



Detangling DEI within the Local and Worldwide TESOL Profession

**Intercultural Communication IS (ICIS)
2024 TESOL Academic Session**

Call for Proposals (500 words)

**Deadline: Friday, September 1, 2023 at
11:59pm (U.S. EDT)**

[Image Poster Detangling DEI]

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As a central theme for English language educators worldwide, Diversity, Equity, and Inclusion (DEI) deeply affect our work and personal lives. In the past 50 years, the concept of diversity has evolved into a more intricate and complex notion. Yet the implementation of equity and inclusion remains culturally bound within local communities or contexts. When different cultural beliefs within one context arise regarding who and what should be included, and what equitable opportunities look like, these disparities can lead to divergent interpretations that increasingly divide communities. In these instances, critical perspectives of interculturality are urgently needed to help detangle emergent issues at all educational levels. Moreover, the profession benefits from sharing examples of teachers and learners who recognize nuanced diversity, and equitable opportunities to develop an authentic sense of belonging. However, depending on the educational, cultural, and local contexts, engaging in DEI activities may have negative consequences for educators, which raises questions about academic freedom. Consequently, what are the implications for English language teachers and learners worldwide?

To clarify the interplay between interculturality and DEI, ICIS is calling for an academic panel to exemplify and compare / contrast DEI terminology in relation to their local English language teaching (ELT) contexts and cultures. Each panelist will discuss their diverse cultural context, and provide examples of successes and barriers to equity and inclusion being implemented within their community.

Suggested prompt questions include, but are not limited to:

- What is the impact of using intercultural scholarship to inform DEI practices with English language teaching?
- What are examples of existing constraints or barriers regarding DEI in localized English language classrooms?
- How can language teachers and learners move past these barriers?
- What does authentic equity and successful inclusion look like?
- How do the concepts of DEI and interculturality intersect in localized contexts?

The panel's objective is to conclude the conference discussion with themes that clarify and guide TESOL educators to leverage diversity with the intent of making ELT classrooms more equitable and inclusive to accomplish educational goals within their context.

Send Proposals to ICIS Co-Chairs: Josephine Prado jprado@uab.edu and Leslie Bohon leslie.bohon@richmond.edu