

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Elective 4: Multilingualism**
2. Course code: 15-EL4-EL-11
3. Course type (compulsory or optional): compulsory
4. Study programme name: English Linguistics: Theories, Interfaces, Technologies
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 1st cycle
6. Educational profile (general academic profile or practical profile): **academic**
7. Year of studies (if relevant): III
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 : yes (fully)

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-EL4-EL-11_1	Is familiar with concepts and topics related to this field	K_W01, K_W02
15-EL4-EL-11_2	Is familiar with theories, methods and topic both general and specific, related to multilingualism	K_W03
15-EL4-EL-11_3	Is familiar with new research directions and developments in the field	K_W05, K_W04
15-EL4-EL-11_4	Understands the complex nature of multilingualism	K_W06, K_W05
15-EL4-EL-11_5	Knows how to search for, analyse, evaluate, select and use information with the application of various sources of	K_U02, K_U03

	knowledge	
15-EL4-EL-11_6	Is able to compare different approaches to the modelling of language acquisition and to critically evaluate them	K_U07, K_U02
15-EL4-EL-11_7	Is able to communicate using specialist terminology	K_U10, K_U01
15-EL4-EL-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-EL4-EL-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-EL4-EL-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)

Course learning content:	Course learning outcome symbol(s) (EU)
Introduction to Third Language Acquisition; an overview	15-EL4-EL-11_1 15-EL4-EL-11_2 15-EL4-EL-11_7
Overview of theories of L3 acquisition L2 Status Factor Model, Cumulative Enhancement Model, Typological Primacy Model, Linguistic Proximity Model	15-EL4-EL-11_2 15-EL4-EL-11_3 15- EL4-EL-11_4 15-EL4-EL-11_7
Bilingualism and multilingualism – same or different? Forms of multilingualism and key features	15-EL4-EL-11_2, 15- EL4-EL-11_3 15-EL4-EL-11_4 15-EL4-EL-11_6
Bilingualism Matters – facts and myths; multilingual advantage	15-EL4-EL-11_2 15-EL4-EL-11_3 15-EL4-EL-11_4 15-EL4-EL-11_6
Multilingual speaker; code-switching, translanguaging, mental lexicon	15-EL4-EL-11_5 15-EL4-EL-11_7 15-EL4-EL-11_8 15-EL4-EL-11_9 15-EL4-EL-11_10
Multilingual individuals; multilinguals' emotions	15-EL4-EL-11_3 15-EL4-EL-11_6 15-EL4-EL-11_8 15-EL4-EL-11_9
Cross-linguistic influence; directionality, conditioning factors	15-EL4-EL-11_3 15-EL4-EL-11_4 15-EL4-EL-11_7 15-EL4-EL-11_9
Psycholinguistics of multilingualism; experimental paradigms, language processing	15-EL4-EL-11_3 15-EL4-EL-11_5 15-EL4-EL-11_9 15-EL4-EL-11_10

Neurolinguistics of multilingualism; multilingual brain, cognitive consequences	15-EL4-EL-11_3 15-EL4-EL-11_5 15-EL4-EL-11_7 15-EL4-EL-11_9
Role of metaphonological awareness in FL acquisition	15-EL4-EL-11_3 15-EL4-EL-11_4 15-EL4-EL-11_9 15-EL4-EL-11_10
Linguistic diversity in Europe/worldwide	15-EL4-EL-11_2 15-EL4-EL-11_3 15-EL4-EL-11_4
Overview of research methods / methodological approaches to TLA	15-EL4-EL-11_2 15-EL4-EL-11_3 15-EL4-EL-11_4 15-EL4-EL-11_7
Educational policy and multilingualism; Types of multilingual education	15-EL4-EL-11_3 15-EL4-EL-11_4 15-EL4-EL-11_8 15-EL4-EL-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-EL4-EL-11_1	15-EL4-EL-11_2	15-EL4-EL-11_3	15-EL4-EL-11_4	15-EL4-EL-11_5	15-EL4-EL-11_6	15-EL4-EL-11_7	15-EL4-EL-11_8	15-EL4-EL-11_9	15-EL4-EL-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