



**UNIVERSIDAD TECNOLÓGICA DE  
PEREIRA**  
**Facultad de Bellas Artes y Humanidades**

<b>Nombre del seminario:</b>	Seminario de Bilingüismo, sociedad y educación III: Diseño curricular para la educación bilingüe
<b>Código del seminario:</b>	
<b>N° de créditos:</b>	4
<b>Núcleo de desarrollo académico:</b>	Fundamentación
<b>Lengua vehicular principal:</b>	<b>L2</b> - Inglés
<b>Docente(s):</b>	<b>Raúl Alberto Mora Vélez, Ph.D.</b>
<b>Fundamentación del espacio académico: (Rationale)</b>	
<p>Although ideas like “bilingualism” and “bilingual education” can be powerful catalysts in the language and school curricula, some interpretations around them in the curriculum have been watered down. These days, it is worth question if the idea bilingualism is curricular design still entails a fluid relationship across languages or it is just another way to define the “English language intensification” practices we see in schools (Mora, et al., 2019). It is also worth questioning if the way some schools conceive and promote their own versions “bilingual education” lends itself for truly equitable educational practices across our school systems. It is worth questioning if these educational and curricular models are promoting asymmetrical views of language learning that become additive and powerful to some at the expense of exposing others to subtractive and functional practices (Valenzuela, 1999; Finn, 2010).</p> <p>This seminar wants to take a critical stance about some major issues that we should consider when designing, assessing, and revising the bilingual curricula in our educational institutions. If we want bilingualism to be truly dynamic, we need to explore some core elements around the idea of bilingualism and raise questions about their presence or absence in the policies, standards, and curricula that permeate our instructional practices. This seminar, rather than taking an instrumental approach to curriculum design, wants to look at this issue from a larger epistemological approach (Mora, 2016) that enables our graduate students to make better decisions when they engage in curricular reform at their own settings. To do this, this seminar will tackle three major questions that we must face in order to create more equitable bilingual education curricula and instructional practices that promote a sense of bilingualism that enriches and empowers all students across the P-20 spectrum:</p> <ol style="list-style-type: none"> <li>1. What definitions and ideas about bilingualism permeate the language education curricula across the P-20 spectrum?</li> <li>2. What is the role of the L1 and the L2 in our bilingual curricula?</li> <li>3. How do bilingual education curricula frame their views and scope of the L2, in this case English, as a linguistic and pedagogical affair?</li> </ol> <p>Answering questions 1-3, we argue, is necessary to provide an equitable, relevant, and sustainable (Mora, et al., 2019) stance to our curriculum design in our bilingual education settings.</p>	

It is important to point out that this course does not operate in a vacuum from the rest of the curriculum in this program. Students should assume that any reflections that they engage in for this class must build from the previous contents, but especially from the following courses:

- Bilingualism and Bilingual Education Principles
- Bilingualism Policies
- Learning Materials Design and Assessment for Bilingual Education

Students are expected to revisit the readings and contents and merge them with the readings and contents from this course as they address the class activities and assignments.

#### **Objetivos del seminario (Seminar Objectives)**

1. To take a critical stance around the language in our bilingual curricula and how it may be a source of inequitable or misleading bilingual practices in our schools.
2. To propose alternatives for bilingual curricular reform that help create more equitable and sustainable learning and teaching practices in all our language (English) classrooms.

#### **Ejes temáticos/Contenidos Conceptuales del seminario (Main Themes)**

The course covers each of the main three questions posed in the description during Weeks 1-3. Week 4 is a moment to bring all those questions together to collectively propose ways to design more equitable curricula.

Every week has a set of suggested readings. Students must pick 1-2 readings from that set as the basis for the class discussions and use all of them (in addition to others they will find on their own) to develop the class assignments.

#### **Schedule:**

**Week 1 – May 30-31: *What are we talking about when we say “bilingual education”***

##### **Readings:**

- Camargo Cely (2018)
- Chang-Bacon (2021)
- Flores & Bale (2016)
- Guerrero Nieto (2010)
- Lastra R. (2009)
- Leung (2005)
- Li Wei (2000)
- Marshall & Moore (2018)
- May (2011)
- Mora (2004)

**Week 2 – June 4-5: *The role of languages in our curricula – Translanguaging Reloaded***

##### **Readings:**

- Bauer, et al. (2020)
- Canagarajah (2018)
- Fallas Escobar (2019)
- Hornberger & Link (2012)
- MacSwan (2017)
- McCarthey, et al. (2019)
- Ortega (2019)
- Otheguy, et al. (2019)
- Robinson, et al. (2018)
- Velasco & Fialais (2018)

**Week 3 – June 11-12: Deconstructing the notion of “English” in bilingual education curricula.**

**Readings:**

- Bolton (2010)
- Brittain (2020)
- Eslami, et al. (2019)
- Fan & de Jong (2019)
- Flores (2020)
- Guerrero Nieto & Quintero Polo (2009)
- Lin (2006)
- Lopriore & Vettorel (2015)
- Matsuda (2003)
- McKay, S. L. (2003)
- Menard-Warwick, et al. (2019)
- Rosa & Flores (2017)
- Rosa (2016)
- Seltzer (2019)
- Smith (2019)

**Week 4 – June 18-19: In search of equitable and sustainable bilingual education curricula**

**Readings:**

- Calle Díaz (2017)
- Cruz Arcila (2018)
- Flores & Aneja (2017)
- Kubota (2020)
- Mora, et al. (2019)
- von Esch, et al. (2020)

**Resultados de Aprendizaje**

**Commented [CM1]:** Los seminarios de la Maestría deben promover el logro de 1 o más de los resultados de aprendizaje que se enumeran a continuación. Elija cuál o cuáles se adaptan a los objetivos del seminario que va a orientar y no olvide mantener una coherencia entre estos RA y la evaluación de los estudiantes.

*RA1 Conoce y utiliza los referentes teórico-conceptuales de la educación general y de la educación bilingüe para dar solución a problemáticas observadas en el campo del bilingüismo.*

*RA2 Integra metodologías, estrategias didácticas y evaluación para la enseñanza y el desarrollo de materiales educativos bilingües.*

*RA 3 Conoce, analiza y reflexiona tipos, modelos, marcos conceptuales, currículos y políticas lingüísticas para proponer soluciones que puedan satisfacer las necesidades de diferentes contextos educativos.*

*RA 4 Genera nuevo conocimiento en el campo del bilingüismo a partir del diseño, ejecución y reflexión de proyectos bilingües.*

RA1 Conoce y utiliza los referentes teórico-conceptuales de la educación general y de la educación bilingüe para dar solución a problemáticas observadas en el campo del bilingüismo.

RA 3 Conoce, analiza y reflexiona tipos, modelos, marcos conceptuales, currículos y políticas lingüísticas para proponer soluciones que puedan satisfacer las necesidades de diferentes contextos educativos.

### **Metodología (Methodology)**

This course will take advantage of its virtual nature to mix *synchronous* and *asynchronous* instructional spaces:

Our *synchronous* sessions will always take place on Friday evenings. This the space to talk about the main ideas and concepts proposed for each week. The sessions will mix lectures (when needed) with group discussions. For the discussions, students should read 1-2 of the texts proposed for the class and they should also make references to previous courses (the instructor has access to the syllabi and has read some of the papers assigned in Drs. Truscott de Mejía and Usma's courses).

Our *asynchronous* sessions will always take place on Saturdays. This is the time when you should work on the assignments for this class. Although the work is asynchronous, Dr. Mora will be available to answer specific questions between 11 am and 1 pm. He will give details about communications during our first class meeting on May 7.

### **Evaluación (Assessment)**

The assignments for this course will invite students to ground the readings into the local realities of bilingual education. Students are welcome to work individually or in small groups (2-3 students). Students will engage in a *critical analysis* of bilingual education documents, initiatives, and curricula whether national (Colombia at large or beyond the coffee region), regional (Risaralda/Qundío/Caldas) or local (Pereira). You are welcome to look at documents at the *macro* (i.e., Curricular Guidelines, Guía 22, Suggested Curriculum, etc.) or *meso* (i.e., PEI, school curricula, etc.). If working in groups, a *cross-case analysis* of the meso-level documents is encouraged.

During Weeks 1-3, you will write three short essays (500-1000 words) due the following Monday after the asynchronous session. These reports will be available as Google Docs for everybody (including Dr. Berry) to give feedback and suggestions. All students are expected to comment on at least three of the essays. During Week 4, you will prepare a policy brief where you will summarize the findings of your analysis (Weeks 1-3) and provide recommendations to improve the bilingual policies or curricula you analyzed (Week 4). The format for the policy brief is open-ended: You can write a report (10 pages max.) or make it in a multimodal format (using Genially, Powtoon, or as a YouTube video). Make sure to do it in a format that conveys both a critical yet overly constructive tone.

Assessment:

- Summary Essays: 15% each essay (45%)

**Commented [CM2]:** Los resultados de la evaluación deben entregarse en un plazo máximo de 15 días e incluir retroalimentación de los trabajos o tareas entregados por los estudiantes.

- Feedback to Essays: 20%
- Final Report: 35%

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