

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY, HYDERABAD

TEMPLATE FOR COURSE DESCRIPTIONS (for all the Programmes)

Course title	Bilingualism and Bilingual Education
Category (Mention the appropriate category (a/b/c) in the course description.)	<ul style="list-style-type: none"> a. Existing course without changes b. Existing course with revision. Mention the percentage of revision and highlight the changes made. c. New course
Course code	<i>MAELEC651</i>
Semester	IV
Number of credits	5
Maximum intake	30 (on first-come-first-served-basis for MA courses only)
Day/Time	Tuesday 11-1 p.m. and Thursday 2-4 p.m.
Name of the teacher/s	Monishita Hajra Pande
Course description	<p>i) This course will prepare students to understand bilingual environments in educational contexts to undertake research or to better serve bilingual students and communities. It will build on theoretical frameworks, research and practice drawing from the areas of bilingualism, second language acquisition and education. The course will begin by understanding the concept of bilingualism, problematizing definitions, and closely looking at concerns related to bilingual education from the perspective of various stakeholders such as learners, administrators, and parents. It will then focus on the development of bilingualism and discuss debates related to assessment of bilingualism and cognition and bilingualism. The third module will discuss different types of bilingualism and bilingual programmes and the politics of bi-/multilingualism. We will review some policy frameworks from across the world to understand challenges in language planning and implementation with a special focus on the MLE and MLE plus programmes of Odisha. Case studies and learner profiles will be used along with research studies for students to deepen their understanding of the concepts. The course will expose participants to evaluate, select and adapt materials for multilingual teaching. The final module will train them in various steps involved in undertaking a research project with bilinguals/multilinguals. We will consider the strengths and weaknesses of different approaches and become aware of some common pitfalls in conducting bilingualism research. We will also review how methodological differences and limitations can influence findings.</p>

	<p>ii) Objectives of the course in terms of Programme Specific Outcomes (PSO of the Programme under which the course is being offered)</p> <ul style="list-style-type: none"> • Use different terminologies competently to engage with debates around bilingualism involving various stakeholders (PO 3) • Critically analyze various factors that are involved in bilingualism and bilingual education (PO 4) • Question existing policy frameworks and practices in line with latest research and findings (PO1) • Select and adapt multilingual materials and identify research methods, designs, and tools to understand bilingualism research and influence of various methodologies on research outcomes (PO 8 and PO10) <p>iii) Learning outcomes—</p> <p>a) domain specific outcomes</p> <p>PO1 understand language education, policy and classroom implementation</p> <p>PO3 understand theoretical constructs of ESL learning and teaching in instructional contexts</p> <p>b) value addition</p> <p>P14</p> <p>embrace and practice constitutional, humanistic, and ethical values in one’s life</p> <p>c) skill-enhancement</p> <p>PO4 gain awareness of multilingual education practices in English classrooms</p> <p>d) employability quotient</p> <p>PO 8 select and apply methods, materials, and tools of assessment for classroom teaching</p> <p>PO 10 apply knowledge of theoretical constructs of ESL learning to conduct classroom-based research</p> <p>(Please highlight the portion that subscribes to a/b/c/d)</p>
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Course delivery	Lecture/Seminar/Experiential learning (highlight the portion in the course description that lends itself to these): Class discussions, student-led seminars, quizzes, presentations
Evaluation scheme	Internal (modes of evaluation): Internal Assessment (IA): 2 (20%+20%) 40% IA 1: Take home assignment (20%) IA 2: Creation of a questionnaire to collect data on bilingual profiles of multilingual learners and presentation (20%) End-semester (mode of evaluation): 60% Term paper on various themes discussed in the course <i>Attendance requirement is 75% and your classroom participation will impact the grades</i>
Reading list	<p>Essential reading</p> <p>Selected chapters from:</p> <p>Baker, C. (2002). Foundations of bilingual education and bilingualism. Clevedon:Multilingual Matters Ltd.</p> <p>Baker, C. (2002). Bilingualism: Definitions and distinctions. In Colin Baker Foundations of bilingual education and bilingualism (pp. 1-16). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2002).The development of bilingualism.. In Colin Baker Foundations of bilingual education and bilingualism (pp. 85-108). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2002). Bilingualism and cognition. In Colin Baker Foundations of bilingual education and bilingualism (pp. 134-161). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2002). Cognitive theories of bilingualism and the curriculum. In Colin Baker Foundations of bilingual education and bilingualism (pp. 162-180). Clevedon: Multilingual Matters Ltd.</p> <p>Baker, C. (2000). A parents' and teachers' guide to bilingualism. Toronto: Multilingual Matters.</p> <p>Cummins, J. (2000). Critiques of the Conversational/Academic Language Proficiency Distinction. In Jim Cummins, Language, pedagogy and power: Bilingual children in the crossfire (pp. 86-111). Toronto: Multilingual Matters Ltd. Multilingualisms and development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015 (pp. 115-132). British Council.</p> <p>Deller, S. and Rinvolucris, M.(2008). Using the mother tongue: Making the most of learner's language. Delta Publishing.</p> <p>Mohanty, Ajit.K. (2009). Multilingual education: A bridge too far?. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda (Eds.) Social justice through multilingual education (pp. 3-19). Toronto: Multilingual Matters.</p> <p>Nag, S. (2017). Theoretical assumptions regarding the mind-culture-</p>

language relationship underlying models of multilingual education in India and their impact on resulting practices. In Hywel Coleman (Ed.) *Multilingualisms and development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015* (pp. 133-150). British Council.

Pattanayak, D.P. (2017). Preface: Multilingualism and development. In Hywel Coleman (Ed.)

Additional reading

Agnihotri, R. (2009). Multilinguality and a New World Order. In Mohanty, A.K., Panda, M., Phillipson, R. and Skutnabb-Kangas, T. (Eds.). *Multilingual Education for Social Justice: Globalizing the local* (pp. 268- 77). New Delhi: Orient BlackSwan.

Conteh, J and Brock, A. (2006). Introduction: Principles and practices for teaching bilingual learners. In Jean Conteh (Ed.) *Promoting learning for bilingual pupils 3-11: Opening doors to success* (pp. 1-13). California: Sage

Cummins, J. (2000). *Language, pedagogy and power: Bilingual children in the crossfire*. Toronto: Multilingual Matters Ltd.

Manocha, S and Panda, M. (2017). Comparing the learning and participatory trajectories of Saora children in 'MLE Plus' and Odia-medium schools in Odisha. In Hywel Coleman (Ed.)

Mohanty, A.K., Mishra, M.K., Reddy, N.U. and Ramesh, G. (2009). *Overcoming the*

Language Barrier for Tribal Children: Multilingual Education in Andhra Pradesh and Orissa,

India. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda (Eds.)

Social justice through multilingual education (pp. 283-300). Toronto: Multilingual Matters.

Multilingualisms and development: Selected proceedings of the 11th Language & Development Conference, New Delhi, India 2015 (pp. 11-15). British Council.

Skutnabb-Kangas, T. (2009). *Multilingual education for social justice: Issues, approaches and*

opportunities. In Tove Skutnabb-Kangas, Robert Philipson, Ajit Mohanty and Minati Panda

(Eds.) *Social justice through multilingual education* (pp. 36-62). Toronto: Multilingual

Matters.