

Bilingual Education (Fall 2023)

[Please respect intellectual property rights. Do not infringe copyrights.]

Instructor: Wen-Hsing Luo, Ph.D.

Class Time: Monday, 10:10-12:00

Office Hours: Tuesday, 13:00-15:00

Office: RM 9608 Tel: 03-571-5131 ext. 76722

Email: luo@mx.nthu.edu.tw

Course Description

In this course, participants will explore issues in bilingual education and bilingualism. The course focuses on three main areas including (1) theories of bilingualism, (2) practice of bilingual education, and (3) bilingual education and bilingualism in Taiwan. Course participants will gain familiarity with theories and issues in bilingualism and bilingual education through participating in discussions. They will learn to relate practice to theory through critical reflection on their own and others' experiences of developing bilingualism or plurilingualism and gain knowledge of this field by completing reading assignments.

The course participants are required to lead a class discussion on the reading assigned and participate in bilingual class visits. They will complete a written reflection on bilingual classes they visited. Additionally, they (in groups) will design a lesson for a bilingual class following a CLIL (Content and Language Integrated Learning) framework.

Students enrolled in this course should be aware that they may not generate and submit assignments, reports, or personal reflections using artificial intelligence. If such usage is discovered, the instructor will reject the assignment or report and withhold scores. Students enrolling in this course agree to the above ethics statement if registering for the course.

The medium of instruction in this course is English.

Instruction Modes

Mini-lectures, discussions, and presentations.

Course Requirements

Attendance **☆**10%

Participation in discussion 15%

Written reflection on bilingual class visits (individual)* 20%

Bilingual lesson design and presentation (in groups)** 30%

Class discussion (in groups)*** 25%

☆Class attendance is required. Absence without notice in advance is not accepted. A note from a doctor is required for sick leave. Each absence without proper notice and cause counts as 1% of the course grade.

*This is a written reflection on the bilingual classes you visited. The written reflection should include the classes' background, how the teacher engaged the students in learning in the classes (e.g., the learning tasks given by the teacher, the translanguaging used by the teacher, etc.), how the students participated in the classes, and what you have learned from visiting the classes (e.g., what you would do if you were the teacher). The reflection is written in Chinese (word limits 1000-1200 words). It may be written in English (word limits 500-600 words) if Chinese

is not your first language. **No late submission of the written reflection is accepted.**

**Students in groups (consisting of 3-4 students) will design a lesson of a bilingual class following a CLIL framework. The lesson could be designed for any school subject(s) at the elementary or secondary levels.

*** Students in groups will lead a discussion with the class on the chapter assigned. The students will present three questions related to the chapter for class discussion and respond to their classmates' questions.

Required Readings

Baker, C. & Wright, W. E. (2021). *Foundations of Bilingual Education and Bilingualism* (7th ed). Bristol, UK: Multilingual Matters.

Ball, P., Kelly, K., and Clegg, J. (2015). *Putting CLIL into Practice*. Oxford, UK: Oxford University Press.

Coyle, D., Hood, P., and Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge, UK: Cambridge University Press.

Course Overview

Week	Dates	Topics	Assignments
1	09/11	Course Overview/Introduction to Bilingualism	Ch. 1 (Baker & Wright, 2021)
2	09/18	Types of Bilingual Education	Ch. 10 (Baker & Wright, 2021)
3	09/25	Introduction to CLIL	Ch. 1 & Ch. 2 (Ball et al., 2015); Ch. 1 & Ch. 3 (Coyle et al., 2010)
4	10/02	Designing Tasks and Materials for CLIL	
5	10/09	No class (Observation of Double Tenth Day)	Ch. 7 (Ball et al., 2015); Ch. 5 (Coyle et al., 2010)
6	10/16	Assessment in CLIL	Ch. 8 (Ball et al., 2015); Ch. 6 (Coyle et al., 2010)
7	10/23	CLIL in practice	
8	10/30	Bilingual class visit (1) (tentative)	
9	11/06	Discussion 1: The Measurement of Bilingualism	Ch. 2 (Baker & Wright, 2021)
10	11/13	Discussion 2: The Early Development of Bilingualism Discussion 3: The Late Development of Bilingualism	Ch. 5 (Baker & Wright, 2021) Ch. 6 (Baker & Wright, 2021)
11	11/20	Bilingual class visit (2) (tentative)	
12	11/27	Discussion 4: Theories of Bilingualism and Curriculum	Ch. 8 (Baker & Wright, 2021) Individual written reflection due
13	12/04	Discussion 5: Education for Bilingualism and Biliteracy Discussion 6: Effective Schools and Classrooms for Bilingual Students	Ch. 11 (Baker & Wright, 2021) Ch. 13 (Baker & Wright, 2021)
14	12/11	CLIL lesson presentation (in groups)	
15	12/18	CLIL lesson presentation (in groups) (cont.)	
16	12/25	Wrap up	CLIL lesson due