

THE LANGUAGING OF HIGHER EDUCATION IN THE GLOBAL SOUTH: DECOLONIZING THE LANGUAGE OF SCHOLARSHIP AND PEDAGOGY

This presentation draws from our recently published book, *The Linguaging of Higher Education in the Global South: Decolonizing the Language of Scholarship and Pedagogy* (2022), to explore how notions of 'language' and 'the Global South' are integrated into higher education contexts worldwide. By bringing together three frames of analysis including southern theories and epistemologies of the south, integrational linguistics, and decolonization of language scholarship, we examine the relationships between knowledge production and language studies in diverse higher education contexts. Within our examination, we explicitly center our focus on four themes: (1) language and pedagogical practices formed from dialogue between southern perspectives and critical northern perspectives; (2) language policies in postcolonial academic contexts; (3) relationships between gender and southern epistemologies on the teaching of feminist literature; and, (4) the role of technology and decolonial practices in promoting access and facilitating creative knowledge production in higher education. Overall, we argue for decolonialization of applied linguistics specifically, and of higher educational more broadly, to fight against the 'epistemic injustice' often embedded in these fields and contexts.