



University of Białystok
Faculty of Philology, Department of English Language
MA in English Philology

Specialization Exercises: Applied Linguistics 1
Language, Linguaging, and Bilingualism: A Socio-Critical Perspective

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Schedule: Tuesdays/Thursdays 13:15-14:45, Room 26 (See Schedule for specific dates)

Attention to students: By appointment

Course Overview

If we look at the textbook definition of philology, the idea of studying languages over time seems to be an essential part of this definition. Language change is a historical constant: languages evolve, oftentimes by virtue of the human effect on them. Social mobility brings about changes, as users of different languages interact with one another in different social settings and geographical locations. In that sense, as we look at language change, we also need to consider how we have viewed relationships among languages over time. We have moved back and forth from isolationist views of languages to talks about interference to more recent calls to value moments of coexistence and coalescence in language use.

As we look at languages and how we name and frame them, we also must acknowledge the power dynamics inherent to languages such as what language(s) one speaks, what specific variants or dialects, and what geographical and social assumptions one makes when it comes to a language. In the case of English, this also implies the imaginaries of which/whose varieties are more valued and the social dynamics of who gets to claim native speaker status, among others.

This Specialization Exercise intends to introduce graduate students to some current debates around bilingualism and English, all ingrained in socio-cultural and critical perspectives. We will survey key ideas about how we talk about English and how it relates to the other languages in our communities.

Course Topics

This course will comprise five sections, each lasting between 2-3 weeks. There will be a series of suggested readings for each class session, where we will both talk about the readings and offer additional insights about each proposed topic:

- Section 1: An introduction to language, linguaging and bilingualism
- Section 2: Language, linguaging, and power
- Section 3: Languages as resources
- Section 4: Reframing English from a broader perspective



- Section 5: Seeking equitable and sustainable bilingualism frameworks and practices

Assignments

Assignment 1: "Articletubing" Exercise

(Individual activity – 20% each response) – The idea of "Articletubing" remixes reader response theory (Rosenblatt, 1993; Probst, 1994; Hirvela, 1996; Shin, 2019) with 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).

Assignment 2: Collective Position Papers

(Team Activity – 30% each position paper) – The final product of this course will be two 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 later turn into some sort of gray literature report or a collectively penned paper for publication. You will work in small groups (3-4 students) and will choose by March 22 which of the Sections 1-4 you want to turn into a position paper. We will use the Section 5 sessions to discuss and work collectively on the second position paper.

Class Schedule

Section 1: An introduction to language, languaging and bilingualism

March 15

García, O. & Li Wei (2014). *Translanguaging: Language, bilingualism and education*. Palgrave. [Chapter 1]

Li Wei (2000). Dimensions of bilingualism. In Li Wei (Ed.), *The Bilingualism Reader* (pp. 2-21). Psychology Press.

Marshall, S., & Moore, D. (2018). Plurilingualism amid the panoply of linguisticisms: Addressing critiques and misconceptions in education. *International Journal of Multilingualism*, 15(1), 19-34.
<https://doi.org/10.1080/14790718.2016.1253699>

March 22

Chang-Bacon, C. K. (2021). Monolingual language ideologies and the idealized speaker: The "new bilingualism" meets the "old" educational inequities. *Teachers College Record*, 123(1).



<https://www.tcrecord.org/library/Content.asp?ContentId=23558> [Article available online]

- Leung, C. (2005). Language and content in bilingual education. *Linguistics and Education, 16*(2), 238–252. <https://doi.org/10.1016/j.linged.2006.01.004>
- Flores, N., & Bale, J. (2016). Sociopolitical issues in bilingual education. In O. García, A. Lin, & S. May (Eds.) *Bilingual and Multilingual Education, Encyclopedia of Language and Education*, 1–11. https://doi.org/10.1007/978-3-319-02324-3_5-1

March 24

- 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>

Section 2: Language, Linguaging, and Power

March 29

- Blommaert, J. (2013). Language and the study of diversity. *Tilburg Papers in Culture Studies, 74*
- Love, N. (2017). On languaging and languages. *Language Sciences, 61*, 113–147. <https://doi.org/10.1016/j.langsci.2017.04.001>

March 31

- Kubota, R. (2020). Confronting epistemological racism, decolonizing scholarly knowledge: Race and gender in applied linguistics. *Applied Linguistics, 41*(5), 712–732. <https://doi.org/10.1093/applin/amz033>
- Jacquemet, M. (2005). Transidiomatic practices: Language and power in the age of globalization. *Language & communication, 25*(3), 257–277. <https://doi.org/10.1016/j.langcom.2005.05.001>

April 7

- Cowley, S. J. (2019). The Return of Linguaging: Toward a new ecolinguistics. *Chinese Semiotic Studies, 15*(4), 483–512. <https://doi.org/10.1515/css-2019-0027>
- Makoni, S. (2012). A critique of language, languaging and supervernacular. *Muitas vozes, 1*(2), 189–199.

Section 3: Languages as resources

April 21

- García, O. & Li Wei (2014). *Translanguaging: Language, bilingualism and education*. Palgrave. [Chapter 2]
- 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>

April 28

- 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.

May 5

- Fallas Escobar, C. (2019). Translanguaging by design in EFL classrooms. *Classroom Discourse*, 10(3-4), 290-305. <https://doi.org/10.1080/19463014.2019.1628789>
- 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>
- 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>

Section 4: Reframing English from a broader perspective

May 10

- Bolton, K. (2010). Creativity and world Englishes. *World Englishes*, 29(4), 455-466. <https://doi.org/10.1111/j.1467-971X.2010.01674.x>
- Lopriore, L., & Vettorel, P. (2015). Promoting awareness of Englishes and ELF in the English language classroom. In *International Perspectives on English as a Lingua Franca* (pp. 13-34). Palgrave Macmillan, London. https://doi.org/10.1057/9781137398093_2



Matsuda, A. (2003). Incorporating world Englishes in teaching English as an international language. *Tesol Quarterly*, 37(4), 719-729.
<https://www.jstor.org/stable/3588220>

May 12

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.

Smith, P. (2019). (Re)Positioning in the Englishes and (English) Literacies of a Black Immigrant Youth: Towards a Transraciolinguistic Approach. *Theory into Practice*, 58(3), 292-303. <https://doi.org/10.1080/00405841.2019.1599227>

May 17

Fan, F., & de Jong, E. J. (2019). Exploring professional identities of nonnative-English-speaking teachers in the United States: A narrative case study. *TESOL Journal*, 10(4), e495. <https://doi.org/10.1002/tesj.495>

Lin, A. M. Y. (2006). Beyond linguistic purism in language-in-education policy and practice: Exploring bilingual pedagogies in a Hong Kong science classroom. *Language and Education*, 20(4), 287-305.
<http://hdl.handle.net/10722/92390>

Menard-Warwick, J., Bybee, E. R., Degollado, E. D., Jin, S., Kehoe, S., & Masters, K. (2019). Same language, different histories: Developing a "critical" English teacher identity. *Journal of Language, Identity & Education*, 18(6), 364-376.
<https://doi.org/10.1080/15348458.2019.1671195>

Section 5: Seeking equitable and sustainable bilingualism frameworks and practices

May 26

Rodriguez-Mojica, C., & Briseño, A. (2019). Critical Consciousness in Bilingual Teacher Preparation for Emancipatory Biliteracy. *Bilingual Review/Revista Bilingüe*, 34(1).

Flores, N., & Aneja, G. (2017). "Why Needs Hiding?" Translingual (Re) Orientations in TESOL Teacher Education. *Research in the Teaching of English*, 441-463.
<https://www.jstor.org/stable/44821275>

June 2

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
von Esch, K. S., Motha, S., & Kubota, R. (2020). Race and language
teaching. *Language Teaching*, 53(4), 391-421.
<https://doi.org/10.1017/S0261444820000269>

June 7 – Final Presentations and Course Debriefing