

## 2025 ECSPM Symposium

### ACTIONS FOR SOCIAL JUSTICE IN MULTILINGUAL SOCIETIES

#### CONCEPT NOTE

Invited speakers and their discussants are to move beyond a critical analysis of how the management of multilingualism in education exacerbates social inequality. They are to explore collaborative perspectives, methods, and strategies for transforming social and linguistic reality in schools and universities.

In line with this aim, speakers and discussants have been asked to focus on how participatory action research in this field can contribute to a transformation towards greater sociolinguistic justice in educational contexts. They are to shed light on actions through which collaboration between researchers and research participants may lead to a trajectory of critical reflection, analysis and ultimately to taking steps to effective management of the multilingualism so evident in educational institutions throughout Europe and beyond today, so as to 'neutralize' the effects of inequality which prevent access to education by a section of the student population, fail to recognize what multilingual students can offer, and limit their civic participation. Moreover, they are to explore key concepts within this participatory approach, such as conscientization, critical sociolinguistic awareness, agency, and linguistic citizenship, as well as to discuss the impact of this kind of research, providing a platform to showcase best practices and transformative actions within the educational sphere, ranging from individual, immediate changes to enduring, collective efforts.

Key questions to be addressed include: How can we effectively integrate a goal of social transformation into the classroom, and what obstacles and advantages does this field of work offer? How can we broaden participation in these transformations beyond the classroom setting? How can we navigate the influence of economic considerations in language policies within educational institutions? What role should English play as student language diversity continues to increase? How can we recognize and promote the value of local/home languages within this changing landscape? Which specific aspects of the educational domain require attention, and how can we navigate political changes that may pose challenges to these efforts? In the face of competing priorities, how do we allocate time and space to address these critical issues? What are the strategies and resources for raising awareness in education? How is agency mobilized in the educational context?