

# Syllabus

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## 1. Course Description

- a. Title of a Course: *Bilingualism and multilingualism in the context of super-diversity*
- b. Pre-requisites: *Postgraduate students (MA)*
- c. Course Type (compulsory, elective, optional): *Compulsory*
- d. Abstract

The course objective is to introduce students to the multifaceted field of bilingualism and multilingualism in light of the growing influence of processes of globalization and super-diversity. Super-diversity refers to the remarkable increase in the number of languages spoken in urban contexts as a result of globalization. In this course will highlight and analyze multilingual speech communities and examine language choice patterns in these communities in light of current language policies and ideologies.

Likewise, in this course, we will look at the phenomenon of bilingualism/multilingualism from different angles: education, family, society. In addition, we will examine how children hearing two (or more) languages from birth turn into bilingual/multilingual speakers, tracing their overall development. In addition, such phenomena that often accompany multilingual speech communities such as code-switching and code-mixing will be examined. Finally, we will highlight what socio-economic, cognitive and linguistic advantages may stem from the phenomenon of bilingualism in multilingual global and super-diverse contexts.

Цель курса состоит в ознакомлении студентов с многогранными аспектами билингвизма и мультилингвизма в свете все возрастающего влияния процессов глобализации и этнокультурного разнообразия. Под этнокультурным разнообразием понимается заметный рост числа языков, которые используются в городском контексте в результате глобализации. В этом курсе мы будем рассматривать и анализировать мультилингвальные языковые сообщества (multilingual communities) и изучать модели языкового выбора в этих сообществах, в свете текущих языковых политик и идеологий, делая акцент на процессах языкового сдвига и на факторах приводящих к языковому увяданию (или смерти).

Мы будем рассматривать феномен билингвизма/мультилингвизма с различных точек зрения: образование, семья, общество. Мы проанализируем то, как дети, слышащие вокруг себя с рождения два (или более) языков, становятся билингвами или мультилингвами. Мы обратим внимание на такие явления, как диглоссия, переключение и смешение кодов, которые часто присутствуют в мультилингвальных речевых сообществах. И наконец, мы уделим внимание тому, какие социоэкономические, когнитивные и лингвистические преимущества могут возникать в результате билингвизма в мультилингвальных глобальных контекстах в условиях этнокультурного разнообразия.

## 2. Learning Objectives

- *To familiarize students with central concepts of bilingualism and multilingualism*
- *To teach students how to conduct research in bilingualism and multilingualism*
- *To inform students of current trends in bilingual and multilingual research*

## 3. Learning Outcomes

By the end of the course students will have

- *Obtained basic knowledge about the theory of bilingualism and multilingualism*

- Learnt about bilingual and multilingual child development
- Learnt about factors that contribute to individual and societal bilingualism and multilingualism

#### 4. Course Plan

№	Theme	Overall hours	Classroom hours			Individual work
			Lectures	Seminars	Practical training	
1	Introduction – Bilingualism and Multilingualism: central conceptual framework	14	2	2	-	10
2	Approaches to Bilingualism/Multilingualism Research	14	2	2	-	10
3	Bilingual Vs Early Second Language Acquisition (BFLA / ESLA)	14	2	2	-	10
4	Multilingualism and the family <i>Mid-term exam</i>	14	2	2	-	10
5	The bilingual and multilingual community	14	2	2	-	10
6	Bilingualism/Multilingualism in Media and Advertising	14	2	2	-	10
7	The vitality of multilingualism in the city	14	2	2	-	10
8	The Bilingual Advantage: competence in education <i>Final paper</i>	16	2	-	-	14

#### 5. Reading List

##### a. Required (classified in terms of importance/relevance)

1. **B. Migge, I. Leglise** (2013). *Exploring language in a multilingual context: variation, interaction and ideology in language documentation*. Cambridge: Cambridge University Press.
2. King, L., and Carson, L. (eds) (2016). *The Multilingual City: Vitality, Conflict and Change*. Bristol; Buffalo; Toronto: Multilingual Matters.
3. **I. Bois du, N. Baumgarten** (eds) (2013). *Multilingual identities: new global perspectives*. Frankfurt am Main: Peter Lang.

##### b. Optional (classified in terms of importance/relevance)

1. **H. Kelly-Holmes** (2005). *Advertising as multilingual communication*. New York: Palgrave Macmillan.
  2. **J. Altarriba, R. R. Heredia** (eds) (2008). *An introduction to bilingualism: principles and processes*. London; New York: Lawrence Erlbaum Associates.
  3. **C. Baker, W. E. Wright** (2017). *Foundations of bilingual education and bilingualism*, 6th ed. Bristol: Multilingual Matters.
4. **M. Libben, M. Goral, G. Libben** (eds) (2017). *Bilingualism: a framework for understanding the mental lexicon*. Amsterdam; Philadelphia: John Benjamins Publishing Company.
4. .
5. **A. M. B. Groot De, J. F. Kroll** (eds) (2005). *Handbook of bilingualism: psycholinguistic approaches*. Oxford: Oxford University Press.

6. Grading System: *10-point scale*

7. Guidelines for Knowledge Assessment

<i>a. Participation</i>	<i>10%</i>
<i>b. Mid-term exam</i>	<i>30%</i>
<i>c. Student presentations</i>	<i>20%</i>
<i>d. Final paper</i>	<i>40%</i>

8. Methods of Instruction

*Interactive lecture/seminars*

9. Special Equipment and Software Support (if required)

*Computer (or a lap-top), a projector and speakers*