

DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

**MLCS 620/LING 620 B2:
APPLIED LINGUISTICS – SECOND
LANGUAGE ACQUISITION AND BILINGUALISM
WINTER TERM 2018**

Instructor: Dr. Alla Nedashkivska

Time: F 12:00-2:50

Office: Arts 316-c

Place: TB-29

Email: alla.nedashkivska@ualberta.ca

Office Hours: W 12:00-13:00 or by appointment

Web Page (MLCS): <http://www.humanities.ualberta.ca/mlcs/staff-nedashkivska.htm>

Graduate Programs in MLCS: <https://uofa.ualberta.ca/modern-languages-and-cultural-studies/graduate-program-information>

Course Prerequisite: LING 101 or equivalent, and consent of department

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify)

NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course (cross-listed as MLCS 620/LING 620) introduces students to major theories and issues in past and current research on second language acquisition and bilingualism. Through class readings and discussion, we will come to understand the complexities of being bilingual/multilingual. Four broad questions guide our discussions:

- What does learning a second language entail?
- What is needed to learn a second language?
- What factors affect success in second language learning?
- How do we research second language learning?

The course will be conducted as a seminar. Each session will be based on the critical reading and discussion of the assigned readings. The course project will involve the design of an empirical study on a student-selected topic in second language learning and bilingualism.

By the end of the course, students will be able to:

- describe various theoretical approaches to second language acquisition and bilingualism, as well as evaluate their strengths and weaknesses
- identify linguistic, cognitive, psychological, social, and contextual factors that influence the learning and the use of a second language
- compare different methods used in collecting and analyzing second language data
- design an original study on second language acquisition and write a detailed research proposal

Texts:

See reading list posted on eClass. Readings are accessible online or in print at the library.

Grade Distribution:

Your final grade will be determined on the basis of the following aspects of the course:

Participation and taking part in class discussions [<i>Jan 12 –April 13, 2018</i>]:	15%
Discussion leader [<i>dates to be decided after classes begin</i>]:	15%
Journal [weekly entries & discussions in class. <i>Submit for assessment April 13</i>]:	5%
Presentation 1: [<i>Feb 16</i>]	15%
Presentation 2: [<i>Apr 13</i>]	15%
Term paper [<i>written, due April 16, 4:00pm</i>]	35%

Explanatory Notes on Assignments:

JOURNAL

You will be asked to keep a journal on a weekly basis and be ready to discuss *some* of what you have written with the class every week. In addition, the journal will be collected on the last day of classes for a qualitative assessment.

As you learn more about second language acquisition and questions of bilingualism you will be able to witness the various relevant phenomena around you, affecting either yourself or others. The purpose of the journal is to record your thoughts, observations, and questions that relate to second language learning and bilingualism. For example, you might be sitting in a bus noticing that a mother and a child speak different languages, or you may be noticing some relevant issues in your own classroom, or you may bring up reflections and questions from your own experiences, as you read literature in this course.

After recording such observations, the goal is for you to think about what it might mean in the context of our course, which factors affect the noticed phenomenon, and how can we research these phenomena.

PRESENTATIONS AND TERM PAPER

The project for this course involves the design of an original study on a topic in second language acquisition of your choice. You will not collect the actual data for the study; you will simply go through the process of designing an original project from scratch and writing a detailed research proposal.

Presentation 1 (15-20 minutes): Tell us about the topic you wish to study. What is your proposed research question(s)? Why is this an interesting question(s)? How does it fit in with previous research on this topic? Describe briefly what your intended methodology will be. Do not present your instruments at this point; just give us an idea of what you're thinking so that we can give you feedback.

Presentation 2 (20 minutes): Describe the proposed methodology of your study. Who are your intended participants? Why did you choose them? What instruments will you use, and why did you choose these

particular instruments? Show us a copy of each instrument (or a sample of the questions). If the instruments are to be applied in a particular order, describe. How do you plan to analyze the data you collect?

Term paper (approx. 15-20 pages, double-spaced): Write a research proposal detailing your intended study. Use any citation format you wish (e.g. *MLA*, *APA*), as long as citations are complete and consistently formatted. Include the following components:

- Abstract (350 words-500 words)
- 1-2 pages: Introduction (statement of topic, purpose, goal(s), research questions)
- 2-3 pages: Literature review (including historical overview if applicable, background of study and how your study asks new research questions/is innovative)
- 0.5 pages: Hypotheses
- 2.5-3.5 pages: Method (proposed methodology and rationale for your choice: participants, materials, procedures, proposed method of analysis)
- 0.5 page: Results (hypothetical: you will not be doing the actual analysis, but you need to present an overview of how you plan to present your results)
- 1.5-2 pages: Discussion (relate your hypothetical results to your initial research questions; what could the hypothetical results reveal/answer etc.)
- 1 page: Conclusion (summary of the proposed project; that is, what was studied and how, as well as limitations and suggestions for future research)
- 1-2 pages: References (MLA format)
- Appendices if relevant (consent forms, instruments and other materials)
- Ethical considerations (answer the questions distributed in class)

DISCUSSION LEADER

You will be asked to lead the discussion in one class. Your task will be to provide an introduction to the topic (consult the introductory books on second language acquisition on the reading list), then facilitate a discussion among your classmates on the assigned reading(s) (excluding readings on research methods). As you are all teachers, I challenge you to think of creative ways to present the material and engage your classmates in discussion, rather than using the traditional lecture and question-answer format.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour

that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Student Conduct & Accountability Office](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general. If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and **translation** courses should be aware that on-line “translatic engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, attendance and participation will be assessed according to the participation grid and rubric given on the first day of class.

Policy for Late Assignments:

If you are unable to come to class, please contact your instructor before the beginning of the class period and let her know. You won't be marked down for excused absences, but please remember that you can't participate in discussions if you are not present, and that frequent absences, even excused ones, will necessarily have an effect on your participation mark.

If your absence is excused (i.e. if you have notified the instructor before the absence that you will

not be there), your late assignment should be turned in at the next class period. If your absence is not excused (i.e. if you have NOT notified the instructor before the absence that you will not be there), your late assignments will not be accepted. If you do have an excused absence, you are still responsible for asking the instructor at the next class meeting you attend what the missed assignments were, and for asking a fellow student for any in-class notes you have missed.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Graduate Grading Scale”

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure