

ECDA-7005: Models for Bilingual Teaching

Introduction

This is the fourth 30-credit module offered as part of the MA course, Bilingualism and Multilingualism and which addresses issues related to methods of providing education ‘bilingually’. As will be seen, *bilingual* is a term which requires clarity and precision when used, having acquired a rather loose and ambiguous usage even in academic and educational circles, not to mention common parlance. In a nutshell, even amongst educationist and academics, and particularly amongst policy-makers, ‘bilingual’ education can imply or even specify a range of varying linguistic provision.

Although this module can be studied as a discrete and independent unit within the MA structure, bilingual education cannot be studied in a vacuum and is impinged upon and underpinned by issues studied in previous modules. Indeed, reference will inevitably be made to aspects of bilingualism which have been covered previously. Bilingual education is an area of study which, almost inevitably, raises or reflects wider issues. The link with previous modules may be clarified by asking questions such as:

Do certain teaching methodologies contribute to traits of fossilized interlanguage and interference discussed in module ECDA-7010?

To what extent can effective bilingual education contribute to the process of reversing language shift discussed in Module ECDA-7011?

What kind of bilingual education is necessary to ensure balanced bilingual competence which, it is alleged, can secure the cognitive benefits mentioned in Module ECDA-7004?

It will be seen, therefore, that although the study of models of bilingual teaching can, theoretically, be confined to the pedagogical teaching and learning process which takes place *within* the walls of the classroom and which can be analysed in terms of input and output (Baker, 1988), the methodological issues underpinning the process itself has much wider implications in relation to *linguistic outcomes* on an *individual* and *societal* level.

Two publications accompany this module, namely *Foundations of Bilingual Education and Bilingualism* by Baker (2017) which has been used in previous modules, and *Bilingual Education* by Garcia & Baker (2007) which contains a range of articles designed to enhance and to enrich both knowledge and understanding of this specialised field. For this reason, the Readings included in this Guidance Booklet have been reduced to the following:

Reading 1:

Casanova, C. Bilingual Education: Politics or Pedagogy? In O. Garcia (ed.) *Bilingual Education*. Amsterdam: John Benjamins, 1991.

Reading 2:

Stubbs, M. Educational Language Planning in England and Wales: Multicultural rhetoric and assimilationist assumptions. In F. Coulmas (ed.) *A Language Policy for the European Community*. New York: Mouton de Gruyter, 1991.

Reading 3:

Genesee, F. The Canadian Second Language Immersion programme In C. Paulston (ed.) *International Handbook of Bilingualism and Bilingual Education*. Westport, CT: Greenwood, 1988.

Reading 4:

Baetens-Beardsmore, H. The European School Model. In H. Baetens-Beardsmore (ed.) *European Models of Bilingual Education*. Clevedon: Multilingual Matters, 1993.

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Assessment

This module is assessed by two assignments which have an *unequal* weighting. The following are provided as *exemplars* of both types of assignments:

Assignment 1: 60% (Approximately 5,400 words)

What evidence is there to show that certain models of bilingual education and methodological / pedagogical practices achieve higher levels of bilingualism and biliteracy in students, and are these the only criteria by which effective bilingual education should be evaluated?

Assignment 2: 40% Seminar (30 minutes)

To what extent can various models of bilingual teaching be said to reflect an underlying political ideology?