

LING/MLCS 620 B1: BILINGUALISM AND SECOND LANGUAGE ACQUISITION
Winter 2019: T 9:00 a.m. – 11:50 a.m. ASH 4-51

Instructor	Dr. Evangelia Daskalaki	Office Hours:	T 13:00–14:00 (or by appointment)
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Course Description:

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?

Course Goals:

By the end of the course, you 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

Learning Support: I'll be happy to help you with the course by e-mail or during my office hours. If you would like to schedule an appointment outside the office hours, don't hesitate to email me.

Prerequisites:

LING 101, or equivalent and consent of the Department

Students are responsible for the completeness and accuracy of their registration

Required Readings:

- *Baker, C. (2011). Chapter 1. Bilingualism: Definitions and distinctions. In *Foundations of bilingual education and bilingualism, 5th edition* (pp. 2-17). Bristol, UK: Multilingual Matters.
- *Dörnyei, Z. (2007). Chapter 2: Qualitative, quantitative, and mixed methods research. In *Research methods in applied linguistics* (pp.24-47). Oxford: Oxford University Press.
- *Dörnyei, Z. (2007). Chapter 3: Quality criteria, research ethics, and other research issues. In *Research methods in applied linguistics* (pp. 48-77). Oxford: Oxford University Press.
- *Dörnyei, Z. (2007). Chapter 7. Mixed methods research: purpose and design. In *Research methods in applied linguistics* (pp. 163-175). Oxford: Oxford University Press.

Selected Chapters from (the chapters are mentioned in the reading outline):

Doughty, C. & Long, M. (Eds.) (2003). *The handbook of second language acquisition*. Malden, MA: Blackwell Publishers. (available as an e-book)

Herschensohn, J. & Young-Sholler, M. (2013) *The Cambridge Handbook of Second Language Acquisition*. CUP

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

Paradis, J. Genesee, F, & Cargo, M. (2004) *Dual Language Development and Disorders*. Paul Brooks Publishing Co.

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

TENTATIVE READING OUTLINE

Week of	Topic	Reading
January 7	Profiles of Bilinguals	Baker (2011)
January 14	Theories: Generative Approaches	Herschensohn, J. & Young-Sholler, M. (2013: Ch. 7)
January 21	Theories: Connectionism	Doughty, C. & Long, M. (2003: Ch. 4).
January 28	Methods	Dornyei (2007: Ch 2, 3,7)
February 4	Students' Presentations	recommended papers TBA
February 11	Language Transfer	Ortega (2009: Ch. 3)
February 18 Reading Week		
February 25	Age & Aptitude	Ortega (2009: Ch. 2 & Ch. 7)
March 4	Input & Motivation & Affect	Doughty, C. & Long, M. (2003: Ch. 9); Ortega (2009: Ch 8 & 9)
March 11	Students' Presentations	recommended papers TBA
March 18	Bilingualism & Language Impairment	Paradis, Genesee, Crago (2004: Ch. 9)
March 25	Bilingualism & Language Instruction	Doughty, C. & Long, M. (2003: Ch. 10)
April 1	Students' Presentations	See recommended papers TBA
April 8	TBA	

Calculation of Course Grade – Grading System:

	Date(s)	Weight
Participation	Ongoing	10%
Students' Presentations	Febr5-March12-April2	20%
Data Report	February 26	15%
Research Project: Outline	March 26	15%
Research Project: Paper	April 18	40%

Access to representative evaluative course material:

Sample materials will be made available on our site.

Explanation of the different components:

Participation: Attendance (6%), Contributions to the on-going discussions (4%)

Students' Presentations: Deliver a 30 minute presentation of a research paper selected from the reading list (to be posted). Include the following components: summary; connection with material covered in class; personal view; discussion points

Data Report:

(approx.. 4 pages, double-spaced plus transcription) Gather data from an L2 speaker of English using the *Frog Story* and the *ALEQ* Questionnaire. Your report should include information on your predictions (what type of transfer errors would you expect?); methods; analysis; discussion (a template will be posted)

Research Project, Outline:

(approx.. 4 pages, double-spaced): Provide the outline of your intended study, see below (a template will be posted)

Research Project, Term Paper

(approx. 10-15 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
- Appendices if relevant (consent forms, instruments and other materials)
- Ethical considerations (answer the questions distributed in class)

Grades: Final grades are determined according to the *University Calendar* [§23.4(4)]:

“Grades reflect judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in a class.”

Please note that marking and grading are done *separately*. Assignments will be marked on the basis of raw scores alone; the process of ranking students and assigning letter grades will be deferred until all assignments, including the final examination, have been marked.

Grading In Graduate Courses		
<i>Descriptor</i>	<i>Letter Grade</i>	<i>Point Value</i>
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0

Late Assignments:

Assignments must be submitted on the due date at the beginning of the class. Assignments handed in late without prior arrangement with the instructor will not be accepted. Barring unforeseeable circumstances, such arrangements must be made and acknowledged by the instructor in writing not later than the day before the assigned due date. Generally extensions will not be granted except for acceptable excuses. Extensions granted for other extenuating circumstances may be liable to a penalty of 10% for each day the assignment is overdue (including weekend days). ***Under no circumstances will extensions be granted beyond the date of return of the graded assignment to the rest of the class.***

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 <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) 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 that all students, faculty and staff are able to work and study 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 student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110>.

Academic Honesty:

All students should consult the information provided by the [Office of Student Conduct and Accountability](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

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 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. Recorded material 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 instructor.

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 [23.3\(1\)](#) and [23.5.6](#) 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(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, attendance is optional. However, it is essential for optimal performance.

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 ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Plagiarism and Cheating:

All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected. **Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language 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. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

23.5.6 Deferred Final Exams

The following information is for students who have received approval for deferred final examination(s) in accordance with §23.3(2).

(1)**Fall/Winter Deferred Final Exams:** Within the timelines described below, the time and place of the deferred final exam will be determined by the instructor. Instructors are encouraged to include the date, time and place of a deferred exam in the course outline should one be required.

a.**Fall Term Deferred Final Exams:** Fall Term deferred final exams must be held by the end of Reading Week in accordance with the following provisions:

- i. If the date and time of the deferred exam are included in the course outline given to students, the exam may be scheduled at any time prior to the end of Reading Week.
- ii. Otherwise, mutually agreeable arrangements must be made with all students eligible for the deferred exam if it is to be held prior to January 19.
- iii. In the absence of either of the above two arrangements the instructor will submit the time and place of the exam to the department office as early as possible and no later than January 12. It is important that students come to the department to obtain this information on January 15 or as soon as possible thereafter. The exam must be scheduled between January 19 and the end of Reading Week.

b.**Winter Term and Fall/Winter Deferred Final Exams:** Winter Term and Fall/Winter deferred final exams must be held by June 30 in accordance with the following provisions:

- i. If the date and time of the deferred exam are included in the course outline given to students, the exam may be scheduled at any time prior to June 29.
- ii. Otherwise, mutually agreeable arrangements must be made with all students eligible for deferred exam if it is to be held prior to May 18.
- iii. In the absence of either of the above two arrangements, the instructor will submit the time and place of the exam to the department office as early as possible and no later than May 8 (exception: students in the MD program should consult the undergraduate office for information on deadlines). It is important that students come to the department to obtain this information May 15 or as soon as possible thereafter. The exam must be scheduled between May 20 and June 30.

Students who have not been previously informed must check with the department office on the specified date to obtain the time and place of the deferred final exam.

(2)**Spring/Summer Deferred Final Exams:** The time and place of the deferred final exam will be determined by the instructor who will make this information available to all students in the course.

The exam must be held within two weeks of the date of the final examination missed and not later than August 31. In the case of 13-week classes in Engineering programs, the exam must be scheduled by September 14 and held prior to October 21.

(3)**Exams Scheduled at the Same Time:** If a student discovers that he or she has two (or more) deferred exams scheduled at the same time, the student shall inform both instructors as quickly as possible and at least five days before the exam date. The instructors will consult with one another and make appropriate arrangements for the student.

(4)**Fall/Winter Deferred Exams Not Written:** Students who have applied for a deferred final exam in accordance with §23.3(2), but who have, for justifiable cause, not written the deferred exam on the scheduled date must reapply for a second and final opportunity to write the deferred exam. Application deadlines are noted below. Students must apply at their Faculty Undergraduate (Graduate) Office. The department will determine the date, time and place of the second deferred final exam and will notify the student. The date scheduled must be no later than the end of July. Once set, the date for a second deferral is final and applications for further deferrals will not be considered or accepted.

Absence from Deferred Exam Without Justifiable Cause: When a student is absent from a deferred final exam without acceptable reason, a final grade will be computed using a raw score of zero for the final exam.

Deadline for Application: The application and the documentation pertaining to the absence must be presented to the Faculty within two working days following the scheduled date of the deferred exam missed or as soon as the student is able, having regard to the circumstances underlying the absence.

If the student receiving the privilege of writing a deferred exam does not write the exam by the scheduled deferred exam date, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar and Student Awards according to the grade/remark combination achieved by the student before the deferred final exam was granted. Prior to finalizing the student's grade, the Office of the Registrar and Student Awards will give 30 days written notice to the student's Faculty.

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4). No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

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30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

Cheating (Continued)

30.3.2(2)c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behaviour.

There are helpful tips for Instructors and Students. Please take the time to visit the website at: <http://www.ualberta.ca/tie>