



**UNIVERSIDAD PONTIFICIA BOLIVARIANA
SCHOOL OF EDUCATION AND PEDAGOGY
B.A. IN ENGLISH-SPANISH EDUCATION**

Bilingualism Integrative Roundtable

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Schedule:

Trimester 1 (July 6 to August 30) – Friday 14-16

Trimester 2 (August 31 to October 25) – Tuesday 10-12

All sessions on Microsoft Teams

Attention to students:

By appointment

Course Overview

Throughout the history of approaches and methods in ELT in particular, there has always been a contentious issue: Should L2 learners rely on the L1 as a form of support and scaffolding? Different approaches to the matter have ranged from making room for it in the class for very specific purposes to the quite popular idea to outlaw the use of the L1, adopting an English-only approach to the language use, including implications for the assessment process. Recent discussions in TESOL, applied linguistics, SLA, and literacy studies have begun to question traditional approaches and conventional wisdom, seeking frameworks ingrained in equitable views of language use and a social justice perspective. From these conversations, a series of new conceptual frameworks have emerged and are at present the object of debates in academia and school settings.

Given the rationale behind the Integrative Roundtables in our preservice teacher education program (provide a space to discuss emerging issues that may not fit otherwise in our curriculum), it is fitting to introduce you to these debates, allow to dig into the conceptual and practical implications of these conceptual frameworks, and take stock around them as you prepare to begin your teaching careers. The integrative roundtable will be a space for all of us to discuss these ideas and raise questions about their use and implementation in Colombian schools. We will do this through our shared readings, the preparation of response papers, and ultimately two collective position papers (the foci will be different for each trimester although they will share a common thread). The integrative roundtable, then, intends to be highly interactive and its success will hinge upon

everybody's preparedness with the completion of the scheduled readings and the course assignments.

Course Objectives

1. To introduce teachers to ongoing debates about the uses of the different L1s that may be present in our second-language classrooms.
2. To critically reflect on the implications of these frameworks for our instructional practices.
3. To propose pedagogical approaches to their use in teaching and research that carefully reflect the local contexts of Colombia.

Competences for this Course

1. I identify diverse definitions around bi/multi/plurilingualism, as overarching themes in my preparation as a language teacher.
2. I understand the emergence of contemporary problems in education and pedagogy related to my content area knowledge.

Course Topics

This integrative roundtable will introduce a series of concepts and frameworks related to bi/multi/plurilingualism, some more established (e.g. biliteracy/bilanguaging), some under scrutiny (translanguaging/polylinguaging) and some gaining a great deal of traction (e.g. raciolinguistics):

Assignments

This semester students will complete five assignments related to second language learning and teaching:

- **Assignment 1: "Articletubing" Exercise.** (Individual activity – 20% each response) – The idea of "Articletubing" is as a remix of the idea of a reader response (Rosenblatt, 1993; Probst, 1994; Hirvela, 1996; Shin, 2019) and the digital practice of Booktubing (Semingson, Mora, & Chiquito, 2017). For this assignment, all students in this class will prepare two video responses to two of the readings we will discuss. It is okay if more than one student chooses the same reading. No two responses will be the same, no matter what. All students need to record their responses and send them to me either by e-mail or directly to my phone. The format will be viral video/gonzo style (i.e. one take, from your phone, mixing scholarly reviews and stream-of-consciousness). I will take all the videos and edit them as one final articletube review. I will also review two scholarly articles because this seems like fun.

- **Assignment 2: Collective Position Papers** (40%) – The final product of this course will be a series of position papers (how many? We will decide that on day 1). All position papers will be threaded as a series of essays (similar to the In Dialogue essays from *Research in the Teaching of English* – See Mora, Cañas, Rosas Chávez, Rocha, & Maciel, 2020 for an illustration) around the central topic of this semester’s roundtable. The ultimate goal is to produce a working document that we can turn into some sort of grey literature report at worst or a collectively penned paper to (why not?) submit to publication (see Mora, Chiquito, & Zapata, 2019 for what happened the last time Dr. Berry took over the Bilingualism Roundtable!)
- **Assignment 3: Teams Forums** (20% of final grade): We will take advantage of Teams to continue the conversations around the topics we are posting. We will leave a follow-up question at the end of every class session and all of you should participate in the forums. In order not to give a fair disadvantage to those with low connectivity, we will assess your participation in the forums on the grounds of *quality over frequency* (with the proviso that all of you should participate more than just once in any given forum). As a very good illustration of the kinds of scholarly debates we all should aspire to, I will share a series of screenshots from a debate between Professors Jeff MacSwan and Suresh Canagarajah around issues of translanguaging in April 2020 (consider those screenshots a mentor text for the forum).

Expectations

Classwork

You should be on time every class. I do call roll every day. **If you are over 15 minutes late, I will allow you to enter the room, but it will count as half an absence (note: if your lateness becomes systematic, I will enforce the 20% rule).** If, for some reason, you cannot be in class, please notify me via e-mail as soon as possible (I always check my e-mail before class begins). Remember that missing the equivalent to 20% of the course (i.e. 10 sessions) without valid reasons (i.e. medical absences, family emergencies, or institutional events with valid written permission from the program coordination) becomes grounds for failing this course. Make sure to talk to either your other classmates or me to make up for the work. No assignments will be accepted after the due date without a proper excuse. The deadlines are set well in advance so check your personal or work schedules to make sure there are no conflicts and to avoid being placed on “Pumpkin Status.” If you foresee a conflict (and believe me, there will be), talk to me as soon as it arises to make proper arrangements.

Participation

There will be two forms of participating in the discussions in the course:

1. Classroom interactions: You must be prepared to participate in every class. This includes reading the assigned documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your peers and me. Although I neither assess participation nor put folks on the spot, classroom discussions are not very exciting when only a few participate.
2. Moodle Forums (See Assignment 3).

Regardless of the source of interactions, you should display a high degree of professionalism and ethical behavior (there is enough bile and vitriol going on around social media for us to contribute to it, we should make a difference instead!). You are about to become student teachers very soon, after all. If you disagree with any ideas in class (including mine), feel free to say so in a proper manner. I believe that the classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage (and I really love it when students argue with me!)

Methodology

You will participate in class work for 2 hours every week. You should also plan to devote *at least* 4-6 hours a week to work on the readings and assignments for the course on your own. Since there is an option to use tutoring services to supplement the classes, **please be proactive** and ask the instructor for help if needed. Remember that we have our *Fulbright ETA* (Emilee Lord), who will be

at your disposal this semester, so take advantage of that opportunity. I may also suggest seeking tutoring or extra practice if necessary, but the notion that you must be **responsible and proactive** is fundamental for your success in this course. After all, there is an expectation that you are all becoming more autonomous learners.

Ethical guidelines and Plagiarism

All assignments are to be original work. As scholars, we should all abide by the highest standards of academic integrity. In this course, we operate under a very strong stance against cheating and plagiarism. In case you are not sure what plagiarism means, let me share a few definitions:

Using someone else's text without attribution is plagiarism, whether you meant to do it or not. Unintentional plagiarism of even a sentence or two can have serious consequences. For students, plagiarism often means a failing grade, academic probation, or worse. (Grammarly, n.d., Why Use a Plagiarism Checker, pa. 2 – URL: <https://www.grammarly.com/plagiarism-checker>)

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. (Oxford Students, n.d. – URL: <https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>)

Guidelines against cheating and plagiarism in this course will follow any internal guidelines that UPB (see **Article 50** of the Undergraduate Student Code) has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://derechodeautor.gov.co/documents/10181/182597/23.pdf/a97b8750-8451-4529-ab87-bb82160dd226>) and Ley 1032 de 2006 (http://www.secretariasenado.gov.co/senado/basedoc/ley_1032_2006.html). It is your responsibility to become acquainted with these laws, as well as any other laws available regarding fair use of copyrighted material (this is particularly crucial in the case of the multimodal essays). I also invite you to check <https://www.plagiarism.org/article/what-is-plagiarism> for an extended definition and other additional resources.

Communication Etiquette

Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-

mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away.

In that sense, please keep in mind that I will not respond to e-mails/messages that:

1. Do not come from your UPB address (please refrain from using your personal e-mails, Facebook, or WhatsApp for class-related affairs **unless the specific situation requires so**).
2. Are not properly crafted with a clear subject line (I suggest using [BIR] with the brackets as part of the subject line for easier identification) and a proper, formal greeting.

Check the following websites for information about academic e-mail etiquette, and make sure to practice these rules in any class-related communications:

- <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>
- <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>
- <https://www.ugent.be/en/staff/academic-writing/email.htm>
- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>

Resources

For this course, we will be using the following resources:

1. The Outlook group mail option in for communications and class files.
 - Make sure to check that you can access all files from your laptops, smartphones, and tablets.
 - In the case of smartphones and tablets, please make sure to download the **OneDrive** and **SharePoint** apps from the App Store (iPhone) or Google Play (Android).
2. Always keep a notebook/journal with you at all times. We will do extensive note-taking during the course and some of your notes might be featured in social media (with your consent, of course!)
3. Our Moodle site for access to the readings and forums.

Technology

Since we will be using readings and videos available online, you are welcome to bring your laptop, smartphone, or tablet to class (this does not change the fact that most notetaking will be in your notebooks, though) to access the readings. There are reasons, again evidence-based and ingrained in brain research, why I enforce handwriting in class despite the push for technology. However, I kindly ask you to only use your electronic devices during the class activities that require so and to “set your mobile devices on Airplane Mode” the rest of the time. We only meet for 6 hours

during the week, so unless we are talking about life-or-death situations in your lives (which may happen), I do not foresee the need for you to behave like “digital ostriches” during this class.

Social Media Use

In this course, we will be using social media for different class activities throughout the semester. When working in groups, make sure at least one of your compadres has a Twitter or Instagram account (we will be using both). Specific directions will be contingent upon the nature of each activity. However, there are some basic ground rules for all posts:

- You should always use the hashtag #MATLUPB in all your posts.
- Make sure to tag @Islp_colombia on Twitter or @Islpcolombia on Instagram (you are also welcome to tag my personal handle, @elpatronhimself, both for Twitter and Instagram)

Class Schedule

Session 1 (July 10/September 4)

- **An introduction to the idea of <bilingualism>**

Readings and Media

- Li. W. (2000). Dimensions of bilingualism. In Li Wei (Ed.), *The Bilingualism Reader* (pp. 2-21). Psychology Press.
- Mora, R. A. (2014a). La importancia de una postura crítica ante el <bilingüismo> para la formación de jóvenes líderes. In L. Reales Jiménez (Ed.), *De los derechos humanos al emprendimiento y la prosperidad en Colombia: Memorias de la Cátedra ASOUSA 2012-2014* (pp. 188-195). Corporación Acción Ciudadana Colombia – AC Colombia.
- Mora, R. A., Chiquito, T., & Zapata, J. D. (2019). Bilingual education policies in Colombia: Seeking relevant and sustainable frameworks for meaningful minority inclusion. In B. G. G. Johannessen (Ed.), *Bilingual education: Politics, policies, and practices in a globalized society* (pp. 55-77). Springer. https://doi.org/10.1007/978-3-030-05496-0_4

Session 2 (July 17/September 11)

- **The notions of *biliteracy* and *bilanguaging* as alternatives to bilingualism (Part 1)**

Readings and Media

- Hornberger, N. H. (1989). Continua of biliteracy. *Review of educational research*, 59(3), 271-296.
- Hornberger, N. H. (2016). Researching the Continua of Biliteracy. *Research Methods in Language and Education*, 1-18.
- Paul, C. M., & Vehabovic, N. (2020). Exploring the critical in biliteracy instruction. *TESOL Journal*, 11(1), e00456. <https://doi.org/10.1002/tesj.456>
- Rodriguez-Mojica, C., & Briseño, A. (2019). Critical Consciousness in Bilingual Teacher Preparation for Emancipatory Biliteracy. *Bilingual Review/Revista Bilingüe*, 34(1).

Session 3 (July 24/September 18)

- **The notions of *biliteracy* and *bilanguaging* as alternatives to bilingualism (Part 2)**

[Asynchronous work on Assignments #1 and #3]

Session 4 (July 31/September 18)**• Conceptualizing languages as *resources* (Part 1)****Readings**

- Cárdenas, Y. (2019). Translanguaging. LSLP Micro-Papers, 63. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-63-translanguaging.pdf>
- Chiquito, T. & Rojas, B. (2014). Polylinguaging. LSLP Micro-Papers, 1. <https://www.literaciesinl2project.org/uploads/3/8/9/7/38976989/lslp-micro-paper-1-polylinguaging.pdf>
- García, O. & Li, W. (2014). *Translanguaging: Language, bilingualism and education*. New York, NY: Palgrave.
- Jørgensen, J. N., Karrebæk, M.S., Madsen, L. M. & Møller, J. S. (2011). Polylinguaging in superdiversity. *Diversities*, 13(2), 23-38.
- Lewis, G., Jones, B., & Baker C. (2012) *Translanguaging: origins and development from school to street and beyond*, *Educational Research and Evaluation: An International Journal on Theory and Practice*, 18(7), 641-654, <https://doi.org/10.1080/13803611.2012.718488>
- MacSwan, J. (2017). A multilingual perspective on translanguaging. *American Educational Research Journal*, 54(1), 167-201.
- McCarthy, S. J., Nuñez, I., & Lee, C. (2019). *Translanguaging across contexts*. In M. Dressman & R. W. Sadler (Eds.), *The Handbook of Informal Language Learning* (pp. 349-367). Wiley. <https://doi.org/10.1002/9781119472384.ch23>
- Pennycook, A. (2017). *Translanguaging and semiotic assemblages*. *International Journal of Multilingualism*, 14(3), 269-282. <https://doi.org/10.1080/14790718.2017.1315810>
- Robinson, E., Tian, Z., Martínez, T., & Qarqeen, A. (2018). *Teaching for justice: Introducing translanguaging in an undergraduate TESOL course*. *Journal of Language and Education*, 4(3), 77-87. <https://doi.org/10.17323/2411-7390-2018-4-3-77-87>
- Vallejo, C., & Dooly, M. (2020) *Plurilingualism and translanguaging: emergent approaches and shared concerns*. Introduction to the special issue. *International Journal of Bilingual Education and Bilingualism*, 23(1), 1-16, <https://doi.org/10.1080/13670050.2019.1600469>
- Vogel, S. & Garcia, O. (2017). *Translanguaging*. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.181>

Media

- Seals, C. (2020, July 24). *Socially responsive translanguaging in support of language reclamation* [Webinar]. Presentation at the University of Wellington.

<https://vstream.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=14b24112-e1c5-4b07-9bba-ac02005332dc>

Session 5 (August 7/September 25)

- **Conceptualizing languages as *resources* (Part 2)**

Readings and Media

- Bauer, E. B., Colomer, S. E., & Wiemelt, J. (2020). Biliteracy of African American and Latinx Kindergarten students in a dual-language program: Understanding students' translanguaging practices across informal assessments. *Urban Education*, 55(3), 331-361. <https://doi.org/10.1177/0042085918789743>
- Canagarajah, S. (2018). Translingual practice as spatial repertoires: Expanding the paradigm beyond structuralist orientations. *Applied Linguistics*, 39(1), 31-54. <https://doi.org/10.1093/applin/amx041>
- Hornberger, N. H., & Link, H. (2012). Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, 15(3), 261-278. <https://doi.org/10.1080/13670050.2012.658016>
- Jørgensen, J. N. (2012). Ideologies and norms in language and education policies in Europe and their relationship with everyday language behaviours. *Language, Culture and Curriculum*, 25(1), 57-71.
- Otheguy, R., García, O., & Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review*, 10(4), 625-651. <https://doi.org/10.1515/applirev-2018-0020>
- Ritzau, U. (2015). Learner language and polylinguaging: how language students' ideologies relate to their written language use, *International Journal of Bilingual Education and Bilingualism*, 18(6), 660-675, <https://doi.org/10.1080/13670050.2014.936822>
- Seals, C. A., & Olsen-Reeder, V. (2020). Translanguaging in Conjunction with language revitalization. *System*, 102277. <https://doi.org/10.1016/j.system.2020.102277>
- Velasco, P., & Fialais, V. (2018). Moments of metalinguistic awareness in a Kindergarten class: Translanguaging for simultaneous biliterate development. *International Journal of Bilingual Education and Bilingualism*, 21(6), 760-774. <https://doi.org/10.1080/13670050.2016.1214104>

Session 6 (August 14/October 9)

- **Deconstructing our relationship with languages (Part 1)**

Readings and Media

- Flores, N. (2020). From academic language to language architecture: Challenging raciolinguistic ideologies in research and practice. *Theory into Practice*, 59(1), 22-31.
- Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in society*, 46(5), 621-647.
- Rosa, J. D. (2016). Standardization, racialization, languagelessness: Raciolinguistic ideologies across communicative contexts. *Journal of Linguistic Anthropology*, 26(2), 162-183.
- Seltzer, K., & de los Ríos, C. V. (2018). Translating Theory to Practice: Exploring Teachers' Raciolinguistic Literacies in Secondary English Classrooms. *English Education*, 51(1), 49-79.

Session 7 (August 21/October 16)

- **Deconstructing our relationship with languages (Part 2)**
- **August 21 – Further discussion from Session 6**
- **October 16 – A conversation with *Jonathan Rosa, Ph.D. (Stanford University)***

Readings and Media

- Reyes, I. (2009). An ecological perspective on minority and majority language and literacy communities in the Americas. *Colombian Applied Linguistics Journal*, 11, 106-114. <https://doi.org/10.14483/22487085.157>
- Uribe-Jongbloed, E., & Anderson, C. (2014). Indigenous and minority languages in Colombia: The current situation. *Zeszyty Łużyckie*, 48, 217-242.

Session 8 (August 21/October 16)

- **Collaborative work on Position Paper**

Appendix A – List of Peer-reviewed Colombian Journals and Journal Search Engines

Peer-reviewed journals

PROFILE Journal (Universidad Nacional) <http://revistas.unal.edu.co/index.php/profile/index>

HOW Journal (ASOCOPI) <http://www.howjournalcolombia.org/index.php/how/index>

Revista Q (UPB) <http://revistaq.upb.edu.co/>

Latin American Journal of Content and Language Integrated Learning – LACLIL (Universidad de la Sabana) <http://lACLIL.unisabana.edu.co/index.php/LACLIL>

ENLETAWA Journal (UPTC) http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal

Opening Writing Doors Journal (Universidad de Pamplona) <http://owdj.unipamplona.edu.co/>

Revista Íkala (Universidad de Antioquia) <http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala>

Colombian Applied Linguistics Journal (Universidad Distrital)

<http://revistas.udistrital.edu.co/ojs/index.php/calj>

Revista Matices en Lenguas Extranjeras (Universidad Nacional)

<http://revistas.unal.edu.co/index.php/male>

Revista Lenguaje (Universidad del Valle) <http://revistalenguaje.univalle.edu.co/>

GiST Journal (Universidad UNICA) <http://www.publicacionesunica.com/gist/index.php/gist/index>

Revista Palabra (UPB-Montería) <http://srvzenu.monteria.upb.edu.co/revistapalabra/>

Databases

Directory of Open Access Journals (DOAJ) <https://doaj.org/>

Google Scholar <https://scholar.google.com.co/>

Google Books <https://books.google.com/?hl=en>

Syllabus designed by Dr. Raúl Alberto Mora for the Faculty of Education at UPB-Medellín

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