Instructor: Dr. Alicia Pousada  [prof.alicia.pousada.a@gmail.com]; available Mon & Wed, 3:00-4:30 PM in Pedreira 4 or Fri, 1:30-4 PM, Pedreira 108; x2035, 2553]

Course Title: Studies in Bilingualism

Course Number: INGL 6466

Number of Credit Hours: 3

Prerequisites: Bachelor’s degree or authorization from instructor

Course Description: A multidisciplinary approach to the study of bilingualism. Class assignments and discussion revolve around topics dealing with the cognitive, psycholinguistic, neurolinguistic, social, psychological, social-psychological, and cultural perspectives on bilingualism. Special attention is given to the situation in Puerto Rico.

Course Objectives: At the end of the course, the students will be able to:

- define bilingualism from various perspectives
- identify the various disciplines involved in the study of bilingualism
- explain the problems inherent in the measurement of bilingualism and language dominance
- describe the developmental stages of bilingualism and the role of age in second language acquisition
- discuss the relationship between cognition and bilingualism
- analyze the social and psychological bases of bilingualism
- explain the neurological and psychological development of bilinguals
- critically assess theories regarding the relationship between language and culture and language and identity
- explain language contact phenomena like code switching, loanwords, interlanguage, speech accommodation, etc.
- consider the social consequences of individual vs. societal bilingualism
- explain the different types of bilingual education and the situation of bilingualism in Puerto Rico
- search for and access scholarly information regarding bilingualism online
- utilize resources made available in course website
- participate in online blog discussions
• contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
• make the necessary accommodations to include fellow students with special needs.

Course Outline (tentative and subject to change):

Note: all materials are available on the course website at: http://ingl6466.weebly.com/ [PW: 2016ingl6466] unless otherwise indicated. Should be printed out and brought to class each week.

CW = Course website  T = textbooks

1/22, 1/29  Introduction—introduction to course; describing and defining bilingualism, degree of bilingualism, context of bilingual acquisition, age of acquisition, domains of use, individual vs. societal bilingualism

Required readings:
• Chin & Wigglesworth, Unit A1: Describing bilingualism [pp. 3-18] & B1: Describing bilingualism extended [pp. 133-150] [T]
• Grosjean, Ch. 1 (Why are people bilingual?) [T]
• Handout on definitions of bilingualism [CW]
• Handout on bilingualism terms [CW]
• Skutnabb-Kangas table on bilingualism [CW]
• Video clip on importance of being bilingual [CW]
• Bibliography on bilingualism [CW]

2/5  Measuring bilingualism—types of bilinguals, assessing bilingual proficiency, defining language construct, types of tests, assessing circumstantial bilingual adults and children, assessing bilingual children for language impairment, self-assessment

Required readings:
• Grosjean, Ch. 2 (Describing bilinguals) [T]
• Interview with Francois Grosjean [CW]
**Bilingual acquisition**—bilingual first language acquisition, one system or two, parental strategies and sociolinguistic context

**Required readings:**
- Grosjean, Ch. 15 (Acquiring two languages) and Ch. 16 (Linguistic aspects of childhood bilingualism) [T]
- Romaine (1995) Different types of bilingual acquisition [CW]
- Handout on Gabriel's bilingual language acquisition 4;6--“Bear’s Busy Morning” [CW]
- Handout on Bernard Spolsky’s model of L2 acquisition [CW]
- Child bilingualism bibliography [CW]

**Supplementary reading:**

Grosjean, Ch. 7 (Having an accent in a language) [T]

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**Neurolinguistics of bilingual acquisition**—the bilingual brain, coordinate vs. compound bilinguals, mental lexicon, selective access, experimental studies, models of language production, critical period, role of memory, aphasia and patterns of recovery among bilinguals

**Required readings:**
- Video on brain mapping and functions [CW]
- Handouts on brain and language functions [CW]
- Welcome to brain mapping 101 [CW]
- Grosjean, Ch. 11 (Personality, thinking and dreaming, and emotions in bilinguals) [T]

**Supplementary reading:**
Grosjean, Ch. 14 (In and out of bilingualism) [T]

**Linguistic autobiography due 2/26**

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**Bilingualism and cognitive ability**—history of research supposed positive and negative effects of bilingualism on cognitive functioning in early childhood, bilingualism and intelligence, current views on effect of
bilingualism, Cummins’ Threshold hypothesis, Bialystok’s Analysis and Control hypothesis, Krashen’s Input Hypothesis

**Required readings:**
- Chin & Wigglesworth, Unit A4: Bilingualism and cognitive ability [pp. 53-70] & B4: Bilingualism and cognitive ability extended [pp. 188-200] [T]
- Grosjean, Ch. 4 (Language mode and language choice) and Ch. 18 (Effects of bilingualism on children) [T]
- Cummins’ Model of Cognitive Underlying Proficiency [CW]
- Krashen’s Input Hypothesis Model [CW]

**Topic for final paper due 3/11**

**3/11**

**Language attrition among bilingual individuals**—types of language attrition and language shift, second language loss in first language environment, first language loss in second language environment, older bilinguals

**Required readings:**
Chin & Wigglesworth, Unit A5—Language attrition in bilinguals [pp. 71-82] & B5—Language attrition in bilinguals extended [pp. 201-218] [T]

Grosjean, Ch. 8 (Languages across the lifespan) [T]

**3/18, 4/1**

**Language attitudes and bilingualism**—methodology of attitude studies, direct and indirect methods of measuring attitudes, language prestige, identity, self-report data, attitudes among teachers and healthcare professionals, reactions to code switching, impact of language policies on attitudes, Giles’ accommodation theory

**No class 3/25. Holy Week.**

**Take-home midterm exam distributed 4/1—due next class (4/8)**
(in hard copy and electronically)

**Required readings:**
- Chin & Wigglesworth, Unit A7—Attitudes and bilingualism [pp. 106-129] & B7—Attitudes and bilingualism extended [pp. 238-253] [T]
- Hamers & Blanc’s psychological dimensions of bilinguality [CW]
- Grosjean, Ch. 9 (Attitudes and feelings about bilingualism) [T]
4/8  

**Language contact phenomena**—lexical borrowing, cultural borrowing, core borrowings, integration of loanwords (phonological, morphological), effect on grammar, models of code-switching, creation of pidgins and creoles, code-switching in literature

**Required readings:**
- Grosjean, Ch. 5 (Code-switching and borrowing) [T]
- Handout on English loanwords in Puerto Rico [CW]
- Donald Winford on pidgins and creoles [CW]

**Take-home midterm exam collected**  

4/15

**Bilingual education**—different models of bilingual education, submersion vs. immersion, transitional vs. maintenance, two-way immersion, programs designed to revitalize indigenous languages, biliteracy, Cummins’ Interdependence hypothesis (CALP vs. BICS), learning different scripts

**Required readings:**
- Grosjean, Ch. 19 (Education and bilingualism) [T]
- Crawford. Ten common fallacies about bilingual education [CW]
- Cummins’ CALP/BICS model [CW]

**Supplementary readings:**
- Grosjean, Ch. 12 (Bilingual writers) [T]
- Grosjean, Ch. 17 (Family strategies and support) [T]

4/22  

**Societal bilingualism**—rise of nations and nationalism, language policies and language planning, status, corpus, and acquisition planning, language rights and endangered languages, types of bilingual education programs, spread of English globally, language planning and policy-making in Puerto Rico
Required readings:
- Handouts on diglossia [CW]

Supplementary readings:

4/29 Oral presentations on final research projects

5/6 Oral presentations on final research projects. (last class)

5/11 Final paper due (in electronic and print formats).

Teaching Strategies: Lectures, seminar discussions, oral presentations, online component through course website

Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

Resources and Equipment Required:

1. Textbooks:

2. Richardson Seminar Room and Lázaro Library for student research
3. Audiovisual equipment for audio and video materials
4. Internet connection for course website [http://ingl6466.weebly.com](http://ingl6466.weebly.com) and email and for participating in online discussions

**Methods of Evaluation:**

- Active participation in discussion of weekly required readings and thought questions in class or on website (20%)
- Linguistic autobiography (20%)
- Midterm take-home exam (20%)
- Final research paper (20%)
- Oral report on final research project (20%)
- Differentiated evaluation of students with special needs

**Grading System:** A, B, C, D, F

**Bibliography:** (partial--other bibliographies are available on course website)


