

LIGN 177 - MULTILINGUALISM

Tues. & Thurs. 9:30-10:50

WLH 2204

Office hours: Wed. 9:30-11:00

Instructor

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Teaching Assistant:

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No sections for this class

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Course description:

Multilingualism can be studied from a number of angles: language acquisition, sentence processing, speech perception, neurolinguistics and sociolinguistics. This course examines multilingualism from a sociolinguistic angle. We will focus on language choice, both in the individual and in society. Language choice can affect the acquisition path – whether an individual becomes and remains bilingual or multilingual is impacted by external socio-cultural pressure. Code-switching, or using one or more languages simultaneously, can be one by-product of multilingualism, but so can language attrition, or eroded competence in one or more languages. Language contact is a fact of multilingual society, and various outcomes are possible: stable bilingualism, the development of pidgins, creoles or mixed languages, or language death. Societies make official decisions about language use, known as *language planning* or *language policy*. Some languages are promoted as official languages, while minority languages may or may not be supported, and in some cases are oppressed. Language planning impacts education and literacy in fundamental ways; societal attitudes towards multilingualism help foster or hinder bilingual education.

Course requirements:

- **Participation (10% of course grade)**

Please attend lectures, do the readings and participate in class discussion. Multilingualism is a topic that encourages discussion and debate

There is *one* reading a week. This is not arduous, so make sure you do it. Read each paper for the Tuesday of each week. Discussion of the reading is part of your participation grade

Note: if you are uncomfortable speaking in class, please see me about an alternate method of satisfying the 'participation' component of the grade, involving writing a critical analysis of a reading.

READINGS AVAILABLE VIA E-RESERVES (<http://reserves.ucsd.edu/>).

Log in to e-reserves using your campus network ID (UCSD e-mail and password)

Search for LIGN177 in the list of courses – All readings are available in PDF.

- **Research project (25% of course grade) – due Dec. 1**

For the research project, you will be conducting a sociolinguistic interview of a bilingual or multilingual person about his/her language background, country of origin, multilingual experience and educational experience. This will include a discussion of the language policies of the country or countries where your subject lived (which you need to research) and how that affected his/her attitudes towards language and multilingualism.

More details will be forthcoming

- **In-class midterm exam (worth 25% of course grade)**
- **Cumulative final exam (worth 40% of course grade)**

Academic Integrity

Any cheating or plagiarism will result in no credit for the assignment or exam in question, possible failure of the class, and you will be reported to the Office of the Academic Integrity Coordinator for disciplinary action. Cheating and plagiarism are serious issues; you should learn and follow the rules.

Learning Objectives

By the end of this course, students should be able to:

- describe the ways in which societal pressures impact how multilingual speakers use language
- understand how children learn and use multiple languages
- analyze the linguistic and social constraints on code-switching
- assess the debates surrounding the emergence of mixed languages, pidgins and creoles and their linguistic structure
- understand factors in language planning decisions and how they impact language use and maintenance
- describe how language dominance and multilingualism affect language attrition and language death
- discuss different kinds of bilingual education and illustrate factors from language planning that facilitate or hinder bilingualism within a society

Note on furloughs

Because of the California budget shortfall, most UC employees are required to take unpaid furlough days during the 2009–2010 academic year. Staff and faculty have been ordered by the administration to reduce their workload in the form of unpaid furlough days. UCSD has further mandated that we are not to take furlough days on instructional days (any day that includes classes, office hours or meeting with students), nor can furloughs interfere with grants. Due to these restrictions, I will be working some days for no pay, and cutting hours here and there. For you, this means that I will be less available to answer e-mail and meet outside of set office hours. At the same time, I recognize that UC students are already paying higher fees this fall and are facing another potential large fee increase of \$558 to take effect in winter quarter 2010 (Regents vote is set for November). Given the reduced

service and the higher costs you are facing, I will do my best not to compromise your educational experience.

Schedule (subject to change):

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>To be done by this date</i>
0 Th	9/24	Introduction and overview of the course	
1 Tu	9/29	Multilingualism – individual, community	Appel & Muysken
Th	10/1		
2 Tu	10/6	Childhood multilingualism	Cenoz & Genesee
Th	10/8		
3 Tu	10/13	Code-switching	Auer
Th	10/15		
4 Tu	10/20	Pidgins and creoles	McWhorter
Th	10/22		
5 Tu	10/27	Mixed languages	
Th	10/29	Midterm exam	
6 Tu	11/3	Language planning	
Th	11/5		
7 Tu	11/10	Language death	Harrison
Th	11/12		
8 Tu	11/17	Language attrition	Pavlenko
Th	11/19		
9 Tu	11/24	Multilingualism and education	Cummins
Th	11/26	— Thanksgiving Holiday – no class —	
10 Tu	12/1	Literacy Development Research project due	Oller & Jarmulowicz
Th	12/3		
11 Th	12/10	Final exam: 8-11am	

Readings

Appel, Rene & Pieter Muysken. 2005. chapter 3: The sociology of language choice. *Language contact and bilingualism*, Amsterdam Academic Archive. pp. 22-31.

Auer, Peter. 2000. chapter 7: A conversational analytic approach to code-switching and transfer. In Li Wei (ed.) *The Bilingualism Reader*. Routledge, pp. 154-174. (Reprinted from 1988).

Harrison, K. David. 2007. Ch. 1 A World of (Many) Fewer Voices and Ch. 2 An Extinction of (Ideas about) Species. In *When Languages Die*. Oxford University Press, pp. 3-59.

McWhorter, John. 1998. Identifying the creole prototype: vindicating a typological class. *Language* 74:788-818

Pavlenko, Aneta. 2004. L2 influence and L1 attrition in bilingualism. In M. Schmid, B. Köpcke, M. Keijzer, L. Weilemar. *First language attrition: interdisciplinary perspectives on methodological issues*. Benjamins, pp. 47-59.

Cummins, Jim. 2003. Ch. 4 Bilingual education: basic principles. In J-M. Dewaele, A. Housen & L. Wei (eds.) *Bilingualism: beyond basic principles*. Multilingual Matters, pp. 56-66.

Oller, D. Kimbrough and Linda Jarmulowicz. 2007. Language and Literacy in Bilingual Children in the Early School Years. In Erica Hoff & Marilyn Shatz (eds.) *Blackwell Handbook of Language Development*, pp. 368-386.

Cenoz, Jasone and Fred Genesee. 1998. Psycholinguistic perspectives on Multilingualism and Multilingual Education. In Jasone & Genesee (eds.) *Beyond Bilingualism: Multilingualism and Multilingual Education*. Multilingual Matters, pp. 16-32