



“Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed.”
Chris Weedon (1997, pp. 21)

UNIT 3

Multilingual identities

Unit Contents:

Context:

- Language and identity
 - Listening: “On language and identity” (interview with Bonny Norton)
 - Reading: extracts from *Identity and Language Learning* (Bonny Norton, 2013)
- Second language identities
 - Listening: “Both Not Half: How language shapes identity |” (Jassa Ahluwalia)
 - Reading: Another language is another soul (Rosemary Wilson, 2013)
- Migration and imagined identities
 - Listening: “Language learning and identity” (Jim Cummins)
 - Reading: Language learner stories and imagined identities (Early&Norton, 2005)
- Mixed methods for identity research
 - Listening: Mixed-Methods Research – The Basics
 - Reading: Mixed methos research in language teaching and learning (Riazi & Candlin, 2014)

Writing Focus:

- Integrating Introductions and Conclusions to Body Analysis
- **Writing workshop 1**
 - Topic: Multilingual identities in study abroad
 - Reading: English as an international language: international student and identity (Phan Le Ha, 2009)
- **Writing workshop 2**
 - Topic: Multilingual identities in the Erasmus program
 - Reading: extracts from Mocanu (2019)

Use of English:

- 39,79, 92, 93

CONTEXT

Language and identity

1. Warm up activity

1.1. Think about the following issues and then discuss them with a partner.

- What do you understand by identity? If you had to define who you are, how would that definition look like?
- Do you think there's any relationship between nation-states, identity and language?
- What is your opinion regarding the increasing demand for the recognition of identities (gender identities, linguistic identities, minority identities, etc). Do you think there's any relationship between globalization and an increase in people's demands for their identities to be acknowledged, protected, and preserved? Justify your answer.



1.2. Watch the video “How Nations Make Up National Identities | NYT - The Interpreter” and reflect upon the following questions:

Where did our identities come from before national identities took over?

Which are the four changes of the modern era that led to national identity?

In what ways do national identities change our reality?

What event triggered the need for the world to try a new kind of national identity? What is this new identity based on?



<https://www.youtube.com/watch?v=F9qF6FvwrHI>

2. Reading and speaking activity

Pre-task:

Think about and discuss (in pairs/small groups) the following issues:

- What do you think to be the relationship between identity and language?
- Do you think language learning and teaching can be impacted by issues related to identity? In what ways?

Task:

Select and read one of the extracts from Bonny Norton's (2013) book *Identity and Language Learning: Extending the conversation*.

- Student A: Sections entitled "Imagined Communities and Imagined Identities", "Identity Categories and Language Learning", "Identity and Language Teaching" & "Digital technology, identity and language learning". Read them and take notes.
- Student B: Sections entitled "Imagined Communities and Imagined Identities", "Identity and resistance" & "Emerging Themes and Future Directions". Read them and take notes.

Debate: Use your notes to explain Norton's position on each of the above-mentioned aspects. Try to think about what could be counter-arguments to her claims.

3. Listening activity

Pre-task

Think about these questions:

- We all agree that language is a system that enables us to communicate. But language is also a social practice. If this is true, how can language be relevant for human rights?
- What theory of identity and language might be more beneficial for the globalized world we live in?

Task

Listen to Bonny Norton's talk on Language and Identity (until 5'53'') and find answers to the previous two questions.



<https://www.youtube.com/watch?v=OnXu5N4t6WE>

Homework: Read the article **Wilson, R. (2013). Another language is another soul. *Language and Intercultural Communication* 13 (3): 298-309** and try to elaborate an outline of its structure.

2. Second language identities

1. Warm up activity

Can you define the following terms (from Norton, 2013)?

- Identity
- Investment
- Power
- Agency
- Resistance

2. Listening activity

Watch the talk “Both Not Half: How language shapes identity” by actor Jassa Ahluwalia’s talk and answer the following questions:

- Through his speech, Jassa uses different categories he uses to define himself and identify with certain groups of people. Try to write them down.
- Consider the second part in the title of the speech. Can you identify any important moments where language structured identity and/or viceversa in Jassa's life?



<https://www.youtube.com/watch?v=SP0bAQ8J6C0>

3. Reading activity: *Another language is another soul*

Pre-task

Think about how you interact with each of the languages you speak and try to complete the table below. In groups, show and explain the content in your table to your classmates.

Language	Reason for learning	Learning/acquisition context	Activities	Social connections	Adjectives

Task

At home, you read the article **Wilson, R. (2013). Another language is another soul. *Language and Intercultural Communication* 13 (3): 298-309.** Are you able to answer the following questions?

- What is the theory of “the cultural frame switching effect” and how does it relate to language learning?
- In Gottfreund’s study with English-Spanish and Spanish-English bilinguals, the participants showed significantly greater reactions when using Spanish. What do this results suggest about the connection language-individual?
- What’s the meaning of the concept “ideal self” (p. 300) and how does that relate to language learning?
- The author suggests that some groups of people might feel threats to their sense of self when they are under pressure to learn a foreign language. Who are these people?

Post-task

In pairs/small groups, discuss these statements:

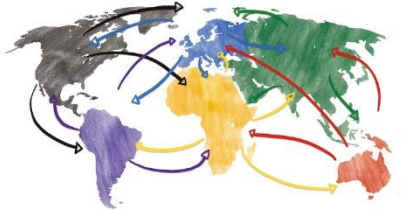
- Do you think that “discovering – or accessing – new aspects of oneself may (...) be the motivation for some language learners” (Wilson, 2013: 300)?
- The author affirms that a foreign language can give shy people a sense of confidence which might extend to increased confidence in the foreign language. To what extent do you agree with her?

3. Migration and imagined identities

1. Warm-up activity

Watch this short explanatory video on globalization and in small groups, discuss the following:

- Taking into account what you know about the connection between language and identity, what do you think could be the consequences of migration on the development of people’s identities?



<https://www.youtube.com/watch?v=ZNejKHKSbl0>

2. Listening activity

Task

Watch the video on Language and Identity by Jim Cummins and answer the following questions:



<https://www.youtube.com/watch?v=xuvFaNgAv88>

- What does the term “linguistic capital” mean and how does it relate to the identity of newcomer students?
- What is the message that is communicated to the students when the school does not acknowledge their linguistic capital?
- What can be a consequence of teachers not acknowledging students’ linguistic identities?
- What happens when teachers understand more about the crucial role that language and language learning play in students’ sense of self and in their academic aspirations?

Post-task

Discuss in pairs/small groups:

- Jim Cummins makes the point that schools that have policies with a positive and integrative view of students' multilingual identities tend to have better results. What measures do you think teachers and schools can take in order to engage students with different cultural and linguistic backgrounds?

2. Reading activity

Task

Read the article **Early, M. & B. Norton. (2012). *Language learner stories and imagined identities. Narrative Inquiry* 22 (1): 194-201** and answer the following questions:

- Why are learners' stories (or narratives) and the way they travel across time and space of crucial concern to language educators in our mobile, globalized work?
- The authors claim that language researchers, teachers, and schools should link language learner stories and imagined identities. What is the ultimate goal of this endeavour?
- Three shared lessons stem from the narrative data in the article. Can you identify them?
- What does it mean to be "invested" in learning a language and how does it relate to the concept of identity?
- In what ways can the learner act as a social agent?

Post-task

In small groups, reflect upon the following:

- Why do identities need to be understood with respect to a learner's relationship to the broader social, political, and economic world?
- "Affording language learners opportunities through narrative constructions to explore possible worlds in which new identity formations, practices, and activities may be rehearsed and shaped in safe spaces is, we argue. A very important feature of twenty-first century education". In what ways do you think teachers can materialize these opportunities?

Homework

Read the following sections: a. 1. Introduction; 1.1. A brief review of quantitative and qualitative paradigms; c. 2. The nature and scope of mixed-methods paradigms; 4.1. Issues and uncertainties in MMR studies; and 4.2. Challenges for mixed-methods researchers in language teaching and learning from the article

Riazi, A.M., & C.N. Candlin. (2014). Mixed-methods research in language teaching and learning: Opportunities, issues and challenges. *Language Teaching* 47 (2): 135-173. doi: 10.1017/S0261444813000505

4. Mixed methods and identity research

1. Warm up activity

Watch the video “Mixed Methods Research: The Basics” and answer the following questions:



<https://www.youtube.com/watch?v=XynPxWSLjZY&list=RDLVXynPxWSLjZY&index=1>

- What are the characteristics of “explanatory”, “exploratory”, and “convergent” research questions?
- How would you define the term “triangulation”?
- What are the differences between mixed methods and multiple methods research?

2. Reading activity

Task

At home, you read some of the sections (a. 1. Introduction; 1.1. A brief review of quantitative and qualitative paradigms; c. 2. The nature and scope of mixed-methods paradigm; 4.1. Issues and uncertainties in MMR studies; and 4.2. Challenges for mixed-

methods researchers in language teaching and learning) in Riazi, A.M., & C.N. Candlin. (2014). Mixed-methods research in language teaching and learning: Opportunities, issues and challenges. *Language Teaching* 47 (2): 135-173. doi: 10.1017/S0261444813000505. Are you able to answer the following questions?

- What are the differences between a deductive (top-down) and an inductive (bottom-up) approach to research in language teaching and learning?
- Can you define the terms “paradigm”, “methodology”, “method”?
- In section “1.1. A brief review of quantitative and qualitative paradigms”, the authors refer to some critique from a) qualitative towards quantitative researchers; b) from quantitative researchers towards qualitative researchers. What are the underpinnings of their respective arguments? What is the position of the authors?
- In section “4.1. Issues and uncertainties in MMR studies”, the point is made that the purpose of MMR studies is to combine qualitative and quantitative research in order to present a more comprehensive picture of language teaching and learning. However, there seem to be a very outstanding issue for MMR. Which is the problem that MMR has to overcome?

Post-task

Vocabulary focus – How many of these terms are you able to define?

Data analysis

deductive approach
case study
ethnography
paradigm
methodology
method
data
mean
inductive approach
hypothesis
correlational design
experimental design

3. Speaking activity

Brainstorming for Oral Presentations

In 3 groups, think about the advantages and disadvantages of one of the three methodologies below for understanding the relationship between language and identity.

Group A: Qualitative methodology

Group B: Quantitative methodology

Group C: Mixed methodology

Homework

Taking into account what you know about methodological frameworks in applied linguistics, prepare a group presentation (taking into account the above-stated distribution) that:

- a. Introduces
- b. Explains (advantages and disadvantages of)
- c. Exemplifies

one of the three research methodologies.

Please, bear in mind that your presentation should last for 20 minutes and be ready for 5 minutes questions time.

5. Speaking activity

Oral Presentations

WRITING FOCUS

6. Writing Workshop 1

1. Reading activity

Task

Read the article Le Ha, P. (2009). English as an international language: international student and identity formation. *Language and Intercultural Communication* 9 (3): 201-214 and answer the following questions:

- Provide a one/two-sentence summary of the paper. What is it about?
- Can you identify the thesis statement?
- What is the research question?
- What are the main conclusions that the author extracts from the findings of the study (significant findings, implications, etc.)?

Post-task: Formal focus

- Who were the participants in the study?
- How was the data collection conducted?
- What research methodology was used in this study?
- What were the main findings of Le Ha's study? Use your own words.

2. Writing focus

Analyse Le Ha's (2009) article. Consider the following issues:

- Identify the structure of the paper: Which parts/sections does it have? What is the type of information that we can find in each of them?
- Elaborate an outline of the paper.

Homework

Find the articles on language and identity that we've seen through this unit (extracts from Norton, 2013; Wilson, 2013; Early&Norton, 2005; Le Ha, 2009) and extract the main ideas on the topic that is emphasized in each of them.

7. Writing Workshop 2

1. Writing activity

In groups, write an introductory text in which you explain the main results of the research on language and identity that you've known through the materials we've seen in class.

2. Body

Task 1

Reading activity

Read the paper “Extracts from: Mocanu, V. (2019). *A Mixed Methods Approach to Identity, Investment, and Language Learning in Study Abroad: The Case of Erasmus Students in Finland, Romania, and Catalonia*. (Doctoral Dissertation). Available at <https://www.tesisenred.net/handle/10803/667829#page=1>” and consider the following:

- What instruments were used for the data collection?
- This is a longitudinal study. What are the two moments when data was collected?
- Who were the participants in the study?
- What contexts were considered for the study?

Task 2

Analysis activity

The results below come from the same study whose procedure you read before. Have a look at them and try to briefly report on them:

Important */ $p < .05$ means that the difference is statistically significant.

Table 1: Sense of belonging after the stay abroad

This mobility stay made me feel that:				
	Oulu	Lleida	Bucharest	Total
I belong to more than one space.	4*	4.2	4.5*	4.1
I belong to my country.	2.8	3.2	3.2	3

Table 2: Identity and sense of belonging

	Oulu		Lleida		Bucharest		Total	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
I know well who I am and to which geographical space I belong to.	3.8	3.6	4.1	3.9	4	3.9	3.9	3.8

Table 3: Self-perception with regard to cultural differences

	Oulu		Lleida		Bucharest		Total	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
My life experience enables me to be successful in any cultural context.	3.6	3.7	3.3	3.8	3.3	3.6	3.4*	3.7*
I can maintain my values and also behave in culturally appropriate ways in any context.	3.9	4.2	3.8	4	4	4.3	3.9*	4.2*
I can look at any situation from a variety of cultural points of view.	3.5	3.9	3.7	3.9	3.7	4	3.6*	3.9*
My decision-making skills are expanded by having multiple cultural viewpoints.	4	3.8/	4.1	4.1	4.3	4.4/	4.1	4

Extracts from the interview with a participant. Question related to sense of belonging.

Beginning of the stay:

SM: *no/ actually not at all/ a:h/ I/ I know I'm Dutch/ and I'm ah whining like a Dutch/ I'm complaining like a Dutch/ but I don't really feel like I'm Dutch/ I'm not really country bound/ (laughs)/ at all/*

VM: *OK/ ah/ do you think there is any reason that makes you feel that way?*

SM: *a: h/ well/ yeah/ I guess there's plenty of reasons but the main reason is ah/ because ah/ I really like different cultures/ and you can learn from them/ and I think borders are just there to/ I don't know/ for practical reasons/ but I think it would be better to not have them at all/ so...I can just have more fun with a German or whatever/ person/ than a Dutch person/*

End of the stay:

SM: *no/ no/ I feel/ it sounds like a hippie answer but I feel like I belong to the world/ I don't feel bound to any place or region/ of course I'm proud of my home city and to be Dutch/ but I don't feel like I specifically belong there/*

VM: *mhm/ and what makes you feel this way? like what makes you feel like you belong/ you can belong everywhere/ like you belong to the world?*

SM: *people are just people/ they're nice/ and there's so many new things you can learn from everyone/ and as long as you just learn a little bit about their culture and just adapt yourself/ ah they will most likely accept you/*

VM: *do you think the Erasmus has had an influence on that?*

SM: *ahm/ yeah/ I think it does/ I think it shows a lot of people that the world is not so scary and that people just... ah there there are some cultural differences but it's not just as big as the news would say/ and yeah/ I think it really changes your view on a lot of cases/*

Task 3

Writing activity

Write a couple of paragraphs explaining the results above. Then, try to add a couple of concluding sentences.

Homework

Integrate the introduction, the body, and the conclusion into a full paper. Make sure that you include a thesis statement and a few transition sentences.

USE OF ENGLISH