

Course Title: Theories and Practices of Bilingual Education

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Goals: The course aims to equip students with critical understanding of key theoretical foundations in language learning. These include: language acquisition processes, the relationship between first and second languages, the impact of bilingual education, the role of emotions in language learning, effective English teaching methods, and social interaction as well as community practices.

Objectives: To achieve the teaching goals, various TESOL theories are covered: Critical Period Hypothesis, Common Underlying Proficiency Hypothesis, Threshold Hypothesis, Input Hypothesis, Affective Filter Hypothesis, Socio-Cultural Theory, and Community of Practice. Through lectures on the theories and students' group discussions, students are expected to gain not only theoretical knowledge of language learning but also be able to design their instruction with a foundation in theories and put those concepts into practice in their classrooms.

Teaching Method: Lecture: 70%; In-class Discussion: 30%

Evaluation Criteria: Students will be evaluated based on their class attendance and participation in group discussions.

Course Schedule:

7/29:

1. Introduction to the Course

- Overview of course objectives, content, and evaluation criteria.

2. Critical Period Hypothesis

- Explore the theory that there is a critical window for language acquisition that ends around puberty. Discuss implications for bilingual education and language learning strategies for different age groups.

3. Common Underlying Proficiency Hypothesis

- Investigate the theory that skills and knowledge in a learner's first language can support the learning of a second language. Analyze how this can be applied in bilingual education to reinforce learning.

4. Threshold Hypothesis

- Examine the idea that a certain level of proficiency in a first language must be achieved before a second language can be effectively learned. Consider educational strategies that support reaching this threshold.

8/5:

1. Review and Q&A

- Recap key points from the previous session and address any questions or concerns.

2. Input Hypothesis

- Present the theory that language learners acquire language most effectively through comprehensible input slightly above their current proficiency level. Discuss practical applications for creating such input in the classroom.

3. Affective Filter Hypothesis

- Delve into the concept that emotional factors can impact language acquisition. Identify strategies to lower the affective filter in the classroom to facilitate better learning.

4. Socio-Cultural Theory & Community of Practices

- Discuss how social interaction and cultural context influence language learning. Explore Vygotsky's ideas on the Zone of Proximal Development and scaffolding in language education. Examine how participation in a community of practice can support language learning. Discuss ways to create and sustain communities of practice in educational settings.