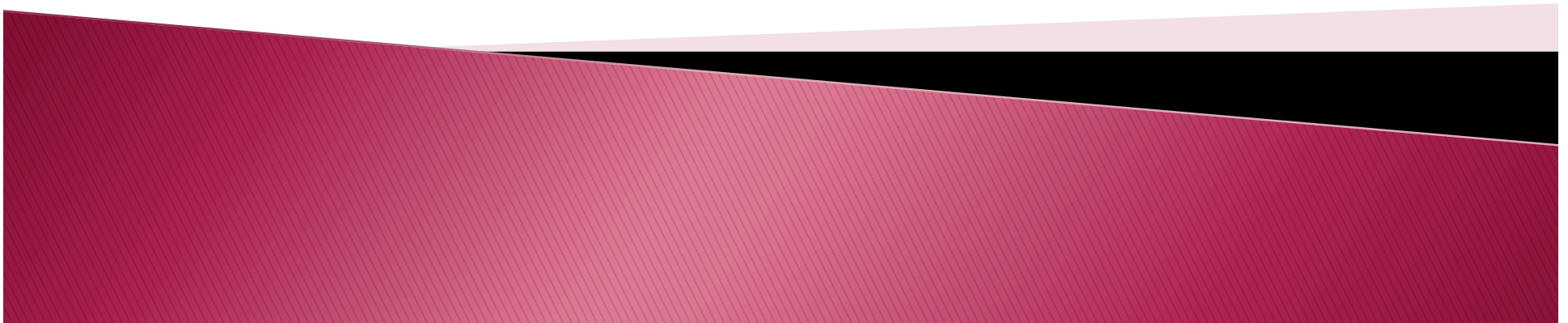
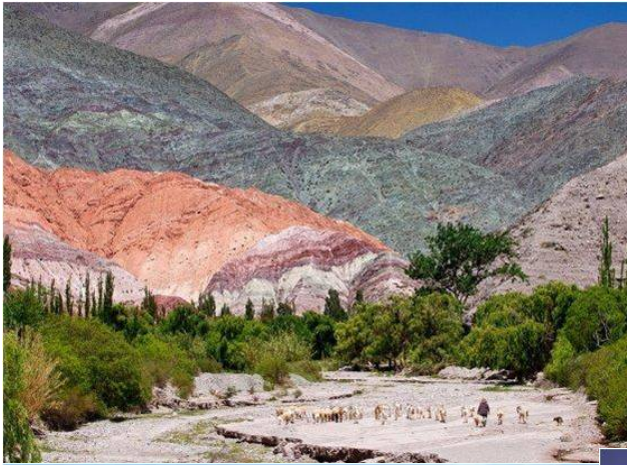


Immersion Education in Buenos Aires, Argentina

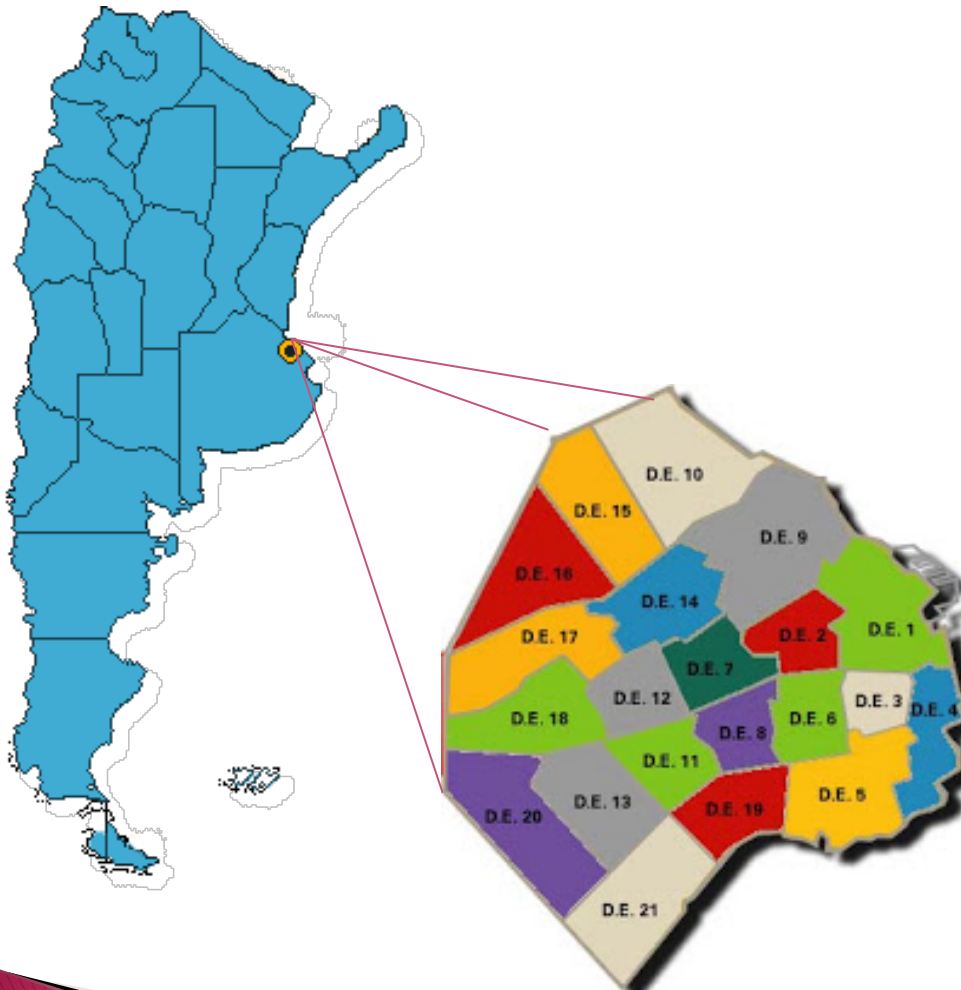
Cristina Banfi

Fifth International Conference on Language Immersion Education
Immersion 2014: Mainstream Access to Multilingual Communities
Salt Lake City, October 15–18, 2014
















Buenos Aires



Population: 2,891,082 (2010)

Argentina, a country of immigrants



	Italianos	1.476.725
	Españoles	1.364.321
	Polacos	155.527
	Rusos	114.303
	Franceses	105.537
	Alemanes	59.895
	Portugueses	35.470
	Yugoeslavos	31.512
	Checos	25.024
	Ingleses	19.525
	Otros	285.242

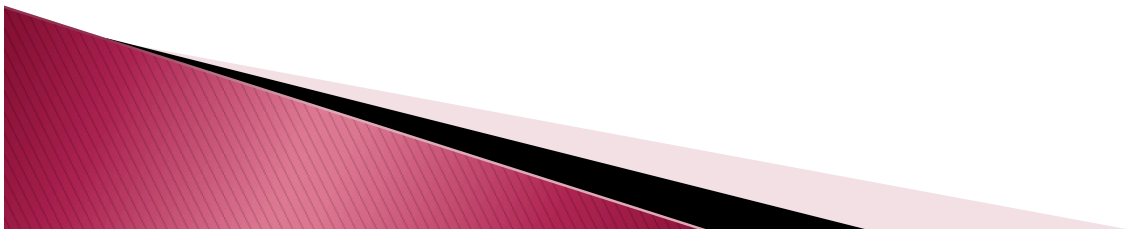


19th & early 20th c

Nowadays

Primary Schools

- ▶ State Schools (50%)
 - ▶ 440 state schools
 - ▶ FL teaching – English, French, Italian
 - ▶ 3–5 40' periods a week
 - ▶ From 1968 – 2008 4th to 7th form
 - ▶ From 2009 – from 1st grade
- ▶ Private Schools (50%)
 - ▶ Basic provision (same as state)
 - ▶ Intensive English
 - ▶ Culture and Language
 - ▶ Bilingual



Languages for All



Escuelas Plurilingües

- ▶ From 1999
- ▶ 26 plurilingual schools.
- ▶ Languages: English, French, Italian and Portuguese
- ▶ 30–70 model
- ▶ As from 4th grade, second foreign language is introduced



Secondary School – Curricular reform 2014

- ▶ *Liceos, Comerciales, Colegios*
 - ▶ English, French, Italian. One language from 1st to 3rd, another from 4th to 5th year
- ▶ *Artística*
 - ▶ English or French, from 1st to 5th year
- ▶ *Técnica*
 - ▶ mostly English, general or technical, from 1st to 4th year



Mandarin Chinese from 2011 & 2014

In secondary school



Two-way dual immersion in
preschool and primary



Media coverage

Argentina's First Bilingual School

-first-bilingual-spanish-mandarin-school/

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Argentina's First Bilingual Spanish-Mandarin School

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April 11, 2014

Argentina has many bilingual schools offering students lessons in English, French or

POPULAR NEWS

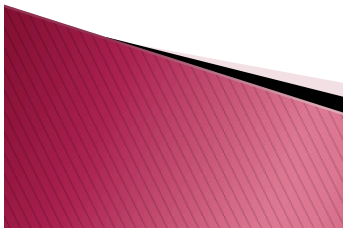
- Full Frame In-Depth: The Reality Of World Hunger
- Full Frame Essay: The Art Of Philanthropy
- Full Frame Newsmaker: Howard G. Buffett Wants To Pull Himself Out Of Business In 10 Years

CCTV America @CCTV_America 15m

Syrian Government Forces Set to Control the City of Hama



CCTV America @CCTV_America 40m



Higher Education since 1904

- Teacher and Translator Education
- English, French, German, Italian, and Portuguese
- 80–20 model



Cuentos a Mano

Cuentos en Lengua de Señas Argentina

Cuentos a Mano • Cristina Banfi y Gabriela Bianco

¿Y después?:

Se puede organizar que los chicos hagan una encuesta a otros chicos o a docentes sobre algún tema en particular, por ejemplo, los deportes que practican. Los resultados obtenidos pueden ser presentados utilizando los elementos trabajados en esta actividad.

Notas:

Esta actividad se puede relacionar con actividades de la clase de matemática, particularmente en lo referido a fracciones y teoría de conjuntos.

S4 • El orden de la historia



Área de vocabulario: animales.

Elementos gramaticales:

• Tiempos verbales (pasado).

• Adverbios de orden (PRIMERO, PRIMERA-VEZ, COMENZAR, DURANTE, LUEGO, DESPUÉS, MÁS TARDE, FINALMENTE, TIEMPO-DURANTE).

Función comunicativa:

• Describir los pasos en un proceso o secuencia.

• Narración.

Momento: Post-narración.

Propósito: Comprensión global.

Tiempo estimado: 15-20 minutos.

Materiales requeridos: copias de las escenas del cuento. (ver página 41 y 140).

Procedimiento:

• Después de ver el cuento, los chicos trabajan en grupos para ordenar las escenas presentadas en las ilustraciones.

• Cada grupo comparte con los demás el orden decidido.

Variaciones posibles:

Esta actividad de comprensión puede ser adaptada para realizar una actividad de producción en la cual los chicos utilicen las ilustraciones para narrar las escenas. Por ejemplo, cada chico puede narrar una escena y el grupo en su conjunto narra el cuento entero.

¿Y después?:

• Los chicos pueden ilustrar las escenas que no aparecen en la secuencia presentada.

• Se puede trabajar con otras ilustraciones y conectarlas para narrar un cuento.

Notas:

• Es importante recalcar los elementos conectores que se emplean en la narración que la diferencian de una mera lista de eventos.

• Dado que se trata de una secuencia de eventos en tiempo pasado es importante marcar la ubicación espacial de la narración y de qué manera ésta difiere de una secuencia de eventos en el presente o el futuro.



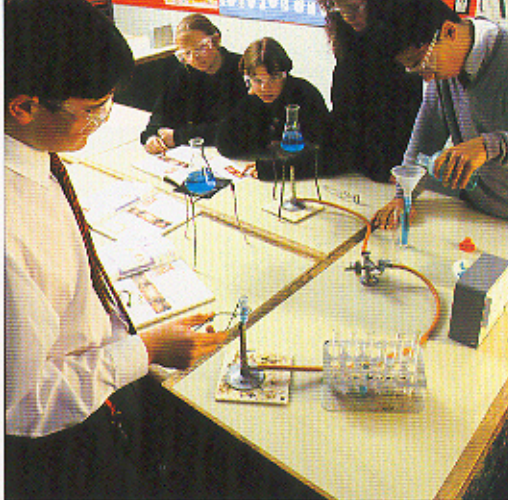
CM|42

Materials for bilingual Deaf students

- Área de vocabulario
- Elementos gramaticales
- Función comunicativa
- Momento
- Propósito
- Tiempo estimado
- Materiales requeridos
- Procedimiento
- Variaciones posibles
- ¿Y después?
- Notas

Traditional Bilingual Schools

K-12 – Private Sector

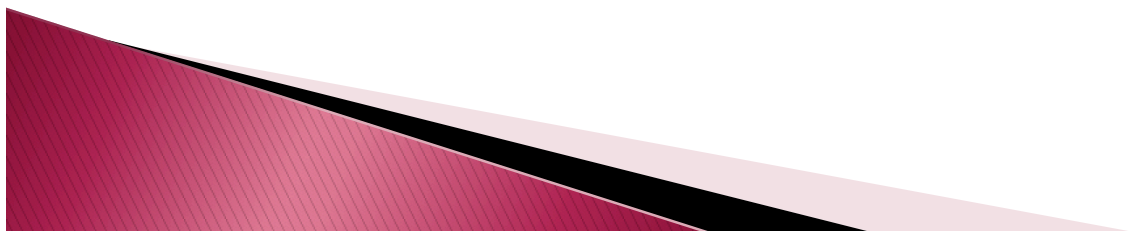
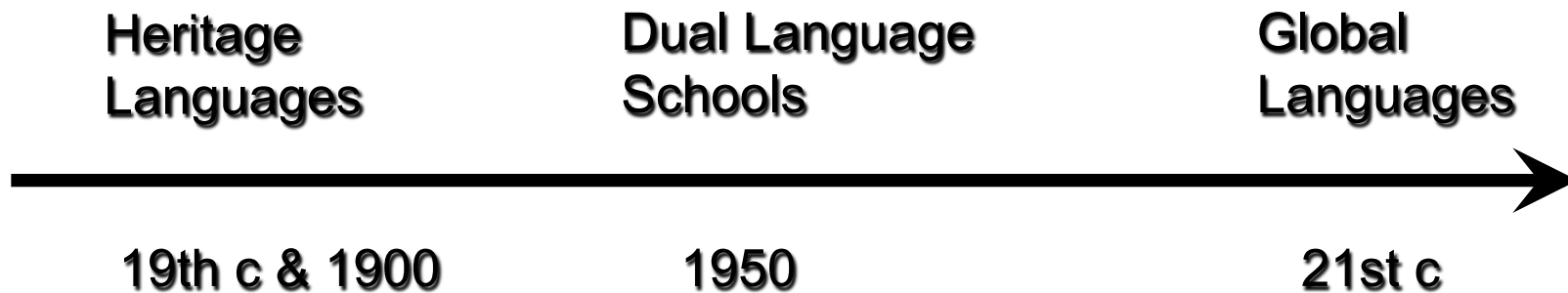


A science lesson in a bilingual Welsh-English school. Science is increasingly taught bilingually or through the medium of Welsh in bilingual schools in Wales.



The Evolution of Bilingual Education in Argentina

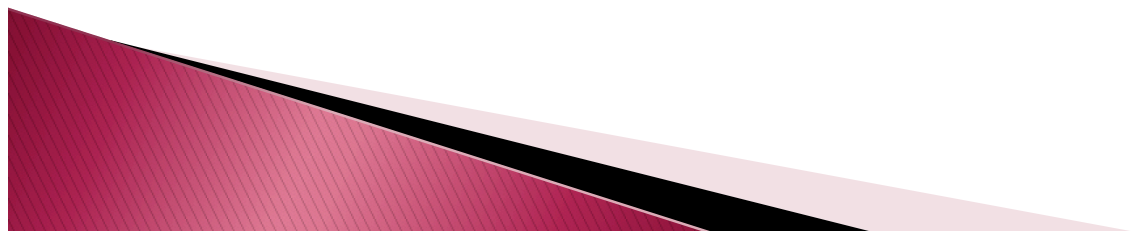
(Banfi & Day, 2004)



Heritage/Community Language Schools

(Cummins, 1995)

- ▶ Existed in Argentina towards the end of the C19th and the beginning of the C20th
- ▶ Language minority children (95%)
- ▶ Based around the immigrant community, often with close links with other institutions (e.g. church)
- ▶ Emphasis on foreign curriculum
- ▶ Perceived transitional nature of stay
- ▶ Societal and educational aim: maintenance



Dual Language Schools

(Lindholm-Leary, 2001)

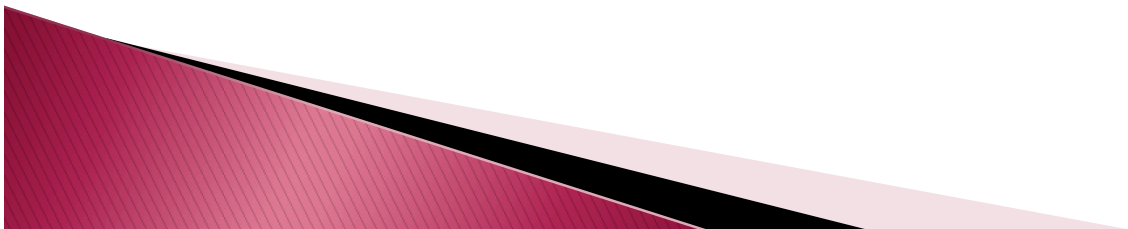
- ▶ Existed in Argentina roughly around 1950s
- ▶ Language minority and majority children (50–50%)
- ▶ National and foreign curricula run in parallel
- ▶ Cultural association primarily with one country
- ▶ Social and educational objectives: pluralism & enrichment



Global Language Schools

(Banfi & Day, 2005)

- ▶ Exist in Argentina at present
- ▶ Language majority children (95–100%)
- ▶ Aim at a balanced / integrated curriculum
- ▶ International outlook
- ▶ Increasing importance of external standardised certification
- ▶ Wider range of curricular offerings (subjects, levels, etc.)
- ▶ Societal and educational aim: pluralism and enrichment



The Language–Content Continuum, adapted from Met (1999)

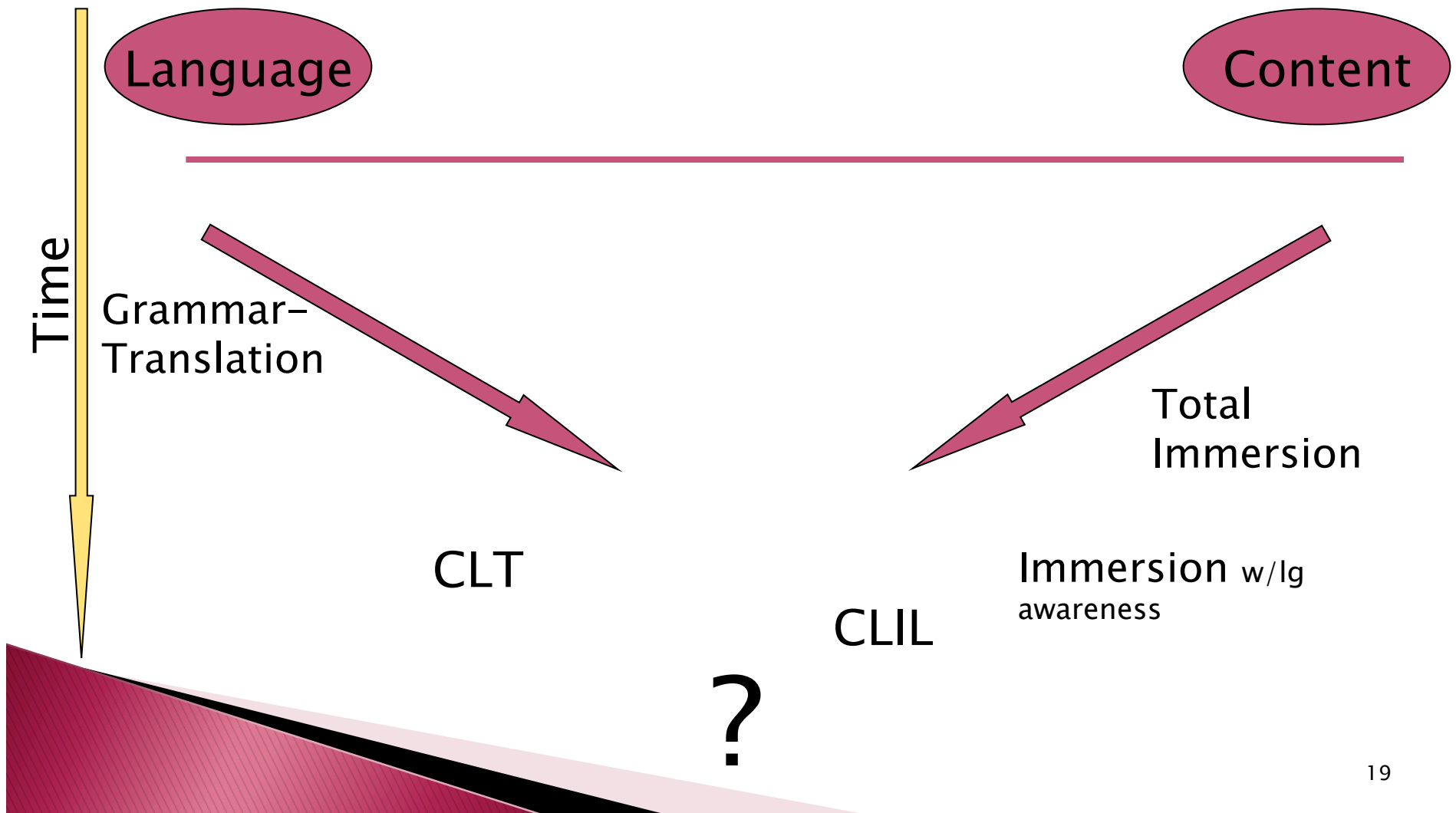
Language

Content

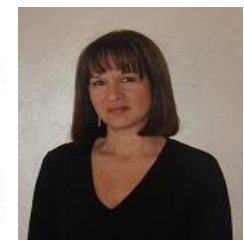
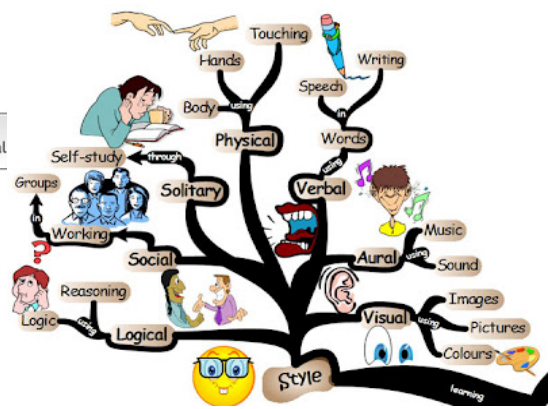
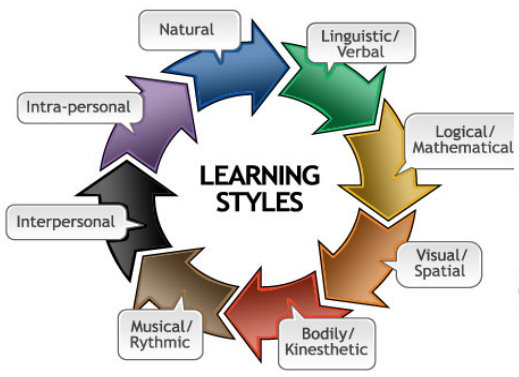
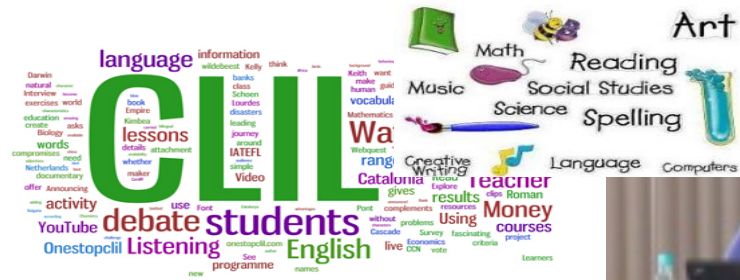
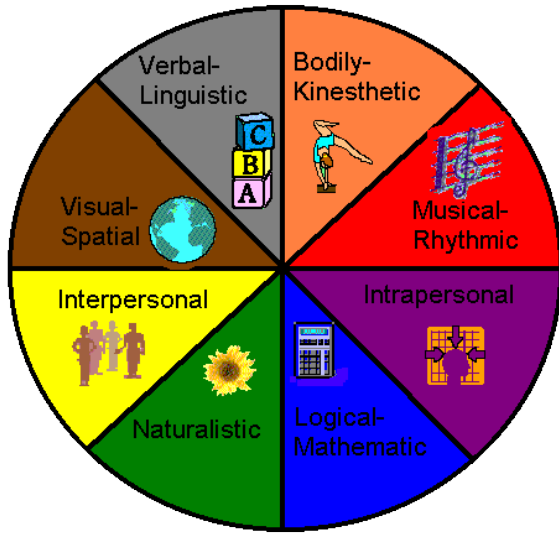


The Convergence of Language–Content

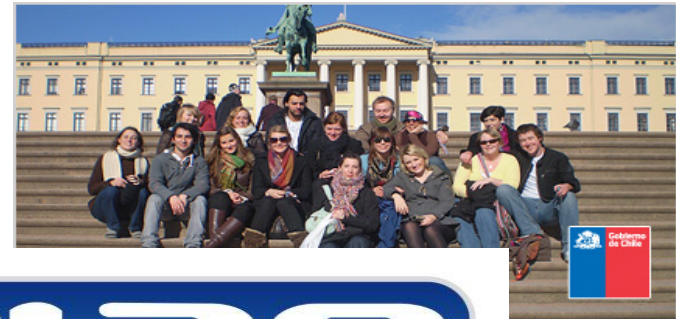
Banfi (2008)



Some ideas that have come to stay



Regional Dimension to Innovation



PIAP

PROGRAMA INGLES ABRE PUERTAS

MINISTERIO DE EDUCACION

Programa Bilingüe – ETC – Uruguay

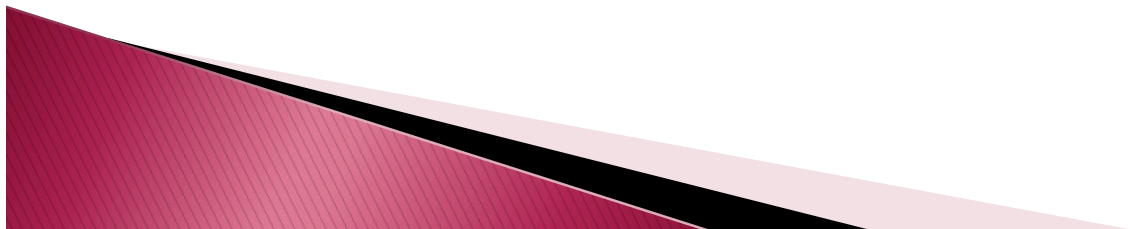


Una clase



<http://youtu.be/LeKNufp90sw>

Early Start ... Large scale



Certification



- ▶ *Certificados en Lenguas Extranjeras – CLE (since 1999)*

- ▶ Certification offered in 5 languages: English, French, German, Italian, & Portuguese
- ▶ End of cycle (Primary, Short, Long, Extended, Advanced). Reading comprehension

- ▶ *Of bilingual education, intensive language programs, etc. (in process)*

Specific to our context



Scholarships and Exchanges



The Political Dimension

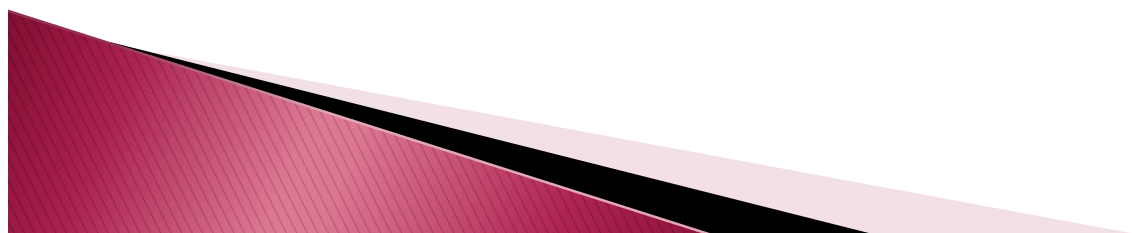
Agreements with Brazil, Korea, France, Italy, Portugal



Other challenges



- ▶ Provide more and better teacher training and development for bilingual education.
- ▶ Record and share numerous innovative experiences that exist in bilingual/immersion education.
- ▶ Develop materials for bilingual education aimed specifically at bilingual education contexts.
- ▶ Foster research on bilingualism and bilingual education.
- ▶ Contribute towards a better understanding of bilingualism and bilingual education in society at large.
- ▶ Increasing interest in assessment, not only of student learning but of programmes as a whole.



The many ways of saying

XIÈXIE "Thank You" SPASIBO

GRACIAS

Grazie Mahalo

Merci

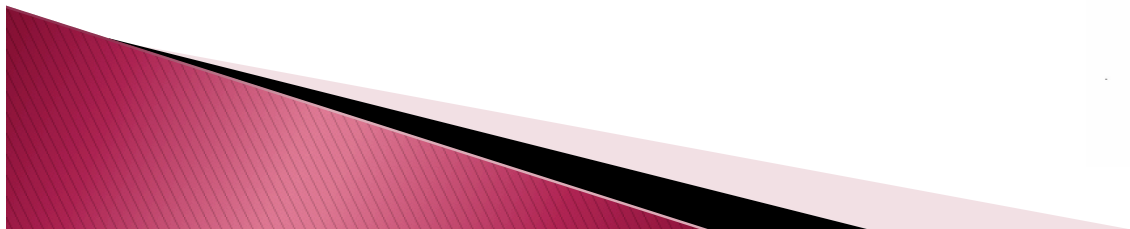
Danke

WA-DØ

Arigato

Dhanyawaad

Asante



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