

1. MK Bilingualism & Bilingual Education (MKB 202)



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI UNIVERSITAS PENDIDIKAN GANESHA SILABUS

MATA KULIAH : Bilingualism & Bilingual Education
KODE : (MKB 202)
SKS/JS : 2/2
SEMESTER : 1
PRASYARAT : -
PENGAJAR : Prof. Dr. Putu Kerti Nitiasih, M.A.
Dra. Luh Putu Artini, M.A., Ph.D.

PROGRAM STUDI : S2 PENDIDIKAN BAHASA INGGRIS
PROGRAM : PASCASARJANA

Standard Competencies:

1. Students understand the basic principles of Bilingualism from the perspectives of language, individual, and society.
2. Students are able to distinguish different types of bilingualism and how they are addressed in research on bilingualism
3. Students learn about the notion of Bilingual Education and types of bilingual education
4. Students gain knowledge about the implementation of bilingual education in different levels of schools

Basic Competencies	Essential Topics	Indicators	Activities & Learning Experiences	Time Allocation	Assessment
Participants are able to understand the notion of Bilingualism	<ul style="list-style-type: none">• Bilingualism: Definitions and Distinctions• The history of Bilingualism	Ability to discuss different phenomena in relation to the use of two or more different languages in the society	Direct instruction Cooperative learning	2 hours	In process
	<ul style="list-style-type: none">• Types of Bilingualism	Ability to mention different types of bilingualism in reference to various research findings	Direct Instruction Classroom Discussion	2 hours	Quiz

	<ul style="list-style-type: none"> The Development of Bilingualism 	Ability to discuss how bilingualism develops in the society and personal development span	Direct instruction Group Discussion	2 hours	In process
Participants are able to relate bilingualism to language and society	Languages in Society	Ability to recognize language phenomena in the different societies	Group Discussion	2 hours	In process
	Research in Bilingualism	Ability to distinguish between research methodologies in Bilingualism	Group Discussion and Presentation	6 hours	Student Presentation
Participants are able to relate bilingualism to language learning and curriculum Development	Cognitive Theories of Bilingualism and the Curriculum	Ability to analyze the relationship between bilingualism theories and curriculum development	Discussion Direct instruction	2 hours	In Process
		MID TERM PROJECT (WEEK 8)			
	An Introduction to Bilingual Education	Ability to discuss the theoretical foundation of Bilingual Education and Biliteracy	Direct instruction	2 hour	In Process
Participants are able to relate bilingualism to education and biliteracy	Bilingual Education for Bilingualism and Biliteracy		Discussion Direct instruction Group discussion	2 hours	In Process
	The Effectiveness of Bilingual Education: Cases in Balinese Bilingual Schools	Ability to analyze the effectiveness of bilingual education in different contexts	Peer teaching	6 hours	Student Presentation
Participants are aware of	Researches on bilingualism in	Ability to keep up with latest issues	Peer Teaching	4 hours	Student Presentation

the current issues in relation to Bilingualism and Schooling issues around the world	relation to bilingual education	on bilingualism and bilingual education			
		FINAL PROJECT (WEEK 16)			

Assessment:

1. Mid Term: First Project (30%)
2. Peer Teaching: Presentation + individual task (30%)
3. Final Project (40%)

Instruments for Assessment

A. Individual Task (Quiz)

1. The term 'Bilingualism' is hard to be defined as a concept. Explain why!
2. Mention and explain 3 reasons why somebody become a bilingual.
3. Research on bilingualism sometimes come up with contradictory findings. Give an example and explain.
4. Bilingualism is a multidimensional study. Explain what is meant by this.
5. What are the differences between additive and subtractive bilingualism? Which is more likely to become the phenomenon among EFL learners?

B. Peer Teaching (Student Presentation)

Find and read an article from a journal about research on bilingual education either from 'language, individual or society' perspectives. Discuss in groups of 3s or 4s to explain the following:

1. What inspired the research?
2. Was the research important for you? (Explain)
3. In term of its methodology:
 - a. What are the strengths of the research?
 - b. What are the weaknesses of the research?
4. For who would this research be beneficial? Why?
5. As an expert in bilingualism, what would your comments about this research?

C. Mid-Term Project

THE PROJECT

This project requires you to show a comprehensive understanding to the notion of bilingualism and demonstrates critical evaluation of what researches have done in this field.

CHOICE OF TOPIC

1. Write an essay on problem in defining bilingualism as a concept. You have to explore the literature and argue why defining bilingualism always problematic.
2. Write a review of researches on early and late bilingualism and raise the arguable aspects in those researches.
3. Review a research report on bilingualism and demonstrate your critical evaluation on how the research was conducted and what the researcher(s) found.
4. Write an essay on the development of types and methodologies of research on a particular research topic on bilingualism from historical perspective.
5. Compare trends of research on bilingualism in the past and at present. Describe the major similarities and differences and what makes the results/findings inconsistency or consistency

REQUIREMENT

1. The essay/article/review should be approximately 3000 words in length, typed on A4 size paper, double space, with time new Roman size 12.
2. The project is due on October 12th.

D. Final Project

THE PROJECT: MINI RESEARCH

1. Do an observation on Bilingual Education practice in a school
2. Do a close reading to the curriculum and other accessible documents
3. Interview school management and /or teaching staff
4. Write a report on the BE practice in that school (considering the BE model, the practice, the theory on BE that fits into this practice, the strengths and weaknesses)
5. The report should be at the minimum of 3000 words in length (TNR, size 12, double space)
6. Report due on January 14th

Sources:

Anderson, T. and Boyer, M. (1978). *Bilingual Schooling in the United States* (2nd ed.). Austin, TX: National Educational Library.

- Artini, L.P. & Nitiasih, P.K. (2014). *Bilingualisme dan Pendidikan Bilingual*. Yogyakarta: Graha Ilmu.
- Beardsmore, H.B. (1986) *Bilingualism: Basic Principle* (2nd ed.). San Diego, California: College-Hill Press.
- Crawford, J. (1999). *Bilingual Education: History, Politics, Theory, and Practice*. (4th ed.). Los Angeles: Crane Publishing Co.
- Dewaele, J.M., Housen, A, & Wei, L. (eds). (2003). *Bilingualism: Beyond Basic Principles*. Cambridge: Cambridge University Press
- Faltis, C.J. and Hudelson, S.J. Bilingual Education in Elementary and Secondary School Communities: Toward Understanding and Caring. Needham Heights, MA: Allyn and Bacon.
- Grosjean, F. (2010). *Myths about Bilingualism*. [www.Fancoisgrosjean.ch//myths-en.html]
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- Hoffman, C. (1991). *An Introduction to Bilingualism*. London: Longman Group
- Lee, M. (2011). *Bilingual Language Acquisition in Children of International Marriage*. Ochanomizu University, Taiwan
- Ng Bee Chin & Wiggleworth, G. (2007). *Bilingualism: An Advanced Resource Book*. London: Routledge