

The University of Western Ontario
Department of Languages & Cultures

SPXXB/LIN9703B
“Multilingualism of Morphosyntax”



<https://www.speexx.com/speexx-blog/multilingualism-and-business-success/>

Course Information

Seminars: Thursdays, 9.30am-12.30 pm

Contact Information

Professor: Olga Tararova
Office: UC2313
Office hours: by appointment
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Course Description

This cross-listed course in English focuses on multilingualism in morphosyntax with a focus on Romance languages. To better understand multilingual learners, their errors, typology and acquisition processes, we start with bilingual acquisition and then compare it with L_n acquisition to further understand the main processes involved in non-native learning, theories on bi/multi-lingualism, specifically in morphosyntactic adult acquisition.

Course Material

Required weekly articles (see below) in OWL

Course Goals and Objectives

This course aims to achieve the following:

- Provide a comprehensive synthesis of different aspects of multilingualism in a wide variety of Spanish-in-contact situations
- Raise critical awareness of the complexity of multilingualism in the Spanish-speaking world
- Acquire an in-depth understanding of the major themes in multilingual morphological acquisition
- Develop analytical skills, critical understanding of issues and identify student's area of interest
- Develop strategies to write a solid research paper and design an experimental study

Learning Outcomes

By the end of the course, students will be able to:

- Describe in a clear and concise manner the major problems that multilinguals are faced with in Spanish-speaking world
- Integrate the knowledge students have gained in the course to critically analyze future articles and develop a solid research paper

Course Evaluation

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|-------------------------------------|-----|
| • Oral article presentations (n=2): | 20% |
| • Written summary & analysis (1): | 5% |
| • Final project outline: | 15% |
| • Attendance and participation: | 15% |
| • Project PowerPoint presentation: | 15% |
| • Final paper "Plan of Action": | 30% |

Oral Article Presentations (20%)

Each student will be required to individually present two articles, one from the list of the required readings (see below) for roughly **30** minutes (20 min presentation and 10 min discussion), and the other article of choice for roughly **20** minutes (please consult with me prior to preparing your article. *International Journal of Multilingualism*, *International Journal of Bilingualism* are two well recognized journals to choose your articles). You will need to pick your articles/dates within the first week of classes. The PowerPoint presentations have to include a summary of the article (divided by sections) and a critical discussion of the article. The presentations have to generate further discussion of the issues discussed in the lecture and in the readings. Presentations start third week, **on Jan 25**.

Critical summary (5%)

Students are required to submit ONE a **2-page** written summary including critical analysis of one of the articles. Critical work should include summary of the article and a critical analysis of the article. * For Spanish students, the written summary and analysis needs to be submitted in Spanish.

Attendance & Participation (15%):

Students are expected to attend all the classes and participate **actively** during the discussion period. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final participation grade. Attendance **without** active participation will lead to a poor final participation grade.

Final Project “Plan of Action” (15% - outline, 15% - presentation, 30% - final essay):

- **Final Project outline (15%)**

Students are required to submit their project outline on one of the main issues seen in class. The outline should include the introduction, (some of) the previous research on the topic (5 scholarly sources) and a brief outline of possible solution. The paper should not exceed **5 pages** (Times New Roman, 12 pts, double-spaced) and include references.

Note: students have to consult the instructor **for the approval** of the proposed topic. Possible topics include: *assessing multiple populations while studying x feature, social aspects of multilingualism, L3 acquisition of x in yz settings, role of teacher while instructing multilingual populations*

- **Project PowerPoint Presentation (10%)**

Students will present the topic of their final project **on the final day of class**. The presentation will include a description of the proposed issue, a critical review of previous literature and problems associated with the issue, and possible solution(s) to the proposed issue. Since students will have received feedback on their final outline, it is expected that the PowerPoint presentation will include the revised comments/edits. The presentation should be roughly **20 minutes**. It is also recommended that other students make comments or suggestions to the presenter.

- **Final paper (30%)**

Students will be required to write “Plan of Action” on one of the issues seen in class and propose a possible solution to a problem. You should think of some issues that multilinguals are faced with in different Spanish-speaking countries (e.g., multilingual education, language maintenance, language acquisition, etc.). Even though it is a creative project, your paper still needs to be formal and include a thorough section on previous literature. The paper should not exceed **12-15 pages** (Times New Roman, 12 pts, double-spaced), including references. Paper is due **Monday, April 8, by 12 pm**.

**Students might decide to work individually or in pairs for the project (maximum group of 3).*

COURSE POLICIES

Late or Missed Assignments:

Please note that the weighting of class assignments cannot be modified or changed. It is your responsibility to contact me immediately if you miss a class assignment. No make-ups will be allowed without the presentation of the appropriate documentation UWO's Policy on Accommodation for Medical Illness:

(<https://studentservices.uwo.ca/secure/index.cfm>) for medical absences, or a letter from the College Registrar for other matters. Please note: "Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar." Note also that an illness verification form will not automatically result in alternative arrangements. The physician's report must establish that you were examined and diagnosed at the time of illness, and not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of **zero**. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for class assignments.

Late Penalties

A late penalty of **10%** per day (i.e., including weekends and holidays) will be applied on your assignments.

Classroom Etiquette

You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will be restricted to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is prohibited and will be treated as a breach of classroom etiquette.

Communication:

The Blackboard homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within 24 hours. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code (**SP**) in the subject line.

UNIVERSITY POLICIES AND SERVICES

ACADEMIC INTEGRITY is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Western is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Western Ontario outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences (**refer to Scholastic Offense Policy in the Western Academic Calendar**). Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. **This also applies to work facilitated**

or written for students by third parties. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

SUPPORT SERVICES

The Web sites for Registration Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). The Student Development Services can also be reached at www.sdc.uwo.ca

Important Notice: Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Course Schedule

TIP: To succeed in this course, you must read the assigned chapter prior to coming to the lecture.

SCHEDULE

<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Readings & Assignments</u>
1: Th, Jan 11	Introduction and syllabus Third/Ln language acquisition. How is multilingual population different from other populations?	De Bot (2019)
2: Th, Jan 18	The generative approaches to TLA. How to present a paper How to write a critical summary	Rothman, J., & Halloran, B. (2013)
3: Th, Jan 25	Child acquisition and multilingualism. GENDER FORMS	Krenca, K., Hipfner-Boucher, K., & Chen, X. (2020)
4: Th, Feb 1	Child acquisition and multilingualism. SYNTAX SEMANTICS	Jensen <i>et al</i> (2023)
5: Th, Feb 8	Adult Acquisition and L3 acquisition. TENSE FORMS	Kaipa, R. & Wendelbo, S. (2023)
6: Th, Feb 15	Adult Acquisition. CLITICS GUEST SPEAKER How to write a proposal	Lu, H. C., Cheng, A. C., & Chu, Y. H. (2020)
7: Th, Feb 22	READING WEEK	
8: Th, Feb 29	Language & Writing in L3 Acquisition	Cenoz, J. & Gorter, D. (2011)
9: Th, March 7	Additional languages and processing	Długosz, K. (2022)

10: Th, March 14	How to write a paper Motivation in L3 Acquisition	Proposal is due Henry (2015)
12: Th, March 21	Teacher's implementation of multilingual practices	Calafato (2021)
13: Th, March 28	Naturalistic vs. Instructed setting in L3 acquisition	Tararova <i>et al</i> (2024)
14. Th, April 4	Oral presentations <i>Final remarks</i>	

Final Paper is due by April 8, at 12 pm to be sent via email, as a .doc attachment

Required Readings:

- de Bot, K (2019). Defining and assessing multilingualism. J.W. Schwieter, M. Paradis (Eds.), *The handbook of the neuroscience of multilingualism*, Wiley Blackwell (2019), pp. 3-18
- Rothman, J., & Halloran, B. (2013). Formal Linguistic Approaches to L3/Ln Acquisition: A Focus on Morphosyntactic Transfer in Adult Multilingualism. *Annual Review of Applied Linguistics*, 33, 51–67. <https://doi.org/10.1017/S0267190513000032>
- Krenca, K., Hipfner-Boucher, K., & Chen, X. (2020). Grammatical gender-marking ability of multilingual children in French immersion. *International Journal of Bilingualism*, 24(5-6), 968-983. <https://doi.org/10.1177/1367006920912011>
- Jensen, I., Mitrofanova N, Anderssen, M., Rodina, Y., Slabakova, R., & Westergaard, M. (2023). Crosslinguistic influence in L3 acquisition across linguistic modules, *International Journal of Multilingualism*, 20 (3), 717-734, DOI: 10.1080/14790718.2021.1985127
- Kaipa, R. & Wendelbo, S.(2023). Comparative analysis of morphosyntactic rule learning among monolingual, bilingual, and trilingual speakers: a study on Spanish preterite forms, *International Journal of Multilingualism*, DOI: [10.1080/14790718.2023.2256788](https://doi.org/10.1080/14790718.2023.2256788)
- Lu, H. C., Cheng, A. C., & Chu, Y. H. (2020). The acquisition of Spanish clitic pronouns as a third language: A corpus-based study. *Asia Pacific Journal of Corpus Research*, 1(2), 15-26.
- Cenoz, J & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *The Modern Language Journal* 3, 356. doi: <https://doi-org.proxy1.lib.uwo.ca/10.1111/j.1540-4781.2011.01206.x>
- Długosz, K. (2022). Processing gender agreement in an additional language: The more languages the better? *Second Language Research*, 0(0). <https://doi.org/10.1177/02676583221113333>
- Henry, A (2015). The Dynamics of L3 Motivation: A longitudinal interview/observation based study. In Z. Dörnyei, P.D. MacIntyre and A. Henry (eds.) *Motivational Dynamics in Language Learning*. Bristol: Multilingual Matters
- Calafato, R. (2021). Teachers' reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia. *Teaching and Teacher Education*. 105. 103401. [10.1016/j.tate.2021.103401](https://doi.org/10.1016/j.tate.2021.103401).

CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.

I hope you enjoy the course 😊