



LING324

Bilingualism

S2 Day 2016

Dept of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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Unit Convenor

Nick Wilson

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Margaret Wood

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Credit points

3

Prerequisites

39cp

Corequisites

(6cp from LING325 or LING332 or LING390 or LING399) or admission to BIntStud

Co-badged status

Unit description

This unit focuses on many issues concerning bilingualism including: patterns of acquiring and losing bilingualism; language maintenance and shift over time; Australian language policies and planning; the bilingual in the classroom; and societal patterns of bi/multilingualism. The focus is on discussion of current controversies – for example, the critical age theory; input theories and 'competency'; and literacy and cross-cultural issues – based on readings and participants' experiences. It also includes workshopping of bilingual data. This unit is useful for students familiar with bilingual or multilingual situations, or who have experience or plans to be involved in teaching, learning or using a second language, or working in a multicultural workplace.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.

demonstrate an understanding of the range of attitudes toward bilingualism (e.g., “problem” or “resource”)

identify and explain the different cognitive accounts of bilingual language processing

critically evaluate literature, theories and methodologies used in bilingual studies

explain how contact between speakers of different languages can impact on the evolution of languages

General Assessment Information

ONLINE SUBMISSIONS

Only online submissions through the LING324 iLearn website will be accepted. No emailed or hard copy versions will be marked.

EXTENSIONS FOR LATE WORK

Where a student knows ON or BEFORE THE DUE DATE that he/she cannot submit the assignment on the due date because of illness or other certified personal difficulties, the student is entitled to ask for an extension for that piece of work. The extension means that no marks will be deducted for lateness. In order to receive an extension, we ask students to email a scanned copy of their medical certificate or counselor’s letter to the convener via the Dialogue part of the online unit. In these cases, the student is only entitled to an extension for the period mentioned in the certificate or letter.

LATE SUBMISSIONS:

To help students submit their work in a timely fashion, assignment details are available at least three weeks before the submission date.

If the convener has not granted an extension due to certificated medical problems or to 'unavoidable disruption' prior to the day of submission, a late submission will mean that there will be a 5% deduction per day. Weekends and public holidays are included.

Assessment Tasks

Name	Weighting	Due
<u>Reading for information</u>	20%	Week 5
<u>Group Presentation</u>	30%	Week 10

Name	Weighting	Due
<u>Essay</u>	30%	Week 13
<u>Quiz</u>	20%	07/11/2016

Reading for information

Due: **Week 5**

Weighting: **20%**

Reading for information exercise **20% 1,000 words**

Read the scholarly journal article on language alternation (it is available from the library journal portal):

Alfaraz, Gabriela G. 2009 Language alternation and choice in a formal register: Spanish and English in bilingual Catholic services. *International Journal of Bilingualism* 13.4 : p419.

Read it to find the answer to the following questions:

Introduction

1. What is the research question **Area** (e.g. cognition and childhood bilingual acquisition?)
2. What is the Research **Question** the researcher aimed to study? (e.g. Does the codeswitching of young bilingual children reflect problems in acquisition of their languages?)

Body

3. Rationale: why is it useful to research this topic?
4. How was data collected and analysed?
5. What are the main findings from this research?

On successful completion you will be able to:

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Group Presentation

Due: **Week 10**

Weighting: **30%**

Group Presentation 30% double sided handout (one sheet of paper) and data show

- Group of 5.
- Jointly research and prepare the content and the data show
- Each speaks for 5 minutes.
- **Topics**

Choose one of the following

1. The Critical Period Hypothesis – is it always better for a person to learn a language before he/she is 12 years of age?
2. Bilingualism and the arts – analyze a piece of drama, poetry or a song that demonstrates language choice reflecting a strong bilingual identity. Analyze the motivations for codeswitching.
3. Present the arguments for two different types of bilingual education. Which would be the most effective for your area? Or for a particular group in a certain pluralistic country?
4. Have the members of your group fill out the Language Background Scales from Brown 2001 p. 20-21 (or identify a relevant group of people, if you are doing this for your essay). Compare the results and explain what contexts account for similarities and differences in responses. What are the limitations of such questionnaires?
5. Examine a couple of IQ tests.
Identify what culture- or language-specific beliefs or knowledge are associated with the questions.
Is one less ethnocentric than the other? Why?
Can you devise a culture free IQ test? Would it be better to have a wide range of culture-relevant IQ tests?
6. Research the history of bilingualism in a specific area of the world.
What economic, social, or political factors were instrumental in enhancing or reducing bilingualism?
7. Identify the usefulness of home language maintenance strategies by comparing and contrasting two different strategies.

8. Is the school language classroom a valid site for addressing racism?
9. Examine the arguments for and against preserving Heritage languages.
10. Is having two or more languages a problem, a right or a resource? Identify arguments for and against each of these, before settling on an answer.
11. How is the multilingual nature of a community expressed in the linguistic landscape? Discuss this in terms of language policy and language maintenance.

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Essay

Due: **Week 13**

Weighting: **30%**

Essay 30% 2,000- 2,500 words

Topics

Choose one of the following. A starter reading is provided for each, but you will need to find at least five other sources.

1. Describing bilingualism

"Degree of competence" is a more useful criterion for defining someone as bilingual than "duration" or "frequency" of bilingual use.

Mackey, W. 2000. The Description of Bilingualism (Chapter 1). In Wei, L (ed) *The Bilingualism Reader*. London: Routledge.

2. Measuring bilingualism

Standardized assessments that are required by educational authorities (for example, national numeracy tests) should not be translated into the first language of the students taking the test.

Baker, C. 2001. The Measurement of Bilingualism (Chapter 2). In Baker, C. *Foundations of Bilingual Education and Bilingualism*. Cleveland: Multilingual Matters.

3. Bilinguality and cognition

Degree of bilingualism is a good predictor of cognitive ability.

Peal, E. and Lambert, W.E. 1962. The relation of bilingualism to intelligence. *Psychological Monographs: General & Applied*, 76 (27) 1-23.

Bialystok, E. & J. Herman. 1999. Does bilingualism matter for early literacy? *Bilingualism: Language and Cognition* 2 (1): 35-44

Hakuta, K. (1987). Degree of bilingualism and cognitive ability in mainland Puerto Rican children. *Child Development*, 58, 1372-1388. (available at <http://www.stanford.edu/~hakuta/www/research/publications.html>)

4. Bilingual acquisition

Parental language input determines childhood acquisition of the home minority language(s).

De Houwer, A. 1995. Bilingual Language Acquisition. In Fletcher, D & MacWhinney, B. (eds) *Handbook of Child Language*. Blackwell.

Vihman, M. 2002. Getting started without a system: from phonetics to phonology in bilingual development. *International Journal of Bilingualism*. 6(3) 239-254.

5. Bilingual education

In pluralistic societies, maintenance of immigrant languages is an obstacle to integration into the mainstream community

Chin, Ng Bee and Wigglesworth, Gillian. 2007. *Bilingualism: an advanced workbook*. London and New York: Routledge. Pp 83-105; 219-237.

Hamers & Blanc 2000. *Bilinguality and Bilingualism*. (Chapter 11): Bilingual Education. (2nd edition) Cambridge: CUP.

Mangubhai, F. 2003. Language-in-education policies in the South Pacific: some possibilities for consideration. *Journal of Multilingual and Multicultural Development*. 23 (6) 490-511.

6. Attitudes to bilingualism

How do language/intergroup attitudes impact on acquiring bilingualism?

Chin & Wigglesworth. 2007. pp 106-130; 238-254 is a good introduction (In closed Reserve).

7. Student's own choice.

If choosing this option, you must have your proposed topic approved by one of the unit convenors.

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- explain how contact between speakers of different languages can impact on the evolution of languages

Quiz

Due: **07/11/2016**

Weighting: **20%**

You will be tested on your application and understanding of the unit content through a quiz sat in-class in week 13 using multiple choice questions.

On successful completion you will be able to:

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Delivery and Resources

TECHNOLOGIES REQUIRED

The unit is taught in 12 two hour seminars; each aimed at assisting students' skills and knowledge acquisition. Attendance is expected but there will be online opportunities to make up missed classes. Each week, students can access content from the iLearn LING324 unit and prepare for the class activities each week.

REQUIRED TEXTS

Baker, Colin. 2011. (5th ed.) *Foundations of Bilingualism and Bilingual Education*. Clevedon : Multilingual Matters

RECOMMENDED TEXTS

Chin, Bee Ng and Wigglesworth, Gillian. 2007. *Bilingualism: an advanced workbook*. London and New York: Routledge.

Li, Wei. 2006. *The Bilingualism Reader*. London: Routledge.

Unit Schedule

Week 1	Defining Bilingualism
Week 2	Bilingualism as a social and political issue
Week 3	Investigating societal multilingualism
Week 4	Measuring bilingualism
Week 5	Becoming bilingual and issues for the second language learner
Week 6	Age, attrition and maturational constraints
Week 7	Bilingualism and cognition
Week 8	PUBLIC HOLIDAY
Week 9	Code-switching
Week 10	PRESENTATIONS
Week 11	Languages in contact, language change and language shift
Week 12	Types of bilingual education
Week 13	Bilingual education: attitudes, identity and empowerment

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

You are responsible for ensuring good academic integrity practices are followed at all times. Your first step is to read the Academic Honesty policy, and make sure you know what constitutes good practice. Learn to reference and cite correctly.

Avoid Collusion.

Informal study groups are encouraged as a good way to assist your learning, but all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy. Do not collude with any other student by selling, giving, lending or showing all or parts of your independently assessed work/answers/or past assignments, and do not ask to buy, borrow or see and use all or parts of the independently produced and assessed work of another person.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Please make use of these helpful services.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

This is where you go if you have a disruption to your studies.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
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- identify and explain the different cognitive accounts of bilingual language processing
- critically evaluate literature, theories and methodologies used in bilingual studies
- explain how contact between speakers of different languages can impact on the evolution of languages

Assessment tasks

- Reading for information
- Group Presentation

- Essay
- Quiz

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

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- demonstrate an understanding of the range of attitudes toward bilingualism (e.g., “problem” or “resource”)
- identify and explain the different cognitive accounts of bilingual language processing
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- Reading for information
- Group Presentation
- Essay
- Quiz

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- demonstrate an understanding of the range of attitudes toward bilingualism (e.g.,

“problem” or “resource”)

- identify and explain the different cognitive accounts of bilingual language processing
- critically evaluate literature, theories and methodologies used in bilingual studies
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Assessment tasks

- Reading for information
- Group Presentation
- Essay
- Quiz

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- demonstrate an understanding of the range of attitudes toward bilingualism (e.g., “problem” or “resource”)
- identify and explain the different cognitive accounts of bilingual language processing
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Assessment tasks

- Reading for information
- Group Presentation
- Essay
- Quiz

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- identify, discuss and critique complex issues surrounding bilingual individuals, states, and education.
- demonstrate an understanding of the range of attitudes toward bilingualism (e.g., “problem” or “resource”)
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- Essay
- Quiz

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

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- Reading for information
- Group Presentation
- Essay
- Quiz

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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- demonstrate an understanding of the range of attitudes toward bilingualism (e.g., “problem” or “resource”)
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- Group Presentation
- Essay
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

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- Essay
- Quiz

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

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- critically evaluate literature, theories and methodologies used in bilingual studies
- explain how contact between speakers of different languages can impact on the evolution of languages

Assessment tasks

- Reading for information

- Group Presentation
- Essay
- Quiz

Changes from Previous Offering

The content, structure and assessment of this offering is the same as in 2013, the last time the unit ran. New unit co-convenor (Nick Wilson).