

BILINGUALISM: INVESTIGATING THE LANGUAGE OF BILINGUALS

MODULE/Módulo	SUBJECT/Materia	YEAR/ Curso	SEMESTER/ Semestre	ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	Bilingualism: Investigating the language of bilinguals		1	5	<ul style="list-style-type: none"> •Optional •Compulsory only for those taking the Practicum
PROFESSOR/ Profesor(es)		CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)			
<ul style="list-style-type: none"> • Dr. Cristóbal Lozano (UGR) • Dr. Raquel Fernández Fuertes (UVa) 		<p>Prof. Cristóbal Lozano (UGR). Office F22 Departamento de Filologías Inglesa y Alemana Campus Universitario de Cartuja s/n 18071, Granada – España Telf.: 958 241000 x20242 email: cristoballozano@ugr.es web: https://wpd.ugr.es/~cristoballozano/</p> <p>Prof. Raquel Fernández Fuertes (UVa). Departamento de Filología Inglesa Universidad de Valladolid Plaza del Campus Universitario s/n 47011 Valladolid e-mail: raquelff@lia.uva.es web: http://www.uva.es/uvalal</p>			
		OFFICE HOURS/ Horario de tutorías			
		Prof. Cristóbal Lozano Tues/Thurs: 10:30-12:30, 16:30-17:30			
MASTER WHERE IT IS OFFERED/ Máster en el que se imparte		OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar			
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics					



PREREQUISITES AND/OR RECOMMENDATIONS

Prerrequisitos y/o recomendaciones (si procede)

Prerequisites:

- It is essential for students to have good knowledge of linguistics and the different linguistics levels (esp. morphology and syntax) since the focus of this course is linguistic and not pedagogic.
- Good knowledge and use of the English language (C1 level or above).

Recommendation:

- It is highly recommended for students to have knowledge of disciplines related to applied linguistics (second language acquisition; psycholinguistics; child language acquisition; etc).
- Students are encouraged to take other Linguistics subjects/modules offered in our MA.

Note: This course is open to any student but it is compulsory only for those students wishing to take the 10-ECTS Practicum (bilingual teaching practice module). You can still take this course even if you do not intend to take the Practicum, but please be aware of the prerequisites.

BRIEF DESCRIPTION OF COURSE CONTENTS

Breve descripción de contenidos (según memoria de verificación del máster)

This 5 ECTS course is about the language of bilingual speakers (both adults and children). We will focus on bilingual language acquisition from a linguistic perspective. 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 to conduct a small-scale study on bilingual language acquisition?

THEORETICAL

- 1. Bilingualism: Introduction
- 2. Adult bilingual language acquisition
- 3. Child bilingual language acquisition

PRACTICAL

- 4. How to conduct research in bilingual language acquisition

GENERAL AND SPECIFIC COMPETENCIES

Competencias generales y específicas del módulo

BÁSICAS Y GENERALES

CG4 - Utilizar las nuevas tecnologías como herramienta de aprendizaje e investigación, así como medio de comunicación y difusión.

CG5 - Comprender textos largos y complejos de cualquier tipo, tanto técnico, como narrativo, o literario.

CG6 - Presentar, en diferentes formatos (escritos, orales, digitales) descripciones claras y detalladas de temas complejos, desarrollando ideas concretas y terminando con una conclusión apropiada.

CG1 - Desarrollar habilidades en las relaciones interpersonales y la mediación interlingüística.



CG2 - Adquirir las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo

CG3 - Buscar información (oral, impresa, audiovisual, digital, multimedia) y transformarla en conocimiento.

CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en el desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación

CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio

CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios

CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades

CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

TRANSVERSALES

CT1 - La formación en el respeto a los derechos fundamentales y de igualdad entre hombres y mujeres, de los Derechos Humanos y los principios de accesibilidad universal, y los valores propios de una cultura de paz y de valores democráticos, según lo establecido por el Real Decreto 1393/2007, de 29 de octubre, Artº 3.5.

ESPECÍFICAS

CE1 - Conocer y valorar de forma crítica las teorías, los métodos y los resultados actuales más extendidos de la investigación en el campo de las literaturas en lengua inglesa y de la lingüística inglesa.

CE2 - Identificar casos de estudio y los diferentes acercamientos epistemológicos disponibles para elaborar y defender argumentos, así como resolver problemas dentro del área de estudio de las literaturas en lengua inglesa y la lingüística inglesa.

CE3 - Diseñar y llevar a cabo proyectos de investigación, y plasmar sus resultados en ensayos críticos siguiendo las convenciones formales del sistema MLA, con un marco epistemológico claro, riguroso y bien estructurado, con una introducción, desarrollo del análisis y conclusiones finales.

CE4 - Exponer y defender con claridad los objetivos, metodología y resultados de un trabajo de investigación en el ámbito de las literaturas y la lingüística en inglés.

CE8 - Conocer las diferentes aproximaciones teóricas así como los principios de la investigación (planificación, muestreo, recogida, procesamiento y análisis de datos) en ámbitos de la lingüística en inglés como son la lexicografía, la sociolingüística y la lingüística histórica, entre otros.

CE9 - Conocer los principios de la lingüística de corpus y sus diferentes aplicaciones en diversos ámbitos interdisciplinares.

CE10 - Desarrollar la capacidad para aplicar los principios de la lingüística más allá de la lingüística teórica, tales como la pragmática y el análisis del discurso, la filosofía del lenguaje, los estudios de género, el análisis literario, el lenguaje fílmico, o la adquisición y enseñanza bilingüe.

OBJECTIVES

Objetivos (expresados como resultados esperables de la enseñanza)

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).
- to 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).
- to be acquainted with the rationale and methodology of empirical studies on bilingualism.



- to be in a position to conduct basic research on the language of bilinguals through the analysis of linguistic data.
- to point the main properties that characterize the interaction between two languages.
- to understand the benefits (or lack thereof) of instructed bilingualism on the linguistic competence of the bilingual.

DETAILED DESCRIPTION OF THE CONTENTS

Temario detallado de la asignatura

1. Bilingualism: Introduction

- Types and definitions of bilingualism and bilinguals
- Approaches to the study of bilingualism
- Benefits of bilingualism on cognitive development

2. Adult bilingual language acquisition

- Key factors in adult bilingual second language acquisition
- The language of adult bilinguals: bilingualism and SLA
- Exploring the grammar of bilinguals
 - Current topics in adult bilingual SLA
 - The benefits of bilingual immersion education on linguistic competence

3. Child bilingual language acquisition

- Key factors in child bilingual language acquisition (2L1 and L2)
- The language of child bilinguals: language development
- Effects of the interaction between two languages:
 - Crosslinguistic influence, acceleration and delay
 - Code-switching

4. How to conduct research in bilingual language acquisition

- Introduction to research methods in bilingualism
- Corpus-based methods
 - CHILDES
 - Learner corpora

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

General reference books (books in bold are highly recommended)

- Altarriba, A. J., & Heredia, R. R. (2008).** *An Introduction to Bilingualism: Principles and Processes*. Routledge.
- Baker, C. (2011).** *Foundations of Bilingual Education and Bilingualism* (5th ed). Clevedon: Multilingual Matters.
- Behrens, H. (2008). *Corpora in Language Acquisition Research*. Amsterdam: John Benjamins.
- Bhatia, T.J. & W.C. Ritchie (2004).** *The Handbook of Bilingualism*. Oxford: Wiley-Blackwell.
- Bialystok, E. (Ed.). (1991). *Language Processing in Bilingual Children*. Cambridge: Cambridge University Press.
- Bullock, B. E., & Toribio, A. J. (2009). *The Cambridge Handbook of Linguistic Code-switching*. Cambridge: Cambridge University Press.
- Cantone, K.F. (2007). *Code-switching in Bilingual Children*. Springer.
- De Houwer, A. (2009). *An Introduction to Bilingual Development*. Clevedon: Multilingual Matters.
- Dewaele, J.-M., Housen, A., & Li, W. (eds) (2003). *Bilingualism: Beyond Basic Principles*. Clevedon: Multilingual Matters.
- Field, F. W. (2011).** *Key Concepts in Bilingualism*. Palgrave Macmillan.
- García, O. (2009). *Bilingual Education in the 21st Century: A global perspective*. Malden, MA: Wiley-Blackwell.



- Grosjean, F. (2008). *Studying Bilinguals*. Oxford University Press.
- Grosjean, F. & Li, P. (2013).** *The Psycholinguistics of Bilingualism*. Malden, MA: Wiley-Blackwell.
- Kecskes, I., & Albertazzi, L. (2007). *Cognitive Aspects of Bilingualism*. Dordrecht: Springer.
- Kroll, J. F. & DeGroot (2009). *Handbook of Bilingualism: Psycholinguistic Perspectives*. Oxford: Oxford University Press.
- Li, W. 2000. *The Bilingualism Reader*. London: Routledge.
- Montrul, S. (2013). *El bilingüismo en el mundo hispanohablante*. Malden, MA: Wiley-Blackwell
- Myers-Scotton, C. (2005). *Multiple Voices: An Introduction to Bilingualism*. Oxford: Wiley-Blackwell.
- Nicol, J. (Ed.). (2001). *One Mind, Two Languages: Bilingual Language Processing*. London: Blackwell.
- Paradis, J., Genesee, F., & Crago, M. B. (Eds.). (2011). *Dual Language Development & Disorders: A Handbook on Bilingualism and Second Language Learning* (2nd ed.). Baltimore: Paul H Brookes Pub Co.
- Romaine, S. (1995).** *Bilingualism* (2nd ed). London: Blackwell.
- 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.
- Cook, V. (2008).** Linguistic contributions to bilingualism. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 245–264). New York: Routledge.
- Genesee, F., (2003). What do we know about bilingual education for majority language students? In: Bhatia, T.K. & Ritchie, W. (eds.) *Handbook of Bilingualism and Multiculturalism*. London: Blackwell.
- Gass, S., & Glew, M. (2008).** Second language acquisition and bilingualism. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 265–294). New York: Routledge.
- Gass, S. M., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course* [chapter 2.4 Bilingual acquisition] (3rd ed.). London: Lawrence Erlbaum Associates.
- Gianico, J. L., & Altarriba, J. (2008). The psycholinguistics of bilingualism. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (p. 71–). New York: Routledge.
- Grosjean, F. (2013).** Bilingualism: A short introduction. In F. Grosjean & P. Li, *The Psycholinguistics of Bilingualism* (pp. 5–25). Malden, MA: Wiley-Blackwell.
- Hakuta, K. (2009). 'Bilingualism'. In: Adelman, G. & Smith, B.H. (eds). *Encyclopedia of Neuroscience* (3rd edition). Elsevier.
- Hawkins, R., & Lozano, C. (2006).** Second language acquisition of phonology, morphology and syntax. In K. Brown (Ed.), *Encyclopedia of Language and Linguistics* (2nd edition) (pp. 67–74). Oxford: Elsevier.
- Marian, V., & Shook, A. (2012). The Cognitive Benefits of Being Bilingual. *Cerebrum: The Dana Forum on Brain Science*, 2012(13). Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>
- Nicoladis, E. (2008). Bilingualism and language cognitive development. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 167–197). New York: Routledge.
- Pavlenko, A. (2005). Bilingualism and thought. In J. F. Kroll & A. M. B. de Groot (Eds.), *Handbook of Bilingualism: Psycholinguistic Approaches* (pp. 433–453). Oxford: Oxford University Press.
- Wei, L. 2006.** 'Bilingualism'. In: Brown, K. (ed). *Encyclopaedia of Language and Linguistics* (2nd ed). Elsevier

■ **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 Associated.



- Granger, S. (2012). How to use Foreign and Second Language Learner Corpora. In A. Mackey & S. M. Gass (Eds.), *Research Methods in Second Language Acquisition: A Practical Guide* (pp. 5–29). Oxford: Wiley-Blackwell.
- 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.
- Mackey, A., & Gass, S. M. (2005). *Second Language Research: Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mackey, A., & Gass, S. M. (Eds.). (2012). *Research Methods in Second Language Acquisition: A Practical Guide*. Oxford: Wiley-Blackwell.
- Marian, V. (2008). Bilingual research methods. In A. J. Altarriba & R. R. Heredia (Eds.), *An Introduction to Bilingualism: Principles and Processes* (pp. 13–37). New York: Routledge.
- Myles, F. (2007). Investigating learner language development with electronic longitudinal corpora: Theoretical and methodological issues. In L. Ortega & H. Byrnes (Eds.), *The Longitudinal study of Advanced L2 Capacities* (pp. 58–72). Hillsdale, N.J.: Lawrence Erlbaum.
- Rutherford, W., & Thomas, M. (2001). The Child Language Data Exchange System in research on second language acquisition. *Second Language Research*, 17(2), 195–212.
- Wei, L., & Moyer, M. (2008). *Blackwell Guide to Research Methods in Bilingualism and Multilingualism*. Malden, MA: Wiley-Blackwell.

Major journals:

- **Applied Linguistics** (Oxford University Press):
<http://applied.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

RECOMMENDED LINKS

Enlaces recomendados

- Teaching platform (SWAD): <https://swad.ugr.es> (all course contents, notifications and relevant info will be uploaded here).
- Corpora to be used in the course:
 - Child bilingual corpora: the CHILDES project: <https://childes.talkbank.org>
 - MacWhinney, B. (coord.) CHILDES (Child Language Data Exchange System).
 - Adult L2 corpora: <http://learnercorpora.com>
 - COREFL corpus: Lozano, C., Díaz-Negrillo, A., & Callies, M. (2019). Designing and compiling a learner corpus of written and spoken narratives: COREFL. In C. Bongartz & J. Torregrossa (Eds.), *What's in a Narrative? Variation in Story-Telling at the Interface between Language and Literacy*. Frankfurt: Peter Lang.



- CEDEL2 corpus:
 - 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.

EDUCATIONAL METHODS

Metodología docente

- 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

EVALUATION

Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments/procedure

- **Attendance**
 - Score based on: number of classes attended out of the total classes)
- Active in-class **participation**
 - Score based on: categories (does not participate / one-off or sporadic participation / some participation / regular active participation)
- **Take-home task** on the analysis of child bilingual language acquisition (further details to be provided in class)
 - Score based on:
 - the use of English
 - the analysis of child data provided
- In-class oral **presentations** on adult bilingual language acquisition (further details to be provided in class).
 - Score based on:
 - USE OF ENGLISH (pronunciation, grammar, technical vocabulary)



- KNOWLEDGE OF TOPIC/ EXEMPLIFICATION
- CRITICAL FLAIR/ORIGINALITY
- **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).
 - Score based on:
 - STRUCTURE, REFERENCING, BIBLIO, APPENDICES
 - LIT REVIEW (DEPTH, CRITICAL FLAIR)
 - RQs, HYPOTHESES, Ivs, DVs
 - METHOD, SAMPLE, TAGSET
 - DISCUSSION, CONCLUSION, IMPLICATIONS
 - RESULTS & STATISTICAL ANALYSIS
 - OVERALL LINGUISTIC ANALYSIS & ILLUSTRATION
 - ARGUMENTATION, NOVELTY

Evaluation Criteria

- Demonstration of an understanding of
 - the key factors and topics in bilingual language acquisition and their effects on the linguistic competence of both child and adult bilinguals
 - 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

Continuous Evaluation

- **Attendance** and active in-class **participation: 5%**
- **Take-home task** on the analysis of child bilingual language acquisition (further details to be provided in class): **20%**
- In-class **oral presentations** on adult bilingual language acquisition (further details to be provided in class): **15%**
- **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%**

ADDITIONAL INFORMATION

Información adicional

This course will be taught and assessed in English. ■



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