

Escuela Académica de Lingüística

Facultad de Letras y Humanidades

Agosto 2010 – Diciembre 2010

Bilingüismo teoría, aplicaciones lingüístico-educativas**Instructor:** Miryam Yataco**Course Description**

This course is a general introduction to the study of bilingualism and its pedagogical and linguistic theoretical basis and applications. The course has been designed under the premise that a variety of social, political, and economic factors shape the day-to-day reality surrounding ‘educational’ and ‘linguistic’ issues and practices in bilingual or multilingual social and educational contexts around the world. Accordingly, the course explores various philosophical arguments, theoretical perspectives, program options, and research issues that have shaped the field of bilingualism and bilingual education programs.

The course is intended to provide students with:

- An understanding of the key perspectives, questions, and issues that have been posed, studied, and answered about bilingualism.
- Grounding in the field of bilingualism and bilingual/biliterate education.
- A survey of languages of the world and sociolinguistic theoretical applications.
- An overview of social attitudes towards bilingualism, the internal dynamics of bilingual speech communities, the social & linguistic dynamics of language contact, and bilingual education policies and their effects.
- Knowledge of the types of research that is being conducted in the field of bilingualism,
- An introduction to a theoretical perspective of first and second language acquisition for bilingual learners.
- Familiarity with issues surrounding language diversity, intercultural perspectives, and identity formation.
- A general introduction to the reported experiences of bilingual education teachers in the U.S. and in the host country.

REQUIRED READING

Baker, C., *Foundations of Bilingual Education and Bilingualism*. 4th ed. Philadelphia: Multilingual Matters, 2006.--- [in Spanish} *Fundamentos de Educación Bilingüe y Bilingüismo*, Cátedra, Madrid. **Articles & Books** on Reserve at UNMSM EAP Linguistics Library.

TENTATIVE SCHEDULE**Week 1 – Introduction**

What is bilingualism? How has it been defined? What are four language abilities? Who is a balanced bilingual? Who is a semilingual?

Day 1: Course overview, readings, and assignments.

Day 2: Read and discuss Terminology (List 1); Baker, Introduction and Chapter 1 (pp. 2-18).

Week 2 – Languages of the world, majority and minority languages, a review of theory of language

How many languages do we have in the world? How do we define majority languages? How do we define minority languages? Review and define the following terms: language, dialect, standard, Creole, pidgin, lingua franca, and more.

Day 1: Languages of the world. See <http://www.ethnologue.com> (database of world's languages). Read: Terminology (List 2); Fromkin & Rodman, *An Introduction to language* Chapter 10 (pp. 399-411, 420-436); Baetens Beardsmore, H. *La diversidad lingüística: Retos y Estrategias*:

<http://www.doredin.mec.es/documentos/008200230393.pdf>;

Yataco, M. *Lenguas y Dialectos*

<http://www.boletindenewyork.com/Lenguas.MYataco.htm>

Day 2: Power Point Presentation on majority and minority languages in various countries around the world (i.e. Spain, Paraguay, the U.K.). Introduction to endangered languages and diglossia.

Week 3 – Languages in society

What is the role of one of two languages in society? How does the societal context influence individuals' development of bilingualism? How do multiple languages coexist (i.e. in Spain, Switzerland, Perú)?

Day 1: Introduction to Sociolinguistic theory I. Read Terminology (List 3); Baker, Chapter 3 (pp. 43- 56); Fishman, J.A. *Can Threatened languages be saved?* Introduction – *on reserve* (pp. 2- 22).

Day 2: Introduction to Sociolinguistic theory II. Read Baker, Chapter 3 (pp. 56-65); Spolsky, *Sociolinguistics* Chapter 3 Locating Variation in Speech (pp. 24-30); Skutnabb-Kangas, *Linguistic Genocide in Education*, (handout. on reserve).

Week 4 – Sociocultural aspects of bilingualism

Day 1: Review of language shift and maintenance, death and revival. Read: Baker, Chapter 4 (p. 68- 80).

Day 2: Review of GIDS, looking at the case of the Maori and the Navajo. Read: T. D. Lee & D. MacLaughlin: *Reversing Language Shift Navajo Revisited*. (pp. 23- 43). M Strubel: *Catalan a decade later*. (pp. 260- 283) in Fishman, J.A. *Can Threatened languages be saved?*.

Week 5 – Childhood bilingualism

Day 1: Class discussion, Power Point Presentations summary of key concepts. Quiz on Terminology.

Day 2: Childhood bilingualism. Read Baker, Chapter 5 (pp. 86 – 96).

Week 6 - The development of bilingualism

Day 1: Read Baker, Chapter 5 (pp. 97 - 108). L1 & L2 acquisition and development.

Day 2: Informal & formal language acquisition, the age factor, code-switching, children as language brokers. Case Studies (group& individual presentations).

Week 7 – Second language acquisition and learning

Day 1: Contexts and situations in language learning. Read Baker, Chapter 6 (pp. 110 - 122). Read: Eckard R. (art.) *The learning vs. acquisition debate*. (on reserve)

Day 2: Psychological factors affecting second language acquisition. Read Baker, Chapter 6 (pp. 123 - 132).

Week 8 – Bilingualism and cognition; information processing in bilinguals

Day 1: Bilingualism and intelligence, bilingualism and the brain, bilingualism and divergent thinking, Bilingualism and metalinguistic awareness. Read Baker, Chapter 7 (135 - 153).

Day 2: Class discussion. Read Hamers & Blanc, *Bilinguality & Bilingualism*, Chapter 4 (pp. 84 - 114).

Week 9 – Cognitive theories of bilingualism and the curriculum

Day 1: The balance theory, the iceberg analogy, the thresholds theory and additions, curriculum relevance. Read Baker, Chapter 8 (163 -179) Read: Schumann J., (art.) Social and Affective Conditions Shaping Language Acquisition: Schumann's Acculturation Model in McKay & Wong *Language Diversity Problem or Resource* (on reserve).

Day 2: Power Point P. on the contributions of Jim Cummins. Read: Cummins, Jim (2000). *Language, power and pedagogy*. Chapter 3. Read: *Hipótesis de la Interdependencia en el aprendizaje de Idiomas*.(art.)

http://www.aprendemas.com/Noticias/html/N525_F26072004.HTML

Week 10 – Bilingual education

Day 1: Brief historical perspectives of bilingual education in the U.S. Varieties of bilingual education: weak and strong forms of education for bilingualism and biliteracy. Read Baker, Chapter 9 (pp. 182 - 183, 192 - 201).

Day 2: Dual language bilingual education model and bilingual education in majority languages. Read Baker, Chapter 10 (pp. 212 - 226). Read: Fishman J., (art.) *Bilingual Education: What and Why?* (on reserve).

Week 11 – Bilteracy and literacy in minority languages

Day 1: Uses of literacy, definitions, approaches. Read: Baker, Chapter 15 (pp. 319 - 339), Terminology (List 4). Read: Godenzi, J. C. (art.) *La sociedad y sus practicas letradas* <http://www.up.edu.pe/coine/Boletin1VI/trasfondo.htm>

Day 2: Review of Baker, Chapter 15. Read: Watahomiguie L & McCarthy T. Literacy for what? Hualapai literacy & language maintenance. (pp. 96 - 111); Godenzi J.C. _Literacy and modernization among the quechua speaking peoples in Peru, (pp. 237 - 248) in Hornberger N. (1996) *Indigenous literacies in the Americas*.

Week 12 – Multiple Literacies

Day 1 & 2: Read:

- 1- Scribner, S. y Michael Cole. (1988) *Unpackaging Literacy*. (p.61-69). (on reserve).
- 2- Zavala, V.: (Des)encuentros con la escritura. (on reserve)
- 3- Vigil N. *Pueblos Indigenas y Escritura*.
http://www.aulaintercultural.org/IMG/pdf/indigenas_escritura.pdf
- 4- Vigil, N. *Las acciones para desarrollar la escritura de las lenguas indigenas*
http://www.aulaintercultural.org/article.php?id_article=529
- 5- *Evaluación Censal de estudiantes ECE 2007 - Ministerio de Educacion del Peru :*
http://www2.minedu.gob.pe/umc/Fundamenta_ECE2007.pdf
- 6- *Literacidades vernáculas y dominantes*. Universitat Pompeu Fabra.
<http://www.upf.edu/dtf/recerca/grups/grael/LC/smnrs/VZ/semin5.pdf>

Week 13 - Multiculturalism and the Politics of Bilingualism

Day 1 & 2: Read: Baker, Chapters 18, and 19 (see websites for bilingualism), Read: Pratt, M. (art.) *Arts of the contact zone* (on reserve) Selected videos on Bilingual Education.

- 1- Foro Educativo (2007) *Zorros de arriba* <http://www.youtube.com/watch?v=LbGn8oNayP4>
- 2- Educación Intercultural en la I.E 2035 Carmen Alto Comas, Lima-Perú. Mesa de trabajo: "Experiencias Pedagógicas en EIB", VIII Congreso Nacional de Educación Intercultural Bilingüe (del 23 al 26 de febrero del 2009), organizado por la Asociación Nacional de Maestros de Educación Bilingüe Intercultural -ANAMEBI PERÚ, Base Regional de Ayacucho. <http://www.youtube.com/watch?v=GJOrqFIALs&feature=related>
- 3- Foro Educativo (2009) *Discriminación histórica y política Educativa en el Perú*.
<http://nilavigil.wordpress.com/>
- 4- *Educación Bilingüe Intercultural en México*.
<http://www.youtube.com/watch?v=qEK7cROrUVM&feature=related>

Week 14 – Preservation & Maintenance of the Mother Tongue.

Day 1 – Read: Skutnabb-Kangas & Phillipson, *Linguistic Human Rights past & present* (pp 71 – 109) in Tove Skutnabb-Kangas, Robert Phillipson, Mart Rannut Eds. (1995) *Linguistic Human Rights –Overcoming Linguistic Discrimination*.

Yataco, M. 'Defensa de la Lengua Materna de niños indígenas e inmigrantes del mundo.'
<http://www.linguistic->

[rights.org/es/documentos/Defensa de la lengua materna de los niños indígenas e inmigrantes del mundo Miryam Yataco.pdf](https://rights.org/es/documentos/Defensa_de_la_lengua_materna_de_los_ninos_indigenas_e_inmigrantes_del_mundo_Miryam_Yataco.pdf)

Week 15 – (Intercultural) Bilingual Teachers or Docentes Interculturales Bilingües:

Day 1 & Day 2: 2. Bring your draft of Linguistic Autobiographical draft.

- 1- The role of the teacher in educational settings or El rol del/la maestro/a en las escuelas.
- 2- Bilingual Teachers' Unheard Voices or Voces no escuchadas de los Maestros(a)s Bilingües.

Questions to develop: at a Macro level

How do individual and societal perspectives on bilingualism inform the teaching-learning practices of the classroom context? How do bilingual teachers consider and incorporate these factors within their classroom instruction?

At a Micro level

How would you evaluate your performance as a bilingual teacher? Could you assess: your language skills in L1 and L2 + your lesson planning & your testing tools?

Day 1 & 2: Read:

- 1- Lemberger, N. (1997) *Bilingual Education: Teachers' Narratives* (p.p. 32-67- chapters 4-6)
- 2- Ada, Alma Flor, Creative Education for Bilingual Teachers (1991) in Masahiko M. and Kennedy B. Ed. *Language Issues in Literacy and Bilingual/Multicultural Education*. HER. PP. 447 -455. (on reserve)
- 3- Zavala, V. (2007) *Una Mirada a la formación docente en educación bilingüe intercultural en la zona andina en Peru*. En Cuenca, Nucinkys, Zavala Eds. *Nuevo maestros Para America Latina*. (on reserve)
- 4- Czarny, Gabriela (2002) *La interculturalidad como practica escolar invisible*,_Monografía DIE-CINVESTAV-IPN. INEGI, Mexico.
<http://www.uam.mx/cdi/foroinvisible/multiculturalidad/practicainvisible.pdf>
- 5- Zúñiga M., y Anson, J. *¿Qué entender por interculturalidad?* Documento sin publicación.
<http://www.cholonautas.edu.pe/modulo/upload/zuniga.pdf>

Week 16 & Week 17 - Presentations, class discussions and Final.

Course Design This course is designed in a manner that allows students to interact directly with course material. Large- and small-group discussions, rather than lectures, will make up the bulk of our in-class time. Therefore, it is imperative that students arrive at each class having read all of the assigned readings. Graded assignments, while providing a means for arriving at a final grade for each student, are designed as instructional exercises. Accordingly, less emphasis will be placed on quizzes and exams than on graded out-of-class assignments that stress interpretation of course materials and development of critical thinking.

MISSION: To construct a collaborative learning environment via attention to the following: large and small group dynamics; increased literacy in academic discourse (comprehension and production, oral written); increased digital literacy through Power Point and Web-based exercises; and opportunities for active engagement with course content and materials.

VISION: A classroom climate that fosters an ethos of mutual respect and inclusion of all voices, along with a spirit based on latitude (the expansion of knowledge through a combination of **global + glocal** perspectives), personal ownership of learning, and individual construction of personally meaningful knowledge.

Sample of one of the assignments:

LINGUISTIC AUTOBIOGRAPHY (30%)

Your individual project for this class will be to create a *linguistic autobiography*. This project is intended to help you recognize and analyze your own relationship to language(s) as an individual and as a bilingual intercultural educator. I am encouraging you to write this assignment using *a narrative style*. This is to be an autobiography and thus there is no one or correct history.

Constructing your imaginary maps The rationale for this assignment is to help you see the connections between your family's history with language use and language learning, inside and outside school, and the global study of bilingualism and bilingual education on which this course focuses. In addition it is hoped that you will learn more about your family's history and attitudes about bilingualism and bilingual education, views that may be new to you. It will be a collection of materials (including, e.g., log entries, including own reflections, your own readings and daily activities from this class) and a paper (a report/essay analysis of your linguistic experiences/heritage/interests/feelings/other). If possible interview family members to reconstruct how Spanish or Quechua or other languages have related to your family, both inside and outside school. You should also consider your family's language attitudes about own heritage language use and about other languages being used in the community (in either the private or public domains – or both). Reflect on your experiences as a bilingual person. Discuss: what was the role of your family, community and school in your language development in L1 & L2? How did your first language influence the learning of your second language? You may include a careful consideration of how race, gender, class and culture influence individual language use in public and private domains, and an understanding of how language is socially constructed and used. Your essay is to be saved in an MS word document.

You will submit some materials throughout the semester and resubmit them at the end of the semester. I encourage you to develop a search into the history of languages in this country in your community and in your own family history.

Data Collection - You will need to gather/generate data for this linguistic autobiographical analysis. Some of the assigned class/daily activities will help you with this exploration; others, you can gather or produce on your own.

The Paper This reflective essay should demonstrate your understanding of key linguistic concepts and terms addressed in this course. The format and organization of your autobiography should be designed by you. You may choose to interweave text in L1 or L2, you may decide to use video production to accompany the written text, you may decide to outline parts of this essay using oral communication or web designed exercises. I am giving you total freedom, to choose the medium you will use in 'composing' your linguistic autobiographical essay. I will read-observe each history with an eye to the quality of the thoughtfulness and thoroughness of your incorporation of the course material.