

2017 Spring Collaborative Awards List

Collaborative Research Grants

Language Development in Early Childhood in Spanish Immersion Education Context

Carolina Barrera-Tobon, Modern Languages, College of LAS
Sung Park-Johnson, Leadership, Language, & Curriculum, College of Education

Abstract:

Across interdisciplinary fields, there is now overwhelming evidence that bilingualism is vastly beneficial for neurological, economic, and socioemotional development in all learners. However, in the U.S. the vast majority of second language education takes place relatively late in a student's academic trajectory, only being introduced to a second language (L2) in middle or high school. Meanwhile, students who spoke a language other than English at home see a sharp decline in their home language proficiency, ultimately becoming English-dominant and missing the opportunities that bilingualism could have afforded them. Therefore, early development and maintenance of a second language is ideal for maximizing the overall benefits to each student. This project investigates the effect of exposure to Spanish in early childhood for two groups of children: (1) those who speak Spanish at home as a heritage language and are gaining further exposure to their heritage language, and (2) those who speak English at home and are acquiring a second language in early childhood. The purpose of this project is to examine the heritage and second language development of Spanish in a Spanish-immersion preschool in Chicago. We will examine specifically the patterns of language use of Spanish and English by both the heritage and second language learner groups, differences between the two groups in terms of linguistic development and language ideologies and attitudes, and also ways in which the attitudes and ideologies of caregivers affect students' language and ideologies. Data will be collected through audio/video recordings, questionnaires, and longitudinal observation at the Spanish-immersion preschool with children ages 2 through 6. Through this research we hope to advocate for linguistic and educational resources for Chicago's Latino and other bilingual populations while addressing ideologies and attitudes about language and language learning.

Collaborative Instruction Fellow Stipends

Shifting Health Inequalities Through Social Action

Maria Ferrera, Social Work/Critical Ethnic Studies, College of LAS
Akilah Martin, School for New Learning
Judith Singleton, Health Science, College of LAS

Abstract:

We propose a new interdisciplinary, team taught, "special topics" course for Spring Quarter in 2018. The course, "Shifting Health Inequalities Through Social Action," will enroll both undergraduate and graduate students at DePaul University. Honoring the spirit of collaborative instruction, this class will draw on faculty and students from the College of Liberal Arts and Social Sciences (LAS), College of Science and Health (CSH) and the School for New Learning (SNL). Shifting Health Inequalities Through Social Action will focus on research methods of environmental science, ethnography, epidemiology and geospatial analysis against the backdrop of the collaborative research project titled: "Inequality of Life Expectancy in Chicago." This course will demonstrate how the natural and social sciences connect to conduct collaborative research in order to pose meaningful questions about health disparities associated with life expectancy and to facilitate learning by taking social action.