

Challenging monoglossic ideology for sustainability in an international teacher education project

Keywords

Language ideology, Teacher Education, ESD, multilingualism

Biographical Note

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Abstract (500 words)

Abstract (300 words)

Monoglossic ideology, or the idea that languages exist as single, separate entities of vocabulary, grammar and orthography, has been robustly challenged by neuro-linguistic and socio-linguistic research in recent decades (Blommaert, 2010). Despite this, monoglossic ideology continues to dominate in schools, where it undermines the participation and achievement of marginalised and multilingual learners and the ambition of Sustainable Development Goal four (SDG4), which calls for high quality and inclusive education for all learners (Milligan et al., 2020). Moreover, dialogue between plural knowledges is key to sustainability, but is undermined in contexts where only a single dominating language is recognised (Barret et al., 2016).

This paper reports on an investigation of how educators may be engaged with and in alternative, transglossic understandings and practices of language in education (García, 2009), and the extent to which this can foster their participation and learning for sustainable futures. The study is situated within the Erasmus + Teacher Development Project 'Teaching Sustainability' (TAP-TS), which aims to develop the sustainability competences of student teachers, teachers and teacher educators through the co-design of learning and teaching resources during online, hybrid and face to face events as part of an international community of practice. A key limitation of European teacher education projects is the assumption that English is the sole medium for communication and participation, as this reproduces monoglossic ideology and undermines teacher participation. We report on how we have explicitly addressed and challenged this assumption during teacher education courses and through the materials produced which focus on themes of identity, discrimination, decoloniality and

multilingualism in relation to sustainability. We draw on data and analysis from the projects' developmental evaluation (Quin-Patton, 2008), to consider the relationship between engaging educators to critically consider and reconstruct language practices and their learning for sustainability education.

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