Hericks 2021; Gerlach 2022). While English teachers express positive attitudes toward CLP and aim to implement it (e.g., Abednia 2012), there remains limited research on how their pedagogical practices shift after engaging with CLP-oriented training.

This presentation examines how implicit and explicit knowledge structures shape teaching practices following CLP workshops and explores the extent to which these structures enable or constrain the professional application of CLP principles. Using episodic interviews and the documentary method, teachers' orientational frameworks in relation to CLP were reconstructed (cf. Bohnsack et al. 2022). Typological analysis reveals that CLP norms often remain subordinate to other institutional and pedagogical priorities (cf. Lüke 2024). The study underscores the necessity of rethinking the design of language teacher education programs to address systemic barriers that hinder the implementation of critical and anti-racist approaches, as a vital component of CLP. This contribution discusses structural and practical strategies for embedding such pedagogies into teacher training, emphasizing collaborative, reflexive practices and the deconstruction of hegemonic language norms.

### Literature

Abednia, Arman (2012): Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education* 28: 5, 706–717.

Bohnsack, Ralf; Bonnet, Andreas & Hericks, Uwe (2022) (Hrsg.): *Praxeologisch-wissenssoziologische Professionsforschung. Perspektiven aus Früh- und Schulpädagogik, Fachdidaktik und Sozialer Arbeit*. Bad Heilbrunn: Verlag Julius Klinkhardt.

Bonnet, Andreas & Hericks, Uwe (2021): *Kooperatives Lernen im Englischunterricht*. Empirische Studien zur (Un-)Möglichkeit fremdsprachlicher Bildung in der Prüfungsschule. Tübingen: Narr.

Gerlach, David & Lüke, Mareen (2024): *(Kritische) Fremdsprachenlehrkraft werden*. Tübingen: Narr Francke Attempto.

Gerlach, David (2022): Das Wissen der Fremdsprachenlehrpersonen – und Grundsätzliches zu seiner Beforschung. *Zeitschrift für Fremdsprachenforschung* 33: 1, 29–50.

Lüke, Mareen (2024): *Englischlehrer\*innen im Umgang mit einer Kritischen Fremdsprachendidaktik: Ein praxeologisch-wissenssoziologischer Zugang*. Literatur-, Kultur- und Sprachvermittlung: LiKuS. Berlin/Heidelberg: Metzler.

Becoming an EFL teacher of Color– a duoethnography of two pre-service Teacher of Color on racism within language teacher education in Germany

*Aleyna Eroğlu & Jülide Tuncak (Bergische Universität Wuppertal, Germany)*

The present research explores the perspectives of two pre-service English teachers of Color currently studying in a Master of Education programme. Using a duoethnographic self-study (Sawyer & Norris 2013), the ways in which racism manifests within the language teacher education system and in school settings is examined. Duoethnography, as a qualitative research approach, enables researchers to collaboratively analyse their lived experiences through dialogic engagement, revealing the complexities and nuances of identity, race, and systemic structures. To do so, recorded and partially transcribed coffee chats (Wong & Ortega, 2023) taking place over the course of three weeks were analyzed and categorized into key thematic areas, providing a safer space for open and honest discussions (Deller 2019). These do not only include episodes of lived experiences, but give insights into the ways in which racism is embedded in their university education and the structures of teacher training in North Rhine-Westphalia, Germany.

Thus, this study contributes to anti-racist (language) teacher education research by foregrounding the voices of pre-service teachers of Color pushing forward the deconstruction of dominant narratives and shedding light on how racialized experiences shape professional *language teacher identity* (Yazan & Lindahl 2022).

### Literature

Deller, R. (2019). Safer spaces. In R. Kinna & U. Gordon (eds), *Routledge handbook of radical politics* (pp. 222-239). Routledge.

Sawyer, R. D., & Norris, J. (2013). *Duoethnography: Understanding qualitative research*. Oxford University Press.

Wong, W. & Ortega, Y. (2023). Addressing Anti-Black Racism in English Language Teaching: Experiences from Duoethnography Research. *TESOL Quarterly*, 58(4), 1428-1459.

Yazan, B., & Lindahl, K. (2022). An identity approach to teacher education. In J. I. Lontas (eds), *The TESOL Encyclopedia of English Language Teaching* (pp. 1-7). Wiley.

You're more likely to see a dinosaur than a Black woman:  
Countering hate through memetic literacy

Carolyn Blume (PH Heidelberg, Germany)

The popularity of memes and gifs has increased exponentially in the last decades, spurred by their visual appeal, their use of humor, and the growth and algorithmicity of digital communications in general. In many ways, these (moving) images build on conventions that have their roots in political cartoons while at the same time re-interpreting these for multimodal environments. Like their print predecessors, memes and gifs convey implicit and explicit ideologies that are frequently racist, ableist, linguicist, misogynist, heterosexist, or otherwise harmful to those with marked identities. However, parsing these ideologies in this format requires analytic and media competences adapted to the dynamic, semiotic, and multimodal nature of digital communication. Preparing educators and learners to critically evaluate these products thus requires memetic literacy, a challenge heightened in foreign and additional language contexts by the need for sophisticated multilingual and intercultural knowledge.

This talk will identify features of memetic literacy and its relevance in relation to countering racism and other exclusionary and extremist belief systems in foreign language classrooms. Drawing on extant research, a brief description of memes as speech acts of the digital era will locate these texts in the critical English language teaching and learning context. Focusing primarily on equipping pre-service and practicing teachers with the knowledge, skills, and attitudes they need to address memetic literacy with learners, the emphasis of the presentation will be on practical strategies, available resources, and potential dilemmas. Opportunities for incorporating memetic literacy as a potentially agentive method for fostering socially just language pedagogies will be highlighted.

### Literature

Harvey, L. & Palese, E. (2018). #NeverthelessMemesPersisted: Building critical memetic literacy in the classroom. *Journal of Adolescent & Adult Literacy*, 62(3), 259–270.  
<https://doi.org/10.1002/jaal.898>

Panther, L. & Crovitz, D. (Eds.). (2023). *Critical memetic literacies in English education*. Routledge. <https://doi.org/10.4324/9781003384700>

Wagener, A. (2021). The postdigital emergence of memes and GIFs: Meaning, discourse, and hypertextual creativity. *Postdigital Science and Education*, 3(3), 831–850.  
<https://doi.org/10.1007/s42438-020-00160-1>

## Dimensions of a Critical Race Literacy in Language Teaching: Exploring the Role of Knowledge, Values, Material and Interaction

Anne Mihan (Humboldt-Universität Berlin, Germany) &

Silke Braselmann (Friedrich-Schiller-Universität Jena, Germany)

Anti-racist pedagogies and a critical perspective on issues of racism in foreign language education have played a role in Anglophone research and teaching contexts for some time (Kubota & Lin 2006). However, transferring these approaches and findings to other educational contexts poses a number of challenges. This paper focuses on the potential of anti-racist language education in the post-migrant context of Germany (Karakayalı/Melter 2021) by outlining a theoretical framework that combines Critical Race Theory, Critical Whiteness and Critical Pedagogy with Migration Pedagogy and cultural studies-informed foreign language education. With a focus on teacher education, it presents the implications of Critical Race Literacy (Mihan 2012, Braselmann 2024) as a pedagogical concept and competence that can promote anti-racist teaching approaches in the classroom. We do so by examining four dimensions of foreign language teaching and learning that we have identified as crucial to this endeavor: 1) knowledge; 2) values, beliefs and attitudes; 3) the selection of objects of learning; and 4) classroom discourse (Braselmann/Mihan forthcoming). After outlining the theoretical background, we will address practical implications by presenting scenarios from different settings in German teacher education, highlighting the potential of anti-racist foreign language teaching, but also pointing out challenges and caveats.

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(De)construction of Implicit Racial Narratives in the EFL Classroom – A Critical Approach to Decolonizing English Language Textbooks in German Secondary Schools based on the Example of the Representation of Indigenous People of America

Archana Mitra (Bergische Universität Wuppertal, Germany)

This thesis critically examines the representation of Indigenous people in English as a Foreign Language (EFL) textbooks used in German secondary schools, investigating how *White* Eurocentric narratives shape linguistic and conceptual racialisation. It explores how implicit biases embedded in textbooks influence student and teacher perspectives, reinforcing racial hierarchies and normalizing *White* Eurocentric epistemologies.

Using Critical Discourse Analysis (Fairclough, 1995, 2015) alongside frameworks from Marmer (2015) and Bönkost (2020), the research identifies linguistic and conceptual key categories for the textual and discursive analysis which include racial linguistic constructions, hierarchisation of *White* and Black ‘race’, antithesis and the construction of the “Others”, ahistoricity and modernity narratives. These strategies contribute to the marginalization of Indigenous perspectives, framing them within Eurocentric narratives. The thesis analyses exemplary content of widely used EFL textbooks, which are reviewed and approved by the KMK (Kultusministerkonferenz), to reveal how these discourses perpetuate colonial legacies within the field of language education. The findings emphasise the urgent need for Critical Language Awareness and Anti-Racist Pedagogical Approaches in EFL teacher education. By addressing implicit biases in materials and fostering reflexivity among educators, the thesis advocates for decolonial teaching strategies which challenge dominant narratives. This includes integrating Indigenous epistemologies, promoting transformative multiculturalism (Essed, 1994), and disrupting Whiteness as an institutional norm (Bönkost, 2020).

Ultimately, this thesis underscores the role of teachers and students as active agents in critically engaging with language as a tool of power and representation. By rethinking textbook content and pedagogical approaches, EFL education can move toward a more equitable and inclusive framework, fostering anti-racist and decolonial perspectives in language teaching.

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## Translanguaging as an answer to Racist Language Ideologies in Romance Language Education

Patricia Louise Morris (Georg-August-University Göttingen, Germany)

This presentation will focus on the linguistic component of anti-racist pedagogy in foreign language education, in the sense of language ideologies (García 2009). While critical foreign language education has advanced a lot in the past years by focusing on concepts (global learning, SDG, transcultural learning) that relate more to the content of foreign language teaching (e.g. addressing topics such as feminism, racism etc. (see Gerlach 2020)), the aim here is to center on the very language(s) spoken in the classroom. The core question is: Aren't the foundations of our languages based on racist language ideologies themselves? E.g. the choice of languages that are taught, and then the selection of varieties, the clear separation of named, countable languages, the endeavour to achieve purity, the striving for native-like competence, whereby the native speaker is always imagined as a white monolingual speaker of the standard language (Flores/ Rosa 2015; Holliday 2015; Schmenk 2022).

Using ethnographic and interview data from the second phase of teacher training of French and Spanish in the German context (Morris in press), it will be shown how common (racist) language ideologies paralyse teacher trainees to develop their individual teacher identity and how pupils learn to give up their plurilingual repertoires in favour of strictly separated prestige languages. At the same time, the impossibility of monolingualism in foreign language teaching is illustrated, revealing how the respective trainee teachers and teacher educators deal with their own translanguaging (García/ Wei 2014). Implications for language teacher education will be presented in the outlook and discussion.

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Representations of individual and collective identities: A multimodal critical discourse analysis of textbooks for German as a foreign/second language produced in Germany and Norway

Nico Schlösser (Norwegian University of Science and Technology, Trondheim)

Textbooks represent seemingly legitimate knowledge(s) about the world (Canale, 2023). In the sense of recognition through representation (Fraser, 2003), they have the potential to contribute to a just transformation of societies.

However, research has shown (Koreik & Fornoff, 2020; Risager, 2023; Zhang et al., 2024) that most language textbooks do not meet the requirements of an anti-discriminatory and inclusive education (Güllü & Gerlach, 2023; Schmidt et al., 2024; Zabel, 2024). In my analysis of textbooks for German as a foreign/second language produced in Germany and Norway, I combine Multimodal Critical Discourse Analysis with the coding procedures developed within Grounded Theory. My research questions are: What representations of individual and collective identities are developed in the textbooks? What are the relations between them? And to what extent do the textbooks encourage pupils to question these representations?

My work contributes to filling these research gaps: I examine the different modalities of the textbook series in relation to each other, not only individually; special attention is given to the use of stock photos and the question to what extent they are suitable to represent specific social realities. I follow an intersectional approach to identity, working with individual intersections of – among others – race, ethnicity, religion, class and gender; this also includes addressing affiliations that go beyond the typical reference frame of a national target culture. And I explore the digital materiality of the textbook series in order to ask to what extent it can contribute to the development of discourse competence.

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## Contested Spaces of Anti-Racist Pedagogy: Institutional Constraints, Neoliberal Co-optation, and Resistance in Bangladeshi Language Teacher Education

Arif Zufi (New Government Degree College Rajshahi, Bangladesh)

Despite increasing calls for anti-racist pedagogy in language teacher education (LTE), its integration within Bangladeshi educational institutions remains contested, shaped by the dialectical tension between transformative resistance and institutional co-optation (Giroux, 2001; Apple, 2013). As English remains a colonial and neoliberal hegemonic force (Phillipson, 1992; Kumaravadivelu, 2016), critical pedagogical interventions aimed at addressing racial, linguistic, and epistemic injustices in teacher training are often reconfigured into depoliticised discourses of multiculturalism and diversity management (Ahmed, 2012; Flores & Rosa, 2015). This study interrogates how anti-racist pedagogical frameworks in Bangladeshi LTE programs are both appropriated and resisted within institutional structures, shaping the possibilities and limitations of transformative ELT reform. Drawing on Critical Race Theory (CRT) (Delgado & Stefancic, 2017) and theories of neoliberal co-optation in education (Ball, 2012; Saltman, 2018), this paper examines the institutional mechanisms that regulate, neutralise, or resist anti-racist pedagogical practices in LTE. Using a qualitative case study approach, it explores how EFL teacher educators, policymakers, and trainees navigate institutional constraints, analysing the extent to which anti-racist pedagogy is either subsumed within existing neoliberal frameworks or mobilised as a site of resistance. The findings highlight how teacher educators engage in strategic contestations (Canagarajah, 1999) to challenge hegemonic curricular structures, offering insights into the complex interplay between agency and constraint in Global South LTE contexts. By critically examining anti-racist pedagogy as a site of struggle within LTE, this study contributes to decolonial and social justice-oriented ELT research, advocating for a structural reimagining of teacher education that transcends symbolic inclusion towards pedagogical and epistemic justice (Mignolo, 2011; Pennycook, 2021).

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“Definitely a nice topic, not what happened, but a nice topic to discuss in class”:  
Teachers’ perspectives on racism at school and in the EFL classroom

*Natalie Güllü (Bergische Universität Wuppertal, Germany)*

The present research explores how English teachers in Germany perceive and address the role of racism (a) in their English language classrooms and (b) in their schools. Using content analysis, data from 9 semi-structured, narrative interviews with secondary school teachers is analysed to shed light on teachers' explicit knowledge, experiences and pedagogical approaches to racism. Through additional analysis of narrative episodes using the documentary method (source), implicit racial knowledge is reconstructed. The findings reveal a complex landscape: While participants address the issue of racism in their language classroom, referring to content from textbooks and curricula, they also express uncertainty or avoidance, framing racism as a scandalous exception among students rather than a structural element of education and society. While expressing anti-racist beliefs, teachers also reproduce racial knowledge (Goldberg 1993). The study further highlights how teachers conceptualize their roles in navigating (classroom) discussions on race and racism, either as gatekeepers or as co-learners. Notably, these insights underscore the urgent need for critical anti-racist teacher education that equips educators to approach racism. The presentation concludes by calling for systemic changes in language teacher education programs, emphasizing the importance of long-term investment in the development of critical anti-racist consciousness (*conscientização*, Freire 2006) among educators and the deconstruction and unlearning of internalized racial knowledge to transform the practice of language teaching.

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