

Launching DEI in language teaching: the timing's never right.

So far, linguistic research into various aspects of disenfranchised identities in the language teaching praxis has been largely dispersed and lacked a topical umbrella. Critical linguists have performed numerous granular examinations of teacher talk (Sunderland et al., 2000), teaching materials (Mustapha & Mills, 2015), legal contexts of language teaching (DePalma in my book), teacher perceptions of struggles for equality (Chojnicka & Pakuła, 2021) and many others (Pakuła, 2021). While extremely valuable, such research fails to exert a powerful impact on the real-world issues if it is not united under a common movement understood by businesses.

While Critical Discourse Research (Wodak & Meyer, 2015) has recognized language teaching as an industry, it has also failed to marry reality with wishful thinking. Importantly, however, embracing Diversity, Equity and Inclusion has proven to be of benefit in the business realm for everyone (Dixon-Fyle et al., 2020). Employees get appreciated for who and what they are while stakeholders see a positive impact on the ROI.

This talk sketches out the timeline of DEI in language education from its very conception almost 50 years ago to the present day in pursuit of seeing a bigger picture. Coming from an academic researcher and a business owner, it considers both the theory and practice to blueprint a successful DEI agenda in the language industry inflected by spatiotemporal constraints.

Chojnicka, J., & Pakuła, Ł. (2021). Polish LGBT Teachers Talking Sexuality: Glocalised

Discourses. In Ł. Pakuła (Ed.), *Linguistic Perspectives on Sexuality in Education: Representations, Constructions and Negotiations* (pp. 275–313). Springer

International Publishing. https://doi.org/10.1007/978-3-030-64030-9_10

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Dixon-Fyle, S., Hunt, V., Dolan, K., & Prince, S. (2020). *Diversity wins: How inclusion matters*.

Mustapha, A. S., & Mills, S. (2015). Gender representation in learning materials. In S. Mills &

A. S. Mustapha (Eds.), *Gender Representations in Learning Materials in an*

International Context (pp. 9–18). Routledge.

Pakuła, Ł. (Ed.). (2021). *Linguistic perspectives on sexuality in education: Representations,*

constructions, and negotiations. Springer.

Sunderland, J., Cowley, M., Abdul Rahim, F., Leontzakou, C., & Shattuck, J. (2000). From Bias

“In the Text” to “Teacher Talk around the Text”: An Exploration of Teacher Discourse

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251–286. [https://doi.org/10.1016/S0898-5898\(00\)00034-6](https://doi.org/10.1016/S0898-5898(00)00034-6)

Wodak, R., & Meyer, M. (Eds.). (2015). *Methods of Critical Discourse Studies* (Third edition).
SAGE.

Abstract for the programme:

In this talk, I sketch out the DEI agenda for the language industry. Drawing on my academic research and business expertise, I put forward notions and ideas which may contribute to fostering a more inclusive learning environment. I wrap-up with a call for unification of DEI research in pursuit of a powerful political message globally.