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Graduate School of TESOL
Developing Bilingualism
Course Policy (Fall 2015)

Overview: This three-hour-per-week course is designed to provide students with a course in issues and practices related to the development and/or enhancement of bilingualism and the theoretical underpinnings of this rapidly developing area of language research. A bilingual individual is defined loosely as someone, according to Mohanty (1994)*, who has the ability, "to meet the communicative demands of the self and society in their normal functioning of two or more languages in their interaction with the other speakers of any or all of these languages". Based on this definition, we can see that bilinguals do not need to be equally proficient in all their languages and that what really defines them is language **use**. It is from this perspective that we will look at the issue of language development and enhancement this semester. In this course, we will be looking at ways of developing bilingualism (or aspects thereof) in our students particularly from a psycholinguistic and what is called a `dynamic approach` to multilingualism. In doing so we will quickly discover that socio-cultural considerations have a large effect on language use and language development, particularly in multilingual systems. In this way we will be taking rather interesting theory and using it to develop practical approaches in language teaching. This course will be rather heavy on the reading, but should be interesting. The course is also designed with no prerequisites with the material being approached from the point of view of a beginner to the field.

*Mohanty, A.K. (1994). *Bilingualism in a multilingual society: Psychological and pedagogical implications*. Mysore: Central Institute of Indian Languages.

Objectives: This course has three main goals; (1) to improve the students' knowledge of how the different components of different languages interact in a single brain and single (global) society, (2) to investigate instances of how this is actually applied in educational programs and (3) to get the students to develop teaching perspectives which in which they can use this new knowledge. By the end of the course, all students will have a much better idea of how languages are really used and work, particularly in relation to the use of more than one language system and well as the societal features of language acquisition in general. This knowledge should enable them to carry out more theoretically sound second or third language teaching, focusing particularly on English in Korea.

Texts

Primary Text:

-Hamers and Blanc. (2000). *Bilinguality and bilingualism* (2nd Edition). Cambridge: CUP.
This is going to be our main textbook and we will cover all of its sections.

Summer Reading Text:

Over the summer and before the class actually begins, I would like everyone to read one of three rather simple and hopefully engaging books on bilingualism.

Caldas, S. (2006). *Raising bilingual-biliterate children in monolingual cultures*. Clevedon: Multilingual Matters.

Grosjean, F. (2010). *Bilingual: Life and reality*. Cambridge, MA.: Harvard University Press. ISBN-10: 0674066138
Hoffman, E. (1989). *Lost in translation*. New York: Penguin. ISBN: 0-14-012773-9

Additional Texts:

In addition to this book, we will have a few other special articles from various sources that I will give you in the form of a reading packet. They are presented here in the sequence in which they will be used in the class.

Aronin, L. and D. Singleton. (2012). *Multilingualism*. Amsterdam: John Benjamins.

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

Wei, Li (ed.) (2000) *The Bilingualism Reader*. London: Routledge.

Mackey, W. (2000). The description of bilingualism. In Wei (ed), pp. 26-54.

Kecskes, I. and T. Papp. (2000). *Foreign language and mother tongue*. Mahwah, NJ.: Lawrence Erlbaum.

Malt, B. and E. Ameel. (2011). The art and science of bilingual object naming. In A. Pavlenko (ed.) *Thinking and speaking in two languages*. Bristol: Multilingual Matters, pp. 170-197.

Athanasopoulos, P. (2011) Cognitive restructuring in bilingualism. In A. Pavlenko (ed), pp. 29-65.

Blommaert, J., Collins, J., and Slembrouck, S. (2005). Spaces in multilingualism. *Language & Communication* 25, 197-216.

Hammarberg, B. (2001) Roles of L1 and L2 in L3 production and acquisition. In Cenoz et al. (eds.) *Cross-linguistic influence in third language acquisition: Psycholinguistic approaches*. Clevedon: Multilingual Matters, pp. 21-41.

Fabbro, Franco. (1999). *The neurolinguistics of bilingualism*. Hove: Psychology Press.

Paradis, M. (2000). Language lateralization and bilinguals: enough already. In Wei (ed.), pp. 394-401.

Knickerbocker, H. and J. Altarriba. (2011). Bilingualism and the impact of emotion: the role of experience, memory, and sociolinguistic factors. In V. Cook and B. Bassetti (eds). *Language and bilingual cognition*. New York: Psychology Press, pp. 453-478.

Sercombe, P. and T. Young. (2011). Culture and cognition in the study of intercultural communication. In Cook and Bassetti (eds.), pp. 529-542.

Adelman Reyes, S. and T. Reyes. (2010). *Teaching in 2 languages*. Thousand Oaks; Corwin.

Jessner, U. (2006). *Linguistic awareness in multilinguals*. Edinburgh: Edinburgh University Press.

Methodology

English Only: Following the immersion model, students are expected to conduct all course work in English. This means writing, note-taking, and discussion should primarily be in English. Korean or any other language should be used appropriately as a means of enhancing and integrating understanding, not as a way of avoiding English or excluding others.

Classroom: In the classroom, there will be both direct lecturing and more discussion-oriented activities. Students will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions. There are no clear cut answers to any of these concerns The students need to come up with their

own ideas and further questions. In order to do this they need to do the reading. Please, always come prepared or you will be lost in class.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible, but bear in mind that there is no such thing as an excused absence.

Assignments

Homework: The most important homework for this class is to do the reading every week and be ready to fully participate in class. In order to ensure this and to improve the students writing ability, there will be written homework assigned each week. Check the website each week for the homework assignments as well as for summaries and additional information. There will be a couple of special projects for this class as well. These will involve researching the local context for evidence of bilingual use and the prevalence of bilingual education programs within the local context.

Projects

Midterm: The Mid-term will be due in the ninth week of class (May 1st). This will be where you get to show creatively how you can use the knowledge acquired in this course in a more practical sense. It will be a written paper following three basic options. You will be given several weeks to work on this so choose your option carefully. It is generally seen as a rough draft of what will be done for the final project.

Final Project: Basically, this will be a 15 to 20 page revision and continuation of what was done for the midterm Do not start a whole new project for the final. Take the feedback from the midterm and revise and extend the paper to form a more complete and overall better whole.

Grades: Final grades will be based on performance in the following categories.

Homework	30%
Participation	30%
Midterm Exam	10%
Final Project	30%

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P.S. There will also be a complimentary website for this class. I will be posting notes and summaries each week, so make sure you go and look <http://www.udveksling.com>