

## Language Acquisition: Bilingualism

Type of course: BA.AA.SW08  
 Time: Thursday 10-12 a.m. (10:15 - 11:45)  
 Venue: Carl-Zeiss-Str. 3, SR 384  
 Workload: 5 ECTS



### Course description

Looking beyond the typical patterns of child rearing in Western societies, one soon realises that many (if not most) children are actually exposed to more than one language from birth or in early childhood. Patterns of bi- and multilingual development afford unique insights into the cognitive foundations and processes of language acquisition. In this course, we will review central findings from research on bilingualism, spanning controversial issues such as language differentiation in bilingual newborns and infants, patterns of cross-linguistic influence, the role of the age of onset of bilingualism, the influence of environmental and affective variables on bilingual development, and possible effects of a multilingual upbringing on cognitive development more generally. Throughout the course, our major learning goal will be the familiarisation with original (psycho-)linguistic research and an understanding of the challenges for research that are posed by the peculiarities of bilingual settings.

### Requirements and marking system

- regular **attendance**, active **participation** and thorough weekly **preparation** (see below)
- term paper = **research portfolio** (approx. 10-12 pages, due on 21 July 2016)

In keeping with the *Modulkatalog*, the final mark for the course will be based on the term paper (= portfolio) only. However, all other requirements above will be a prerequisite for being eligible to write the term paper ('Vorleistungen').

### Weekly preparation

An essential part (and requirement) of the course is your in-depth preparation of each session at home. This usually comes in the form of **preparatory texts** and accompanying **homework**.

*A general note on your preparation:* Since a B.A. seminar is supposed to provide a chance to practise the in-depth reading, analysis and discussion of academic texts, the amount of time that you'll probably need to put into the weekly preparation of each session is not to be underestimated! Please remember that the course is worth 5 ECTS (which amounts to a sum total of 150 hours of work).

### The course management system

The course management system of our department, called **WORDWISE** ([www.wordwise.uni-jena.de](http://www.wordwise.uni-jena.de)), will be the online platform of this class. All class materials (including PPT presentations, in-class worksheets, follow-up handouts, references, etc.) will be made available there. In addition, important organisational information (e.g. announcements etc.) will also be distributed via WORDWISE (to your email address). Therefore, please make sure your email address on WORDWISE is valid and that you check it regularly!

## Course programme (preliminary!)

DATE	TOPIC AND OBLIGATORY LITERATURE	DETAILS AND GOALS
	<b>Foundations of language acquisition and bilingualism</b>	
1 07.04.16	<i>Introduction to the course: Aims and structure of the course. Introduction to language acquisition research.</i>	Basic issues and approaches in the study of language acquisition.
2 14.04.16	<i>Global overview of monolingual L1 acquisition.</i> <a href="#">Clancy 2014</a>	Working with observational data (CHILDES).
3 21.04.16	<i>Key concepts and issues in bilingualism.</i> <a href="#">Grosjean 2013</a>	Overview of conceptual distinctions and challenges.
	<b>Language differentiation and interaction in development</b>	
4 28.04.16	<i>Early perception: Discriminatory abilities of newborns and infants (I).</i> <a href="#">Byers-Heinlein et al. 2010</a>	Introduction to acquisition research: Methods for the study of neonate perception. Structure and layout of a professional journal article.
	05.05.16 <b>No class</b> (Ascension Day).	
5 12.05.16	<i>Continuation: Early perception and discriminatory abilities.</i> <a href="#">Werker 1989 (on monolinguals)</a>	Methods for the study of infants' perception and phonemic inventories; predictions and results for bilingual infants.
6 19.05.16	<i>Language production (I): Code mixing and a rebuttal of the uniform-system hypothesis.</i> <a href="#">Genesee 1989</a>	On symptoms, patterns and multiple causes of bilingual children's code-mixing. Understanding cause-effect relations and confounds.
7 26.05.16	<i>Language production (II): Transfer</i> <a href="#">Yip and Matthews 2000</a>	Autonomous versus interdependent development of grammatical systems.
8 02.06.16	<i>Language production (III): Input effects on cross-linguistic influence.</i> <a href="#">Paradis and Navarro 2003</a>	The interaction of transfer with skewed, non-native input patterns.
	<b>Individual differences and their causes</b>	
9 09.06.16	<i>The bilingual environment and lang. choice.</i> <a href="#">De Houwer 2007</a> , <a href="#">Tuominen 1999</a> , <a href="#">Shin 2002 (in groups)</a>	The effect of parental language input patterns, negotiation of the home language, and the influence of siblings and peers.
10 16.06.16	<i>Input effects on speed, accuracy and dominance relations in acquisition.</i> <a href="#">Hoff et al. 2012</a>	Empirical assessment of commonly held assumptions and beliefs about bilingual development.
11 23.06.16	<i>Age of onset: Simultaneous versus sequential bilingualism and its effects</i> <a href="#">Sebastián-Gallés et al. 2005 (excerpts)</a>	Age and language acquisition, the controversy around 'critical/sensitive periods'. Earliest age effects and their interaction with language dominance.
	<b>Wider perspectives</b>	
12 30.06.16	<i>Cognitive effects of bilingualism.</i> <a href="#">Bialystok 2009</a>	Effects of bilingual development on executive control, metalinguistic awareness, language fluency and other cognitive skills.
13 07.07.16	<i>Wrap-up and conclusion. Outlook on multilingualism in the classroom. Discussion of research portfolio tasks. Course evaluation.</i> <a href="#">Genesee and Nicoladis 2007</a> ; <a href="#">Hofer 2015: Ch.8</a>	Revise the course materials and bring any remaining questions that you may have.
21.07.16	<b>Research portfolio due</b>	

## Core bibliography

- Bialystok, Ellen (2009) Bilingualism: The good, the bad, and the indifferent. *Bilingualism: Language and Cognition* 12.1: 3–11
- Byers-Heinlein, Krista, Tracey C. Burns and Janet F. Werker (2010). The roots of bilingualism in newborns. *Psychological Science* 21.3: 343–348.
- Clancy, Patricia M. (2014). First language acquisition. In: *How Languages Work: An Introduction to Language and Linguistics*. Ed. Carol Genetti. Cambridge: Cambridge University Press. 318–350.
- De Houwer, Annick (2007). Parental language input patterns and children's bilingual use. *Applied Psycholinguistics* 28: 411–424.
- Genesee, Fred (1989). Early bilingual development: One language or two? *Journal of Child Language* 16: 161–179.
- Genesee, Fred and Elena Nicoladis (2007). Bilingual first acquisition. In: *Blackwell Handbook of Language Development*. Eds. Erika Hoff and Marilyn Shatz. Oxford: Wiley-Blackwell. 324–342.
- Grosjean, François (2013). Bilingualism: A short introduction. In: *The Psycholinguistics of Bilingualism*. Eds. François Grosjean and Ping Li. Oxford: Wiley-Blackwell. 1–25.
- Hofer, Barbara (2015). *On the Dynamics of Early Multilingualism*. Berlin, Boston: De Gruyter Mouton. [Ch.8]
- Hoff, Erika, Cynthia Core, Silvia Place, Rosario Rumiche, Melissa Señor and Marisol Parra (2012). Dual language exposure and early bilingual development. *Journal of Child Language* 39: 1–27.
- Paradis, Johanne and Samuel Navarro (2003). Subject realization and crosslinguistic interference in the bilingual acquisition of Spanish and English: What is the role of the input? *Journal of Child Language* 30: 371–393.
- Sebastián-Gallés, Núria, Sagrario Echeverría and Laura Bosch (2005). The influence of initial exposure on lexical representation: Comparing early and simultaneous bilinguals. *Journal of Memory and Language* 52: 240–255.
- Shin, Sarah J. (2002). Birth order and the language experience of bilingual children. *TESOL Quarterly* 36.1: 103–113.
- Tuominen, Anne (1999). Who decides the home language? A look at multilingual families. *International Journal of the Sociology of Language* 140.1: 749–778.
- Yip, Virginia and Stephen Matthews (2000). Syntactic transfer in a Cantonese-English bilingual child. *Bilingualism: Language and Cognition* 3.3: 193–208.
- Werker, Janet F. (1989). Becoming a native listener. *American Scientist* 77: 54–59.