

LLED 6631 Bilingualism and Bilingual Education Spring 2012

Wednesday, 9:30am-12:15pm, JJ Harris Elementary School with occasional sessions on campus (move to 125, numbers permitting)

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office hrs: Wednesday, 11-12/by appt.

Course Description

This course is offered during a unique historic moment when an ACC local elementary school, Judea Jackson Harris Charter Elementary school, becomes the 4th school in the state to offer some form of public bilingual education. The goal of this course is to introduce concepts of bilingualism and bilingual education in local, national, and international contexts with regards to our diverse linguistic landscape and make sense of tensions between those who advocate a “bilingual edge” and those who see only a “bilingual handicap” for youth who have exposure to languages in addition to English at home and/or at school.

NOTE: The course can and will change due to an emerging partnership between Dr. Cahnmann-Taylor and JJ Harris and this version of the course is meant to contain aspects of service learning that are responsive to teacher and school need.

Course Objectives

1. explore the social, emotional, political, pedagogical and cognitive dimensions of bilingualism through readings and project work;
2. become familiar with state-wide and national language policies, past and present;
3. examine various aspects of bilingual education programs located in the United States and elsewhere;
4. to become critically reflexive about one's own linguistic history and create a linguistic autobiography
5. become knowledgeable of web-based resources on bilingualism and bilingual education
6. examine the relationship between language, culture, economics and power.
7. compare and contrast the immigration and bilingual experiences of culturally and linguistically diverse communities in the United States and internationally.
8. Apply course concepts to a final project related to individual and social aspects of bilingualism and bilingual education

Required Texts

- Baker, C. (2011). Foundations of Bilingual Education and Bilingualism, 5th Edition. Multilingual Matters
- King, Kendall & Mackey, Alison (2009). The Bilingual Edge: The ultimate guide to why, when, and how to teach your child a second language.
- Krashen, Stephen Explorations in Language Acquisition
- Krashen, Stephen Condemned without a Trial: Bogus Arguments Against Bilingual Education

*Additional **Course readings** will be provided through the class ELC site. Check ELC for updates. Please report any problems immediately.

ASSIGNMENTS/Roles

Food Provider: Bring snacks or delegate snack/drink bringing. Group can decide to do this on a weekly or monthly basis, in teams or as individuals or not at all. This role has no bearing on your course grade and will be student organized.

Participation: It is important to come to class prepared with the readings. I expect students to come with passages in their reading that are highlighted, questions, notes, reflections, and connections. Active participation is the basis of the seminar. (15% of grade)

Trivia Master: Your role is to read the week's readings carefully and surprise the class with a minimum of *ten "trivia" questions* that come from the assigned readings (copy must be sent to Dr. Cahnmann-Taylor electronically). Plan on 5-10 opening minutes to administer your "trivia quiz." If you want Dr. Cahnmann to print out your "trivia quiz" it must be sent 24 hours before class. The trivia questions will serve as mini-quizzes to keep us up on the readings. Prizes from the trivia master are optional but can be motivating! (10% of grade)

Synthesizer/Surprise: Your role is to *share a reading on language diversity in the USA (pdf provided by Dr. Cahnmann-Taylor)*. Plan on 20-30 minutes for discussion/activity (unless more time is specifically requested with a rationale in advance). (15% of grade) You are encouraged to extend beyond the article to expand our understandings of this linguistic group.

Language Learning Center Assignment, 2/9 (15% * 2 = 30% of grade)

Learning Centers, also called "Learning Stations", are situations around the classroom that a teacher sets up for students to work in either small group or individual activities. Each of these centers has supplies and materials that work well together and give students the tools to complete activities and mini-projects -- either in groups of two to three students or individually. We will create 2 learning centers that assist second grade students to advance their knowledge of Spanish or their world language awareness that coincide with the second grade state social studies curriculum. NOTE: /Learning Center two will be navigated alongside school needs and interests as well as your own.

Case Study Interview Assignment: Diagram, Transcript, & Paper (30% of grade)

Using video, interview a bilingual student, family member, or teacher at JJ Harris (human subjects approved; consent form required). Create an interview protocol. Explore the different contexts that have affected bilingual change and development. Select a 3-5 minute clip from the video (or various clips totalling no more than 5 minutes) that illuminate the participant's bilingual experience. Write a short paper (4-7pages) about this person's bilingualism that includes at least 10 key concepts/terms from the course (underline these terms). Based on the responses include a table or diagram to illustrate how one person's dual or multilingual ability and language usage has changed and developed since birth. Are there particular stages or periods in the development? What attitudes and motivations does the language learner have? What varieties of Spanish, English, or other language does the interviewee use (any c/s?). Is bilingualism important to this person? Why or why not?

ROLES	WK	TOPICS
	1-4	JANUARY 12, 19, 26, ; February 2
	1	Overview of the course. Linguistic Introductions: Who speaks what to whom, how and for what purposes? What is bilingualism? Core Readings: Rampton, B (1990) <u>"Displacing the 'native speaker': expertise, affiliation, and inheritance. ELT</u>
S: Jessica & Susan, (Vietnamese) T: Amy on trivia	2	Second Language Learning & Identity: What's at stake? Core Readings: <ul style="list-style-type: none"> • King & Mackey: The Bilingual Edge, section 1, chapters 1-2, pp. 3-36 • Baker, Chapter 1: Bilingualism: definitions & distinctions (1-17)
S: Gabriela (Arabic); Maria (German) T: Jessica	3	Second Language Learning & Identity, Continued Core Readings: <ul style="list-style-type: none"> • Baker Ch 4 Languages in Society • Garcia, Teaching Spanish and Spanish Teaching in the USA: Integrating Bilingual Perspectives, pp 31-57 • Potowski & Carreira: Spanish in the USA • Gomez-Peña (2000) Returning to America (p. 18-21) (Anthro-poetry) •
S: Ming (Native American); John (Portuguese) T: Jiaqi	4	Historical and International Perspectives on Bilingualism & Language Planning Core Readings: <ul style="list-style-type: none"> • Baker, Chapters 9 - 11: Intro to Bilingual Education, types, biliteracy • King & Mackey: Section 3 in the Bilingual Edge (chapters 6-8; pp 97-182)

Melisa Cahnmann 1/11/12 5:31 PM
Comment: the experience of a bilingual adult, Spanish-English, returning from Mexico to the states, also mitigated by humor and power but from the position of marginality.

Weeks 5-9: FEB 9, 16, 23, ; March 1, 8		
<i>DUE 2/9: Language Learning Center</i>	5	Endangered Languages: Planning and Revitalization Core Readings: <ul style="list-style-type: none"> • Baker Ch 3 & 17 • Klepfisz, I. (1990). A few words in the mother tongue (225+-231) • Erdrich, L. (2004). Two languages in mind, but just one in the heart.
		3

S: Yu-fang (French); Kexin & Aiheng (Korean) T: Hui	6	Measurement of Bilingualism Core Readings: <ul style="list-style-type: none"> • Baker Ch 2, 12-13 • Lingua Folio examples • Krashen, Stephen <u>Condemned without a Trial: Bogus Arguments Against Bilingual Education</u> •
	7	Bilingual Education in Georgia—a Historic Moment Core Readings: <ul style="list-style-type: none"> • * <i>visit to Unidos Dual Immersion School</i>
T: Shanshan ; Susan	8	Worldwide bilingualism policies, practices and dilemmas Core Readings: <ul style="list-style-type: none"> • Baker Ch 19 • Druviete, I. (2000). The Latvian Language Law Debate. • Lindgren, A.R. (2000). Language Emancipation: The Finnish Case • other reading TBA • Annamalai, E. (2000). Use of Language Rights by Minorities. (India) •
S: Amy (Russian) ; Lance (Polish) T: Yu-fang	9	Bilingual Literacies Core Readings <ul style="list-style-type: none"> • Chapter 14 Baker: Literacy Bilinguality & Multilinguality • Hornberger & Skilton Sylvester: Continua of Bilinguality

MARCH (15 SPRING BREAK) 22, 29, April 5

3/22: <i>Language Learning Center #2</i>	10	Core Readings: <ul style="list-style-type: none"> • Krashen, Stephen <u>Explorations in Language Acquisition</u> <p>9:30- 10:00: Isai's presentation on Italian in the US</p>
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3/29 T: Maria & Kexin (for Krashen books)	11	<p>Meeting Dr. Krashen</p> <p>Core Readings:</p> <ul style="list-style-type: none"> • Prepare Krashen materials and bring questions for discussion <p>Late Class Start : 10 am</p> <ul style="list-style-type: none"> - 10 am -11 am : Trivia and Class - 11 am – 12:15 pm : Dr. Krashen talk - 12:15 -45 pm : way to TLALOC for lunch <p>## 3/28 1:00- 4:30 pm / 3/29 1:00-7:00 pm / 3/30 1:00-3:00 pm</p> <p>: Parent teacher conferences at Harris, Translation requests, Opportunities for the interview assignment</p>
4/5 T: John S: Kira (Argentina's bilingual school)	12	<p>Bilingual Theories, Cognition & the Brain</p> <p><i>Core Readings:</i></p> <ul style="list-style-type: none"> • Baker, Chapters 6, 7, & 8. • Bialystok, E. & Hakuta, K. (1994) "Brain" and "Mind" (pp 50-123) from <u>In other words: The science and psychology of SLA</u>
APRIL(12 TAX BREAK) ,19, 26		
4/12	13	<p>Tax break; No class</p> <p>This is an opportunity to interview a bilingual person for the final project. Misha would be happy to help arrange interviews for you at the school on this day with the FLAP teachers; you may also be able to interview children during their Spanish language instructional time on this day. Please let me know if you would like help arranging an interview on 4/12.</p>
4/19 T: Aiheng & Gabriela	14	<p>Dialects and Varieties of Language</p> <p>Core Readings:</p> <ul style="list-style-type: none"> • Hill, J. (2009) 'Mock Spanish' <p><i>Video: American Tongues or Do You Speak American?</i></p>
4/26 T: Lance;	15	<p>Final Course Trivia Review (Lance & Ming); Case Study Interview Assignment due. Invite our JJ Harris second grade friends to visit with us at UGA....(pending.)</p>

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