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The City as Literacy: Towards a new framework for second language literacies in Latin America

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V JELT JORNADA DE EDUCAÇÃO, LINGUAGEM E TECNOLOGIA

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LITERACIES IN SECOND LANGUAGES PROJECT

Revisiting Space
Rethinking Language
Reinventing Education

literaciesinl2project.org

Acknowledgment of the Land

Today, we join the call for recognition of the lands where we stand. We remember and celebrate the cultural heritage of indigenous, Afro-descendent, and the different minority peoples who inhabit (by force or by choice) Brazil and Colombia and recognize their contributions to the languaging of this continent.

I dedicate this presentation to all the indigenous and minority language speakers all around the world who are fighting to legitimize their own languaging practices and we join the calls to stop further conceptual and practical marginalization of languages all over the world.

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This Presentation

- A moment of reflexivity (Bourdieu & Wacquant, 2012; Mora, 2012, 2014) about the road we have traveled, in light with conference theme (Agendas e desafios para a linguística aplicada pos-humanista)
 - What we have done
 - What has worked
 - What we'd do differently
- An invitation
 - To propose our own frameworks
 - To create our methods
 - To rethink what we think we know about language and cities

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Agenda

1. Language Policies and Linguaging in our Cities
2. The City-as-Literacy Study
3. CaL: A Framework for Latin America?



1. Language Policies and Linguaging in our Cities

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Language Policies?

- Operating from monolingual perceptions of our cities
 - Language proficiency measurements
 - What counts as “language”?
 - Where does “language” count?
- Outside perceptions of <bilingualism>
 - What languages count?
 - Whose languages count?
 - The goal: Making our cities <bilingual>... Making?
 - Why <bilingualism> (Mora, 2012, 2014)?

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Languaging in the City: Beyond biases and judgment

- What do second language expressions look like in the city?
 - Apostrophes in stores? (Velez-Rendon, 2003)
 - Measured by fully fluent speakers?
 - English proficiency as prerequisite for language use?
 - Linguistic interference?
- But... what if... we saw these expressions differently?
 - Spaces for creativity and personal narratives?
 - Proficiency as a non-factor?
 - Languaging moments as part of a whole?

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2. The City-as-Literacy Study

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Our Main Inquiries All These Years

- What are folx in our cities doing with the multiple languages *already there*?



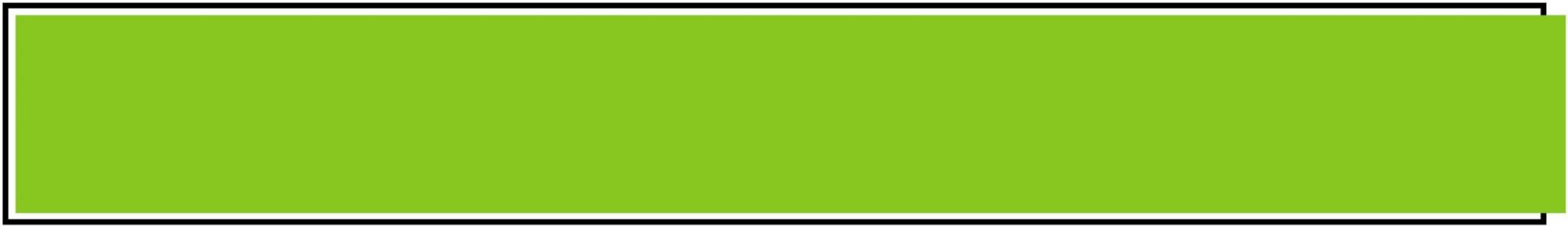
Our premise here: second languages have always been here... sometimes hiding in plain sight!

- What roles does the city play in these processes of text creation and individual and collective narratives?



Our premise here: The city does not play a passive role in text creation and meaning-making... the city is a *non-human entity*

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- How would our analysis of the city influence the way we learn and teach languages?



Our premise here: Language learning does not happen without real appropriation.

- How would our analysis of the city influence language policies?



Our premise here: Multilingual turns are grassroots and organic, never mandated



Team City-as-Literacy (CaL) 2013-2019



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Multi-Phase Study



Phase One Physical Spaces

Static in nature

Individual narratives of
choice and use

Restaurants/Advertisements/Malls, Bookshops,
Libraries



Phase Two Cultural Spaces

Language in transit

Individual narratives of
choice and use

Graffiti/Fashion/Tattoo



Phase Three Community Spaces

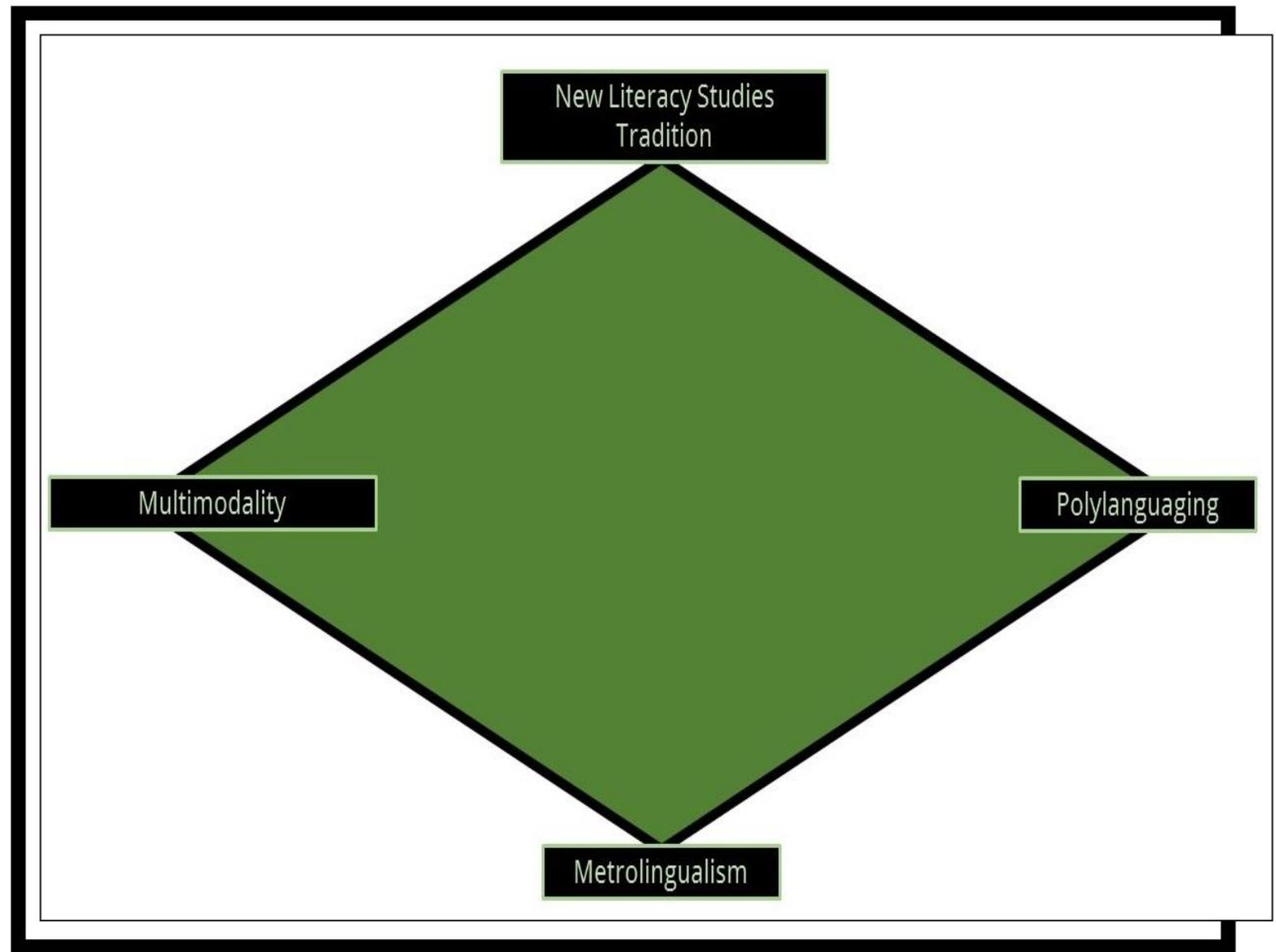
Collective narratives of
choice and use

Appropriation and
connoisseurship (Mora,
2018)

Language
Exchange/Comics/Fandom

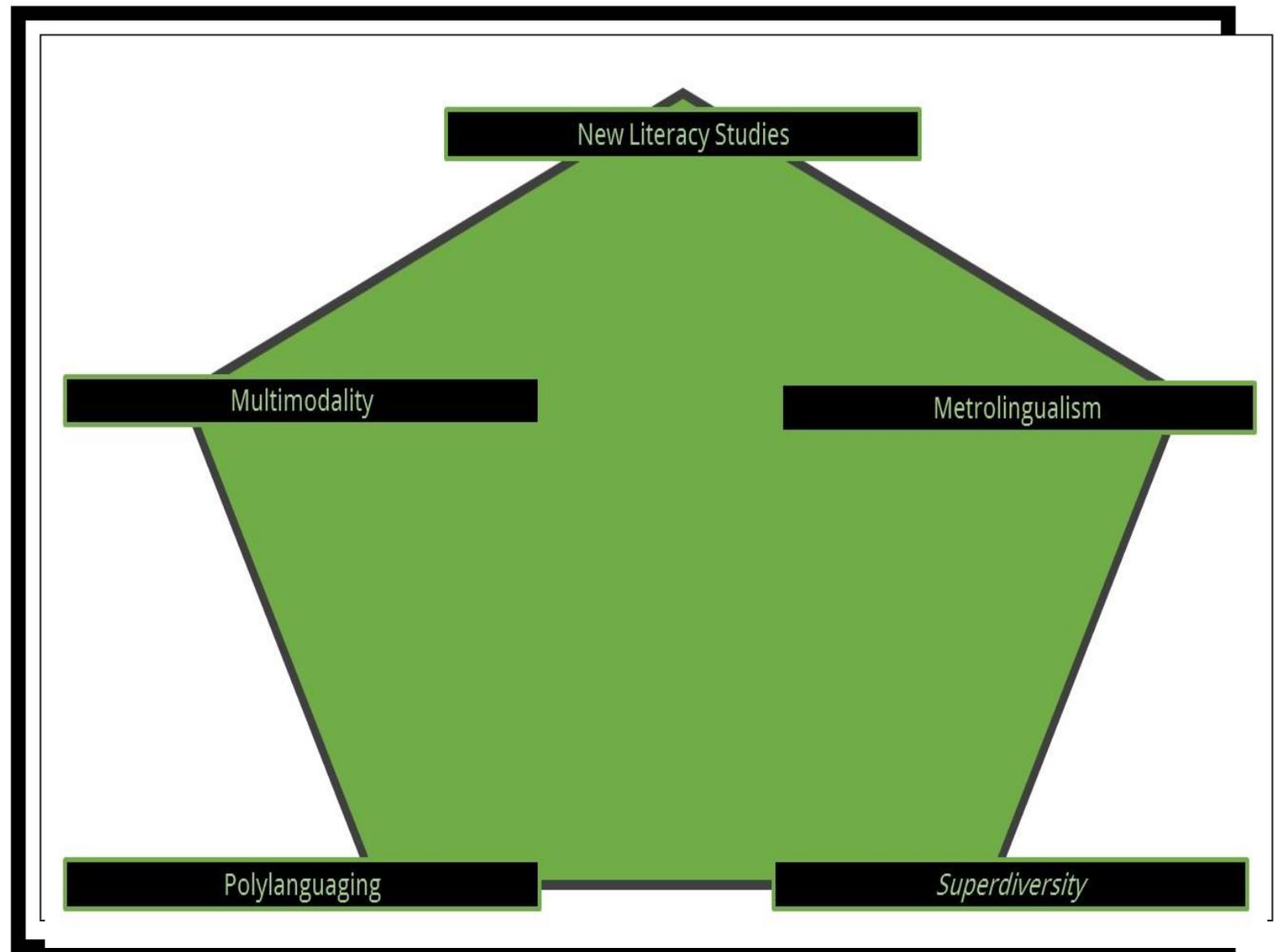
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The City-as-Literacy Framework 1



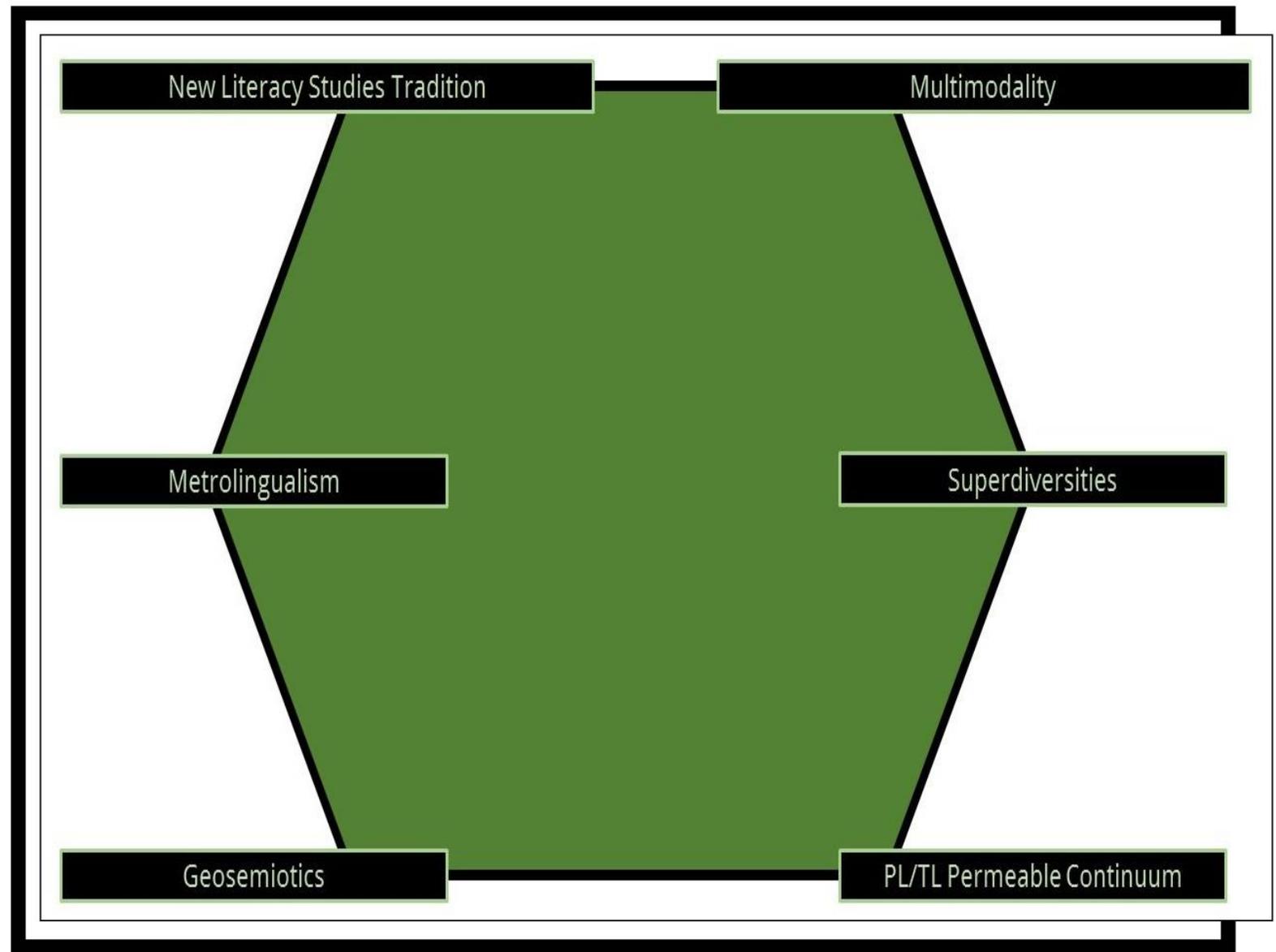
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The City-as-Literacy Framework 2



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The City-as-Literacy Framework 3



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A Move from Monolingualism



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Individual Narratives of Language Use



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Collective Narratives of Social Commentary



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3. CaL: A Framework for Latin America?

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#wearelegionwearelslp

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CaL is not about Medellín

- Medellín has been our laboratory since 2013.
- We see possibilities for expansion and replication
 - In conversations with other colleagues in the region
- CaL – A move toward frameworks of social appropriation
 - Less focus on proficiency measures, more interest in resourcefulness around language.
- CaL – Beyond urban spaces
 - Rural literacies (Azano, 2015) as the next frontier of inquiry

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CaL – From Interference to Coexistence

- Traditional studies
 - Concern about linguistic interference
- CaL
 - Exploring how languages develop ecological balance
- Language Coexistence (Mora, 2018)
 - How languages work together to create new communicative and social networks around the city
 - Creativity, transgression, interlanguage

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Thank You!

To learn more about LSLP:

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