Week 1 - Backgrounds
- Day 1 - Tuesday, September 5
We start the course by discussing backgrounds. First we will discuss the backgrounds of the course offering introductions to the topic and the way the course will run. Then I will give my own background, focusing on language, in some detail.

Homework: Get all the materials.

- Day 2 - Thursday, September 7
In this class we will go over questionnaires that will help the students figure out their own language background. The idea is for students to build a tentative language profile.

Homework: Read Grosjean (2010), Chapter 1, pp. 3-17.

Week 2 – Reasons for bilinguality
- Day 1 - Tuesday, September 12
Grosjean (2010), Chapter 1. Why Are People Bilingual?
This week we explore the important question of why people are bilingual. We will do this by looking at the different underlying situations that drive bilingualism focusing on the different types of contact and motivations that underlie the development and the sustaining of bilinguality.

- Day 2 - Thursday, September 14
In this class participants will present, in groups, their own personal reasons for being bilingual.

Homework: Read Grosjean (2010), Chapters 2 & 3, pp. 18-38.

Additional Readings:

Week 3 – Types of bilinguals/bilinguality
- Day 1 – Tuesday, September 19
Grosjean (2010), Chapters 2 & 3: Describing Bilinguals & The Functions of Languages
This week we explore different types of bilinguals and the connection between types of bilinguals and the local linguistic situation in which they develop and use their languages.

- Day 2 - Thursday, September 21
In this class participants, using a criteria/tool that they themselves have selected, will try to determine what type of bilingual they are for all their different languages. The results will be discussed in groups.


Additional Readings:
Week 4 – Bilingual language use

- Day 1 - Tuesday, September 26
  Grosjean (2010), Chapters 4 & 5: Language Mode and Language Choice & Code-switching and Borrowing
  This week we take a look at one of the most fascinating aspects of bilingualism, that of language mode. Basically, we explore the issue of language choice. Bilinguals have the ability to use more than one language and all language usage situations for bilinguals are dominated by the consideration of what language[s] to use and to what degree. We introduce and discuss these concerns in some detail in the class this week.

- Day 2 - Thursday, September 28
  In this class participants are going to bring to the Thursday class the results of their own informal investigations into code-switching in their own environments. This could be their own uses of code-switching or their observations about others. Essentially, we will have group discussions about code-switching in South Korean society.

  **Homework:** Read Grosjean (2010), Chapter 6, pp. 63-76.

  **Additional Readings:**

Week 5 – Relations between languages

- Day 1 - Tuesday, October 3 (Holiday – class to be rescheduled)
  Grosjean (2010), Chapter 6: Speaking and Writing Monolingually
  This week we tackle the issue of how bilinguals might be different from monolinguals and how the two (or more) different languages interact with one another in the process of productive language use.

- Day 2 - Thursday, October 5 (Holiday – class to be rescheduled)
  In groups, we discuss the writing process and how our own bilinguality affects, both positively and negatively, how we are able to write.

  **Homework:** Read Grosjean (2010), Chapters 7 & 8, pp. 77-96.

  **Additional Readings:**

Week 6 – Systematic addition and attrition

- Day 1 - Tuesday, October 10
  Grosjean (2010), Chapter 7 & 8: Having an Accent in a Language & Languages across the Lifespan
  This week we go over aspects of bilingualism related the nature of the linguistic systems descriptively and over time. We discuss how languages are stored and how they affect each other and how they change over time.

- Day 2 - Thursday, October 12
  Participants will discuss their own feelings about their accent in their different languages and well as their own experience in how they manage their different languages. That is, how do they maintain different languages and what has happened in their own experience when they have failed to do so.

  **Homework:** Read Grosjean (2010), Chapter 9, pp. 97-108.

  **Additional Readings:**
Week 7 – Attitudes
- Day 1 - Tuesday, October 17
  Grosjean (2010), Chapter 9: Attitudes and feelings about bilingualism
  This week we review the attitudes that monolinguals, a given society and bilinguals themselves have about bilingualism and bilinguality. It should be clear that attitudes have a profound effect on how, when, and even whether one will become bilingual. Thus, this is a very important issue, specifically in our local context.
- Day 2 - Thursday, October 19
  We spend this time reviewing and preparing for the midterm. Maybe!
  **Homework:** Prepare for the Mid-term

Week 8 - Mid-term Exam
- Day 1 - Tuesday, October 24
  Mid-term preparation day!
- Day 2 - Thursday, October 26
  **Midterm Project**
  **Homework:** Read Grosjean (2010), Chapters 10 & 11, pp. 108-133.

Week 9 – Bilingualism and Personality
- Day 1 - Tuesday, October 31
  Grosjean (2010), Chapters 10 & 11: Bilinguals Who Are Also Bicultural & Personality, Thinking, Dreaming, and Emotion in Bilinguals
  The idea this week is focus on the internal cognitive effects of being bilingual and there are many. In the process we will debunk some myths and build a better understanding of how multiple languages affect us in many profound and generally positive ways. This will open the stage for discussions on the role of language in cognition.
- Day 2 - Thursday, November 2
  In groups participants will discuss their own degree of biculturality as well as the effects of being bilingual on their personality. The big question here being whether bilingual display different personalities in their different languages.
  **Homework:** Read Grosjean (2010), Chapters 12 & 13, pp. 134-162.
  Additional Readings:

Week 10 – Bilingual success stories
- Day 1 - Tuesday, November 7
  Grosjean (2010), Chapters 12 &13: Bilingual Writers & Special Bilinguals
  This week we look at some special examples of bilinguals, people who use more than one language for a variety of different purposes and how they manage this (and feel about it). Essentially we are looking at bilingual success stories.
- Day 2 - Thursday, November 9
  In groups the participants will discuss what it takes to be successful as a bilingual. They will reflect upon and discuss their own feelings of how successful they are and what it takes to be successful as a bilingual in their current situation.
  **Homework:** Read Grosjean (2010), Chapters 14 &15, pp. 163-190.
  Additional Readings:
**Week 11 – Bilingual processes**
- **Day 1 - Tuesday, November 14**
  Grosjean (2010), Chapters 14 & 15: In and Out of Bilingualism & Acquiring Two Languages
  This week we look at the processes of bilingual and multilingual language acquisition. This discussion includes some of the different approaches that can be taken to try to develop bilingualism as well as some of the important variables in the acquisition processes.
- **Day 2 - Thursday, November 16**
  In groups we discuss some of the different important factors in both the simultaneous and successive acquisition of languages for young children. Participants will discuss their beliefs and express their feelings about different aspects of these processes.
  **Homework:** Read Grosjean (2010), Chapter 16, pp. 191-204.
- **Additional Readings:**

**Week 12 – Simultaneous bilingual development**
- **Day 1 - Tuesday, November 21**
  Grosjean (2010), Chapter 16: Linguistic Aspects of Childhood Bilingualism
  This week we will review the processes specific to simultaneous or very young consecutive bilingual development, with a focus on the linguistic aspects of their development.
- **Day 2 - Thursday, November 23**
  In this class the groups discuss specific aspects of simultaneous bilingual development looking at linguistic phenomenon such as vocabulary and syntactic development. One of the main issues here is how children manage, or as the case maybe, do not manage to keep their different languages separate.
  **Homework:** Read Grosjean (2010), Chapters 17 & 18, pp. 205-228.
- **Additional Readings:**

**Week 13 – Developing child bilinguals**
- **Day 1 - Tuesday, November 28**
  Grosjean (2010), Chapters 17 & 18: Family Strategies and Support & Effects of Bilingualism on Children
  This week we look deeper into the processes and effects of child bilingualism looking at more general cognitive and social issues in their development.
- **Day 2 - Thursday, November 30**
  In groups, participants discuss the different approaches that can be taken to develop children as bilinguals and which ones they feel are more successful than others.
  **Homework:** Read Grosjean (2010), Chapter 19, pp. 229-242.
- **Additional Readings:**
• **Day 2 - Thursday, December 7**
  In group practice sessions.

  **Homework:** Read Adelman Reyes & Kleyn (2010), pp. 1-22.

Additional Readings:

**Week 15 – Bilingual education: concerns and practices**
• **Day 1 - Tuesday, December 12**
  Adelman Reyes & Kleyn (2010), Chapter 1: Languages in the Bilingual Classroom
  In this the final day of the regular class we will review the very important theme of language use in the bilingual classroom. This is an issue that haunts all language classes. We will look at this from both the teacher and learner perspectives and see what kind of ideas we can draw from different suggestions.
• **Day 2 - Thursday, December 14**
  In this class participants discuss their own experience with language use in the language classroom. The big question not being how whether can use the L1 in the classroom but how.

  **Homework:** Prepare for the Final.

**Week 16 – Final Issues**
• **Day 1 - Tuesday, December 19**
  Review time for the final!
• **Day 2 - Thursday, December 21**

  **Final Project**

  **Homework:** Enjoy your winter holidays.