

Department of Languages and Linguistics
The University of Texas at El Paso

LING 5388 – Bilingualism (#14454), Fall 2022

Bilingualism has been and is nearer to the normal situation than most people are willing to believe.

–Lewis (1976)

Instructor: Annie Tremblay (she, her, hers)	Schedule: M 3:00-5:50 pm
Office: Liberal Arts 113	Room: Undergraduate Learning Center 208
Email: actremblay@utep.edu	Office Hours: T 11am-12pm, W 2-3pm, Th 3-4pm

Course Information: What this class is about and what we will do

Course Description

This course provides an introduction to psycholinguistic research on bilingualism. It discusses various linguistic levels of language use in bilinguals (sound, word, sentence). It covers a wide range of bilingual populations, including sequential bilinguals, simultaneous bilinguals, and bimodal bilinguals. It discusses the biographical, linguistic, and cognitive factors that influence language use and language attainment in bilinguals, including age of acquisition, exposure to and use of each language, proficiency in each language, language aptitude, and language dominance. The course also provides an overview of psycholinguistic research on language selection, and it discusses whether bilingualism has any cognitive advantages. The required readings comprise introductory book chapters and a few mainstream journal articles. Assessment is primarily project-based and secondarily participation-based.

Course Objectives

By the end of this course, students will be able to:

- Discuss the biographical, linguistic, and cognitive factors that affect language use and language attainment in bilinguals.
- Understand, synthesize, evaluate, and present journal articles that report experimental studies on bilingualism.
- Collect and provide basic analyses of language background and language use data from bilinguals.
- Formulate research questions and hypotheses and identify a type of experiment for a proposed study that would provide a follow-up to existing research on bilingualism.

Learning Modules

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials (readings, discussion boards, slides, assignment submissions) are in one area for a given week.

Required Materials

Required readings (all available on Blackboard)

- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition*, 30, 481–509.
- Antoniou, M. (2018). Speech perception. In F. Grosjean & K. Byers-Heinlein (Eds.), *The listening bilingual: Speech perception, comprehension, and bilingualism* (pp. 43–64). Hoboken, NJ: John Wiley & Sons.
- Birdsong, D. (2018). Plasticity, variability and age in second language acquisition and bilingualism. *Frontiers in Psychology*, 9, 81.
- Birdsong, D., & Vanhove, J. (2016). Age of second language acquisition: Critical periods and social concerns. In E. Nicoladis & S. Montanari (Eds.), *Bilingualism across the lifespan: Factors moderating language proficiency* (pp. 163–181). Washington, DC: American Psychological Association.
- Emmorey, K., Giezen, M. R., & Gollan, T. H. (2016). Psycholinguistic, cognitive, and neural implications of bimodal bilingualism. *Bilingualism: Language and Cognition*, 19, 223–242.
- Genesee, F. (2016). Shifting perspectives on bilingualism. In E. Nicoladis & S. Montanari (Eds.), *Bilingualism across the lifespan: Factors moderating language proficiency* (pp. 9–19). Washington, DC: American Psychological Association.
- Gertken, L. M., Amengual, M., & Birdsong, D. (2018). Assessing language dominance with the Bilingual Language Profile. In P. Leclercq, A. Edmonds, & H. Hilton (Eds.), *Measuring L2 proficiency: Perspectives from SLA* (pp. 208–225). Tonawanda, NY: Multilingual Matters.
- Grosjean, F. (2018). Spoken word recognition. In F. Grosjean & K. Byers-Heinlein (Eds.), *The listening bilingual: Speech perception, comprehension, and bilingualism* (pp. 65–85). Hoboken, NJ: John Wiley & Sons.
- Hernández, A. E., Fernández, E. M., & Aznar-besé, N. (2018). Bilingual sentence processing. In S.-A. Rueschemeyer & M. G. Gaskell (Eds.), *The Oxford handbook of psycholinguistics* (pp. 217–238). Oxford: Oxford University Press.
- Hulstijn, J. (2012). The construct of language proficiency in the study of bilingualism from a cognitive perspective. *Bilingualism: Language and Cognition*, 15, 422–433.
- Marian, V. (2018). Bilingual research methods. In J. Altarriba & R. R. Heredia (Eds.), *An introduction to bilingualism: Principles and processes* (pp. 12–36). New York: Routledge.
- Montrul, S., & Polinsky, M. (2019). Introduction to heritage language development. In M. Schmid & B. Köpcke (Eds.), *The Oxford handbook of language attrition* (pp. 418–433). Oxford: Oxford University Press.
- Nicoladis, E., & Smithson, L. (2018). Bilingual linguistic and cognitive development. In J. Altarriba & R. R. Heredia (Eds.), *An introduction to bilingualism: Principles and processes* (pp. 225–242). New York: Routledge.
- Schwartz, A. I., & Kroll, J. (2006). Language processing in bilingual speakers. In M. J. Traxler & M. A. Gernsbacher (Eds.), *Handbook of Psycholinguistics* (pp. 967–999). London: Elsevier.
- Valian, V. (2015). Bilingualism and cognition. *Bilingualism: Language and Cognition*, 18, 3–24.
- Van Hell, J. (in press). Code-switching. In A. Godfroid and H. Hopp (Eds.), *Routledge handbook of second language acquisition and psycholinguistics*. Routledge

Readings for student presentations (optional other than for the reading selected for the presentation; all available on Blackboard)

- Flege, J. E., Yeni-Komshian, G. H., & Liu, C. (1999). Age constraints on second language acquisition. *Journal of Memory and Language, 41*, 78–104.
- Goetz, P. J. (2003). The effects of bilingualism on theory of mind development. *Bilingualism: Language and Cognition, 6*, 1–15.
- Gollan, T. H., & Ferreira, V. S. (2009). Should I stay or should I switch? A cost-benefit analysis of voluntary language switching in young and aging bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 35*, 640–665.
- Hartsuiker, R. J., Pickering, M. J., & Veltkamp, E. (2004). Is syntax separate or shared between languages? *Psychological Science, 15*, 409–414.
- Marian, V., & Spivey, M. (2003). Competing activation in bilingual language processing: Within- and between-language competition. *Bilingualism: Language and Cognition, 6*, 97–115.
- McDonald, J. (2006). Beyond the critical period: Processing-based explanations for poor grammaticality judgment performance by late second language learners. *Journal of Memory and Language, 55*, 381–401.
- Montrul, S., Davidson, J., de la Fuente, I., & Foote, R. (2014). Early language experience facilitates gender agreement processing in Spanish heritage speakers. *Bilingualism: Language and Cognition, 17*, 118–138.
- Nicoladis, E., Song, J., & Marentette, P. (2012). Do young bilinguals acquire past tense morphology like monolinguals, only later? Evidence from French–English and Chinese–English bilinguals. *Applied Psycholinguistics, 33*, 457–479.
- Pallier, C., Colomé, A., & Sebastián-Gallés, N. (2001). The influence of native-language phonology on lexical access: Exemplar-based vs. abstract lexical entries. *Psychological Science, 12*, 445–449.

Access to the course website on Blackboard

Course Assignments

Assessment for this course is primarily project-based and secondarily participation-based:

- **Projects (75%):** Students will complete two individual data collection projects and one group research project. Students will also present one experimental research article in class. Projects will be assessed with rubrics.
- **Participation (25%):** Students will answer weekly discussion questions about the readings in online discussion boards and be active participants in class discussions. Students will also complete the UTEP IRB training (through the CITI program)—if not already done. Participation-based assignments will receive full credit upon adequate completion.

Data collection 1 (20%)

Students will be asked to collect, analyze, synthesize, and present self-reported biographical and experiential data from 3 bilinguals using Marian, Blumenfeld, and Kaushanskaya's (2007) Language Experience and Proficiency Questionnaire (LEAP) and Birdsong, Gertken, and

Amengual's (2012) Bilingual Language Profile (BLP). The project comprises five parts: (i) the creation of a written consent form that follows the IRB requirements from UTEP and the selection of questionnaires in the languages spoken by the bilinguals to be recruited (the LEAP and the BLP are available in several languages); (ii) the recruitment and administration of the documents with 3 bilinguals; (iii) the analysis of information elicited from the bilinguals using the provided analysis worksheet template; (iv) the writing of a 2-page report that synthesizes the biographical and experiential information obtained from the bilinguals and that evaluates the questionnaires used; (v) the presentation of the information provided in (iv) to the rest of the class.

Data collection 2 (20%)

Students will be asked to collect, analyze, synthesize, and present experimental data from 3 bilinguals using an existing English experiment and English proficiency test. The project comprises five parts: (i) the creation of a written consent form that follows the IRB requirements from UTEP and the selection of either the LEAP or the BLP in the languages spoken by the bilinguals to be recruited; (ii) the recruitment and administration of the documents, experiment, and proficiency test with 3 bilinguals; (iii) the analysis of the information elicited from the bilinguals using the provided analysis worksheet template; (iv) the writing of a 3-page report that synthesizes the biographical and experiential information obtained from the bilinguals, that presents the descriptive results obtained from the experiment and proficiency test, and that provides some conclusion about the participants' performance on the experiment; (v) the presentation of the information provided in (iv) to the rest of the class.

Group research project (25%)

Students will work together in groups of 2-3 students on a research project that comprises five parts: (i) the selection of 3 experimental studies on a research topic covered in class throughout the semester (IMPORTANT: the studies cannot be those listed in the syllabus and must be approved by the instructor before proceeding to the next step); (ii) the individual reading and annotation of the 3 research articles; (iii) in-class group discussion of the 3 articles with the goal of formulating at least one research question and at least two hypotheses that would be answered and tested (respectively) in a follow-up study, and with the goal of identifying a population of bilinguals and a type of experiment that would be used in the follow-up study; (iv) individual writing of a 5-to-7 page paper that briefly summarizes the findings of the 3 selected studies and that proposes a follow-up study (research question, hypotheses, population of bilinguals and type of experiment used to answer the research question and test the hypotheses); and (v) group presentation of the research project in class.

Presentation of a research article (10%)

Students will select and present one research article to the rest of the class. The articles that can be selected for a presentation are those listed for student presentations in the syllabus. The articles must be presented at the time they are specified in the course schedule. Students must use a visual aid such as PowerPoint to present the article. These presentations are intended as prompts for class discussion, so the instructor may interrupt the presentation to ask students questions about the article (this in no way reflects on the student presentation).

Discussion boards (10%)

Before 10 different classes, students will answer a discussion prompt that relates to that week's required reading(s). To receive credit for this assignment (1% per discussion board), students' answers must be posted on the discussion board **by SUNDAY, 11:59 pm** for the class taking place the next day (earlier is better). Students are also encouraged to respond to other students' posts when or after writing their own. The instructor will read all the posts before class and incorporate them in class discussions. Students will receive full credit if they answer the discussion prompt *before* the due day and time, AND if the post shows careful consideration of the discussion prompt.

Attendance and participation (10%)

Attendance in the course is determined by students showing up to class. Participation is determined by students engaging in discussion with peers and with the instructor in class. Students will receive full attendance credit if they do not have more than one unexcused absence, and they will receive full participation credit if they make at least one oral contribution to class (it can be to the whole class or to group discussions).

UTEP IRB training (5%)

Because this course focuses heavily on research, one course assignment is for students to complete the UTEP-mandated IRB training for researchers (CITI Program). If students have already completed the training for another class or for research and if their certificate is valid, they can submit that to fulfill this requirement.

Extra Credit (2%)

Students can earn 2% in extra credit by participating in 4 credits of Sona experiments. There are researchers at UTEP who conduct experiments on different aspects of language and psychology. By completing 4 credits of Sona experiments, you will earn 2% in extra credit.

Grading

Grades will be assigned as follows:

- >89.45% = A
- 79.45-89.44% = B
- 69.45-79.44% = C
- 59.45-69.44% = D
- <59.45% = F

IMPORTANT: There will be no rounding up of grades. The instructor will not respond to emails that ask for adding or rounding points to the final grade, nor will she grant the opportunity for extra assignment for extra credit outside the options outlined in the syllabus.

Technology Requirements

Course content is delivered in class and via the Internet through the Blackboard learning management system. Students should ensure that their UTEP e-mail account is working and that they have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Students will need to have access to a computer, ideally a personal laptop. They will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Students should check that their computer hardware and software are up-to-date and able to access all parts of the course.

If students do not have a word-processing software, they can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If students encounter technical difficulties beyond their scope of troubleshooting, they should contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact the instructor for this type of assistance. The Help Desk is much better equipped than the instructor is to assist you!

Course Communication: How we will stay in contact with each other
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Students should not hesitate to speak with the instructor for questions about or discussion of any issue or topic related to class. Here are communication channels that can be used outside of class time:

- **Office Hours:** The instructor will hold in-person and virtual office hours for student questions and comments about the course. The instructor's virtual office hours can be accessed using the Zoom link <https://utep-edu.zoom.us/j/2211588726>. Office hours will be held during the following times:
 - Tuesday: 11 am–12 pm
 - Wednesday 2–3 pm
 - Thursday 3–4 pm

If these times do not work with students' schedules, they should contact the instructor to make an appointment at a different time.

- **Email:** UTEP e-mail is the best way to contact the instructor. Every attempt will be made to respond to students' email within 24-48 hours of receipt. When e-mailing the instructor, be sure to email from your UTEP student account, and please put the course number in the subject line. Always begin your email with a greeting (e.g., "Dear Prof. Tremblay") and always end it with a salutation (e.g., "Best regards,"). In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging: It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What you need to do to be successful in the course
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Attendance and Participation

Students' participation in the course is important not only for student learning and success but also to create a community of learners. Students who anticipate being absent from class should talk to the instructor. Absences hurt learning, whether or not the absence is excused, but having more than one unexcused absence will also hurt students' attendance and participation grade.

Late Assignment Policy

All assignments will lose 20% of their total grade (i.e., 0.4 of 2% and 0.8 of 4%) for EACH day that they are late, except in cases of documented serious emergency or with advance approval of the instructor. Oral presentations must be made on the day they are scheduled and cannot be made up, except in cases of documented serious emergency or with advance approval of the instructor.

Technology Policy

Students should not use cell phones in class other than to receive emergency phone calls or phone calls about someone in their care. Students can use a laptop to take notes, but since slides will be made available after each class, there is no need to write down everything on the slides; instead, notes should focus on what is *not* on the slides (e.g., oral explanations of bullet points on the

slides). Checking email, texting, and so forth, is distracting for students and for others. If students believe their situation warrants an exception to this policy, they should talk individually to the instructor.

Alternative Means of Submitting Work in Case of Technical Difficulties

It is strongly recommended that students submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. It is also recommended that students save all their work (answers to discussion questions, papers, etc.) in a separate Word document as a back-up. This back-up will serve as evidence that they completed the work, and students will not lose credit. If students are experiencing difficulties submitting their work through the course website, they should contact the UTEP Help Desk. Students can email me their back-up document as a last resort.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Students should talk to the instructor immediately if they believe an incomplete is warranted. If granted, a contract of work to be completed with deadlines will be established.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must

be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism Detecting Software

Some of students' coursework may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources and improve your paraphrases.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance
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UTEP provides a variety of student services and support.

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Course Schedule: What we will cover when

Week	Date	Topic	Reading	Assignment (to be done before class)
1	Aug. 22	Introduction to Bilingualism Research	<ul style="list-style-type: none"> ▪ Genesee (2016) ▪ Marian (2018) 	<ul style="list-style-type: none"> ▪ <i>IRB training certificate assigned</i> ▪ <i>Data collection 1: Project assigned</i>
2	Aug. 29	Age of Acquisition and Language Attainment	<ul style="list-style-type: none"> ▪ Birdsong & Vanhove (2016) ▪ <u>Student presentation (Elyana):</u> Flege, Yeni-Komshian, & Liu (1999) 	<ul style="list-style-type: none"> ▪ IRB training certificate ▪ Discussion Board 1 ▪ <i>Group research: Project assigned</i>
3	Sept. 5	No class (Labor Day)		
4	Sept. 12	Processing Ability and Language Attainment	<ul style="list-style-type: none"> ▪ Birdsong (2018) ▪ <u>Student presentation (Ashley):</u> McDonald (2006) 	<ul style="list-style-type: none"> ▪ Discussion Board 2 ▪ Article selection for group research
5	Sept. 19	Language Aptitude and Language Attainment	<ul style="list-style-type: none"> ▪ Abrahamsson & Hyltenstam (2008) 	<ul style="list-style-type: none"> ▪ Data collection 1: Oral presentation
6	Sept. 26	Speech Perception and Spoken Word Recognition	<ul style="list-style-type: none"> ▪ Antoniou (2018) ▪ Grosjean (2018) ▪ <u>Student presentation (Rebeca):</u> Pallier, Colomé, & Sebastián-Gallés (2001) 	<ul style="list-style-type: none"> ▪ Data collection 1: Online submission of report ▪ Discussion Board 3
7	Oct. 3	Sentence Processing	<ul style="list-style-type: none"> ▪ Hernández, Fernández, & Aznar-besé (2018) ▪ <u>Student presentation (Christus):</u> Hartsuiker, Pickering, & Veltkamp (2004) 	<ul style="list-style-type: none"> ▪ Discussion Board 4
8	Oct. 10	Language Proficiency and Language Dominance	<ul style="list-style-type: none"> ▪ Hulstijn (2012) ▪ Gertken, Amengual, & Birdsong (2014) 	<ul style="list-style-type: none"> ▪ Discussion Board 5 ▪ <i>Data collection 2: Project assigned</i> ▪ Articles for group research must have been read (in-class group discussion)
9	Oct. 17	Child Bilingualism	<ul style="list-style-type: none"> ▪ Nicoladis & Smithson (2018) ▪ <u>Student presentation (Perla):</u> Nicoladis, Song, & Marentette (2012) 	<ul style="list-style-type: none"> ▪ Discussion Board 6
10	Oct. 24	Heritage Language Bilingualism	<ul style="list-style-type: none"> ▪ Montrul & Polinsky (2019) ▪ <u>Student presentation (Monika):</u> Montrul, Davidson, de la Fuente, & Foote (2014) 	<ul style="list-style-type: none"> ▪ Discussion Board 7
11	Oct. 31	Bimodal Bilingualism	<ul style="list-style-type: none"> ▪ Emmorey, Giezen, & Gollan (2016) 	<ul style="list-style-type: none"> ▪ Data collection 2: Oral presentation

Week	Date	Topic	Reading	Assignment (to be done <i>before class</i>)
12	Nov. 7	Language Selection	<ul style="list-style-type: none"> ▪ Schwartz & Kroll (2006) ▪ <u>Student presentation</u>: Marian & Spivey (2003) 	<ul style="list-style-type: none"> ▪ Data collection 2: ▪ Online submission of report ▪ Discussion Board 8
13	Nov. 14	Code Switching	<ul style="list-style-type: none"> ▪ Van Hell (in press) ▪ <u>Student presentation (Natalia)</u>: Gollan & Ferreira (2009) 	<ul style="list-style-type: none"> ▪ Discussion Board 9
14	Nov. 21	Cognitive Advantages of Bilingualism	<ul style="list-style-type: none"> ▪ Valian (2015) ▪ <u>Student presentation (Roberto)</u>: Goetz (2003) 	<ul style="list-style-type: none"> ▪ Discussion Board 10
15	Nov. 28	Course Wrap-Up		<ul style="list-style-type: none"> ▪ Group research project: Oral presentation

Individual paper for group research project due
by **11:59 pm on Monday, December 5th**