JFG388 Bilingualism, Multilingualism, and Second Language Acquisition

Winter 2023

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Course LEC0101 Fridays 2-4pm
Tutorials TUT0101 – Tuesdays 3-4pm

COURSE DESCRIPTION

Knowing and speaking more than one language is the everyday norm of people living in much of the world including in multicultural cities like Toronto. Via an in-depth introduction to the cognitive and social underpinnings of bi- and multilingualism including second language acquisition, this course provides answers to questions such as *How do bilinguals/multilinguals differ from monolinguals in the ways that they process and use language? How does acquiring a language as an adult differ from when we are children? How do an individual's language repertoires interact with those of their peers and local community?*

LEARNING OUTCOMES

By the end of this course, students will

- Be familiar with the main characteristics and phenomena observed in bi-/multilingual speakers including second language learners
- Understand and be able to describe how bi-/multilingual speakers' languages interact at both the cognitive and social levels
- Develop critical thinking and reflection, considering your language learning development and those of other learners
- Describe and analyze the particular bi-/multilingual phenomena that characterize L2 acquisition

Requirements: (1) Any 100-level or higher language course OR introductory linguistics course (e.g., LIN200H1, FRE272H1, ITA360H1, SLA323H1/SLA380H1, SPA322H1).
(2) At least 4.0 credits in any subject

Exclusion: FRE388H1

Required Materials

1. E-book chapters, articles, and videos are available online via Quercus (See 'Bibliography' on p.5)
2. François Grosjean's blog to consult: Life as a bilingual
3. We will use Canvas Student and Kahoot (https://kahoot.com/) throughout the semester

Delivery Instructions

Each week, the course will consist of the following components:

1. Pre-class preparation
   Before each class, you will read the assigned chapter, article, or video (see 'Course Schedule' on p.4). Some weeks may require additional activities to be completed asynchronously.
   This preparation can be done at a time **but must be completed before attending the given lecture**.

2. Class [Fridays 2-4pm]
   The 2-hour weekly session will consist of a review of the concepts learned and some active learning activities. This will be conducted using various digital tools.

3. **Bilingual** Tutorial [Tuesdays 3-4pm]
   Each tutorial will feature various activities and practical exercises that will allow you to further master the key concepts in English or in French (for those completing this for their French program).
   Your attendance is very important and will be assessed as part of your final grade.
   Tutorials begin on **Tuesday January 24th, 2023**.

***Course Evaluations must be completed in French to receive a 0,5 credit for a French program.

Assignment 1 **10%** **Tuesday, February 7 by 4pm**
The assignment will involve one or more of the following: watch, reflect, discuss a TEDTalk, video, or guest lecture; write or record a personal reflection on childhood language experiences (B&M topics).

Term Test 1 **30%** **Friday, February 17**
The first test will cover the materials discussed in the readings, lectures, and tutorials for Weeks 1-5. Questions may include matching, true or false, multiple choice, and short answers.

Term Test 2 **20%** **Friday, March 31**
The second test will cover the materials discussed in the readings, lectures, and tutorials for Weeks 7-10. The format will be similar to Test 1.

Assignment 2 **25%** **Tuesday, April 4 by 4pm**
The assignment will require your group to complete a linguistic analysis that further reflects on your language experiences. It will also include one or more of the following: watch, reflect, discuss a TEDTalk, video, or guest lecture; write or record a personal reflection on language learning experiences (SLA topics).

Kindly Note: A penalty of **10%** will be deducted per (partial) day including weekends. Any assignment submitted **7 days** after the due time and date will receive a grade of '0'.

Overall Assessment and Participation **15%** **Ongoing**
The lecture hour of the course will require student engagement and **active** participation. The tutorial hour will focus on hypothetical scenarios and group discussions. This grade will be awarded based on your overall performance including, but not limited to, your attendance to lectures and tutorials, your degree of active participation, online questions or discussion submissions on Quercus, completion of surveys, polls and other assigned activities, and general improvement in the course.

Note that 5% of this grade will be based on your overall average.

The remaining two-thirds will be allocated to lectures, tutorials, and completion of online activities:

- 5% = lecture performance and **active** participation (online forums, consultations, discussions)
- 5% = tutorial performance and **active** participation (completion of exercises & group discussions)

  SCALE: 0=Failure to participate; 1=Very weak; 2=Weak; 3=Average; 4=Strong; 5=Exceptional

ONLINE ACTIVITIES USING KAHOOT AND CANVAS STUDENT

Active learning and interactive activities during class tend to encourage and motivate students to be active learners rather than passive listeners. Various activities will be used to observe your understanding and knowledge of course material, and in turn, this will help you identify areas of strength and weakness. We will be using the Kahoot learning platform (https://kahoot.com) and the Canvas Student App.

CALENDAR – WINTER 2023[1]

Date	Themes, Readings, & Tests	Tutorials (T)
1 Jan 13	**Introduction & General Concepts** Syllabus; Grosjean (2010a)	***No tutorial January 17***
Part 1: Bilingualism & Multilingualism (B&M)		
2 Jan 20 & 24 **(T)**	B&M 1 – Dimensions of Bilingualism & Multilingualism Cenoz (2013)	**Tutorial – B&M 1** Assignment 1 – form groups
3 Jan 27 & 31 **(T)**	B&M 2 – The Bilingual Mind *Representing and processing more than one language* Grosjean (2010b & c)	**Tutorial - B&M 2**
4 Feb 3 & 7 **(T)**	B&M 3 – Code-Switching *Interaction and use of multiple languages* Bullock & Toribio (2009)	**Tutorial - B&M 3** ✍ **Assignment 1 DUE**
5 Feb 10 & 14 **(T)**	B&M 4 – Language Education in Canada *Indigenous, minority, and heritage languages* Duff & Li (2009)	**Tutorial - B&M 4**
Part 2: Second Language Acquisition (SLA)		
6 Feb 17 & 28 **(T)**	✍ **Test #1**	***ONLINE Tutorial – Assignment 2 Discussion** Assignment 2 – form groups
7 Mar 3 & 7 **(T)**	SLA 1 – Simultaneous vs. Successive Acquisition *From bilinguals to child and adult L2 learners* Meisel (2013: Ch 6)	**Tutorial – SLA 1**
8 Mar 10	SLA 2 – L2 Development Part 1 *Language interaction, CLI, and transfer* Ortega (2009: Ch 6, sections 6.1-6.3, 6.5, 6.13-6.17); Skehan (2008)	***NO Tutorial March 14*** Assignment 2 – independent group work
9 Mar 17 & 21 **(T)**	SLA 2 – L2 Development Part 2 *How do learners' come to acquire and use language?* Same readings as Week 8	**Tutorial – SLA 2**
10 Mar 24 & 28 **(T)**	SLA 3 – Individual Differences *How aptitude, memory, anxiety & personality make a difference* Dewaele (2013)	**Tutorial - SLA 3**
11 Mar 31	✍ **Test #2**	***NO Tutorial April 4*** ✍ **Assignment 2 DUE**

[1] Faculty may need to alter the schedule. This schedule may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate special speakers or related professional opportunities that might arise. If changes are made, they will be announced, posted on the class Quercus site, and well noted in advance.

Week 1 - INTRODUCTION

Grosjean, F. (2010a). Why Are People Bilingual? In *Bilingual* (pp. 3-17). Cambridge, MA & London, UK: Harvard University Press.

Week 2 – B&M 1

Cenoz, J. (2013). Defining multilingualism. *Annual Review of Applied Linguistics*, *33*, 3–18.

Week 3 – B&M 2

Grosjean, F. (2010b). Describing Bilinguals. In *Bilingual* (pp. 18-27). Cambridge, MA & London, UK: Harvard University Press.

Grosjean, F. (2010c). Language Mode and Language Choice. In *Bilingual* (pp. 39-50). Cambridge, MA & London, UK: Harvard University Press.

Week 4 – B&M 3

Bullock, B., & Toribio, A. J. (2009). Themes in the study of code-switching. In *The Cambridge handbook of linguistic code-switching* (pp. 1-19). Cambridge University Press.

Week 5 – B&M 4

Duff, P. A., & Li, D. (2009). Indigenous, Minority, and Heritage Language Education in Canada: Policies, Contexts, and Issues. *The Canadian Modern Language Review, 66*(1), 1-8.

Morcom, L. (2019, February). *A history of Indigenous languages — and how to revitalize them* [Video]. TED Conferences.
https://www.ted.com/talks/lindsay_morcom_a_history_of_indigenous_languages_and_how_to_revitalize_them?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread

Week 7 – SLA 1

Meisel, J. (2013). Chapter 6: Sensitive phases in successive language acquisition: The critical period hypothesis revisited. In C. Boeckx & K. K. Grohmann (Eds.), *The Cambridge Handbook of Biolinguistics* (pp. 69-85). Cambridge University Press.

Weeks 8-9 – SLA 2 (Part 1 & 2)

Ortega, L. (2009). Chapter 6: Development of learner language. In *Understanding Second Language Acquisition* (pp. 110-143). Routledge.

Skehan, P. (2008). Interlanguage and Language Transfer. In B. Spolsky & F.M. Hult (Eds.), *The Handbook of Educational Linguistics* (pp. 411-423). Malden, MA & Oxford, UK: Blackwell.

Week 10 – SLA 3

Dewaele, J.-M. (2013). Learner-internal Psychological Factors. In J. Herschensohn & M. Young-Scholten (Eds.), *The Cambridge Handbook of Second Language Acquisition* (pp. 159-179). Cambridge, UK: Cambridge University Press.

COURSE POLICIES

Quercus

Quercus is an essential component of the course. To access the course website, go to the UofT dashboard page at https://q.utoronto.ca and log in using your UTORid and password.

If you do not have a working UTORid, go to http://www.utorid.utoronto.ca to activate it. If you need help activating your UTORid, contact help.desk@utoronto.ca . If you need help accessing Quercus, check https://q.utoronto.ca/courses/46670 .