

Master of Education (M.Ed.)

Title of the Course: S. LI.5 (d) Multilingual Education

(Semester: I, II, III & IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

While making links between theoretical perspectives and classroom practice, the coursework on Multilingual Education aims to critically examine current trends and key research in the field. It covers theories and practices of bi/multilingual education with a special focus on language teaching-learning in different bi/multilingual contexts. It enables students to comprehend the sociolinguistic underpinnings of bilingual and multilingual education. It focuses on developing an informed perspective on the key concepts, issues and debates in the field. The suggested practicum is designed to help the learners internalize the concepts and look forward to taking up research in the area of bi/multilingualism.

Learning Outcomes

After completion of the course learners will be able to:

1. critically analyze the theories of language acquisition in terms of bi/multilingual learners.
2. identify reasons for language attrition and language death
3. obtain insights to better understand the learning needs of students in a multilingual and multicultural classroom and apply the knowledge gained through this course.
4. analyze the various language policies and planning programmes implemented in multilingual education settings
5. critically evaluate various teaching practices in multilingual and multicultural settings
6. understand the concepts and methodology used in research on bilingual and multilingual education.

Number of Units (5)

Weeks 15 = 60 hours

Unit 1: Theories of Language Acquisition


(3 weeks = 12 hours)

- First and Second Language Acquisition
- Chomskian Views of Language Learning
- Interactionist Views on L2 Learning
- Vygotsky's Sociocultural Theories and SLA

1

64

216


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Unit 2: Language in sociocultural context

(3 weeks = 12 hours)

- Language Contact, Variation and Multilinguality;
- Multilingualism and Language Choice;
- Language Attrition and Language Death
- Linguistic Landscapes and ecology
- Perspectives on Bi/Multilingual Education
- Intersections of language ideology, power and identity

Unit 3: Impact of Multilingual Education

(3 weeks = 12 hours)

- Multilingual Education and Social Justice
- Linguistically Sustaining Pedagogies and Policies
- Trends and issues in multilingual education
- The multilingual landscape
- English in a multilingual environment
- Mother tongue based Multilingual Education

Unit 4: Teaching language in multilingual context

(3 weeks = 12 hours)

- Methodology and material development
- Bringing multilingualism into classroom
- Language Ideology and hegemony
- MLE Plus Programme
- Dual-Language Immersion
- Code-switching, code-mixing and translanguaging Practices

Unit 5: Research on Bilingual and Multilingual Education

(3 weeks = 12 hours)

- Research on immersion bilingual education and indigenous language education
- Various approaches in assessing bi/multilingual education- Ethnographic approach, Critical literacy pedagogy, Narrative and Discourse analysis
- Multimodal strategies for assessing multilingual learners
- Current debates in researching multilingualism
- Introducing researcher and participant voices
- Methodological and theoretical issues and future directions

Practicum/ Suggested Projects / Assignments (Any Two)

1. Research tasks on academic visit to off-campus and into real world settings.
2. Teacher design of classroom and curriculum structures for translanguaging such as language inquiry tasks to build translanguaging capacities and extend metalinguistic awareness of lexicon, syntax and morphology.
3. Observe different types of schools in your area to obtain insights to understand the leaning needs and challenges of students in a multilingual and multicultural classroom
4. Review and write a critical reflection on language policies of India. Do they establish hegemony or they promote equitable society for everyone?
5. Watch a movie/documentary on bi/multilingualism and share your reflections. For instance, speaking in other tongues, challenges faced by immigrants etc.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Agnihotri, R. K. (2017). Identity and multilinguality: The case of India. In *Language policy, culture, and identity in Asian contexts* (pp. 185-204). Routledge.
- Agnihotri, R. K. (2014). Multilinguality, education and harmony. *International Journal of Multilingualism*, 11(3), 364-379. <https://doi.org/10.1080/14790718.2014.921181>
- Baker, C., & Jones, S. P. (Eds.). (1998). *Encyclopedia of bilingualism and bilingual education*. Multilingual Matters.
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- Banks, J. A. (2019). *An introduction to multicultural education*. New York, NY: Pearson.
- Blackledge, A., & Creese, A. (2010). *Multilingualism. A critical perspective*. London: Continuum.
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- Canagarajah, S. (2011). Code meshing in academic writing: Identifying teachable strategies of translanguaging. *The modern language journal*, 95(3), 401-417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>
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- Cenoz, J., & Genesee, F. (Eds.). (1998). *Beyond bilingualism: Multilingualism and multilingual education* (Vol. 110). Multilingual Matters.
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- Creese, A., Blackledge, A., Bhatt, A., Jonsson, C., Juffermans, K., Li, J., ... & Takhi, J. K. (2015). Researching bilingual and multilingual education multilingually: A linguistic ethnographic approach. *The handbook of bilingual and multilingual education*, 127-144.
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- García, O., & Kleyn, T. (2012). Teacher education for multilingual education. *The encyclopedia of applied linguistics*, 1-6.
- García, O., & Kleyn, T. (2016). Translanguaging theory in education. *Translanguaging with multilingual students: Learning from classroom moments*, 9-33.
- Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. Routledge.
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- Li, G. (2009). *Multicultural families, home literacies, and mainstream schooling*. Charlotte, Car. du N.: Information Age Publishing.
- Mallikarjun, B. (2010). Patterns of Indian multilingualism. *Language in India*, 10, 1-18.
- Mohanty, A. K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue. *Imagining multilingual schools*, 262-285.
- Mohanty, A. K., Panda, M., Phillipson, R., & Skutnabb-Kangas, T. (2009). *Multilingual Education for Social Justice Globalising the Local*. Orient Blackswan.
- Parekh, B. (2001). Rethinking multiculturalism: Cultural diversity and political theory. *Ethnicities*, 1(1), 109-115. <https://doi.org/10.1177/146879680100100112>
- Pattanayak, D. P. (Ed.). (1990). *Multilingualism in India* (No. 61). Multilingual Matters.
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- Skutnabb-Kangas, T., & McCarty, T. L. (2008). Key concepts in bilingual education: Ideological, historical, epistemological, and empirical foundations. *Encyclopedia of language and education*, 5(17), 1466-1482.
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- UNESCO. (2010). Indigenous Knowledge & Sustainability. Retrieved November 13, 2019, from <http://www.unesco.org/www.unesco.org › tlf › journal › mod11 Indigenous knowledge & sustainability - Unesco>.
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Additional Readings

- Barton, D., & Hamilton, M. (2012). *Local literacies: Reading and writing in one community*. Routledge.
- Brandt, D., & Clinton, K. (2002). Limits of the local: Expanding perspectives on literacy as a social practice. *Journal of literacy research*, 34(3), 337-356. https://doi.org/10.1207/s15548430jlr3403_4
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- Van Lier, L. (1996). Conflicting voices: Language, classrooms, and bilingual education in Puno. *Voices from the language classroom: Qualitative research in second language education*, 363-387.
- Venezky, R. L., Wagner, D. A., & Ciliberti, B. S. (1990). Toward defining literacy. <https://repository.upenn.edu/handle/20.500.14332/38638>
- Wortham, S. (2001). Language ideology and educational research. <https://repository.upenn.edu/handle/20.500.14332/35385>

Teaching Learning Resources

- Speaking in Tongues. (2010). <http://speakingintonguesfilm.info/> Patchwork Films. extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.univcatholille.fr/sites/default/files/ESP/ESP%202023/ESP23%20Multilingualism%20in%20
- García, O. (2017). Translanguaging. YouTube <https://www.youtube.com/watch?v=511CcrRck0>

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Lecture, presentations, sharing of experiences, group work, guided visits, on-site education. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key Words: Multilingualism, Education, Social Context



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