

## SEMESTER AT SEA COURSE SYLLABUS

**Discipline: Linguistics**

**Fall 2008**

**SEMS 115-6: Second Language Acquisition and Multilingualism**

**Lower Division**

**Faculty Name: Deborah Dubiner**

Suggested Pre-requisites: none.

### **COURSE DESCRIPTION**

What is bilingualism? Are most people in the world monolingual, bilingual, or multilingual? What are the causes and effects of multilingualism? In this introductory course we will focus on issues central to the phenomenon of bilingualism, multilingualism and the acquisition of additional languages. We will explore such issues as the development of multilingualism, the relationship between bilingualism and cognitive and affective development, sociocultural aspects of bi- and multilingualism, and second language teaching. These subjects will be discussed in the context of bilingual and multilingual language education in different parts of the world. Students will learn to evaluate educational, sociological and psychological claims about the bi- and multilingual experience, and appreciate the implications of these claims on the social perception of bilinguals in different societies. Much of the material covered will be drawn from the regions and societies we will visit during the semester.

### **COURSE OBJECTIVES**

1. Raise participants' awareness to language use beyond monolingualism and the diversity of language use in the world that surrounds us.
2. Familiarize course participants with second language learning theories and practices and to help them relate language learning theories to themselves as learners and teachers
3. Help participants explore, and develop a critical stance about, concepts of linguistics applied to language acquisition, bilingualism/multilingualism, and bilingual/multilingual education in different contexts and societies.

## TOPICAL OUTLINE OF COURSE

Below is a list of discussion topics and reading assignments. There are 3 types of readings: core (mandatory), optional, and reading group assignments. The latter are different readings assigned to each group member, who has to report on the article to other group members, who in turn had a different assignment. Your report will follow a fixed template, according to which you are expected to take notes on the articles your classmates report on.

Lesson	Topic	Reading assignments
1	Introduction to SLA, definitions, guiding principles	
2	Theories of SLA	<b>Core:</b> Saville-Troike: Ch 1&2 <b>Optional:</b> Ellis 1986 ch. 9
3	Input, Interaction, and SLA	<b>Core:</b> Lightbrown and Spada (L&S) ch.1, 2, Krashen 1992
4	The acquisition of additional languages	<b>Core:</b> 1. Cenoz, 2003 2. Seliger, H., S. Krashen and . Ladefoged 1975 <b>Reading group:</b> 1. Flege and Liu 2. Cook 1995
5	the role of formal instruction; Language Aptitude; the role of the first language	<b>Core:</b> 1. Saville-Troike: Ch 3 2. Hoffmann&Ytsma (on reserve): ch. 1 3. Harley and Hart. 1997
6	Case study: Namibia	<b>Core:</b> Tucker 1998 (from <i>Beyond Bilingualism</i> , on reserve) <b>Reading Group:</b> Selected articles from <i>Discrimination through Language in Africa? Perspectives on the Namibian Experience</i> Ed. by Pütz, Martin
7	Case study: South Africa	<b>Core:</b> 1. Desai 2001 2. selections from Mesthrie 2002 (on reserve)
8	The sociocultural aspect of bi-and multilingualism: cultural and ethnic identity	<b>Core:</b> 1. Saville-Troike: Ch 5 2. Hammers&Blanc 2000 ch. 8

		<b>Optional:</b> article from the book <i>Negotiation of Identities in Multilingual Contexts</i> (on reserve) according to geographical area of interest
9	The sociocultural aspect of bi-and multilingualism: intergroup relations and intercultural communication	<b>Core:</b> 1. Guimond&Palmer 1993 2. Genesee&Lambert 1983
10	Socio-cultural aspects: continued	<b>Reading group:</b> 1. Gardner 1985 2. Zentella 2002 3. Ohara 2001
11	Case study: India	<b>Core:</b> Mohanty 2006 (from <i>Imagining ML schools</i> ) <b>Reading group:</b> Selected articles from: <i>Multilingualism in India</i> (on reserve)
12	mid-term exam	
13	Case Study: Malaysia	<b>Core:</b> 1. <a href="http://www.eastern.edu/publications/emme/2001spring/denny.html">http://www.eastern.edu/publications/emme/2001spring/denny.html</a> 2. Ridge 1996 3. Platt 1977
14	Approaches to Bilingual and Multilingual Education	<b>Core:</b> 1. Cummins 2001 2. Cenoz & Valencia 1994
15	Bilingual and multilingual education in North America and in the world	<b>Core:</b> 1. Crawford 2006 (US) 2. choose from one of the articles below a. Benson 2004 (Guinea Bissau) b. Brovotto, Brian & Geymonat, 2006 (Uruguayan-Brazilian border) c. Stavans & Narkiss 2004 (Israel) d. Sjolholm 2004 (Finland)
16	Case Study: China	<b>Core:</b> from <i>Language Education in China</i> by Agnes Lam; 1-32
17	The psychology of SLA and multilingualism	<b>Core:</b> 1. Saville-Troike: Ch 4 2. L&S Ch 3
18	The multilingual mind	<b>Core:</b> 1. Jessner 1993 2. Cenoz&Genesee 1998

19	Cognitive effects of multilingualism	<b>Core:</b> Hammers&Blanc 2000 ch. 4
20	Second language teaching: approach and practice	<b>Core:</b> Saville-Troike: Ch 6,7
21	Taking it home: language policy in North America <i>Debate: taking a stance</i>	<b>Core:</b> Tucker 1991 <b>Reading group:</b> 1. Wong Fillmore 2. Rolstad 1997 <b><i>Prepare for debate</i></b>
22	Final Thoughts	<b>Core:</b> Tucker 1998
23	Final exam	

### FIELD COMPONENT (Activities in Port)

Each student is required to complete a minimum of three practica in some of the countries we will visit (at least two should be let by me, and others may be either led by other faculty of Independent Practica (IND). You may follow the suggestions below or develop your own independent practicum. If you select an independent practicum you must discuss you approach and objectives with me before we arrive in the port-of-call. Each student is required to keep a journal of his or her field observations related to additional language acquisition and multilingualism. Your journal should be a record of your notes from these field experiences. We will discuss your approach and objectives regarding you field notes in class.

Independent Practica, applicable to all ports-of-call:

1. Learn the basics of a language from phrase books, internet resources, peers, etc. (or plan the use of a second language you already know). Engage in conversation with natives (one-on-one, in groups) and observe what happens. Try to locate in your interactions aspects of second language acquisition discussed in class.
2. Interview local residents about their multilingual practices according to the protocols developed in class
3. Explore local multilingual practices according to observation template developed in class
4. Observe the status of English in each country/community. Can you see a patter of who speaks English and who doesn't in Brazil?
5. Visit a school of English as a Foreign Language, interview students and teachers

For this course I plan to offer FDP opportunities in the following ports: Walvis Bay, Cape Town, Chennai, and Malaysia. You are encouraged to choose 2-3 from among the options listed below. These FDPs will be further discussed in class. There will be two “reaction papers” based on your experiences in the field visits.

#### SUGGESTED PRACTICA:

NAMIBIA: Visit to a multilingual school (FDP)

SOUTH AFRICA: Lecture and meeting with multilingual community members (FDP);

INDIA: interview bilingual/trilingual/multilingual speakers; visit a school.  
 visit a multilingual school (FDP); meet with a University of Madras  
 Multilingualism expert and meet with multilingual community members  
 (FDP)

MALAYSIA: investigate the use of Malay versus English (IND)

## METHOD OF EVALUATION

Activity	Description	Value	Total
Short reaction papers	Based on FDP, IP. Must be anchored on experience and literature	10 points each	20
Exams	Mid-term, final	30 points each	60
Debate	Participate in a debate on language policy	10 points	10
Class participation and attendance	Reading group reports, evidence of reading articles by participation in discussions, attendance	10 points	10
Total			100

### Explanation of assignments

Your 2 term exams will cover material from the textbook, lectures, and in class discussion. Exams may consist of multiple choice, identification, true-false, short answers, and longer essay questions.

### Reaction papers

Within 2 days of leaving the ports please turn in your reaction papers to be reviewed. I expect your papers to include report of observations/interactions, visits, or personal experiences related to language acquisition and multilingualism. It can be presented as a regular paper (5-10 pages, 5-10 bibliographic references) or in the form of a movie, in case you interview locals, film multilingualism in action, etc. A film should be accompanied by educated narration, and should be as robust as the written paper (argumentation, reference to literature).

### Class participation and attendance

Regular class attendance is a course requirement. Your attendance and active participation are important and provide you with a satisfying educational experience. You also have responsibility toward the academic experience of your classmates through appropriate report in the reading groups. There may be changes to the syllabus announced in class. It is your responsibility to get updated about any changes that may be announced in class.

## **REQUIRED TEXTBOOKS**

**AUTHOR:** Saville-Troike, M  
**TITLE:** Introducing Second Language Acquisition  
**PUBLISHER:** Cambridge  
**ISBN #:** ISBN-13: 9780521794077 | ISBN-10: 0521794072  
**DATE/EDITION:** 2005  
**COST:**

## **RESERVE LIBRARY LIST**

**AUTHOR:** Raymond G. Gordon, Jr., editor  
**TITLE:** Ethnologue: Languages of the World  
**PUBLISHER:** Dallas, Tex.: SIL International  
**ISBN #:** ISBN-13 978-1-55671-159-6, ISBN-10 1-55671-159-X  
**DATE/EDITION:** Fifteenth Edition  
**COST:**

**AUTHOR:** Garcia, O., Skutnabb-Kangas, T., and Torres-Guzman, M. E.  
**TITLE:** Imagining Multilingual Schools  
**PUBLISHER:** Clevedon [England] ; Buffalo: Multilingual Matters.  
**ISBN #:** 1-85359-894-1  
**DATE/EDITION:** 2006  
**COST:**

**AUTHOR:** Fishman, J. A.  
**TITLE:** Handbook of Language & Ethnic Identity.  
**PUBLISHER:** New York: Oxford University Press.  
**ISBN #:**  
**DATE:** 1999

## **ELECTRONIC COURSE MATERIALS**

**AUTHOR:** Krashen, S.  
**ARTICLE/CHAPTER TITLE:** "The Input Hypothesis"  
**JOURNAL/BOOK TITLE:** In: The Input Hypothesis. Torrance, CA: Laredo  
**VOLUME:**  
**DATE:** 1992  
**PAGES:** pp 1-13

**AUTHOR:** Seliger, H., S. Krashen and P. Ladefoged  
**ARTICLE/CHAPTER TITLE:** Maturational constraints in the acquisition of second languages.  
**JOURNAL/BOOK TITLE:** Language Sciences  
**VOLUME:** 38  
**DATE:** 1975:  
**PAGES:** 20-22

**AUTHOR:** Flege and Liu.  
**ARTICLE/CHAPTER TITLE:** “The Effect of Experience on Adults’ Acquisition of a Second Language.  
**JOURNAL/BOOK TITLE:** SSLA:  
**VOLUME:** 23(4):  
**DATE:** 2001  
**PAGES:** 527-552.

Cook, V. (1995). Multi-Competence and the Learning of Many Languages. *Language, Culture and Curriculum*, 8(2), 93-98

**AUTHOR:** Desai, Z  
**ARTICLE/CHAPTER TITLE:** Multilingualism in South Africa with Particular Reference to the Role of African Languages in Education,  
**JOURNAL/BOOK TITLE:** International Review of Education  
**VOLUME:** 47, Numbers 3-4  
**DATE:** July, 2001  
**PAGES:** 323-339

**AUTHOR:** Hamers, J and M. Blanc  
**ARTICLE/CHAPTER TITLE:** chapter 8: The sociocultural aspect of bilinguality: cultural and ethnic identity  
**JOURNAL/BOOK TITLE:** Bilingualism and Bilinguality  
**VOLUME:**  
**DATE:** 2000  
**PAGES:** 198-238

**AUTHOR:** Hamers, J and M. Blanc  
**ARTICLE/CHAPTER TITLE:** chapter 4: Cognitive development and the sociocultural context of bilinguality  
**JOURNAL/BOOK TITLE:** Bilingualism and Bilinguality  
**VOLUME:**  
**DATE:** 2000  
**PAGES:** 82-109

**AUTHOR:** Guimond, S. and D. L. Palmer  
**ARTICLE/CHAPTER TITLE:** "Developmental Changes in Ingroup Favouritism among Bilingual and Unilingual Francophone and Anglophone Students."  
**JOURNAL/BOOK TITLE:** Journal of Language and Social Psychology  
**VOLUME:** 12(4):  
**DATE:** 1993  
**PAGES:** 318-351

Genesee, F., & Lambert, W. E. (1983). Trilingual Education for Majority-Language Children. *Child Development*, 54(1), 105-114.  
Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: Edward Arnold Publishers.

**AUTHOR:** Zentella, A.C.  
**ARTICLE/CHAPTER TITLE:** Studying Bilingualism in the Community Context  
**JOURNAL/BOOK TITLE:** In: Zentella, A.C. , *Growing Up Bilingual*. Oxford: Blackwell.  
**VOLUME:**  
**DATE:** 2002  
**PAGES:** 1-16

Ohara, Yumiko 2001. Finding One's voice in Japanese. In Pavlenko, Blackledge, Pillar, and Teutsch-Dwyer (eds) . 2001. *Multilingualism, second language learning, and gender*. Walter de Gruyter. Pp 231-256

**AUTHOR:** Mohanty , A  
**TITLE:** Imagining Multilingual Schools by Garcia, O., Skutnabb-Kangas, T., and Torres-Guzman, M. E. (eds) (on reserve)  
**PUBLISHER:**. Clevedon [England] ; Buffalo: Multilingual Matters.  
**ISBN #:** 1-85359-894-1  
**DATE/EDITION:** 2006  
**PAGES:** 262-284  
**COST:**

**AUTHOR:** Brian Ridge  
**ARTICLE:** English language and Malaysian identity: a shifting odyssey  
**JOURNAL/BOOK TITLE:** Asian Studies Review  
**VOLUME:** 19  
**DATE:** 1996,  
**PAGES:** 67-78

**AUTHOR:** Platt, John T.

**ARTICLE:** A Model for Polyglossia and Multilingualism (with Special Reference to Singapore and Malaysia)

**JOURNAL/BOOK TITLE:** Language in Society,

**VOLUME:** 6, 3,

**DATE:** Dec 77,

**PAGES:** 361-78

Cummins, J. (2001). Instructional Conditions for Trilingual Development. *International Journal of Bilingual Education and Bilingualism* 4(1), 61-75.

Cenoz, J., & Valencia, J. F. (1994). Additive Trilingualism: Evidence from the Basque Country. *Applied Psycholinguistics*, 15(2), 195-207

**AUTHOR:** Harley and Hart.

**ARTICLE/CHAPTER TITLE:** "Language Aptitude and Second Language Proficiency in Classroom Learners of Different Starting Ages."

**JOURNAL/BOOK TITLE:** SSLA:

**VOLUME:** 19(3):

**DATE:** 1997

**PAGES:** 379-400

**UTHOR:** Abunuwara, E.

**ARTICLE/CHAPTER TITLE:** 'The structure of the trilingual lexicon'

**JOURNAL/BOOK TITLE:** European Journal of Cognitive Psychology.

**VOLUME:** 4

**DATE:** 1992

**PAGES:** 311-322

**AUTHOR:** Wong Fillmore, Lily

**ARTICLE/CHAPTER TITLE:** Loss of Family Languages: Should Educators Be Concerned?

**JOURNAL/BOOK TITLE:** Theory into Practice

**VOLUME:** v39 no4

**DATE:** 2000

**PAGES:** p203-10

Rolstad, K. (1997). Effects of 2-Way Immersion on the Ethnic Identification of Third Language Students: An Exploratory Study. *Bilingual research journal*, 121 (1), 43-63.

**AUTHOR:** Lightbrown and Spada

**ARTICLE:** chapters 1, 2, 3

**JOURNAL/BOOK TITLE:** How languages are learned

**DATE:** 1993

**PAGES:** 1-52

AUTHOR: Hoffmann&Ytsma  
ARTICLE: chapter 1  
JOURNAL/BOOK TITLE Trilingualism in family, school, and community  
DATE: 2004  
PAGES: 1-11

AUTHOR: Tucker, GR  
ARTICLE:... A global Perspective on Multilingualism and Multilingual Education  
JOURNAL/BOOK TITLE Beyond Bilingualism , ed. By Cenoz and Genesee  
DATE: 1998  
PAGES: 3-15

AUTHOR: Pütz, Martin  
TITLE: *Discrimination through Language in Africa? Perspectives on the Namibian Experience*  
PUBLISHER: Mouton de Gruyter  
ISBN #:  
DATE/EDITION: 1995.  
COST:

AUTHOR: Lam, Agnes  
ARTICLE:...various  
JOURNAL/BOOK TITLE Language Education in China: Policy and Experience from 1949, Hong Kong University Press  
DATE: 2005  
PAGES: 1-32