Description: Bilingualism and Bilingual Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIN</td>
<td>8017</td>
<td>4124</td>
<td>1, 2005</td>
<td>ONC</td>
<td>1.00</td>
<td>Toowoomba</td>
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Academic group: OPACS
Academic org: OPACSP
Student contribution band: National Priority Teaching
ASCED code: 070115

STAFFING
Examiner: Aniko Hatoss
Moderator: Francis Mangubhai

RATIONALE
With the forces of globalisation and the internationalisation of education, there is a rapidly growing interest in bilingualism and bilingual education. More and more educational programs are introduced, where the school content is taught through a second or foreign language. Also, there is a trend to replace traditional methods of language teaching with language teachings methods used in bilingual programs and introduce a second language early in childhood years. Bilingualism is of increasing interest in the context of minorities as well. A large proportion of minority children in most countries of the world are required to study through a second language. These learners include migrants as well as indigenous people who do not have the opportunity to opt for education through their mother tongue. These trends create a need for investigating language development in a more holistic way, incorporating first and second language development as well as children's cognitive and academic development. Language teachers who work in similar contexts need to develop an awareness of the relevant cognitive, educational, cultural and social processes involved in teaching learners through a second language. This course will benefit all language teachers who are dealing with majority students being educated in a foreign language or minority students being educated in the language of the dominant society. By focusing on the underlying psycholinguistic theories, the course will serve as a basis for undertaking further studies or embarking on research in the field of bilingualism.

SYNOPSIS
Teachers who are involved in language teaching, whether they are teaching first or second languages are generally not aware of the psycholinguistic, socio-psychological and educational issues involved in bilingualism. This course looks at bilingualism from these three main angles (1, psycholinguistic, 2, socio-psychological and 3, educational) and covers the following topics: definitions and typologies of bilingualism, the measurement of bilingualism, the psycholinguistic aspects of bilingual language acquisition and language processing, code-switching, bilingualism and cognition, types of bilingual education. Relevant theories and implications are discussed both in the majority as well as in the ethnolinguistic minority contexts. This course has a strong psycholinguistic focus. Societal aspects of bilingualism are discussed in LIN8015, Introduction
to Sociolinguistics, while the methodology of teaching in a bilingual (immersion) program is covered in LIN 8009.

**OBJECTIVES**

On successful completion of this course students will be able to:

1. use typologies of bilingualism to describe various bilingual contexts;
2. evaluate various techniques used for measuring bilingualism and bilingualism;
3. demonstrate an understanding of the relationship between first language development and second language development;
4. critically discuss the interrelationship between bilingualism, culture and identity;
5. demonstrate an understanding of the psychological and cognitive processes involved in bilingual language processing;
6. classify and evaluate different types of bilingual educational programs;
7. demonstrate an understanding of the linguistic, metalinguistic, cognitive, affective and social benefits of bilingualism for the individual as well as the social and socio-economic benefits for the society as a whole.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Definitions, typologies and measurement of bilingualism</td>
<td>15.00</td>
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<tr>
<td>1.1. Definitions of bilingualism</td>
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<tr>
<td>1.2. The measurement of bilingualism</td>
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<td>2. Psycholinguistic aspects of bilinguality</td>
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<tr>
<td>2.1. Bilingual language acquisition - the study of bilingual children</td>
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<tr>
<td>2.2. Bilingualism and cognitive development</td>
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<td>2.3. Social and psychological foundations of bilinguality</td>
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<td>2.4. Bilingual language processing and representation</td>
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<td>3. Social-psychological aspects of bilinguality</td>
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<tr>
<td>3.1. Bilinguality, culture and identity</td>
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<tr>
<td>3.2. Intercultural communication - features of bilingual speech</td>
<td></td>
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<tr>
<td>4. Bilingual education</td>
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<tr>
<td>4.1. Definitions and typologies of bilingual education</td>
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<td>4.2. Factors conditioning bilingual education</td>
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<tr>
<td>4.3. International models of bilingual education</td>
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<td>4.4. Evaluation of bilingual educational programs</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search’ facility at http://bookshop.usq.edu.au click 'Semester’, then enter your 'Course Code' (no spaces).

This textbook is also available in an e-book format free of charge through USQ library.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<tr>
<td>Private Study</td>
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</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>ASSIGNMENT 1 (2500 WORDS)</td>
<td>35.00</td>
<td>35.00</td>
<td>01 Apr 2005</td>
</tr>
<tr>
<td>DISCUSSION BOARD / JOURNAL 1</td>
<td>5.00</td>
<td>5.00</td>
<td>01 Apr 2005 (see note 1)</td>
</tr>
<tr>
<td>ASSIGNMENT 2 (3500 WORDS)</td>
<td>55.00</td>
<td>55.00</td>
<td>10 Jun 2005</td>
</tr>
<tr>
<td>DISCUSSION BOARD / JOURNAL 2</td>
<td>5.00</td>
<td>5.00</td>
<td>10 Jun 2005 (see note 2)</td>
</tr>
</tbody>
</table>

NOTES

1. Students need to submit journal OR discussion board entries with each assignment (500 - 1000 words).
2. Students need to submit journal OR discussion board entries with each assignment (500 - 1000 words).

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them.
to maximise their chance of meeting the objectives of the course and to be informed of
course-related activities and administration.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least
50% of the marks available (or at least a grade of C-).

3 Penalties for late submission of required work:
A penalty may be applied if an arrangement for an assignment extension has not been
negotiated before the due date.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the
available weighted marks for the summative assessment items.

5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate
of the marks (or grades) obtained for each of the summative assessment items in the
course.

6 Examination information:
N/A

7 Examination period when Deferred/Supplementary examinations will be held:
N/A

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10
Academic Misconduct for further information and to avoid actions which might
contravene University Regulations. These regulations can be found at the URL
http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the printed version
of the current USQ Handbook.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the
assignment to the USQ. The onus is on the student to provide proof of the despatch
date, if requested by the Examiner.

2 Students must retain a copy of each item submitted for assessment. This must be
produced within five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating
circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or
printed on paper-based media.

5 Students who do not have regular access to postal services or who are otherwise
disadvantaged by these regulations may be given special consideration. They should
contact the examiner of the course to negotiate such special arrangements.

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7 Students who have undertaken all of the required assessments in a course but who have
failed to meet some of the specified objectives of a course within the normally prescribed
time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade
will only be awarded when, in the opinion of the examiner, a student will be able to
achieve the remaining objectives of the course after a period of non directed personal
study.
Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded: IDS (Incomplete - Deferred Examination); IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

OTHER REQUIREMENTS
1. Over the two assignments and the journal/discussion board entries students will be expected to achieve at least half the marks.
2. Students must submit all assignments and the journal/discussion board entries.