

## **Linguistics 321: Bilingualism**

### **Fall 2014**

**Class time and place:** Monday and Wednesday, 2:00pm-3:20pm, Locy Hall 301

<b>Professor:</b>	Bozena Pajak
<b>Office:</b>	Room 108
	2016 Sheridan Rd.
<b>E-mail:</b>	<a href="mailto:bpajak@northwestern.edu">bpajak@northwestern.edu</a>
<b>Office hours:</b>	Tuesday 2:45-3:45pm and by appointment

### **COURSE DESCRIPTION**

We will examine the cognitive and linguistic aspects of bilingualism. We will address questions such as:

- How are two or more languages acquired, represented and processed in the mind/brain of an individual?
- What cognitive mechanisms are involved in bilingual language processing?
- How do bilinguals control two languages (i.e. activate the one while simultaneously suppressing the other) during online language production?
- What are the consequences of bilingualism for other aspects of cognition?

**PREREQUISITES:** At least one 200-level course in Linguistics or CogSci 210 or permission of the instructors.

Note: This course satisfies the WCAS Social & Behavioral Sciences Distro Area.

### **COURSE GOALS**

Over the quarter, you will become familiar with the nature of language acquisition and processing in bilinguals. You will become familiar with a variety of theoretical/methodological perspectives on bilingualism: models of language structure, models of acquisition, and psycholinguistic models of adult processing. How do such theoretical frameworks explain language learning and processing? Within these frameworks, how can we empirically investigate bilingual language learning and processing?

### **COURSE STRUCTURE**

We will work towards these goals by:

- Lectures and readings from primary sources.
  - Lectures will primarily be on Mondays; Wednesdays will primarily be discussion-based.
- Written assignments assessing papers from the primary literature
- A final (group) project, proposing a study to investigate a specific question in bilingualism

## **COURSE REQUIREMENTS AND GRADING**

Participation	20%
Short written assignments (7 @ 5% each)	35%
Long written assignments (2 @ 10% each)	20%
Final project:	25%
- Progress report	5%
- Final paper	20%

### Participation.

- Assessed by attendance and participation in class discussion (whole class and/or small groups).

### Short and long written assignments

- Due each Wednesday at beginning of class
- Short assignments: Most weeks (7/9 weeks) you will provide a critical figure/table or quote along with a brief discussion (1 paragraph) of how this figure or quote reveals a central focus of the paper being discussed on Wednesday.
- Long assignments: In the remaining two weeks, you will write a more extensive discussion (no more than 4 pages double spaced) of the critical points of the paper. Your discussion should:
  1. Identify the specific aim of the paper. What is the hypothesis being tested? What is the competing hypothesis? What are the predictions of these hypotheses?
  2. Briefly describe the experiment and results.
  3. Identify the conclusions and their interpretation with respect to the hypotheses.
  4. Provide a brief critical evaluation of the study. What new questions are raised by this study? How would you address these new questions? Do not simply summarize questions raised by the authors themselves without discussing how you would address these questions.
- Long and short assignments should not contain any direct quotes from the paper. You must discuss the ideas in your own words.
- The class will be split into 4 groups; long assignments will rotate through these groups.
  - Groups announced on Canvas after first day of class.

### Final project

More details later in quarter.

- Week 6: Email me a brief (1 paragraph) description of general area of bilingualism you are interested in.
- Week 7: assigned to groups based on interests (~4 students).
- Week 9: progress report (1 page double spaced per group) articulating research question for proposed project.
- Week 12: final paper due (1 paper per group, 7-10 pages double spaced)

## Course Schedule

Updates, readings and assignments will be posted on Canvas

Week	Date	Topic Area	Topic	Assignment due
1	9/24	Introduction		
2	9/29	Bilingual language acquisition	Infancy	
	10/1			Short written
4	10/6		Childhood	
	10/8			Long written (group 1) Short written (groups 2,3,4)
4	10/13		Adulthood (second language acquisition)	
	10/15			Long written (group 2) Short written (groups 1,3,4)
5	10/20	Language processing in bilingualism	Speech comprehension	
	10/22			Long written (group 3) Short written (groups 1,2,4)
6	10/27		Speech production	Paragraph: Final project topic
	10/29			Long written (group 4) Short written (groups 1,2,3)
7	11/3	Language control in bilingualism	Code switching and language structure	
	11/5			Long written (group 1) Short written (groups 2,3,4)
8	11/10		Mechanisms of language control	
	11/12			Long written (group 2) Short written (groups 1,3,4)
9	11/17		Cognitive consequences of selection and switching	Final project: progress report
	11/19			Long written (group 3) Short written (groups 1,2,4)
10	11/24	Clinical issues in bilingualism	Language impairment, cochlear implants	
	11/26			Long written (group 4) Short written (groups 1,2,3)
11	12/1	Reading week		
12	12/8	Finals week		Final papers due 12/12 11am

## Readings

Week 1:

[LSA Bilingualism pamphlet](#)

Week 2:

Sundara, M., & Scutellaro, A. (2011). Rhythmic distance between languages affects the development of speech perception in bilingual infants. *Journal of Phonetics*, 39, 505-513.

Week 3:

Paradis, J., Nicoladis, E., Crago, M., & Genesee, F. (2010). Bilingual children's acquisition of the past tense: a usage-based approach. *Journal of Child Language*, 37, 1-25.

Week 4:

LaCross, A. (2014). Khalkha Mongolian speakers' vowel bias: L1 influences on the acquisition of non-adjacent vocalic dependencies. *Language, Cognition, and Neuroscience*. doi: 10.1080/23273798.2014.915976

Week 5:

Shook, A., & Marian, V. (2012). Bimodal bilinguals co-activate both languages during spoken comprehension. *Cognition*, 124, 314-324.

Week 6:

Runnqvist, E., Gollan, T. H., Costa, A., & Ferreira, V. S. (2013). A disadvantage in bilingual sentence production modulated by syntactic frequency and similarity across languages. *Cognition*, 129, 256-263.

Week 7:

Kootstra, G. J., van Hell, J. G., & Dijkstra, T. (2010). Syntactic alignment and shared word order in code-switched sentence production: evidence from bilingual monologue and dialogue. *Journal of Memory and Language*, 63, 210-231.

Week 8:

Gollan, T. H., Schotter, E. R., Gomez, J., Murillo, M., & Rayner, K. (2014). Multiple levels of bilingual language control: Evidence from language intrusions in reading aloud. *Psychological Science*, 25, 585-595

Week 9:

Pelham, S. D., & Abrams, L. (2013). Advantages and disadvantages in early and late bilinguals. *Journal of Experimental Psychology: Language, Memory, and Cognition*, 40, 313-325.

Week 10:

Davidson, K., Lillo-Martin, D., & Pichler, D. C. (2014). Spoken English language development among native signing children with cochlear implants. *Journal of Deaf Studies and Deaf Education*, 19, 238-250.

## Course Policies

1. Keep up with the class. The syllabus—topics, assignments, readings, etc.—may change. These changes will be announced in class and posted on Canvas. It is your responsibility to keep up with these changes.
2. You have to do your work on time. Due dates are firm; attendance in class is not optional. If this is a problem, see #3. The highest possible letter grade for work handed in during the first 24 hours after class will be a C. We will give comments and suggestions on work turned in later than this, but you will receive no credit for the assignment.
3. If you have a problem, give us sufficient time to help you! If you've tried to do an assignment, but can't seem to complete it, come to us well before it's due. If you are unable to come to a class, try to let us know beforehand, or as soon as possible after class. Your reasons for class absences need to be verifiable.
4. You may work together on assignments, but the finished product must be your own (unless otherwise noted).

## General Policies for Linguistics Courses

### Academic integrity

As with all courses at Northwestern University, registration in this course requires adherence to the University's principles regarding academic integrity:

<http://www.northwestern.edu/provost/students/integrity/principles.html>

Suspected violations of academic integrity in this course will be immediately referred to the WCAS Assistant Dean for Advising and Academic Integrity. For details on procedures for handling suspected violations of academic integrity:

<http://www.weinberg.northwestern.edu/advising/integrity/violations.html>

### Notice to students with disabilities

Any student with a documented disability requesting accommodations is required to speak directly to the Office of Services for Students with Disabilities (Evanston campus: 847-467-5530; Chicago campus: 312-503-4042) preferably within the first two weeks of class. All discussions will remain confidential. For more information:

<http://www.northwestern.edu/disability/>

### Research opportunities

Students interested in linguistics are encouraged to participate in departmental research projects either through paid research positions or by registering for Independent Study (Ling 399) with individual faculty members. By giving students the opportunity to work closely with faculty and graduate students, research experiences enable students to see how knowledge is generated by the scientific community. Research experiences also enhance students' analytical skills and help students develop the technical skills required to become independent contributors to the academic community. It is envisioned that research experiences will give students a sense of the excitement of discovery and an appreciation for the creativity associated with scientific inquiry. Guidelines for independent study projects are given at:

<http://www.linguistics.northwestern.edu/programs/independent.html>.

For information on current research opportunities in linguistics, we recommend that you contact either the faculty in your area of interest or submit an inquiry online (NetID required):

<http://www.linguistics.northwestern.edu/programs/research.html>

For more research opportunities and current news on undergraduate research at Northwestern:

<http://undergradresearch.northwestern.edu/>

<http://www.weinberg.northwestern.edu/advising/research/index.html>

<http://www.weinberg.northwestern.edu/advising/research/research/>