

Linguistics 480/580 *Bilingualism*

Spring 2004, T/Th 4:40-6:30

Professor: Dr. Lynn Santelmann

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Office hours: W 2-3 PM, Th 3-4 PM *or by appointment*

For Graduate Students in the M.A. TESOL Program, this is a Group B or Language and the Mind Course

Required Texts: *Foundations of Bilingual Education and Bilingualism*, Colin Baker,
Multilingual Matters

Lost in Translation, Eva Hoffman

Optional Text: *Bilingualism and Bilinguality*, Hamers & Blanc

Course description

Bilingualism is a survey course, designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of bilingualism. The class will examine how bilingualism is defined and measured, the development of bilingualism, linguistic behaviors of bilingual speakers, the psycholinguistic and neurolinguistic bases of bilingualism, the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for bilinguals and society as a whole.

Course objectives:

- To understand and discuss different definitions of bilingualism
- To explore and evaluate different methods of 'measuring' bilingualism
- To understand the basics of how bilinguals learn and use their languages in different situations
- To understand the effects of family background, societal and cultural norms concerning language, education and age on bilingualism
- To understand cognitive differences and similarities between bilinguals and monolinguals
- To understand how society can contribute to, or hinder, bilingualism
- To understand the basic issues of bilingual education
- To understand and discuss the debates concerning bilingual education both in the US and abroad
- To understand and discuss basic issues of language planning and language policy that can affect bilinguals and bilingualism

Student Learning Objectives

By the end of this course, students should be able to:

- create their own definition of bilingualism, and compare it to the definitions of bilingualism existing in the literature
- describe and illustrate several ways of measuring bilingualism in individuals and in a society, and describe and illustrate the issues or difficulties of each method
- describe and illustrate the basic issues and milestones of bilingual language development for children learning two (or more) languages simultaneously, children learning a second (or third) language after exposure to a first and adults acquiring a second (or third)

language

- describe and illustrate how bilingual speakers use language (e.g., language choice, diglossia, code-switching)
- describe and illustrate the effects that being a bilingual may have on cognition
- describe and illustrate how cognitive development may influence language development
- describe and illustrate the effects of family, society and education on achieving and maintaining bilingualism, including the effects of poverty/hunger on language
- describe the different kinds of bilingual education in the US and other countries, including immersion education, heritage language and/or developmental language maintenance, dual language and transitional bilingual programs
- describe how bilingual education has been evaluated and some of the basic findings from current research concerning bilingual language education
- compare and contrast different political views on bilingualism and bilingual language education
- describe and illustrate factors from language policy and language planning that facilitate or hinder bilingualism within a society

| Course Requirements and Weighting: | <u>480</u> | <u>580</u> |
|--|------------|------------|
| 1. Participation in class discussions/activities | 10% | 10% |
| 2. Reflective essay on Hoffman book | 15% | 10% |
| 3. Short answer midterms (in class) | 35% | 30% |
| 4. Final Project | 25% | 25% |
| 5. Bilingualism poster (group project) | 15% | 15% |
| 6. Grad students: Discussion/presentation of supplemental topics | | 10% |

Assignments

Participation in Discussion and Class Activities

During the quarter, you will be regularly asked to contribute your insights, opinions and questions, either to the group as a whole or in smaller group discussions. The purpose of the discussion/exercises is to have you construct or solidify knowledge on a certain topic. I may also ask you to reflect on issues or collect examples of issues to share with the class. This means that some of the knowledge we will be constructing will occur in small group.

Reflective essay on Hoffman book, *Lost in Translation*

You will be asked to complete (in the third week) a short (4-5 pages) reflective essay on this book. This essay will ask you to compare her experience with the material we've covered in class, and to discuss what insights you have gained about bilingualism from reading the book. More details will be given the 2nd week of class.

Short Answer Midterms

There will be two midterm exams where you will be asked to give short answers (ca. 250 words) to a number of questions. I will give you the questions ahead of time and allow you to prepare answers. The exam will take place in class (1 hour) and I will choose a selection of questions for you to answer. Graduate students may be given separate questions.

Final Project

You will be given a choice of 1 of 2 final projects:

The first is a service learning project, where you will spend 20 hours working with bilingual individuals (NOT IELP students) or teachers. A few opportunities will be available via Janet Cowal at Atkinson elementary, or you may arrange your own placement. After this, you will write a 10-15 page paper, reflecting on your service and describing how (or how not) your service matched with the information presented in class and in the readings.

The second option is a regular term paper, where you will research and write up a paper (10-15 pages) on a topic of interest to you.

Posters

During the last 2 weeks of the quarter, you will be asked to create posters (in groups of 2-3) for display at Atkinson elementary school in Portland. The theme of these posters will be: *Helping your language garden grow*. You can choose whether to focus the posters for parents at this school or more toward children. Your goal is to create a simple poster, in non-technical terms that will help students, parents and teachers understand good bilingual practices. In addition, if you can, you will be asked to address the issue of hunger/poverty in making a language garden grow.

Graduate student: Discussion/presentation of supplemental topics

Graduate students will work in pairs (or perhaps groups of 3) to research and present supplemental information to the class. The topics for the supplements will be chosen from:

Bilingual language behavior (code-switching, language choice), Bilingualism and cognition, Poverty, hunger and language learning, Foreign language education, The bilingual brain, Special education and Bilingualism, Biliteracy development.

Graduate students will be responsible for researching the topic, presenting a clear 20-30 minute lesson on the topic and a follow-up activity for the topic to reinforce students' learning. I am available to provide reading suggestions and help you narrow scope, but which aspects you focus on is up to you.

Grading Criteria

Participation will be graded on, regular attendance, how well prepared you are for class, appropriate contributions to both small and large group discussion, ability to respond appropriately to classmates' questions, comments and discussion. Regular attendance and appropriate contribution to only small groups will earn a "C". Regular attendance and appropriate contribution to both large and small groups will earn a "B". Superior participation in both large and small groups will earn an "A". Irregular attendance and/or failure to participate in discussions will earn a "D" or lower. *Consistent inappropriate* contributions will be penalized by one letter grade or more. I will inform you in private if I think your contributions are inappropriate.

Please note: *Appropriate* contributions includes:

- monitoring the tone and the amount of your own speech
- allowing others a chance to speak
- facilitating others' contributions
- plus other definitions we may develop as a class throughout the quarter.

Reflective Essay on Hoffman's *Lost in Translation* will be graded on an A-F scale. A "C" reflection will be of minimum length (3 ½ pages) and relate the content of the book to two or three concepts in the course, and have minimal reflection. A "B" reflection will relate the content of the book to 3 or more concepts in the book, and will contain a detailed reflection on what you have learned from the book. An "A" reflection will also relate the content of the book to theoretical or larger perspectives.

Midterm Exams will be graded on an A-F scale. "C" exams will contain accurate description of concepts and illustrations of relevant concepts, and describe how illustrations relate. "B" exams will *also* draw on information from more than one source and relate facts to larger acquisition issues or perspectives. "A" exams will *also* synthesize information and include *theoretical* perspectives. Exams that fail to meet the criteria of a C exam or that fail to answer all questions will receive a D or below.

Graduate student presentations will be graded on an A-F scale. Both teacher and student evaluations may be considered for the grade. A "C" presentation (substandard for a graduate student), will cover only some of the basic points of the topic and leave one or more important points undiscussed or quite unclear. In addition the activities for the other students will simply reiterate, without enhancing further, the material. A "B" presentation will cover the major points of the topic, with activities that help reinforce the ideas in the article. A "A" presentation will cover the major points in the topic, providing most emphasis on the most important points, and will have an activity that will enhance (not just reinforce) students' understanding of the material.

Final Projects A "C" project will contain background information/reflections and will relate the data to the issue under discussion. A "B" project will contain more comprehensive background information, and will relate data to *both* issue under discussion and larger issues of child language. An "A" project will contain a review of the representative literature and place that literature in theoretical perspectives and will relate data to the issue under discussion, larger issues *and* theoretical or outside perspectives.

| Grading Criteria for Exams and Papers | |
|--|--|
| C Range | Accurately relate facts Illustrate facts & explain them |
| B Range | Include more than 1 source of info Relate facts to larger issues or problems |
| A Range | Synthesize facts and information from several sources Include theoretical, cross-linguistic or other perspectives |

Posters will be graded on an A-F scale. C posters will contain basic information on helping bilingualism flourish, but will be unclearly or inappropriately presented. B posters will contain basic information, most of which is clearly presented. An A poster will contain clear information, clearly presented at an appropriate level. Bonus points will be given for including the issue of hunger.

Important Dates:**April 11:** Last day to drop a class without instructor approval; last day to change grading option.**May 21:** Last day to drop a class with dept. permission. **June 8th:** Final project due.

Tentative Schedule

| Week | Topic and Readings |
|--|--|
| Week 1: 3/30 -4/1 Defining Bilingualism, Types of Bilingualism Approaches to bilingualism Theories | Baker, Ch. 1 and 2; Hamers & Blanc, Ch.1, 2 |
| Week 2: 4/6-4/8 Measuring Bilingualism Societal Issues and Bilingualism (part 1) | Baker, Ch. 2, Hamers & Blanc, Ch.2 Baker, Ch. 3 |
| Week 3: 4/13-4/15 Bilingual language behavior Language Acquisition (mono and bilingual) | grad presentations, Hamers & Blanc, ch. 8-10 Baker Chapter 5, Hamers & Blanc, ch. 3, 5 |
| Week 4: 4/20-4/22 Second Language vs. Bilingual Acquisition Bilingualism and Cognition | First midterm Baker, Ch. 6; grad presentations Baker, Ch. 7, 8; grad presentations, Hamers & Blanc, ch. 6-7 |
| Week 5: 4/27/-29 Bilingualism, Hunger and Cognition The bilingual brain | Hamers & Blanc, ch. 6-7 Baker, ch. 8; grad presentations |
| Week 6: 5/4-5/6 Bilingual education – introduction Effectiveness of Bilingual education | Baker Ch. 8, 9 and 10; Hamers & Blanc, ch. 11, Baker, Ch. 11 |
| Week 7: 5/11-5/13 Language allocation in bilingual development Special needs and bilingual development | Baker Ch. 13 and 14 grad presentations |
| Week 8: 5/18-5/20 Literacy issues/biliteracy Immersion | Baker, Ch. 15 and 16; grad presentations Baker, Ch. 17 Second midterm |
| Week 9: 5/25-5/27 Language Policy and Planning | Baker, Ch. 4, Ch. 18 |
| Week 10: 6/3-6/3 Hoffman discussion Poster presentations | Hoffman book Poster presentations |

Final projects due **Tuesday, June 8th at 4:30 PM** in my box in 122 EH.