

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Bilingualism and multilingualism (KJS)**
2. Course code: 15-BIM-KJS-11
3. Course type (compulsory or optional): compulsory
4. Study programme name: KJS
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 2<sup>nd</sup> cycle
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): I
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): practical classes: 30 hours
9. Number of ECTS credits: 4
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff\*: prof. dr hab. Magdalena Wrembel, magdala@wa.amu.edu.pl
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : No  
(W 2020/21 na mocy zarządzenia JMR przedmiot realizowany w całości na odległość.)

### II. Detailed information

#### 1. Course aim (aims)

To develop students' knowledge about foreign language acquisition and multilingualism.  
To provide students with in-depth knowledge of related research methodology and research questions.  
To provide students with knowledge about main research approaches and current findings in the field of multilingualism.

#### 2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

Knowledge of English- level C1  
Basic knowledge about linguistics and foreign language acquisition

#### 3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes
15-BIM-KJS-11_1	Is familiar with concepts and topics related to this field	K_W01, K_W02
15-BIM-KJS-11_2	Is familiar with theories, methods and topic both general and specific, related to multilingualism	K_W03
15-BIM-KJS-11_3	Is familiar with new research directions and developments in the field	K_W05, K_W04
15-BIM-KJS-11_4	Understands the complex nature of multilingualism	K_W06, K_W05
15-BIM-KJS-11_5	Knows how to search for, analyse, evaluate, select and use information with	K_U02, K_U03

	the application of various sources of knowledge	
15-BIM-KJS-11_6	Is able to compare different approaches to the modelling of language acquisition and to critically evaluate them	K_U07, K_U02
15-BIM-KJS-11_7	Is able to communicate using specialist terminology	K_U10, K_U01
15-BIM-KJS-11_8	Is able to prepare oral presentations in English and to participate in debates on issues related to multilingualism	K_U10, K_U01, K_U14
15-BIM-KJS-11_9	Is ready to change his/her standpoint in view of the available data and arguments as well as be open to new ideas	K_K04, K_U14
15-BIM-KJS-11_10	Is ready to support linguistic diversity and activities promoting multilingualism	K_K10, K_K01

#### 4. Learning content with reference to course learning outcomes (EU)

<b>Course learning content:</b>	<b>Course learning outcome symbol(s) (EU)</b>
Introduction to bilingualism and multilingualism; an overview	15-BIM-KJS-11_1 15-BIM-KJS-11_2 15-BIM-KJS-11_7
Overview of theories of L3 acquisition L2 Status Factor Model, Cumulative Enhancement Model, Typological Primacy Model, Linguistic Proximity Model	15-BIM-KJS-11_2 15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_7
Bilingualism and multilingualism – same or different? Forms of multilingualism and key features	15-BIM-KJS-11_2, 15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_6
Bilingualism Matters – facts and myths; multilingual advantage	15-BIM-KJS-11_2 15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_6
Bi/multilingual speaker; code-switching, translanguaging, mental lexicon	15-BIM-KJS-11_5 15-BIM-KJS-11_7 15-BIM-KJS-11_8 15-BIM-KJS-11_9 15-BIM-KJS-11_10
Bi/multilingual individuals; multilinguals' emotions	15-BIM-KJS-11_3 15-BIM-KJS-11_6 15-BIM-KJS-11_8 15-BIM-KJS-11_9
Cross-linguistic influence; directionality, conditioning factors	15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_7 15-BIM-KJS-11_9
Psycholinguistics of multilingualism; experimental paradigms, language processing	15-BIM-KJS-11_3 15-BIM-KJS-11_5 15-BIM-KJS-11_9 15-BIM-KJS-11_10

Neurolinguistics of multilingualism; multilingual brain, cognitive consequences	15-BIM-KJS-11_3 15-BIM-KJS-11_5 15-BIM-KJS-11_7 15-BIM-KJS-11_9
Role of metaphonological awareness in FL acquisition	15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_9 15-BIM-KJS-11_10
Linguistic diversity in Europe/worldwide	15-BIM-KJS-11_2 15-BIM-KJS-11_3 15-BIM-KJS-11_4
Overview of research methods / methodological approaches to SLA/TLA	15-BIM-KJS-11_2 15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_7
Educational policy and multilingualism; Types of bi/multilingual education	15-BIM-KJS-11_3 15-BIM-KJS-11_4 15-BIM-KJS-11_8 15-BIM-KJS-11_10

## 5. Reading list

Bohn, O.-S. & Munro, M. J., eds, 2007, *Language experience in second language speech learning: In honor of James Emil Flege*. Amsterdam & Philadelphia: John Benjamins.

Brown, J. D. 2014. *Mixed methods research for TESOL*. Edinburgh: Edinburgh University Press.

Cabrelli Amaro, J., S. Flynn and J. Rothman (eds) 2012. *Third Language Acquisition in Adulthood*. Amsterdam: John Benjamins.

Colantoni, L., Steele, J., Escudero, P. 2015. *Second Language Speech: Theory and Practice*. Cambridge: Cambridge University Press.

De Angelis, G. 2007. *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters.

Dogil, G. and Reiterer, S (eds). 2009. *Language Talent and Brain Activity*. Mouton de Gruyter, Berlin

Dziubalska-Kořaczyk, K. and J. Przedlacka (eds.) 2008. *English Pronunciation Models: A Changing Scene. A democratic accent for the global village?*, Frankfurt: Peter Lang Verlag.

Flege, J.E., 1995: Second language speech learning: theory, findings and problems. In Strange, W., editor, *Speech perception and linguistic experience: issues in cross-language speech research*. Timonium, MD: York Press, 233–77.

Grosjean, F. & Byers-Heinlein, K. 2018. *The Listening Bilingual: Speech Perception, Comprehension, and Bilingualism*. Hoboken, NJ: Wiley.

Grosjean, F. 2019. *A Journey in Languages and Cultures: The Life of a Bicultural Bilingual*. Oxford: Oxford University Press.

Gut, U. 2009. *Non-native Speech. A Corpus-based Analysis of Phonological and Phonetic Properties of L2 English and German*. Frankfurt am Main: Peter Lang.

Hammarberg, B. (ed.) 2009. *Processes in third language acquisition*. Edinburgh: Edinburgh University Press.

Hansen Edwards, J. H., M. Zampini (eds.) 2008. *Phonology and Second Language Acquisition*. Amsterdam: John Benjamins Publishing Co.

Jessner, U. 2006. *Linguistic Awareness in Multilinguals. English as a Third Language*. Edinburgh: Edinburgh University Press.

Krutz A, Dahl A, Flognfeldt M. 2018. *Enacting Multilingualism. From research to teaching practice in the English classroom*. Oslo: Cappelen Damm Akademisk.

Martin-Jones, M., Blackledge, A., Creese, A. (eds.). 2015. *The Routledge handbook of multilingualism*. London & New York: Routledge.

Narcy-Combes, M-F., Narcy-Combes, J-P., McAllister, J., Leclère, M. 2020. *Language Learning and Teaching in a Multilingual World*. Bristol: Multilingualism Matters.

Singleton, D. & Aronin, L. (eds.). 2019. *Twelve Lectures on Multilingualism*. Bristol: Multilingual Matters.

Wrembel, M. & Cabrelli Amaro, J. (eds.) 2018. *Advances in the Investigation of L3 Phonological Acquisition*. London: Routledge.

Wrembel, M., Gut, U., Mehlhorn, G. (eds) 2010. Special Issue on L3 Phonology. *International Journal of Multilingualism*, 7 (1): 1-90.

Wrembel, M., Kiełkiewicz-Janowiak, A., Gąsiorowski, P. (eds.) 2020. *Approaches to the Study of Sound Structure and Speech*, New York: Routledge.

Wrembel, M., Kul, M., Dziubalska-Kořaczyk, K. (eds.). 2011. *Achievements and Perspectives in SLA of Speech: New Sounds 2010*. Volume I & II. Frankfurt am Main: Peter Lang.

Recommended journals:

*International Journal of Multilingualism, International Journal of Bilingualism, Linguistic Approaches to Bilingualism, Bilingualism: Language and Cognition, Language Learning, Second Language Research, Studies in Second Language Acquisition, PSiCL, etc*

**III. Additional information**

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest other methods.)

Teaching and learning methods and activities	✓
Lecture with a multimedia presentation	✓
Interactive lecture	
Problem-based lecture	
Discussions	✓
Text-based work	✓
Case study work	✓
Problem-based learning	

Educational simulation / game	
Task-solving learning (e.g.: calculation, artistic, practical tasks)	
Experiential work	✓
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	✓
Demonstration and observation	
Sound and/or video demonstration	✓
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	✓
Group work	✓
Other – ppt presentations delivered by students	✓
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol									
	15-BIM-KJS-11_1	15-BIM-KJS-11_2	15-BIM-KJS-11_3	15-BIM-KJS-11_4	15-BIM-KJS-11_5	15-BIM-KJS-11_6	15-BIM-KJS-11_7	15-BIM-KJS-11_8	15-BIM-KJS-11_9	15-BIM-KJS-11_10
Written exam										
Oral exam										
Open book exam										
Written test	✓	✓	✓		✓	✓	✓			
Oral test										
Test	✓	✓	✓		✓	✓	✓			
Project				✓	✓		✓			✓
Essay										
Report										
Individual presentation					✓		✓	✓		✓
Practical exam (performance observation)										
Portfolio										
Other – written homework					✓	✓	✓			
Active participation in class				✓			✓	✓	✓	✓

### 3. Student workload (ECTS credits)

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Students' self-study*	Preparation for classes	10
	Reading for classes	15
	Essay / report / presentation / demonstration preparation, etc.	25
	Project preparation	10
	Term paper preparation	
	Test preparation	20
	Other (please specify) -	
	...	
TOTAL HOURS		110
Total ECTS credits for the course		4

\* please indicate the appropriate activity types and/or propose different activities

### 4. Assessment criteria in accordance with AMU in Poznan's grading system:

**excellent (bdb; 5,0):** the student has excellent knowledge and understanding of the concepts of the discipline in question; is well familiar with the meaning and applications of its terminology and is able to use it in speech and writing

**very good (+db; 4,5):** the student has very good knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits minor mistakes

**good (db; 4,0):** the student has good knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits occasional errors

**satisfactory (+dst; 3,5):** the student has satisfactory knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits errors

**sufficient (dst; 3,0):** the student has some knowledge and understanding of the concepts of the discipline in question; is familiar with the meaning and applications of its terminology and is able to use it in speech and writing, yet commits errors

**failing (ndst; 2,0):** the student little knowledge and understanding of the concepts of the discipline in question; is not familiar with the meaning and applications of most of its terminology, and is not able to use it in speech and writing without major errors