

The University of Western Ontario
Department of Languages and Cultures
SP9729B/ LING9708B

“Bilingualism and Heritage Speakers”



Course Information

Seminars: Mondays, 10.30 am – 1.30 pm in UC

Contact Information

Professor: Olga Tararova
Consultation hours: by appointment
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Course Description

A 3-hour seminar focuses on issues concerning heritage and bilingual speakers, while examining three different perspectives: linguistic (morphosyntactic), sociolinguistic, and psycholinguistic. The course seeks to answer the following questions: who is a heritage speaker? What deficits do they have in their grammar? What are some strategies to teach heritage speakers? How are heritage speakers similar or different to L2 speakers and native speakers? By examining various articles, students will be able to critically assess and understand issues while developing a *plan of action*, as part of the course requirement.

Course Material

Required weekly articles (see below)

Recommended:

1. Grosjean, F. (2012). *Studying bilinguals*. Oxford: Oxford University Press.
2. Mar-Molinero, C. (2000). *The politics of language in the Spanish-speaking world*. London: Routledge.
3. Romaine, S. (1995). *Bilingualism*. Oxford, UK: Blackwell.

Course Goals and Objectives

This course aims to achieve the following:

- Provide a comprehensive synthesis of different aspects of bilingualism in a wide variety of Spanish-in-contact and Canadian situations
- Raise a critical awareness of the complexity of bilingualism in the Spanish-speaking and Canadian worlds in social, cultural and political contexts
- Focuses on understanding differences between heritage and L2 speakers
- Develop strategies to write a solid proposal with critical analysis

Learning Outcomes

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

- Describe in a clear and concise manner the major problems that bilinguals are faced with in Spanish-Speaking world
- Understand the difference between bilingual and monolingual speech
- 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 | 20% |
| • Leadership Discussion | 10% |
| • Final project outline | 15% |
| • Attendance and participation: | 10% |
| • Presentation report on status of Spanish in Canada | 5% |
| • Project PowerPoint presentation | 10% |
| • Final paper “Plan of Action” | 30% |

Oral Article Presentations (20%)

Each student will be required to individually present an article from the list of the required readings (see below, starting from Class 3) for roughly **30** minutes. The PowerPoint presentations have to include a summary of the article (divided by sections) and a critical discussion. The presentations have to generate further discussion of the issues discussed in the lecture and in the readings.

Presentation Report on status of Spanish in Canada (5%)

Each student will be required to find material (2 sources) related to status and role of Spanish in Canada and present it informally in class on **Feb 28th**. The material can include information on policies, language preservation/loss, language attitudes, language revitalization etc., and should be taken from newspapers, scholarly sources, etc. You can use two articles of that week for your reference.

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.

Presentation Leadership Discussion (10%)

A student will pick one of the articles listed below and lead a discussion on the article/ chapter. The student will be required to prepare a number of questions to lead the discussion period. The student is NOT required to prepare a PowerPoint presentation or a handout. The leadership discussion should be roughly 20-30 minutes.

Final Project “Plan of Action” (15% - outline, 10% - 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. Due date: March 7th in print (bring a hardcopy to class).

Note: students have to consult the instructor **for the approval** of the proposed topic.

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

Students will present the topic of their final project either the last week. 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 an individual (or in pairs) “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 bilinguals are faced with in different Spanish-speaking countries (e.g., bilingual education, language maintenance, language attitudes, 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. The paper can be written in Spanish or English. An electronic copy must be submitted to the instructor by email by **April 1st, by 12 pm**

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 9729L**) 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 material prior to coming to class

Dates	Course material
Class 1: January 3	<u>Introduction to the course</u> Montrul, S. (2013)
Class 2: January 10	<u>Heritage Speakers. Challenges</u> Montrul, S., & Polinsky, M. (2013)
Class 3: January 17	<u>Child/Youth Acquisition of Heritage Languages</u> Montrul, S. A. (2011) Pérez-Leroux, A.-T., Cuza, A., & Thomas, D. (2011b).
Class 4: January 24	<u>L2 vs. Heritage Speaker</u> Montrul, S. & Ionin, T. (2012) Montrul (2010)
Class 5: January 31	<u>Heritage Speaker. Complete Acquisition?</u> Polinsky, M. (2011) KEYNOTE SPEAKER
Class 6: February 7	<u>Bilingual Education. Current Situation and Challenges</u> Montrul, S. (2009) Oikonomakou M., Aravossitas, T., & Skourtou, E. (2018)
Class 7: February 14	<u>Bilingual Education in Canada</u> Duff, P., & Li, D. (eds.), (2009). Cummins, J. (2005)
Class 8: February 28	<u>Spanish Heritage Speaker Education</u> Guardado, M. (2002) Loureiro-Rodriguez, V. (2013)
Class 9: March 7	<u>Language Revitalization in Spain. Minority Languages</u> Regueira, X. L. (2009) Medvedeva, M. and Portes, A. (2018) <i>Final Project is due</i>
Class 10: March 14	<u>Language Revitalization in Latin America</u> Hornberger, N. H., and Coronel-Molina, S. M. (2004) KEYNOTE SPEAKER
Class 11: March 21	<u>Language Maintenance of European Languages</u> Tararova (2017) Di Salvo, M. (2017) Tips on writing a solid <i>Plan of Action</i>
Class 11: March 28	<u>Final Project presentations</u> <i>So what is next?</i>

Final project is due **on April 1st by 12 pm in Dropbox**

Required Readings:

HS. GRAMMAR, LANGUAGE ACQUISITION AND CHALLENGES:

1. Montrul, S. (2013). Bilingualism and the Heritage Language Speaker. *The Handbook of Bilingualism and Multilingualism*, 174-189. doi:10.1002/9781118332382.ch7
2. Nagy, N. (2021). Heritage languages in Canada. Chapter 8 in S. Montrul & M. Polinsky, (eds.). *The Cambridge Handbook of Heritage Languages and Linguistics*. Cambridge University Press. [\[pre-publication version\]](#)
3. Montrul, S. A. (2011). First language retention and attrition in an adult Guatemalan adoptee. *Benjamins Current Topics First Language Attrition*, 267-311. doi:10.1075/bct.48.05mon
4. Pérez-Leroux, A.-T., Cuza, A., & Thomas, D. (2011b). From parental attitudes to input conditions. In Kim Potowski & Jason Rothman (eds.), *Bilingual youth: Spanish in English-speaking societies*, (pp. 149-176). Philadelphia: John Benjamins
5. Montrul, S. & Ionin, T. (2012). Dominant language transfer in Spanish heritage speakers and L2 learners in the interpretation of definite articles. *The Modern Language Journal* 96(1), 70-94.
6. Montrul, S. (2010). Dominant language transfer in adult second language learners and heritage speakers. *Second Language Research*, 26(3), 293-327. doi:10.1177/0267658310365768
7. Polinsky, M. (2011). Reanalysis in adult heritage language: A case for attrition. *Studies in Second Language Acquisition* 33, 305-328

EDUCATION MODULE:

8. Montrul, S. (2009). Heritage Language Programs. *The Handbook of Language Teaching*, 182-200. doi:10.1002/9781444315783.ch11
9. Oikonomakou M., Aravossitas, T., & Skourtou, E. (2018) Heritage Language Learners in Mixed University Classes: Language Skills, Attitudes, and Implications for Curriculum Development. In: P. Trifonas & T. Aravossitas (eds.), *Handbook of Research and Practice in Heritage Language Education*. (pp. 75-113). Springer, Cham
10. Duff, P., & Li, D. (eds.), (2009). Indigenous, minority, and heritage language education in Canada: Policies, contexts, and issues. *Canadian Modern Language Review*, 66(1). <https://doi.org/10.3138/cmlr.66.1.001>
11. Guardado, M. (2002). Loss and maintenance of first language skills: Case studies of Hispanic families in Vancouver. *Canadian Modern Language Review* 58(3), 341-363.
12. Loureiro-Rodriguez, V. (2013). Meaningful Writing in the Heritage Language Class: A Case Study of Heritage Learners of Spanish in Canada. *L2 Journal*, 5(1). Retrieved from <https://escholarship.org/uc/item/3mp064qx>

LANGUAGE MAINTENANCE AND REVITALIZATION:

13. Regueira, X. L. (2009). Nacionalismo y libertad lingüística: Galicia Bilingüe y la ofensiva contra la normalización de la lengua gallega. *Le Discours Sur Les "langues D'Espagne"*, 193-213. doi:10.4000/books.pupvd.322

14. Medvedeva, M. and Portes, A. (2018). Bilingüismo con lengua heredada y autoidentidad: el caso de los hijos de inmigrantes en España”. *Revista Española de Investigaciones Sociológicas*, 163: 21-40. (<http://dx.doi.org/10.5477/cis/reis.163.21>)
15. Hornberger, N. H., and Coronel-Molina, S. M. (2004). Quechua language shift, maintenance, and revitalization in the Andes: the case for language planning. *Int'l Soc. Lang.*, 167, 9-67.
16. Tararova, O. (2017). Language is me. Language Maintenance in Chipilo, Mexico. *International Journal of the Sociology of Language*, 2017(248), 25-48
17. Di Salvo, M. (2017). Heritage language and identity in old and new Italian migrants in Toronto. In M. Di Salvo & P. Moreno, (eds.), *Italian Communities Abroad: Multilingualism and Migration*. (pp. 74-95). Newcastle upon Tyne, UK: Cambridge Scholars.

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 😊