



**BILINGUALISM IN THE FOREIGN LANGUAGE  
CLASSROOM  
(TESL-531 DL)**

<b>Course Code</b> TESL-531	<b>Course Title</b> Bilingualism in the Foreign Language Classroom	<b>ECTS Credits</b> 10
<b>Department</b> Languages and Literature	<b>Semester</b> 3 <sup>rd</sup>	<b>Prerequisites</b> None
<b>Type of Course</b> Elective	<b>Field</b> Language teaching	<b>Language of Instruction</b> English
<b>Level of Course</b> 2 <sup>nd</sup> Cycle	<b>Year of Study</b> 1 <sup>st</sup>	<b>Lecturer(s)</b> Dr Katherine Fincham
<b>Mode of Delivery</b> Distance Learning	<b>Work Placement</b> N/A	<b>Co-requisites</b> NONE

**Objectives of the Course:**

The course aims to help students explore the history of bilingualism and bilingual education, and to develop an understanding of language development and use in those who speak more than one language. Students will be introduced to concepts such as code-switching, language mixing and language comprehension in children, and will explore the cognitive differences and similarities between bilinguals and monolinguals in the context of learning languages. The course will also analyse the concepts and issues of bilingual education programmes, language planning and bilingual education policies, and explore the main concepts, policies and research surrounding bilingualism and bilingual development. Finally, the course will analyse the societal and cultural aspects of bilingual development and foreign language education.

**Learning Outcomes:**

- Upon completion of the course, students will be able to:
- Demonstrate an understanding of bilingualism and its history,
  - Describe and illustrate several ways of ‘measuring’ bilingualism,
  - Demonstrate an understanding of how bilingual speakers use language and the effects on cognition,
    - Demonstrate an understanding of the various types of bilingual and language development programmes within educational settings;
  - Demonstrate an understanding of policy on bilingualism and multilingualism and its relationship to the foreign language classroom;

- Demonstrate an understanding of the social, cultural and educational issues specific to bilingual children and their relationship to the larger society;
- Review the literature and research on bilingualism and apply this to academic and professional presentations;
- Demonstrate an understanding of the relationship between language acquisition and bilingualism.

**Course Content:**

Areas covered in the course include the following:

- History of bilingualism and bilingual education;
- Main concepts of bilingualism –types of bilinguals - compound, sequential, semi-lingual, limited;
- Bilingual speech – code-switching, mixing and ‘confusion’;
- Cognitive issues related to bilingual development;
- Bilingual education programs – heritage, immersion, transition etc.;
- Bilingual education policy – European, American policy on bilingual education;
- Historical and social factors of bilingual and multilingual development in society;
- Language development and maintenance in bilingual children and adults.

**Teaching Methods:**

Recorded lectures, online activities, forum participation, WebEx web conferencing, question-answer online sessions

**Assessment Methods:**

Assignments, Forum Participation, Final examination

**Required Textbooks:**

Authors	Title	Publisher	Year	ISBN
Baker, C.	Foundations of Bilingual Education and Bilingualism – Fifth Edition	Multilingual Matters.	2011	9781847693556

**Recommended Textbooks/Reading:**

Authors	Title	Publisher	Year	ISBN
---------	-------	-----------	------	------

Cummins, J.	Language, Power and Pedagogy: bilingual Children in the crossfire,	Cleveland: Multilingual Matters	2000	978-1853594731
Baker, C & Prys Jones, S.	Encyclopedia of Bilingualism and Bilingual Education	Multilingual Matters	1998	9781853593628
Bhatia, Tej K. & Ritchie, W. (eds)	Handbook on Bilingualism	Blackwell Publishing	2004	978805855067