

Stephen van Vlack  
Sookmyung Women's University  
Graduate School of TESOL  
**Developing Bilingualism**  
Course Syllabus (Fall 2015)

**Week 1: September 4**

Introductions to the course, materials and the subject itself  
Review the summer reading materials

Homework: Complete the summer reading project.  
Read Hamers & Blanc (2000) Chapter 1.  
Read Aronin and Singleton (2012) Chapter 2.

**Week 2: September 11**

Hamers & Blanc (2000), Chapter 1: Definitions and guiding principles, pp. 6-24  
Aronin & Singleton (2012), Chapter 2: Multilingualism: some preliminary considerations  
This week we take a stab at trying to define what it means to be bilingual or multilingual.  
In doing so we will get a better feel for some of the main underlying concerns in the field.

Homework: Read Hamers & Blanc (2000) Chapter 2.  
Read Wei (2000), Introduction.  
Read Mackey (2000) The description of bilingualism.

**Week 3: September 18**

Hamers & Blanc (2000), Chapter 2: Dimensions and measurement of bilinguality and bilingualism, pp. 25-49

Wei (2000), Introduction: dimensions of bilingualism  
Mackey (2000), The description of bilingualism

This week we will look more specifically at the different types of bilinguality/multilinguality that exist out there. This can be a very complicated area and we will try to break it down to several key ideas which will help us get a better feel for bilingual development as well as the academic area of bilinguality.

Homework: Read Hamers & Blanc (2000) Chapter 3.  
Read Kecskes & Papp (2000) Chapter 4 Thought and word.  
Malt & Ameel (2011) The art and science of bilingual object naming.

**Week 4: September 25**

Hamers & Blanc (2000), Chapter 3: Ontogenesis of bilinguality, pp. 50-81

Kecskes & Papp (2000), Chapter 4 Thought and word

Malt & Ameel (2011) The art and science of bilingual object naming

This week we will take a specific look at the development of bilinguality in individuals. Our main focus will be on the development of systems looking predominantly at lexical systems.

Homework: Read Hamers & Blanc (2000) Chapter 4.  
Read Athanasopoulos (2011) Cognitive restructuring in bilingualism.

**Week 5: October 2**

Hamers & Blanc (2000), Chapter 4: Cognitive development and the sociocultural context of bilinguality, pp. 82-109.

Athanasopoulos (2011) Cognitive restructuring in bilingualism

This week we will look at the contentious area of language development and cognition. This is an area where research in the bilingual tradition sees things very differently from first language acquisition or SLA approaches. We will look at the way languages and cognition (thought) affect each other as evidenced through studies of multilanguage use.

Homework: Read Hamers & Blanc (2000) Chapter 5.

Read Hammarberg (2001) Roles of L1 and L2 in L3 production and acquisition

**Week 6: October 9** (Holiday - class to be rescheduled)

Hamers & Blanc (2000), Chapter 5: Social and psychological foundations of bilinguality, pp. 110-134.

Hammarberg (2001) Roles of L1 and L2 in L3 production and acquisition

This week we turn our attention to the way different languages affect each other in a bilingual/multilingual system. We will try to draw some conclusion about what this tells us about language in general.

Homework: Read Hamers & Blanc (2000) chapter 6.

Read Fabbro (1999) Second-language recovery in aphasics *and* Paradoxical recovery of a language.

Read Paradis (2000) Language lateralization and bilinguals: enough already!

**Week 7: October 16**

Hamers & Blanc (2000), Chapter 6: Neuropsychological foundations of bilinguality, pp. 135-161.

Fabbro (1999) Second-language recovery in aphasics *and* Paradoxical recovery of a language

Paradis (2000) Language lateralization and bilinguals: enough already!

This week we look at neurological aspects of bilinguality. In doing this we will look at the way different language may be housed and use in the brain and how bilingual development affects brain structure and organization.

Homework: Work on your Midterm project.

**Week 8: October 23**

Reading week!

Homework: Read Hamers & Blanc (2000) chapter 7.

Finish Midterm Project.

**Week 9: October 30**

Midterm Project due.

Hamers & Blanc (2000), Chapter 7: Information processing in the bilingual, pp. 162-197.

This week we take a look at how bilinguals process input in relation to their respective languages.

Homework: Read Hamers & Blanc (2000) chapter 8.

Read Knickerbocker & Altarriba (2011). Bilingualism and the impact of emotion: the role of experience, memory, and sociolinguistic factors.

**Week 10: November 6**

Hamers & Blanc (2000), Chapter 8: Social psychological aspects of bilinguality: culture and identity, pp. 198-240.

Knickerbocker & Altarriba (2011). Bilingualism and the impact of emotion: the role of experience, memory, and sociolinguistic factors

This week we delve in the extremely important (in my opinion) area of language and identity and area that is well studied in bilingual approaches but overlooked in many others.

Homework: Read Hamers & Blanc (2000) chapter 9.

Read Sercombe & Young (2011) Culture and cognition in the study of intercultural communication.

### **Week 11: November 13**

Hamers & Blanc (2000), Chapter 9: Social psychological aspects of bilinguality: intercultural communication, pp. 241-273.

Sercombe & Young (2011) Culture and cognition in the study of intercultural communication

This week we look at the role different societal structures can play in the process of language acquisition/development. Again, this is a fascinating area that has been overlooked in many other approaches to language development, but cannot be ignored from the bilingual/multilingual perspective.

Homework: Read Hamers & Blanc (2000) chapter 10.

### **Week 12: November 20**

Hamers & Blanc (2000), Chapter 10: Societal bilingualism, intergroup relations and sociolinguistic variations, pp. 273-317

Here we review some of the basic idea of sociolinguistic variation but on a larger linguistic scale in accordance with bilingual/multilingual situations.

Homework: Read Hamers & Blanc (2000) chapter 11.

Read Adelman Reyes & Kleyn (2010). Languages in the bilingual classroom.

### **Week 13: November 27**

Hamers & Blanc (2000), Chapter 11: Bilingual education, pp. 318-354.

Adelman Reyes & Kleyn (2010). Languages in the bilingual classroom

This week we will take a quick look at the immensely complex and fascinating area of bilingual education. Attention will be paid to the local situation and what is currently going on here and what can be done further to incorporate ideas of bilingualism into our local situation.

Homework: Read Jessner (2006) On the nature of linguistic awareness.

### **Week 14: December 4**

Jessner (2006) Third language acquisition

This week we explore some of the issues in the growing field of third language acquisition. This is important for us because in many places in the world English is the third language that people learn. It is also interesting in that there seem to be specific characteristics that have been shown which differentiate 3<sup>rd</sup> language acquisition. As such it certainly worth exploring.

Homework: Work on your final presentations.

**Week 15: December 11**

Jessner (2006) On the nature of linguistic awareness

Jessner (2006) Exploring linguistic awareness in third language use

This week we look at the very important issue of linguistic awareness. Awareness has been touted as the special super skill that enables bilinguals to sometimes excel above others. It is therefore, important that we get a good feel for what this awareness entails and how we may be able to develop and enhance it in our own students.

Homework: Finish up the final project.

Final Project is due on December 19<sup>th</sup>. (This is the date for the symposium.)