

Foreword

Dear Student,

Welcome to the University of Wales Trinity Saint David, and I hope that you will enjoy the MA Bilingualism and Multilingualism programme. Whether for reasons of continuous professional development by which you may, hopefully, improve your career prospects, or simply for reasons of general interest or enjoyment, I trust that you will find the course beneficial and rewarding.

Since bilingualism and multilingualism as an academic field of study is so broad, encompassing as it does so many aspects, including psycholinguistics, sociolinguistics, language acquisition, language planning and policy-making, we have tried to ensure that the modules covered will provide not only a breadth of experience but also an opportunity for students to discover an interest in a particular area of study in which they may decide to specialise in future.

We always encourage students to complete the full MA course by studying for 180 credits and we ensure that they are always provided with the necessary support for doing so. However, since the course has a modular structure whereby one can also study for a Postgraduate Certificate (60 credits), a Postgraduate Diploma (120 credits), and even a single module, students should never feel that they are under any pressure to accomplish what may sometimes appear to be insurmountable. The university provides services for all students which are designed to facilitate a smooth and trouble-free passage through academic study, of which they are encouraged to take advantage.

In addition to the Guidance Booklet for Module ECDA-7012, *Bilingualism and Multilingualism in the Individual*, reference material is also provided in the form of two publications as well as reading material legally photocopied for your convenience and identified as Readings 1, 2, 3, 4 and 5.

The two publications are:

Baker, C. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2017 (6th edition).

Beatsen Beardsmore, H. *Bilingualism: Basic Principles*. Clevedon: Multilingual Matters, 1986 (2nd edition).

Readings 1-5 are:

1. Chin, N. B. & Wigglesworth, G. *Bilingualism: an advanced resource book*. London: Routledge, 2007.
2. Abudarham, S. *Bilingualism and the Bilingual – An interdisciplinary approach to Pedagogical and Remedial Issues*. London: NFER-Nelson, 1987.
3. Dodson, C.J. *The Effects of Second Language Education on First / Second Language Development*. In B.M. Jones & P. Ghuman (eds) *Bilingualism, Education and Identity*. Cardiff: University of Wales Press, 1995.
4. Skutnabb-Kangas, T. *Bilingualism or Not: The Education of Minorities*. Clevedon: Multilingual Matters, 1981.
5. Sachdev, I. & Giles, H. Bilingual Accommodation. In T.K. Bhatia & W.C. Ritchie (eds) *The Handbook of Bilingualism*. Oxford: Blackwell, 2006.

You should always refer to these, either in order to find the information mentioned in the Guidance Booklet, or to enhance, deepen and improve your understanding of information already provided.

A Student Handbook provides you with details of all the modules being offered as part of the full MA course. Such details include the number of credits for each module, its content and academic outcomes, the methods of assessment as well as the weighting of each assessment component. At the end of each module there is also a book list. Distance-Learning students are advised to use this as additional bibliography since the Guidance Booklet also has a list of references which relate to publications mentioned in the booklet itself.

Should you wish to refer to any reading material which may prove difficult to obtain, you are welcome to inform me as the Programme Director. Although you should find that the study materials with which you are provided are adequate to meet the requirements of the assignment(s) set for a module, you are advised that the Guidance Booklet is what its name suggests, *guidance*, and all students should read around the area of study as much as possible

Study materials sent for each module will also include the assignment(s) set for assessment purposes as well as the *criteria* by which each assignment is assessed. Assessment criteria will include those which are generic in nature (and which will be common to all modules), as well as those which are more subject-specific and based on the *academic content of a particular module*. Each criterion will be assessed individually, recorded on an assessment sheet and, finally, combined into a single mark overall.

Each assignment is marked a second time internally by another academic and an agreement is usually reached on the mark to be awarded prior to being sent to an external examiner for a final assessment. The mark awarded internally remains provisional until confirmed by the external examiner in an examination board.

One hopes that the above will prove helpful in preparation for any assignment. Providing you with the assessment criteria in advance is meant to assist you in focusing on the pertinent issues.

Documents are also enclosed which provide further details and guidance with regard to various aspects such as administration, academic requirements and regulations, student services and support. Being distance-learning students, there are obvious and inevitable differences which you will experience in the delivery of the course compared with being on campus. However, it is emphasised that this need not be seen as an insular or lonely experience. Regular contact can be made by e-mail, telephone or Skype in order to alleviate or solve any possible problems. Essentially, the advice being given is that you need to contact your tutor whenever you need assistance and, for that reason, I as the Programme Director make myself readily available to answer any queries as they arise.

Once again, I wish you well with your studies and hope that you will find the academic experience to be enjoyable and rewarding as well as enlightening.

Dr Hywel Glyn Lewis

MA Bilingualism and Multilingualism Programme Director

Telephone: 0044-(0)1267-676680 / 0044-(0)1269842413

Mobile: 0044-(0)7944426320

E-mail: h.lewis@uwtsd.ac.uk
h.lewis@pcydd.ac.uk

ECDA-7012 Assessment**Coursework:** 100%**Assignment** (7,500 words)**For example:**

Analyse critically to what extent one can consider a balanced bilingual individual to be “a rare if not non-existent species.”

Students will be provided with details of the specific assignment at the start of the module. Although this will vary from one semester to another, the specified length of 7,500 words will apply until any further notice.

Module ECDA-7012: Bilingualism and Multilingualism in the Individual

Introduction

Language is a phenomenon which surrounds us all and from which it is virtually impossible to escape since communication is a life-long, practical necessity on which most of us continually depend in order to interact with fellow human-beings. To most people, therefore, language is essentially associated with *communication*, be it in spoken or written form, since communication is what most people use language for and without further thought usually being given to any possible extraneous implications. Communication, however, can operate on many different levels, even in social contexts where only one common language is in use. In contexts where more than one language is adopted or where more than one is available, that is, in bilingual or multilingual contexts, communication in terms of human interaction takes on many other facets and implications which may be social, societal, psychological, educational or political in nature.

As Sachdev & Giles (2006:354) maintain:

Bilingual communication is influenced not only by features of the immediate situation and participants' initial orientations to it, but also by the socio-historical context in which the interaction is embedded...Bilingual communication is not *only* a matter of exchanging referential information, but salient social category memberships are often negotiated during an interaction through the processes of accommodation.

Mackey (1967:11) states:

Bilingualism, far from being exceptional, is a problem which affects the majority of the world's population.

The use of the word 'problem' can be considered controversial as we shall see during this course. However, pure mathematics dictates that since it is estimated that there are between 5,000 and 7,000 languages in the world and less than 200 countries, most are at least bilingual or multilingual, a situation which often has inevitable *political* and *cultural* consequences. Many countries have innumerable languages being spoken amongst their populations, as we shall discover in Module ECDA-7011: Societal Bilingualism. As Edwards (1994:1) states, being bilingual is "a normal and unremarkable necessity for the majority of the world today".

Hoffman (1991:6) points to the fact that the field of study is multidisciplinary, since a "wide range of social sciences contribute towards our understanding of bilingualism: sociology, ethnology, anthropology, education, psychology and most branches of linguistics, including pragmatics."

Baetens Beardsmore (1986:41) who sees bilingualism as “a relative concept with no clear cut-off points also states:

One explanation for the difficulties in circumscribing the field of bilingualism is the multidisciplinary nature of the aspects involved...The various disciplines involved in analysing the phenomenon, be they linguistics, psychology, sociology or pedagogy, approach it from their own particular vantage point...the term bilingualism covers a diverse series of programmes...(1986:3)

This MA course is designed to investigate various issues surrounding the multiple facets of bilingualism and multilingualism and how they interact with each other, since compartmentalising such issues would be misleading and would underplay the possible effect of each facet on others.

However, to facilitate understanding, it is also necessary to focus on certain essential issues relating to each individual aspect before attempting to investigate any inter-connectedness. For example, whereas the study of bilingualism in the individual tends to concentrate mainly on linguistic and psycholinguistic aspects, societal bilingualism encompasses socio-linguistic, socio-cultural, political and educational issues etc.

In the first module, “Bilingualism and Multilingualism in the Individual” (ECDA-7012), therefore, we shall study bilingualism /multilingualism in *individuals* before proceeding to place the individual within a wider social context in the next module, “Societal Bilingualism” (ECDA-7011). However, the line separating the two is often very permeable, the connection being crystallized perhaps in Fishman’s (1965) question: Who speaks what language to whom and when? (Baetens Beardsmore,1986:5).