**Supplementary material (remaining references):**

MacSwan, J. (2017). A Multilingual Perspective on Translanguaging. *American Educational Research Journal*, *54*(1), 167–201.

MacSwan, J., & Rolstad, K. (2006). How language tests mislead us about children’s abilities: Implications for special education placements. *Teachers College Record, 108*(11), 2304–2328.

Malkin, E. (2010, November 26). Rebelling Against Spain, This Time with Words. *The New York Times*. Retrieved from <https://www.nytimes.com/2010/11/26/world/europe/26spanish.html>.

McWhorter, J. (2016, January 19). There’s No Such Thing as a ‘Language’. *The Atlantic*. <https://www.theatlantic.com/international/archive/2016/01/difference-between-language-dialect/424704/>.

Mukan, N., Shyika, J., & Shyika, O. (2017). The development of bilingual education in Canada. *Advanced Education, 4*(8), 35–40.

Neo-Bustamante, L. (2019, September 16). Key facts about U.S. Hispanics and their diverse heritage. *Pew Research Center*. Retrieved from <https://www.pewresearch.org/fact-tank/2019/09/16/key-facts-about-u-s-hispanics/>.

Neo-Bustamante, L., Mora, L., & Lopez, M. H. (2020, August 11). Latinx used by just 3% of U.S. Hispanics. About one-in-four have heard of it. *Pew Research Center’s Hispanic Trends Project*. <https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/>.

Onís, C. (Kathleen) M. de. (2017). What’s in an “x”?: An exchange about the politics of “Latinx.” *Chiricú Journal: Latina/o Literatures, Arts, and Cultures*, *1*(2), 78–91. JSTOR.

Otheguy, R., García, O., & Reid, W. (2019). A translanguaging view of the linguistic system of bilinguals. *Applied Linguistics Review*, *10*(4), 625–651.

Otheguy, R., & Stern, N. (2011). On so-called Spanglish. *International Journal of Bilingualism*, *15*(1), 85–100.

Phuong, J. & Cioè-Peña, M. (forthcoming). Perfect or Mocha: Language policing and pathologization. In S., Annamma, B. Ferri, & D. Connor (Eds), *DisCrit Expanded: Inquiries, Reverberations & Ruptures*.

Romaine, S. (2007). Preserving endangered languages. *Language and Linguistics Compass, 1*(1‐2), 115–132.

Rosa, J. (2016). From mock Spanish to inverted Spanglish. In H. S. Alim, J. R. Rickford, & A. F. Ball (Eds.) *Raciolinguistics: How language shapes our ideas about race* (pp. 65–80). Oxford University Press.

Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, *46*(5), 621–647.

Roy, S., & Galiev, A. (2011). Discourses on bilingualism in Canadian French immersion programs. *The Canadian Modern Language Review*, *67*(3), 351–376.

Swain, M. (2006). Languaging, agency and collaboration in advanced second language proﬁciency. In H. Byrnes (Ed.), *Advanced Language Learning: The Contribution of Halliday and Vygotsky* (pp. 95–108). A&C Black.

Thomas, J., & McDonagh, D. (2013). Shared language: Towards more effective communication. *The Australasian Medical Journal*, *6*(1), 46–54.

Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society, 1*(1).

Umansky, I. M., Thompson, K. D., & Díaz, G. (2017). Using an ever-English learner framework to examine disproportionality in special education. *Exceptional Children, 84*(1), 76–96.

Vasquez Heilig, J., & Holme, J. J. (2013). Nearly 50 Years Post-Jim Crow: Persisting and expansive school segregation for African American, Latina/o, and ELL Students in Texas. *Education and Urban Society*, *45*(5), 609–632.

Vessey, R. (2014). Borrowed words, mock language and nationalism in Canada. *Language and Intercultural Communication*, *14*(2), 176–190.

Wheeler, E. M. (2015). Race, legacy, and lineage in the Dominican Republic. *The Black Scholar*, *45*(2), 34–44.

Wildcat, M. (2015). Fearing social and cultural death: Genocide and elimination in settler colonial Canada—an Indigenous perspective. *Journal of Genocide Research*, *17*(4), 391–409.

Zentella, A.C. (2017). “Limpia, fija y da esplendor”: Challenging the Symbolic Violence of the Royal Spanish Academy. *Chiricú Journal: Latina/o Literatures, Arts, and Cultures, 1*(2), 21–42.