

THE EFFECT OF MULTILINGUALISM IN A UNIVERSITY FOREIGN LANGUAGE CLASSROOM

A Research Proposal

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CHAPTER 1: INTRODUCTION

- Many language instructors claim that being bilingual helps learn new languages
- Most of the evidence presented is for the most part observational
 - Purpose:
 - Find out if these claims are truly valid
 - Does being multilingual have a substantial influence in a new language?
 - Are subsequent languages easier to learn?
 - How can this be used to accelerate language courses?

RESEARCH QUESTIONS

- Does being bilingual have an influence on a new language?
 - How much of an influence do previous languages have on a new language?
 - Is the influence significant enough when compared to monolinguals?
 - If there is a difference, do language courses structured for multilinguals help accelerate language learning?
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SIGNIFICANCE OF THE STUDY

- If there is a significant difference, this study will support creating specialized language courses.
 - A student learning a new language who is multilingual is not a new language learner.
 - Language programs can increase enrollment in upper division language courses.
 - Multilingual students can possibly save 1-2 semesters from a normal 4 semester language foundation courses.
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CHAPTER 2: LITERATURE REVIEW

- Previously learned or acquired languages will influence the grammar in a new language
 - Proficiency and linguistic knowledge of previously learned languages have a direct effect in subsequent languages
 - Previously learned languages have an additive effect that enhances language learning
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SUMMARY

- All the research seems to support the idea that multilingualism is beneficial
 - The majority of research found is under very specific circumstances for specific linguistic and grammatical situations
 - More research is needed to reflect the overall language learning process
 - There were no references to language programs targeting multilinguals
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CHAPTER 3: RESEARCH METHOD

- Data will be analyzed using a one-way ANOVA to compare the control groups with the experimental group
 - The materials that were used were the traditional materials used in a language classroom plus a pretest to see if there is a difference before language instruction begins.
 - The study will last for the duration of the language course (1 semester)
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PARTICIPANTS

- Willing university language departments
 - Approximately 90 students
 - 1 experimental group and 2 control groups
 - Experimental group are students in a specialized language course
 - 1 control group composed of traditional language students
 - 1 control group of multilingual students in a traditional language course
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SUMMARY

- The research that was/will be conducted will prove multilinguals have an advantage when learning new languages
 - This advantage is significant enough to help language programs create courses to take advantage of this difference in areas where there are multilingual students
 - This influx of language students will hopefully help promote and provide K-12 language teachers
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