

Studies on Issues in Bilingual Education (Fall 2023)

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Instructor: Wen-Hsing Luo, Ph.D.

Class Time: Tuesday, 9:00-12:00

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Course Description

In this course, participants will explore issues in bilingual education and bilingualism. The course focuses on (1) theories of bilingualism, (2) practices of bilingual education, (3) issues in bilingual education and bilingualism, and (4) approaches to bilingual education. Considerations will be given to issues and practices that are specific in Taiwan vis-à-vis the development of bilingual education elsewhere, for instance, in North America and Europe. Course participants will gain familiarity with theories and issues in bilingualism and bilingual education through leading and participating in discussions. They will learn to relate practice to theory through critical reflection on their own and others' experiences of developing bilingualism/plurilingualism and gain knowledge of this field by completing reading assignments.

The course participants are required to complete reading assignments and lead and participate in discussions. They will give an oral report of a bilingual/plurilingual person's recollection of developing bilinguality/plurilinguality. Additionally, they will design a course unit for a bilingual class following a CLIL (Content and Language Integrated Learning) framework and present the unit to the class.

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%

Leading discussions on chapters assigned ☆ 20%

Retrospective study of bilinguality/plurilinguality (oral report in English)* 20%

Bilingual unit (written unit and oral presentation in English)** 35%

☆ Each course participant will show a full understanding of the assigned reading and lead a discussion of the reading with the class.

* This is a retrospective study. Namely, each course participant will interview and ask a bilingual/plurilingual person to recount his/her experience of developing bilinguality or plurilinguality and will give an oral report of the interviewee's recollections to the class. The oral report should be approximately 30 minutes (including a 20-minute presentation and a 10-minute

Q&A session) and should include the interviewee's background and recollections of developing bilinguality or plurilinguality (e.g., challenges of learning the second/third language and experiences of using these languages).

****Each course participant will design a course unit for a bilingual class following a CLIL framework. The unit could be designed for any school subject(s) at the elementary or secondary levels. Course participants will present the unit to the class.**

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.

Garcia O., and Kleifgen, J. A. (2010). *Educating Emergent Bilinguals: Policies, programs, and practices for English language learners*. New York, NY: Teachers College Press.

Hamayan E., Genesee F., and Could N. (2013). *Dual Language Instruction from A to Z: Practical guidance for teachers and administrators*. Portsmouth, NH: Heinemann

Other readings required by the instructor may be found on NTHU eLearn.

Course Overview

Week	Date	Topics	Assignments
1	09/12	Introduction to Bilingualism	Ch. 1 (Baker & Wright, 2021)
2	09/19	Types of Bilingual Education	Ch. 10 (Baker & Wright, 2021)
3	09/26	Introduction to CLIL	Ch. 1 & Ch. 2 (Ball et al., 2015); Ch. 1 & Ch. 3 (Coyle et al., 2010)
4	10/03	Language use in CLIL	Ch. 4 (Ball et al., 2015);
5	10/10	No class (Double Tenth Day)	
6	10/17	Designing Tasks and Materials for CLIL	Ch. 7 (Ball et al., 2015); Ch. 5 (Coyle et al., 2010)
7	10/24	Assessment in CLIL	Ch. 8 (Ball et al., 2015); Ch. 6 (Coyle et al., 2010)
8	10/31	The CLIL Tool Kit: Transforming theory into practice	Ch. 4 (Coyle et al., 2010)
9	11/07	Oral report: Retrospective study of bilinguality/plurilinguality	
10	11/14	The Measurement of Bilingualism	Ch. 2 (Baker & Wright, 2021)
11	11/21	The Early Development of Bilingualism The Late Development of Bilingualism	Ch. 5 (Baker & Wright, 2021) Ch. 6 (Baker & Wright, 2021)
12☆	11/28	Discussion 1: Theories of Bilingualism and Curriculum Discussion 2: Language and Bilingualism: Theoretical Constructs and Empirical Evidence	Ch. 8 (Baker & Wright, 2021); Ch. 4 (Garcia & Kleifgen, 2010)
13☆	12/05	Discussion 3: Planning for Instruction Discussion 4: Language and Bilingualism:	Ch. 3 (Hamayan et al., 2013); Ch. 5 (Garcia & Kleifgen, 2010)

		Practices	
14	12/12	Study week	
15	12/19	Presentation of bilingual unit	
16	12/26	Presentation of bilingual unit (cont.)	Bilingual unit due on 12/29