

2022 · VOLUME 1 · NUMBER 1

EDUCATIONAL LINGUISTICS

GENERAL EDITOR

Li Wei

MANAGING EDITOR

Qi Shen

EDITORS

Xuesong (Andy) Gao

Yuko Goto Butler

Christopher Jenks

DE GRUYTER
MOUTON

Educational Linguistics aims to provide an international platform for cutting-edge research in the field of educational linguistics. The journal promotes the building of empirical understanding and critique of theories that relate to the interrelationship of language, education and other related social science disciplines. Contributors are encouraged to pay close attention to the multi-layered complexity and highly contextualized nature of language issues in education, for which education policy, language planning and pedagogical innovations are constructed, actualized, negotiated and disputed in the social, cultural, economic and historical conditions. The journal welcomes rigorously conducted empirical studies focusing on practice-based, problem-driven and policy-oriented topics of language (in) education as well as conceptual and theoretical discussions of critical issues related to language (in) education. It also welcomes studies of educational contexts and language practices that are under-presented in international research publications as well as those studies that breaks new ground by making connections with other disciplines, through the lens of different paradigms, and with innovative methodologies.

ABSTRACTED/INDEXED IN Baidu Scholar, CNKI Scholar (China National Knowledge Infrastructure), CNPIEC - cnpLINKer, Dimensions, EBSCO Discovery Service, Google Scholar, J-Gate, JournalTOCs, KESLI-NDSL (Korean National Discovery for Science Leaders), Microsoft Academic, MyScienceWork, Naver Academic, Naviga (Softweco), Primo Central (ExLibris), ReadCube, Semantic Scholar, Summon (ProQuest), TDNet, WorldCat (OCLC), Yewno Discover

ISSN 2748-9310 · e-ISSN 2748-9329

All information regarding notes for contributors, subscriptions, open access, back volumes and orders is available online at www.degruyter.com/eduling

RESPONSIBLE EDITOR Professor Li Wei, UCL Institute of Education, University College London, 20 Bedford Way, London WC1H 0AL, United Kingdom, E-mail: li.wei@ucl.ac.uk

JOURNAL COORDINATOR Alexander Görlt, De Gruyter, Genthiner Straße 13, 10785 Berlin, Germany. Tel.: +49 (0)30 260 05–234, E-mail: alexander.goerlt@degruyter.com

RESPONSIBLE FOR ADVERTISEMENTS Markus Kügel, De Gruyter, Rosenheimer Str. 143, 81671 München, Germany. Tel.: +49 89 76 902–424, E-mail: anzeigen@degruyter.com

© 2022 Walter de Gruyter GmbH, Berlin, Germany

TYPESETTING TNQ Technologies, Chennai, India

PRINTING Franz X. Stückerle Druck und Verlag e.K., Ettenheim



Contents

Editorial

Li Wei, Qi Shen and Xuesong (Andy) Gao

Editorial — 1

Research Articles

Bernard Spolsky

Do we need critical educational linguistics? — 4

Suresh Canagarajah

Challenges in decolonizing linguistics: the politics of enregisterment and the divergent uptakes of translingualism — 25

Constant Leung

Language proficiency: from description to prescription and back? — 56

David Block

The dark side of EMI?: a telling case for questioning assumptions about EMI in HE — 82

Nancy H. Hornberger

Researching and teaching (with) the continua of biliteracy — 108

Jay L. Lemke and Angel M. Y. Lin

Translanguaging and flows: towards an alternative conceptual model — 134

Asma Afreen and Bonny Norton

Bangla and the identity of the heritage language teacher — 152

Christian Faltis

Framing bilingualism within the context of a transnational border: place-based and place-conscious enactments for two kinds of bilingual youth in Laredo, Texas — 179

Wayne E. Wright, Sovicheth Boun and Virak Chan

Implementation of multilingual mother tongue education in Cambodian public schools for indigenous ethnic minority students — 196