

## **SPANISH 083S. Life with two languages**

**Instructor: Giuli Dussias ([pdussias@psu.edu](mailto:pdussias@psu.edu))**

*Office Hours: By appointment: Send me an email to arrange a time.*

### Plan for the course

The structure of this course will follow that of a seminar. Each student will be responsible for doing all of the assigned readings and attending and participating actively in class discussion. There will be no examinations. There is no required text for the course. We will read journal articles and book chapters. Copies will be available electronically on ANGEL.

#### **1. Course objective and Honors Objectives:**

- To understand and discuss different definitions of bilingualism
- To explore and evaluate different methods of 'measuring' bilingualism
- To understand the basics of how bilinguals learn and use their languages in different situations
- To understand the effects of family background, societal and cultural norms concerning language, education and age on bilingualism
- To understand cognitive differences and similarities between bilinguals and monolinguals
- To understand how society can contribute to, or hinder, bilingualism
- To understand and discuss the debates concerning bilingual education both in the US and abroad
- To understand and discuss basic issues of language planning and language policy that can affect bilinguals and bilingualism

#### **By the end of this course, students should be able to:**

- create their own definition of bilingualism, and compare it to the definitions of bilingualism existing in the literature
- describe and illustrate several ways of measuring bilingualism in individuals and in a society, and describe and illustrate the issues or difficulties of each method
- describe and illustrate the basic issues and milestones of bilingual language development for children learning two (or more) languages simultaneously, children learning a second (or third) language after exposure to a first and adults acquiring a second (or third) language
- describe and illustrate how bilingual speakers use language (e.g., language choice, diglossia, code-switching)
- describe and illustrate the effects that being a bilingual may have on cognition
- describe and illustrate how cognitive development may influence language development
- describe and illustrate the effects of family, society and education on achieving and maintaining bilingualism, including the effects of poverty/hunger on language
- describe the different kinds of bilingual education in the US and other countries, including immersion education, heritage language and/or developmental language maintenance, dual language and transitional bilingual programs
- describe how bilingual education has been evaluated and some of the basic findings from current research concerning bilingual language education
- compare and contrast different political views on bilingualism and bilingual language education
- describe and illustrate factors from language policy and language planning that facilitate or hinder bilingualism within a society

### Assignments

You will be responsible for **5** things during the semester:

1. **Attendance, reading, and active class participation.**

I will expect you to read each of the assigned papers prior to the class meeting, attend class, participate actively, and cooperate in facilitating discussion.

## 2. Class presentations.

Each member of the class will be expected to give one class presentation during the semester in collaboration with another class member. As you will see in the schedule listed below, **all presentations will take place during Wednesday class meetings**. Presentations will include three components:

1. A report of the results of an empirical article related to the topic of the week.
2. Discussion questions to be distributed to class members on Monday for the Wednesday class based on the assigned readings.
3. An illustrative example of the phenomenon in question. This might include a brief video (no more than 15 minutes) or a web-based exercise to be distributed to the class by the time of the Monday class meeting. For some topics, there also may be some interesting case materials.

Each member of the group will be expected to present and participate equally. I will grade the presentations based on both individual and group contributions. I will distribute a sign-up sheet for groups and ask you to give me your 3 top choices. Each group should meet with me in advance of their presentation so that I can help you identify an article of interest and formulate a plan. I will also put together an e-mail list for the class to facilitate discussion and interaction outside of class meetings.

## 3. Papers.

You will be expected to write three short reaction papers over the course of the semester. These papers should be critiques, no more than 2-3 single-spaced pages, on articles designated as target articles (**T**) on the syllabus. You are free to choose from among the target articles with the only constraints being that the critiques are due at the beginning of the class at which the particular target articles are to be discussed.

Critiques should include:

1. A brief (no more than 1 page) summary of the article.
  2. An analysis of the strengths and shortcomings of the research, aspects of the theoretical interpretation that might be reconsidered and alternative accounts that you see as possible. Note that a critique is not meant to be negative only. You can comment on the strengths as well as the weaknesses of the paper. This is a hard analytic task! Note that most research articles report experiments that **could** have been done in alternative ways. The point of a critique is not simply to say that the authors could have done the research differently. It's only a valid critical comment if you can demonstrate **why** the particular issue you raise is an important consideration. In other words, you need to explain clearly the **implications** of your critical comments, not simply suggest that the authors should have included conditions x, y, or z.
4. **Lab write-ups (translation-recognition; masked priming; picture-word interference; visual world; moving window)**

Twice times during the semester (on September 15<sup>th</sup> and on October 27<sup>th</sup>), we will visit Penn State's the Center Language Science ([cls@psu.edu](mailto:cls@psu.edu)) Psycholinguistic Lab. There, you will be exposed to the tasks that are used to conduct research with bilingual speakers. After each lab visit, you will be required to write a 2-page summary of your impressions with the particular tasks. For example, what were you required to do as a participant? What strategies did you employ to perform the task? Why do you think the task is effective/ineffective? Was it interesting/boring/too long?

The lab is located in the basement of Thomas Building.

## Grading.

**Grades will be based on a total of 100 points broken down as follows:**

**Papers:** 3 reaction papers (each worth 15 points): 45 points

**Class Presentation:** 1 seminar presentation: 25 points

**Participation:** Regularly contributing to class discussions: 10 points

**Lab write-ups:** 2 write-ups summarizing your impressions of the different psycholinguistic methods used to collect data with bilingual speakers (each worth 10 points): 20 points

## Extra credit options.

**Attending talks:** This semester there will be a series of talks that are related to the topic of this class. I will alert you to these opportunities, understanding that because we don't have control over the scheduling, there may be some that individuals may not be able to attend. Hopefully, the times for talks will be distributed so that each person can attend at least a subset. You can earn up to 10 points of extra credit by attending 2 talks and writing a brief page-long description covering the main points made by the speaker. Each talk write up is worth 5 points of extra credit.

## Events planned for Freshman students.

Penn State has planned a number of activities especially for Freshman students. These are listed below. You are strongly encouraged to attend and to make the most out of your Penn State experience:

### **Liberal Arts Freshman Info Session: Advising in the College**

*September 21, 6 to 7:00 p.m.*

*121 Sparks*

Professional advising staff in the College of the Liberal Arts along with Mary Fleming, Director of Advising for the College, will lead an interactive program on advising related issues for freshman in the College of the Liberal Arts. They will cover how to get the most out of the advising relationship; curricular and co-curricular campus, college and departmental resources and how to access them; and important policies and procedures that students should be aware of before making decisions.

### **Get Connected \* Stay Connected**

Tuesday, September 28

9:00 a.m. - 1:00 p.m.

Bank of America Career Services Building

The purpose of this program is to support first year students' learning about the career planning process and be introduced to the Career Services staff and resources. The Career Services office has been unable to accommodate all of the requests from First-Year Seminar instructors to provide individual orientations for Career Services, so this event offers more students the opportunity to actually visit Career Services and get introduced to the resources provided there. Students can drop in at any time between 9:00 a.m. and 1 p.m.

They will have the opportunity to visit different stations throughout the building, each of which focuses on introducing some idea of career development and planning.

### **Liberal Arts Freshman Info Session: Internships and Career Resources (Attendance to this event if Mandatory)**

November 3, 6 to 7:30 p.m.

10 Sparks

Ashley Tarbet, Undergraduate Enrichment Coordinator for the College of the Liberal Arts; and Kristi Van Epps, Lead Counselor for Career Services, will lead a 90 minute interactive presentation for freshmen in the College of the Liberal Arts. They will discuss career and internship planning from a Liberal Arts perspective.

Items of discussion include Career Services resources (including career fairs, career counseling, mock interviewing, resumé reviewing and online resources) and internship resources available at the college and departmental levels. Any questions about the Liberal Arts Freshman Session should be directed to Ashley Tarbet at [aet143@psu.edu](mailto:aet143@psu.edu).

### **ACADEMIC INTEGRITY**

Students are reminded of their responsibility for maintaining academic integrity. Cheating on exams or plagiarism of assignments or papers from other students or from published sources may result in a grade of F for the course and may result in other penalties. An important part of scientific research is providing appropriate references to other work; failure to do so constitutes plagiarism. Much scientific writing involves summarizing the work of others, so it is important to recognize that unacknowledged quotation constitutes plagiarism even in such cases. Acknowledging the work of others requires that (a) quotations be clearly identified as such, and (b) specific references to authors (and for direct quotes, page numbers) be provided. All written work is expected to be in the student's own words. In the case of group projects, it remains the student's responsibility to ensure that the written product is his or her own work. Dishonesty in reporting results or unethical behavior in conducting research exercises will also be considered violations of academic integrity.

### **DISABILITY ACCESS STATEMENT**

The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

### Outline of Topics

The general plan for the seminar is to spend Tuesdays as a lecture/tutorial day, when I will present a general overview of the topic, and Thursdays as a discussion/presentation day when students will present papers and we will have a group discussion of the readings.

| Week | Topic  | Monday   | Wednesday (Reading in blue are designated for classroom presentations)   | Target articles  |
|------|--|--|--|--|
| 1    | Introduction   | August 23<br><br>Overview  | August 25<br><br>The study of Bilingualism<br><br>Romaine, S (1995). <i>Bilingualism</i> . Oxford: Blackwell. Chapter 1— Introduction to the study of bilingualism.  |  |
| 2    | Defining bilingualism  | August 30<br><br>Tutorial  | September 01<br><br>Bialystok, E. (2001). <i>Bilingual Development</i> . Cambridge: Cambridge University press-- Chapter 1—Faces of Bilingualism   |  |
| 3    | Research techniques used with bilingual children   | September 6<br><br><b>No classes</b>   | September 08<br><br>Tutorial: Techniques commonly used to collect data with bilingual babies   |  |
| 4    | Research techniques used with bilingual adults   | September 13<br><br>Techniques commonly used to collect data with bilingual adults   | September 15<br><br><b>Lab Visit- Please go directly to the basement of Thomas building</b>  |  |
| 5    | Language Acquisition: The biological basis for language: does it matter when language exposure occurs? | September 20<br><br>Tutorial: Critical period for learning<br><br>Johnson, J. S., & Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as a second language. <i>Cognitive Psychology</i> , 21, 60-99. | September 22<br><br>Evidence concerning critical periods for language development<br><br><a href="http://www.sciencedaily.com/releases/2002/01/020103074506.htm">http://www.sciencedaily.com/releases/2002/01/020103074506.htm</a><br><br>Newman, A., Bavelier, D., Corina, D., Jezzard P., & Neville H. (2002). A critical period for right hemisphere recruitment in American Sign Language Processing. <i>Nature Neuroscience</i> , 5, 76 – 80. | Cochran, B. P. McDonald, J. L., & Parault, S. J. (1999). Too smart for their own good: The disadvantage of a superior processing capacity for adult language learners. <i>Journal of Memory and Language</i> , 41, 30-58. <b>(T)</b> |

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| 6 | Language Acquisition:<br>Language differentiation in bilingual babies | September 27<br><br>Learning to discriminate between two languages:<br>Can babies tell two languages apart?<br><br><a href="http://www.sciencedaily.com/releases/2010/02/100216142330.htm">http://www.sciencedaily.com/releases/2010/02/100216142330.htm</a><br><br>Byers-Heinlein et al. The Roots of Bilingualism in Newborns. <i>Psychological Science</i> , 2010; DOI: <b><u>10.1177/0956797609360758</u></b>              | September 29<br><br>Cues babies use to tell two languages apart<br><br><a href="http://www.sciencedaily.com/releases/2007/05/070524145058.htm">http://www.sciencedaily.com/releases/2007/05/070524145058.htm</a><br><br>Weikum, W., Vouloumanos, A., Navarra, J., Soto-Faraco, S., Sebastián-Gallés, N., & Werker, J. F. (2007). Visual language discrimination in infancy. <i>Science</i> , 316 (5828), 1159. | Sebastián-Gallés, N. & Bosch, L. (2005). Phonology and Bilingualism. In J. F. Kroll & A. M. B. de Groot (Eds), <i>Handbook of Bilingualism</i> (pp. 68-87). Oxford: Oxford University Press. <b>(T)</b> |
| 7 | Language Acquisition:<br>Word learning in babies and young children   | October 04<br><br>Do bilingual and monolingual babies learn words in the same way?<br><br><a href="http://www.sciencedaily.com/releases/2007/09/070928092050.htm">http://www.sciencedaily.com/releases/2007/09/070928092050.htm</a><br><br>Fennell, C.T., Byers-Heinlein, K., and Werker, J.F. (2007). Using Speech Sounds to Guide Word Learning: The Case of Bilingual Infants, <i>Child Development</i> , Vol. 78, Issue 5. | October 06<br><br>Are bilingual children slower at learning new words?<br><br><a href="http://www.sciencedaily.com/releases/2007/04/070426110153.htm">http://www.sciencedaily.com/releases/2007/04/070426110153.htm</a><br><br>Silverman, R. (2007.) Vocabulary development of English-language and English-only learners in kindergarten. <i>Elementary School Journal</i> , 107(4), 365-383.                 |   |
| 8 | Language Processing:<br>Word learning in young and older adults       | October 11<br><br>Do bilingual and unilingual children recall words at the same rate?<br><br><a href="http://www.sciencedaily.com/releases/2009/09/090916133523.htm">http://www.sciencedaily.com/releases/2009/09/090916133523.htm</a><br><br>Yan, S. & Nicoladis, E. (2009). Finding le mot juste: Differences  | October 13<br><br>How are words connected in the bilingual brain?<br><br>Potter, M. C. So, K. F., von Eckardt, B. & Feldman, L. B. (1984). Lexical and conceptual representations in beginning and more proficient bilinguals. <i>Journal of Verbal Learning and Verbal Behavior</i> , 23, 23-30   | Kroll, J. F. & Stewart, E. (1994). Category interference in translation and picture naming: Evidence for asymmetric connections   |

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|    |  | between bilingual and monolingual children's lexical access in comprehension and production. <i>Bilingualism: Language and Cognition</i> , 12, 323-335.  |  | between bilingual memory representations. <i>Journal of Memory and Language</i> , 33, 149-174. (T)   |
|    |  |  |  | Preston, M. & Lambert, W. (1969). Interlingual interference in a bilingual version of the stroop color-word task. <i>Journal of Verbal learning and Verbal behavior</i> , 8, 295-301. (T)              |
| 9  | Language processing:<br>When two languages talk to one another | October 18<br>Can bilinguals turn off one of their languages?<br>Words.<br><br><a href="http://www.sciencedaily.com/releases/2009/08/090818130435.htm">http://www.sciencedaily.com/releases/2009/08/090818130435.htm</a><br><br>Schwartz, A. I., & Kroll, J. F. (2006). Bilingual lexical activation in sentence context. <i>Journal of Memory and Language</i> , 55, 197-212. | October 20<br>Can bilinguals turn off one of their languages?<br>Sentences.  | Dussias, P.E. (2003). Syntactic ambiguity resolution in L2 learners: Some effects of bilinguality on L1 and L2 processing strategies. <i>Studies in Second Language Acquisition</i> , 25, 529-557. (T) |
| 10 | The language processing consequences of bilingualism           | October 25<br>Do bilinguals retrieve their first language when reading their second?<br><br><a href="http://www.sciencedaily.com/releases/2010/06/100601171848.htm">http://www.sciencedaily.com/releases/2010/06/100601171848.htm</a>  | October 27<br>Can learning a second language make you forget your first language?<br><br><a href="http://www.sciencedaily.com/releases/2007/01/070118094015.htm">http://www.sciencedaily.com/releases/2007/01/070118094015.htm</a> |  |

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|    |  | Y. J. Wu, G. Thierry. Chinese-English Bilinguals Reading English Hear Chinese. <i>Journal of Neuroscience</i> , 2010; 30 (22): 7646 DOI: <a href="https://doi.org/10.1523/JNEUROSCI.1602-10.2010">10.1523/JNEUROSCI.1602-10.2010</a>  | Linck, J, Kroll, J.F. & Sunderman, G. (2009). Losing access to the native language while immersed in a second language: Evidence for the role of inhibition in second language learning. <i>Psychological Science</i> .  | Levy, B., McVeigh, N., Marful, A., & Anderson. M. (2007). Inhibiting Your Native Language: The Role of Retrieval-Induced Forgetting During Second-Language Acquisition. <i>Psychological Science</i> , 18, 29-34 (T) |
| 11 | The cognitive consequences of bilingualism | November 01<br><br><a href="http://www.sciencedaily.com/releases/2004/06/040614075336.htm">http://www.sciencedaily.com/releases/2004/06/040614075336.htm</a><br><br><a href="http://www.sciencedaily.com/releases/2007/01/070111133129.htm">http://www.sciencedaily.com/releases/2007/01/070111133129.htm</a><br><br>Bialystok, E., Viswanathan, M., Craik, F., Klein, R. (2004). Bilingualism, Aging, and Cognitive Control: Evidence From the Simon Task, <i>Psychology and Aging</i> , Vol. 19, No. 2. | November 03<br><br><a href="http://www.sciencedaily.com/releases/2009/05/090519172157.htm">http://www.sciencedaily.com/releases/2009/05/090519172157.htm</a><br><br>Kaushanskaya, M., Marian, V. (2009). The bilingual advantage in novel word learning. <i>Psychonomic Bulletin &amp; Review</i> , 16, 705-710 doi:10.3758/PBR.16.4.705   |  |
| 12 | The cognitive consequences of bilingualism | November 08<br><br>Are there any disadvantages to being bilingual?<br><br>Gollan, T.H., Montoya, R.I., Cera, C.M., & Sandoval, T.C., (2008). More use almost always means smaller a frequency effect: Aging, bilingualism, and the weaker links hypothesis. <i>Journal of Memory and Language</i> , 58, 787-814.  | November 10<br><br>Why are some people better language learners than others?<br><br><a href="http://www.sciencedaily.com/releases/2008/10/081023101345.htm">http://www.sciencedaily.com/releases/2008/10/081023101345.htm</a><br><br>Diaz, B., Baus. C., Esceras, C., Costa, A., Sebastian-Galles, N. (2008). Brain potentials to native phoneme discrimination reveal the origin of individual differences in learning the sounds of a second language. <i>Proceedings of the National Academy of Sciences</i> , 105 (42): 16083 DOI: <a href="https://doi.org/10.1073/pnas.0805022105">10.1073/pnas.0805022105</a> |  |



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| 13 | Bilingualism and thought | <p>November 15</p> <p>Are you a different person when you speak a different language?</p> <p><a href="http://www.sciencedaily.com/releases/2008/06/080625140632.htm">http://www.sciencedaily.com/releases/2008/06/080625140632.htm</a></p> <p>Luna, D., Ringberg, T., &amp; Peracchio, L. (2008). One Individual, Two Identities, <i>Journal of Consumer Research</i>, 35.</p> | <p>November 17</p> <p>Pavlenko, A. &amp; Malt, B.C. (2010). Kitchen Russian: Cross-linguistic differences and first-language object naming by Russian-English bilinguals. <i>Bilingualism: Language and Cognition</i>. doi:10.1017/S136672891000026X</p> |  |
| 14 |                          | <p>November 22</p> <p>Thanksgiving break—No Classes</p>  | <p>November 24</p> <p>Thanksgiving break—No Classes</p>  |  |
| 15 | Bilingual Aphasia        | <p>November 29</p> <p>Tutorial on language disorders</p>   | <p>December 01</p> <p>Paradis, M. (1977) Bilingualism and Aphasia. In H. Whitaker and H.A. Whitaker (Eds.), <i>Studies in Neurolinguistics</i>, vol.3, New York: Academic Press. 65-121.</p>   |  |
| 16 |                          | <p>December 06</p> <p><b>Lab Visit- Please go directly to the basement of Thomas building</b></p>  | <p>December 08</p> <p>Review</p>   |  |