Pratiques langagières : terrains, méthodes, théories

Code INALCO : SDLA522a / Code Sorbonne Nouvelle : LZIN005

14h-17h
Salle LO.01, INALCO, Maison de la recherche, 2 rue de Lille 75007 Paris
Séminaire en 2023-2024 : 06/10, 17/11, 08/12, 02/02, 01/03, 05/04

Isabelle LÉGLISE, Directrice de recherche au CNRS – Centre national de la recherche scientifique, UMR 8202 SeDyL, isabelle.leglise@cnrs.fr
Valelia MUNI TOKE, Chargée de recherche à l'IRD – Institut de recherche pour le développement, UMR SeDyL
valelia.muni_toke@ird.fr

> Séminaire validable en M2 (sous réserve de suivi en présentiel)
> Assiduité et participation : 40%
> Analyse critique d'un article scientifique, à l'écrit : 60%

Modalités d'évaluation

L'assiduité et la participation au séminaire (sous forme d'interventions, de questions) **sont essentielles** : le séminaire offre un lieu de rencontre unique avec des conférenciers internationaux permettant aux étudiant.e.s de dialoguer avec les cadres théoriques et méthodologiques proposés par ces derniers mais aussi d'échanger sur leur propre travail de recherche.

Les étudiant.e.s produiront de plus, à l'écrit, l'analyse critique d'une publication scientifique – laquelle est à choisir en accord avec les animatrices du séminaire en s'appuyant sur la liste ci-dessous.

Cet écrit prendra la forme d'un texte de 15000 à 25000 signes, à envoyer obligatoirement par courrier électronique aux deux organisatrices du séminaire, au format .pdf et au plus tard le lundi 22 avril 2024 à 12h (heure de Paris).

L'analyse sera construite selon le plan suivant :
1. Thèse principale de l'article ou du chapitre
2. Cadres disciplinaire et théorique choisis et méthodologie suivie
3. Discussion des arguments et des résultats (le cas échéant, choisir un point spécifique), en s'appuyant sur au minimum 2 références autres que celle de l'article ou du chapitre présenté (ces références peuvent bien sûr être choisies hors liste si nécessaire).

Bibliographie 2023-2024

Alby, Sophie, et Isabelle Léglise. 2018. « Multilingualism and Translanguaging as a Resource for Teaching and Learning in French Guiana ». In The Multilingual Edge of Education, édité par Piet Van Avermaet, Steff Slembrouck, K. Van Gorp, Sven Sierens, et K. Maryns, 115-37. London: Palgrave Macmilan.

Alonso, Lara, et Laura Villa. 2020. « Latinxs' Bilingualism at Work in the US: Profit for Whom? » Language, Culture and Society 2 (1): 37-65. https://doi.org/10.1075/lcs.19013.alo.

Androutsopoulos, Jannis. 2015. Networked multilingualism: Some language practices on Facebook and their implications. International Journal of Bilingualism 19(2). 185–205. doi:10.1177/1367006913489198.

Androutsopoulos, Jannis, et Kristin Vold Lexander. 2021. « Digital Polycentricity and Diasporic Connectivity: A Norwegian-Senegalese Case Study ». Journal of Sociolinguistics 25 (5): 720-36. https://doi.org/10.1111/josl.12518.

Bafort, Anne-Sophie, Romeo De Timmerman, Sofie Van de Geuchte, Stef Slembrouck, et Mieke Vandenbroucke. 2023. « COVID-19 Telephone Contact Tracing in Flanders as a "contested" New Genre of Conversation : Discrepancies

between Interactional Practice and Media Image ». FRONTIERS IN COMMUNICATION 7. https://doi.org/10.3389/fcomm.2022.965226.

Blackledge, Adrian & Angela Creese (eds.). 2014. *Heteroglossia as Practice and Pedagogy*. Vol. 20. (Educational Linguistics). Dordrecht: Springer Netherlands. http://link.springer.com/10.1007/978-94-007-7856-6

Blackledge, Adrian, et Angela Creese. 2017. « Translanguaging and the body ». International Journal of Multilingualism 14 (3): 250-68. https://doi.org/10.1080/14790718.2017.1315809.

Blommaert, Jan, Elina Westinen & Sirpa Leppänen. 2015. Further notes on sociolinguistic scales. *Intercultural Pragmatics* 12(1). 119–127. doi:10.1515/ip-2015-0005.

Bucholtz, Mary & Kira Hall. 2005. Identity and interaction: a sociocultural linguistic approach. Discourse Studies 7(4-5). 585–614.

Busch, Brigitta. 2015. Expanding the Notion of the Linguistic Repertoire: On the Concept of Spracherleben—The Lived Experience of Language. *Applied Linguistics*. amv030. doi:10.1093/applin/amv030.

Busch, Brigitta. 2021. The body image: taking an evaluative stance towards semiotic resources. *International Journal of Multilingualism*. Routledge 18(2). 190–205. https://doi.org/10.1080/14790718.2021.1898618.

Canagarajah, Suresh. 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.

Collins, James & Stef Slembrouck. 2006. "You Don't Know What They Translate": Language Contact, Institutional Procedure, and Literacy Practice in Neighborhood Health Clinics in Urban Flanders. *Journal of Linguistic Anthropology* 16(2). 249–268.

Deumert, Ana & Kristin Vold Lexander. 2013. Texting Africa: Writing as performance. *Journal of Sociolinguistics* 17(4). 522–546. doi:10.1111/josl.12043.

Duchêne, Alexandre. 2020. « Multilingualism: An Insufficient Answer to Sociolinguistic Inequalities »: International Journal of the Sociology of Language 2020 (263): 91-97. https://doi.org/10.1515/ijsl-2020-2087.

Duchêne, Alexandre & Monica Heller. 2012. Language policy in the workplace. In B. Spolsky, (ed.). *The Cambridge handbook of language polic*y. Cambridge University Press. 323-334.

Fogle, Lyn W. & Kendall A. King. 2013. Child agency and language policy in transnational families. *Issues in Applied Linguistics* 19. [http://escholarship.org/uc/item/39b3j3kp]

Hall, Kira & Chad Nilep. 2015. Code-Switching, Identity, and Globalization. In Deborah Tannen, Heidi E. Hamilton & Deborah Schiffrin (eds.), *The Handbook of Discourse Analysis*, 597–619. John Wiley & Sons, Inc.

Heller, Monica, Joan Pujolar & Alexandre Duchêne. 2014. Linguistic commodification in tourism. *Journal of Sociolinguistics* 18(4). 539–566. doi:10.1111/josl.12082.

Jaffe, Alexandra. 2007. Codeswitching and Stance: Issues in Interpretation. *Journal of Language, Identity & Education* 6(1). 53–77.

Jørgensen, Normann et al. 2011. Polylanguaging in superdiversity. In Blommaert et al. (ed). 'Language and Superdiversities'. *Diversities* 13(2). 23-38.

Karrebaek, Martha Sif. 2012. "What's in Your Lunch Box Today?": Health, Respectability, and Ethnicity in the Primary Classroom. *Journal of Linguistic Anthropology 22*(1). 1–22.

Karrebæk, Martha Sif. 2021. Pigs and Pork in Denmark: Meaning Change, Ideology, and Traditional Foods. *Signs and Society*. The University of Chicago Press 9(1). 1–35. https://doi.org/10.1086/713241.

Kelly-Holmes, Helen, 2016, Theorizing the market in sociolinguistics. In Nikolas Coupland (ed). *Sociolinguistics. Theoretical Debates*, Cambridge, 157-172.

Kerfoot, Caroline & Basirat Olayemi Bello-Nonjengele. 2014. Game Changers? Multilingual Learners in a Cape Town Primary School. *Applied Linguistics*. 1–24. doi:10.1093/applin/amu044.

Kerfoot, Caroline, et Basirat Olayemi Bello-Nonjengele. 2023. « Towards Epistemic Justice: Constructing Knowers in Multilingual Classrooms ». Applied Linguistics 44 (3): 462-84. https://doi.org/10.1093/applin/amac049.

Makoni, Sinfree & Alastair Pennycook. 2005. Disinventing and (Re)Constituting Languages. *Critical Inquiry in Language Studies* 2(3). 137–156. doi:10.1207/s15427595cils0203_1.

Makoni, Sinfree, Cristine Gorski Severo, et Ashraf,Abdelhay. 2020. « Colonial Linguistics and the Invention of Language ». In Language planning and policy: Ideologies, Ethnicities, and semiotic spaces of power. Cambridge Scholars Publishing

Martin Rojo, Luisa. 2015. « The Social Construction of Inequality in and through Interaction in Multilingual Classrooms ». In The Handbook of Classroom Discourse and Interaction, édité par Numarkee, 490-505. John Wiley & Sons, Inc.

Martín Rojo, Luisa, et Cristina Portillo. 2015. « The Transformation of Urban Space: Agency and Constraints in a Peripheral District in the Post-Industrial City of Madrid ». AILA Review 28 (1): 72-102. https://doi.org/10.1075/aila.28.04mar.

Maseko, Busani. 2021. « Family language policy: The case for a bottom-up approach in conserving Zimbabwe's minoritised languages ». South African Journal of African Languages 41 (2): 187-95. https://doi.org/10.1080/02572117.2021.1948221.

Milani, Tommaso M. & Erez Levon. 2019. Israel as homotopia: Language, space, and vicious belonging. *Language in Society*. Cambridge University Press 48(4). 607–628. https://doi.org/10.1017/S0047404519000356.

Muni Toke, Valelia. 2017. « On the Margins of the Republic : Medical Encounters in a Postcolonial Setting and the Construction of Sociolinguistic Orders of Visibility ». In Entangled Discourses, édité par Caroline Kerfoot et Kenneth Hyltenstam, 19-36. London: Routledge. https://doi.org/10.4324/9781315640006-2.

Pennycook, Alastair & Emi Otsuji. 2014. Metrolingual multitasking and spatial repertoires:"Pizza mo two minutes coming." *Journal of Sociolinguistics* 18(2). 161–184.

Piller, Ingrid, Jie Zhang, et Jia Li. 2020. « Linguistic Diversity in a Time of Crisis: Language Challenges of the COVID-19 Pandemic ». Multilingua 39 (5): 503-15. https://doi.org/10.1515/multi-2020-0136.

Pujolar, Joan & Isaac Gonzàlez. 2013. Linguistic "mudes" and the de-ethnicization of language choice in Catalonia. International Journal of Bilingual Education and Bilingualism 16(2). 138–152. doi:10.1080/13670050.2012.720664.

Purkarthofer, Judith. 2021. Navigating partially shared linguistic repertoires: attempts to understand centre and periphery in the scope of family language policy. *Journal of Multilingual and Multicultural Development*. Routledge 42(8). 732–746. https://doi.org/10.1080/01434632.2021.1921781.

Rampton, Ben. 2011. From "multi-ethnic adolescent heteroglossia"to "contemporary urban vernaculars." *Language & Communication* 31(4). 276–294.

Rosa, Jonathan, et Nelson Flores. 2017. « Unsettling Race and Language: Toward a Raciolinguistic Perspective ». Language in Society 46 (5): 621-47. https://doi.org/10.1017/S0047404517000562

Severo, Cristine Gorski. 2016. « The Colonial Invention of Languages in America ». Alfa: Revista de Linguística (São José Do Rio Preto) 60 (avril): 11-28. https://doi.org/10.1590/1981-5794-1604-1

Smith-Christmas, Cassie. 2022. « Using a 'Family Language Policy' Lens to Explore the Dynamic and Relational Nature of Child Agency ». Children & Society 36 (3): 354-68. https://doi.org/10.1111/chso.12461

Stroud, Christopher. 2007. Bilingualism: colonialism, postcolonialism and high modernity. In Monica Heller (ed.), *Bilingualism: A social approach*, 25–49. Palgrave Macmillan, New York.

Taylor-Leech, Kerry. 2022. « Transnational Identities, Being and Belonging: The Diverse Home Literacies of Multilingual Immigrant Families ». Multilingua 41 (5): 591-609. https://doi.org/10.1515/multi-2021-0092.

Veronelli, Gabriela A. 2015. « The Coloniality of Language: Race, Expressivity, Power, and the Darker Side of Modernity ». Wagadu: a Journal of Transnational Women's and Gender Studies, no 13 (juillet): 108-34.

Wei, Li. 2011. Moment Analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics* 43(5). (Multilingual Structures and Agencies). 1222–1235. doi:10.1016/j.pragma.2010.07.035.

Williams, Quentin E. & Christopher Stroud. 2015. Linguistic citizenship: Language and politics in postnational modernities. *Journal of Language and Politics* 14(3). 406–430. doi:10.1075/jlp.14.3.05wil.

Woolard, Kathryn A. 2013. Is the personal political? Chronotopes and changing stances toward Catalan language and identity. *International Journal of Bilingual Education and Bilingualism* 16(2). 210–224. doi:10.1080/13670050.2012.720670.