9538b-001 Minority Language Issues  
Monday, January 5th – April 6, 2015, 6:30-9:30 p.m., FEB Room 2025

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Office location: FEB 2019; office hours: Tuesdays—12-2 pm

Calendar Description:

Minority Languages is a broadly based course designed to meet the needs of a wide variety of graduate students including language educators with experience in elementary, secondary, or tertiary level language teaching, applied linguists, and graduate students with an interest in minority (language) issues. In this course, students will examine theories of bi-/multilingualism, provisions for the education of minority language students, the mother tongue medium/multilingual language education movement—all from the perspective of minority language maintenance, loss and renewal.

Aims, Goals, Objectives, Outcomes:

This course investigates the role of mother tongue maintenance in plurilingual development as well as the interplay of psycholinguistic, sociocultural/-political and educational factors in minority language loss, renewal, and maintenance. The initial focus of the course is on managing minority languages in policy and planning (including medium of instruction policies). Psycholinguistic, sociocultural and socio-political factors are addressed. Macro factors include societal beliefs that influence the choices that policy-makers, administrators and educators make in structuring educational options for minority language children. These structures influence parental demand for programs and their expectations for their children’s academic achievement (e.g., through the program options and medium of instruction they select). Finally, the course narrows in on micro issues (including identity) in the schooling of heritage/ancestral speakers of minority languages, and new conceptualizations of language competences (e.g., plurilingualism).
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<tr>
<th>#</th>
<th>TOPIC</th>
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| 2  | Bilingualism—definitions & distinctions; cognitive theories of bilingualism & the curriculum; introduction to language policy Focus group formation  
**Required Reading:** Baker, 2011 (Ch. 1 & 8)  
**Additional Reading:** Spolsky, 2012 (Ch. 1 & 2) | 12 |
| 3  | Minority language issues in language planning & policy perspective: basic principles & specific applications; orientations to minority languages (as problem, as resource, & as right)  
**Required Reading:** Walter & Benson, 2012 (Ch. 14 in Spolsky)  
**Focus group readings:** one (1) chapter from Spolsky (2012) per focus group; selections—Ch. 3-6, 15, 18, 20 or 23  
Gordon, 2005; targeted reading in *The Ethnologue* (online) http://www.ethnologue.com/  
**Additional Reading:** Baker, 2011 (Ch. 17)  
**Focus group presentations:** Identify ethnolinguistic group; do related research on its language in *The Ethnologue* (endangered status; MOI); identity focus issue; relate to required & individual group reading | 19 |
| 4  | Why is it so hard to save an endangered language? The case of Papua New Guinea; endangered languages: planning & revitalization  
**Required Reading:** Fishman, 2001 (Ch. 1); Malone, 2004 (Ch. 1)  
**Additional Reading:** Baker, 2011 (Ch. 3); Fishman, 1991  
**Reading Overview/Reaction** | 26 |
| 5  | Language & identity; literacy & traditional societies; minority languages & schooling; bilingual/bicultural education; when learning a second language means losing the first; intergenerational language maintenance; ethnographic & other qualitative approaches to research on minority languages (e.g., threatened languages, MOI policies, language learning/revitalization, etc.)  
**Required Reading:** Malone, 2004 (Ch. 2 & 3); Wong Fillmore, 1991  
**Additional Reading:** Dong & Blommaert, 2010; McKay, 2006 (Ch. 2)  
**Reading Overview/Reaction** | 2 Feb |
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<tr>
<th>6</th>
<th>Attitudes towards language &amp; culture maintenance; traditional indigenous knowledge; minority languages as FoKn</th>
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<tr>
<td><strong>Required Reading:</strong></td>
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<tr>
<td>Malone, 2004 (Ch. 4 &amp; 5)</td>
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<td><strong>Additional Reading:</strong></td>
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<td>Hough, Magar, &amp; Yonjan-Tamang, 2009</td>
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<td><strong>Reading Overview/Reaction</strong></td>
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<th>7</th>
<th>Materials &amp; curriculum development for lesser used languages; Macro efforts to curb minority language loss &amp; shift; variables in successes &amp; failures in minority language &amp; identity efforts</th>
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<tr>
<td><strong>Required reading:</strong></td>
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<td>García, 2010 (Ch. 36 in Fishman &amp; García)</td>
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<td>Norton, 2010 (Ch. 13 in Hornberger &amp; McKay)</td>
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<td><strong>Activity:</strong> In pairs, investigate one of the following that you were not familiar with before: a materials development program; a minority language organization; a curriculum guideline or initiative that involves, or will have an impact on, ECE &amp;/or K-12 level minority language students. Relate your findings to the challenges &amp; issues outlined in García (2010) &amp; Norton (2010), &amp; then post them online.</td>
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</tr>
<tr>
<td>1. Centre for Advanced Research on Language Acquisition, 2014;</td>
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<tr>
<td><a href="http://www.carla.umn.edu/lctl/development/index.html">http://www.carla.umn.edu/lctl/development/index.html</a></td>
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<td>2. Isaac, 2010;</td>
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<td><a href="http://www.youtube.com/watch?v=A3ph_iQdfI0">http://www.youtube.com/watch?v=A3ph_iQdfI0</a></td>
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<td>3. Languages in urban communities—integration &amp; diversity for Europe (LUCIDE), n. d.;</td>
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<td><a href="http://www.urbanlanguages.eu/home">http://www.urbanlanguages.eu/home</a></td>
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<td>4. Skutnabb-Kangas &amp; Dunbar, 2010;</td>
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<td>5. Thornwood, Dual Language Showcase;</td>
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<td><a href="http://thornwoodps.ca/dual/index.htm">http://thornwoodps.ca/dual/index.htm</a></td>
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<td>6. UNESCO, 2003;</td>
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<td>7. UNESCO, 2007;</td>
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<td><a href="http://unesdoc.unesco.org/images/0015/001507/150704e.pdf">http://unesdoc.unesco.org/images/0015/001507/150704e.pdf</a></td>
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<td>8. World Bank, 2005;</td>
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<td>10. Other (in consultation with instructor; e.g., international bilingual education programs; provincial curriculum guidelines outlining educational provisions for non-official languages from a different province (e.g., B.C. or Alberta); provincial curriculum guideline that will impact multilingual children (e.g., full-day Kindergarten)</td>
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<th>8</th>
<th>Language, culture &amp; identity; language shift/loss at home; Rabbit Proof Fence; imagined communities; forced cultural transfer</th>
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<td><strong>Micro &amp; macro efforts to reverse language shift &amp; combat educational underachievement</strong></td>
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<td><strong>Required Reading:</strong></td>
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<td>Malone (Ch. 6 &amp; 7)</td>
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<td><strong>Focus group annotated bibliography due</strong></td>
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<th>Managing minority languages in schooling: international perspectives; invisible languages</th>
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**Minority Language Issues, 9538b-001**
Required Reading – two (2) out of 6; to be assigned:
1. Auger, 2014 (Ch. 13 in Little, Leung & Van Avermaet, Eds.)
2. Chan & Gao, 2014
3. Gkaintartzi, Kiliari & Tsokalidou, 2015
4. Kirwan, 2014 (Ch. 11 in Little et al.)
5. Sierens & Van Avermaet, 2014 (Ch. 12 in Little et al.)
6. Taylor, 2009

Additional Reading:
Cummins (2007)

10 Whither (or wither) minority language maintenance in plurilingualism, translanguaging & beyond?

Required Reading – 2 out of 5 (to be assigned):
1. Daryai-Hansen, Gerber, Lőrincz, Haller, Ivanova, Krumm & Reich, 2015
2. Gort & Sembiante, 2014
3. Smith & Murillo, 2014
4. Pauwels, 2014
5. Sultana, Dovchin & Pennycook, 2015

Additional Reading:
Creese & Blackledge, 2010; Taylor & Snoddon (Eds.), 2013

Reading Overview/Reaction

March Break

11 Required Reading: Cummins/Early, 2011 (Ch. 1)

Project: develop & post personal identity text

Focus Group Presentations

12 Final Reading Overview/Reaction

Course wrap-up

Course Text & Materials:


Readings will also be made available to students on the course Web CT site.

Assignments and Other Course Requirements (including assignment guidelines – type, due dates and weighting):

- Reading overview/reaction 25%
- Focus group annotated bibliography 35%
- Final paper 25%
- Participation (ongoing assignments) 15%

1 Reading Overview/Reaction Sessions 4-6 & 10-12 25%

Students will: (a) present oral summaries of a study relevant to the weekly reading, (b) relate their summary to the weekly reading, and (c) either lead a discussion of a key issue raised in their individual reading to the broader topics in
the weekly reading or lead a related activity to enhance their peers' understanding of the topic.

**Requirement:** class handout; 30 minutes

**Evaluation Criteria:** coherent presentation, evidence of research, questions that frame the discussion and enhance understanding of the topic

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2 **Focus group annotated bibliography  February 23rd, 2015  35%**

Students will work in groups of 3. They will select readings thematically related to their area of focus. They will write a one-page Introduction to the direction their research took investigating their focus area; twenty-one (21) two-page (maximum) summaries; and provide a reference list. The purpose of the assignment is to gain a breadth of understanding of a focus area as a group after having identified it in Session 3.

**Requirements:**
1. annotated entries on 21 articles or chapters in edited volumes (2 pages max. per annotation);
2. entries must be thematically linked to the focus area;
3. 1-page Introduction outlining theme + references); double-spaced, 12 pt., APA

**Evaluation Criteria:** research conducted within the past five years with the exception of seminal articles on the topic; clear connection between the summary of the focus area, the problem or issues discussed in the readings & summarized that indicate prior research & selective readings; succinct yet substantive (2 pages per annotation)

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3 **Paper  April 7th, 2015  25%**

Each student will write a paper related to the focus area identified in Session 3, investigated for his/her annotated bibliography (Session 8), & discussed in a focus group presentation (Session 11). The final paper will be an offshoot of the focus group work, but the student will pursue it individually. The paper will reflect understanding of the broader topic. It will be evaluated for the depth of understanding of the specific aspect of the topic that the student researched after completing the annotated bibliography project. Students may incorporate feedback received on the focus group presentation in Session 11 in their individual final papers. The paper should frame discussion of a specific aspect within work conducted on the broader topic by the focus group (e.g., the focus group may have investigated official language minorities in Canada, comparing educational language policies for minority French populations across Canada, and then concentrate on (a) an individual study of the role of exogamy in language shift in Franco-Ontarians; or (b) educational language policies for in Louisiana Creole French speakers). The paper will show evidence of targeted reading after completing the group annotated bibliography to support completion of the individual research needed for the paper.
Requirements: 12 pages (maximum) including a 1-page Introduction and a 1-page Conclusion, excluding references; double-spaced, 12 pt., APA
Evaluation Criteria: in-depth treatment of an area related to the topic broadly covered for earlier assignments; practical discussion of findings; well-grounded literature search evident in references. Must include references drawn from readings beyond those required or recommended for the course, which relate specifically to the focus area. These additional readings will show continued research and growth of understanding of the selected topic, and evidence to support the stance adopted on the issue.

4 Participation Ongoing throughout course 15%
Evaluation Criteria: attendance; participate in course discussions; complete activities; contribute to focus group presentations in Sessions 3 & 11

References:


http://unesdoc.unesco.org/images/0015/001507/150704e.pdf


**OWL login instructions and technical support information:**

To access OWL, go to http://owl.uwo.ca Students may use Internet Explorer to access OWL; however, **Firefox is the preferred browser for using OWL.**

To log into OWL, students use their Western account credentials. The login is what precedes the “@uwo.ca” portion of students' UWO email addresses.

- **If you do not know your Western account,** please contact edu.tech.support@uwo.ca for instructions.
- **If you know your Western account, but you do not remember your password,** please contact the ITS Helpdesk at 519 661-3800 (or x83800). You will need to provide your Western username, your 9 digit Student Number and they may ask for other identifiers such as birth date.
- **If you require technical assistance in OWL,** information addressing common problems is available on the OWL home page. Students can also contact the ITS Helpdesk at 519-661-3800.

**Policy Statements:**

Please see the “Policies” page of the Graduate Programs & Research website for further details on course and program policies: 
http://www.edu.uwo.ca/graduate/policies.html

**Attendance:** Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail). (Graduate Studies Subcommittee - December 3, 1999). As an example,
most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

For on-line courses, participation will be determined by the instructor/professor in the course outline and will reflect the same principles as attendance policy for on-site courses.

For online courses organized on a week-by-week basis, participation in each week’s discussion will be considered the equivalent of one onsite class.

For online courses which are not organized on a week-by-week basis, contributing to the discussion of each unit of work (e.g., module) will be considered the equivalent of attending and participating in, the classroom discussion of a face-to-face class.

**Language Proficiency:** “Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades.” A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department.

(http://www.uwo.ca/univsec/handbook/exam/english.pdf)

**Evaluation:** Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

A = 80% and above
B = 70% - 79%
C = 60% - 69%
F = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

A: Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well
organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.

B: Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.

C: Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.

F: Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

INC: (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, NO exceptions will be granted to this rule.

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

IPR: (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

Statement on Academic Offences: Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged
to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: Scholastic Discipline for Graduate Students.

**Plagiarism**: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

**Plagiarism Checking**: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

The Academic Calendar states:

Scholastic Offences include, but are not limited to, the following:

1. Plagiarism which may be defined as: 'The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one's own mind.' Excerpted from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: [http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities_handbook.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities_handbook.pdf)