

UNIVERSITY OF JORDAN

Faculty of Graduate Studies / College of Foreign Languages Department of English Language and Literature Spring Term 2016

Course Title: Bilingualism **Course Code:** 2201929
Lecturer: Rajai R.AL-Khanji E-Mail: drrajaikhanji@ gmail.com
Credits: 3 **Prerequisite:** None
Duration of Course: 16 Weeks, 3 hours a week
Office Hours: Sun.Mon.. 4:30-5:00 And Mon,Wed.12:30-1:00

Objectives:

The main objectives of the course are:

1. To acquaint students with the nature of bilingualism as an interdisciplinary phenomenon and its linguistic and developmental aspects.
2. To help students develop an understanding of bilingualism in terms of categories, scales and dichotomies ,i.e. ideal vs. partial bilinguals, coordinate vs. compound bilinguals, etc.
3. To develop detailed knowledge of key issues in the field including code-switching,interference,competence,performance,,neurological,cognitive considerations as well as language use, learning and acquisition.
4. To be familiar with countries and places where bilingualism or multilingualism are found and the potential problems associated with such situations.

Intended Learning Outcomes:

Subject-Specific Skills:

At the end of the course, students will be able to have knowledge, and understanding of the following (including various types of skills):

1. Apply knowledge of some basic issues such as second language acquisition, learning styles and strategies, and communication strategies.

2. Identify the basic areas of the brain involved in language and describe the functions carried out by these areas.
3. Demonstrate an understanding of the major issues related to types of motivation ,i.e. instrumental and integrative...etc
4. Describe and demonstrate theoretical models related to personality factors, age, gender and educational background.
5. Achieve a degree of confidence in reading and critiquing bilingual research articles about bilingual individuals and countries.

Learning / Teaching Methods:

Introductory lectures, individual student presentations, group discussions, analysis and regular feedback. The principal teaching tool will be textbooks and student handouts, supplemented on occasion by personal observation and student-constructed tasks related to the phenomenon of bilingualism. Student handouts will be based on the textbook and supplementary literature on the subject.

Assignments:

Students will be assigned topics (or one major topic) in which they will explore ways and means of improving their research abilities in bilingualism.

Assessment:

Test: 30% ,week 8 .**Project Term Paper and Presentation:** 30%, due weeks 12-14 **Final Examination:** 40% week 16.

Syllabus Plan Part 1 :The table below includes material taken from the book(**Handbook of Bilingualism**) assigned for the course(**Indicative basic reading list below**)and handouts/ published articles to be assigned from other sources.

Week	Topic	Hrs.	Comment
1.	A perspective on bilingualism: course content, research emphasis, interdependence of disciplines, methods of teaching, learning and presentation.	3	
2.	First and second language Acquisition: general	3	

	issues such as age and language use related to bilinguals.		
3.	Issues on code-switching, interference, order of acquisition, competence and performance, comprehension and production, nature or/and nature, practice and frequency.	3	
4.	Psycholinguistic ,sociolinguistic and socio-cultural factors.	3	
5.	Affective and personality factors.	3	
6.	Social and psychological difference: Inter- cultural competence and motivation	3	
7.	Neurolinguistics and bilingualism	3	
8.	Individual factors: age and learning styles	3	
9.	Discourse and communication.	3	
10.	Cognition and cognitive strategies	3	
11.	Input/interaction and language development.	3	
12.	Bilingual communicative competence and conversation analysis.	3	Mid-Term Exam
13.	The contrastive analysis hypothesis, mistakes and errors, transfer and error analysis.	3	
14.	Bilingual and multi-lingual countries.	3	
15.	Discussion of Term Papers.	3	Term paper due.
16.	Final Examination	2 +	T.B.A

Indicative Basic Reading List: Books , and journal articles:

Required/optional books are indicated below:

1.Judith Kroll and Annette Groot (Editors). 2005.Handbook of bilingualism. Oxford University Press .

Part one of the book above is required for the course.

2.Dulay,H., Burt,M. and S.Krashen.1982.Language Two.Oxford University Press. New York.

3.Suzan J. Behrens and Judith A.Parker(Editors.2010.Language in the Real World. Routledge. London.

4.Alatis E.James.1980(Editor).Current Issues in Bilingual Education. Georgetown University Press. Washington,D.C.

5. Alatis, E. James. 1978. *International Dimensions of Bilingual Education*. Georgetown University Press. Washington, D.C. And Multicultural
6. Mezagopian, Anne. 1993. A longitudinal study of the English language development of an Armenian-English bilingual child. Unpublished M.A thesis, University of Jordan.
7. Al-khanji, Rajai. 1988. Hidden variables in second language acquisition research. *Dirasat, Human and Social Sciences*, 15, 7-14.
8. Hussein, Riyadh, AL- Khanji, Rajai, and Khalaf Makhzoomi. 2000. The acquisition of idioms: transfer or what? *Journal of King Saud., Univ*, 12, 23-24.
9. Genesee, F. 1987. *Learning Through Two Languages : Studies of Immersion and Bilingual Education*. New York: Newbury /Harper&Row.
10. GROSJEAN, F. 1982. *Life With Two Languages: An Introduction to Bilingualism*. Cambridge, MA: Harvard University Press.
11. Harding, E. and Riley, P. 1986. *The Bilingual Family: A Handbook For Parents*. Cambridge University Press: MA.

Journals:

Modern Language Journal

Journal of Multilingual and Multicultural Development.

Journal of Memory and Language.

Applied Psycholinguistics.

Canadian Journal of Psychology.

Part One: Table of Contents.

Article

Page

1. Age and Acquisition

- 2. *Styles and Strategies*
- 3. *Personality Factors*
- 4. *Sociocultural Factors*
- 5. *Communicative Competence*
- 6. *Cross-linguistic Influence*

Part Two: Table of Contents. Articles

Articles	Author(s)	Page Number
Introduction .		3-29
1. What Does the Critical Period Really Mean?	Robert Dekeyser Jenifer Larson – Hall	88-108
2. Automaticity in Bilingualism and Second Language Learning	Norman Segalowitz Jan Hulstijn	371-388
3. The Native Language Factor in Simultaneous Interpretation in an Arabic / English Context	Saleh Al – Salman and Raja'I Al – Khanji	607-626
4. A Demographic Analysis of Arabic – Speaking Students Who Achieve Native – Like Levels in English – Writing Skills	Amal Jasser, Rajai Rasheed Al – Khanji, And Betty Lou Leaver	41-62
5. On the Use of Compensatory Strategies in Simultaneous Interpretation	Rajai Al – Khanji and Said El – Shiyab	548-557
6. Bilingual Education in Belgium	Hugo Bustamante, Maurits Van Overbeke and Albert Verdoodt	3-21

7.Bilingual Education in Canada: French and English	Merrill Swain and Henri Barik	22-71
8.Multilingual Education in India	Lachman M. Khubchandani	88 – 125

Part Three:Table of Contents

Article Title

- 1.A Survey of Language Use in Jordan
- 2.Values,Language and Politics in Canada
- 3.Trends in Bilingualism in Canada
- 4.The Language Environment
- 5.Internal Processing
- 6.Effects of Personality and Age on SLA
- 7.Transitional Constructions
- 8.Errors
- 9.Special Construction
- 10.Aspects of L2 Research Methodology
- 11.The Recognition and Use of Cognates by L2 Learners.
- 12.Toward A Theory of Second Language Acquisition.

Places to get ideas for term paper:

- 1.Browsing through bilingual topics of journals in the library.
- 2.Questions that are raised in class as unanswerable.
- 3.Making use of existing studies to new populations or new situations.
- 4.Questions you have as you read the chapters that are not answered.

Components of Term Paper

Your project will consist of several parts:

1. Topic choice-Due week 5: You are expected to write a short description of your project. You must include a general area to be researched, several possible questions that you would like to ask, and one or two methodologies you would consider using in your proposal.
2. Abstract-due week 7: this is one to two page summary of your project that you must type. You summarize your research and the journal articles that you have found about your topic. You must summarize each article in 2 to 4 sentences.
3. Final paper-Due week 14. Remember to include headings for each section with a good link between ideas and sections. Also explain any unfamiliar areas, terms or concepts. You must also be able to support any claim, hypothesis, conclusion, ..etc that you make.

Presentations

You will be graded on an A-F scale depending on how well you introduce information and on how you relate and integrate the information with the course content, theories and models in psycholinguistics. "A" presentations will also contain some critical assessment of the topic and suggest applications or new extensions of information.