

BILINGUALISM: INVESTIGATING THE LANGUAGE OF BILINGUALS – 5 Creds.*

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*Note: This course is open to any student but note that it is compulsory for those students wishing to take the 10-ECTS practicum on bilingual teaching. You can still take this course even if you do not intend to take the bilingual teaching module.

Course description and aims

This 5 ECTS course is about the language of bilingual speakers (both adults and children). We will focus on bilingual language acquisition. We will address key questions like the following: What is bilingualism? How many types of bilinguals are there? What does the language of bilinguals look like in simultaneous bilingual children (2L1), in sequential bilingual children (L2 children) and in sequential bilingual adults (L2 adults)? How are 2L1 children different from or similar to L2 children? Does age play a role in bilingual language acquisition? Is quantity/quality of input relevant in the acquisition/learning of two languages? How do the languages of bilinguals interact? Which linguistic areas are most/least benefited from bilingual immersion programmes like CLIL? Which research methods/software can we use to investigate the language of bilinguals (e.g., corpora)? How can we use them?

By the end of the course students are expected to:

- understand the key (psycho)linguistic factors in bilingual language acquisition and development (in instructed as well as in naturalistic settings, both in children and adults).
- explore (via hands-on research activities) the language of such bilinguals, with a special focus on the analysis of linguistic data (corpus-based methodologies mainly).
- be acquainted with the rationale and methodology of empirical studies on bilingualism.
- be in a position to conduct basic research on the language of bilinguals through the analysis of linguistic data.
- point the main properties that characterize the interaction between two languages.
- understand the benefits (or lack thereof) of instructed bilingualism on the linguistic competence of the bilingual.
- be familiar with bilingual education theories and programmes.
- be familiar with CLIL classroom material/tasks and be able to design them.

Course contents

1. Bilingualism: introduction

- a. Types and definitions of bilingualism and bilinguals
- b. Approaches to the study of bilingualism
- c. Benefits of bilingualism on cognitive development

2. Adult bilingual language acquisition

- a. Key factors in adult bilingual second language acquisition

- b. The language of adult bilinguals: bilingualism and SLA
- c. Exploring the grammar of bilinguals
 - i. Current topics in adult bilingual SLA
 - ii. The benefits of bilingual immersion education on linguistic competence

3. Child bilingual language acquisition

- a. Key factors in child bilingual language acquisition (2L1 and L2)
- b. The language of child bilinguals: the development of language
- c. Effects of the interaction between two languages
 - i. Transfer, acceleration and delay
 - ii. Code-switching

4. How to conduct research in bilingual language acquisition

- a. Introduction to research methods in bilingualism
- b. Corpus-based methods
 - i. CHILDES
 - ii. Learner corpora

Teaching methodology:

- Lectures (theory) and seminars (analysis/discussion of key studies)
- Seminars given by visiting professors
- Design and implementation of a research study
- Readings and in-class presentations

	Contact (20%)	Non-contact (80%)	Total
Lectures and seminars (analysis/discussion of key studies)	20	35	59
Research paper (assignment)	0	40	40
Office hours	1		1
Readings	0	20	20
Seminars (visiting professors)	10	5	10
TOTAL	31,00	100,00	131,00

Assessment

Criteria

- Demonstration of an understanding of
 - o the key factors and topics in bilingual language acquisition and their effects on the linguistic competence of both child and adult bilinguals
 - o the essential topics in bilingual education
- Development of skills for critically reading and presenting literature and studies on bilingual acquisition
- Ability to construct and sustain a reasoned argument
- Ability to analyse and critically understand bilingual data
- Ability to write a coherent and well-argued paper on bilingualism

Procedure

1. **Attendance** and active in-class **participation: 5%**
2. **Test** about child bilingual language acquisition (further details to be provided in class):
20%
3. In-class **presentations** on adult bilingual language acquisition (further details to be provided in class): **15%**
4. **Assignment (paper)** where the student will apply those skills learnt during the course to a study on adult bilingual language acquisition (further details to be provided in class):
60%

Highly recommended

- Students are expected to show a good knowledge and use of the English language (C1 level).
- Basic knowledge of Applied Linguistics (acquisition/educational linguistics) is also expected.
- Students are also encouraged to take other Linguistics subjects/modules offered in our MA.

REFERENCES

General reference books (books in **bold** are highly recommended)

- Altarriba, A. J., & Heredia, R. R. (2008).** *An Introduction to Bilingualism: Principles and Processes*. Routledge.
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- Behrens, H. (2008). *Corpora in Language Acquisition Research*. Amsterdam: John Benjamins.
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- Bullock, B. E., & Toribio, A. J. (2009). *The Cambridge Handbook of Linguistic Code-switching*. Cambridge: Cambridge University Press.
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- Yip, V. & Matthews, S. (2007) *The Bilingual Child*. Cambridge: Cambridge University Press.
- Zurer, B. (2008). *Raising a Bilingual Child*. New York: Living Language.

Specific chapters/papers

- Bhatia, T. K. (2006).** Bilingualism and second language learning. In (K. Brown, Ed.) *Encyclopedia of Language and Linguistics* (2nd edition). Oxford: Elsevier.
- Butler, Y. G., & Hakuta, K. (2006). Bilingualism and second language acquisition. In T. K. Bhatia & W. C. Ritchie (Eds.), *The Handbook of Bilingualism* (pp. 114–144). Oxford: Wiley-Blackwell.
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Research methods in bilingualism/language acquisition

Ellis, R., & Barkhuizen, G. P. (Eds.). (2005). *Analysing Learner Language*. Oxford University Press.

Gass, S. M., & Mackey, A. (2007). *Data Elicitation for Second and Foreign Language Research*. Mahwah, NJ: Lawrence Erlbaum Associates.

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Lozano, C., & Mendikoetxea, A. (2013). Learner corpora and second language acquisition: the design and collection of CEDEL2. In A. Díaz-Negrillo, N. Ballier, & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. (pp. 65–100). Amsterdam: John Benjamins.

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Wei, L., & Moyer, M. (2008). *Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Malden, MA: Wiley-Blackwell.

Rutherford, W., & Thomas, M. (2001). The Child Language Data Exchange System in research on second language acquisition. *Second Language Research*, 17(2), 195–212.

Major journals:

- **Applied Linguistics** (Oxford University Press):

<http://apllj.oxfordjournals.org/>

- **BLC**: Bilingualism: Language and Cognition (Cambridge University Press):

<http://journals.cambridge.org/action/displayJournal?jid=BIL>

- **ICRJ**: International CLIL Research Journal

<http://www.icrj.eu/>

- **IJB**: International Journal of Bilingualism (Sage):

<http://ijb.sagepub.com/>

- **IJBEB**: International Journal of Bilingual Education and Bilingualism (Routledge):

<http://www.informaworld.com/smpp/title~content=t794297780>

- **JICB:** Journal of Immersion and Content-Based Language Education (John Benjamins)
<http://benjamins.com/#catalog/journals/jicb>
- **LAB:** Linguistic Approaches to Bilingualism (John Benjamins):
http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB

Selection of resources

- **CHILDES project:** MacWhinney, B. (coord.) CHILDES (Child Language Data Exchange System):
<<http://childes.psy.cmu.edu/>>.
- **Learner corpora:** A selection/subset of these will be analyzed during the course:
 - o COREFL: Lozano, C., & Díaz-Negrillo, A. (submitted 2014). L2 acquisition and learner corpora: the morpheme order studies revisited with interlanguage Annotation. *International Journal of Learner Corpus Research*.
 - o CEDEL2: Lozano, C. (2009). CEDEL2: Corpus Escrito del Español como L2. In C. M. Bretones & et al (Eds.), *Applied Linguistics Now: Understanding Language and Mind/La Lingüística Aplicada actual: Comprendiendo el Lenguaje y la Mente* (pp. 197–212). Almería: Universidad de Almería. // Lozano, C., & Mendikoetxea, A. (2013). Learner corpora and second language acquisition: the design and collection of CEDEL2. In A. Díaz-Negrillo, N. Ballier, & P. Thompson (Eds.), *Automatic Treatment and Analysis of Learner Corpus Data*. (pp. 65–100). Amsterdam: John Benjamins.

