

HONOURS SEMINAR: BEING BILINGUAL

Winter 2016

PSYCH 453

Time: TUES 9:30-11:20

Location: HH 334

INSTRUCTOR

Dr. Katherine White

Office: PAS 4014

Email: white@uwaterloo.ca

Office Hours: By appointment

COURSE DESCRIPTION

Learning even a single language is a monumental task. Yet, while most research on how people acquire and use language focuses on monolinguals, the majority of the world's population speaks (or signs) more than one language. In this seminar, we will explore the complexities of multilingualism. Some of the questions we will ask include: In what ways does the developmental course of bilingual acquisition differ from or parallel the acquisition of a single language? How separate or interdependent are a bilingual's two languages? How does the brain process and handle multiple languages? And finally, does learning more than one language have effects outside of the language system itself, affecting other aspects of our cognition?

READINGS

There is no official textbook for this course. Readings listed on the syllabus will be made available through the course website. Announcements will be posted to LEARN or communicated over email. Please check both LEARN and UW email regularly.

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.

COURSE REQUIREMENTS

Participation (20% of your grade): As this is an honours seminar, it will not be sufficient for you to listen passively in class. Rather, you are expected to actively engage in class discussions. In order to be an informed participant in class, you will need to do the readings each week. Your participation grade will be determined by your preparedness (i.e., bringing in the articles being discussed, ability to answer

questions posed by presenter, instructor, or other students), asking questions, and providing comments during the presentation.

Because it is difficult for everyone to participate in class regularly (we may run out of time, you may not feel comfortable talking on a particular day, or you may be absent*), it will be possible to boost your participation grade by submitting a maximum of 4 paper responses during the semester. The due date for a paper response is one week from the date of the topic you are responding to. By completing this assignment, you will earn participation points for that week. You may write about any aspect of one or both of the articles for that week. Your paper response should be approximately 1 page (double-spaced). You may find it helpful to structure your critical response by answering one or two of the following questions:

1. What is the problem or issue being addressed?
2. Do you feel the data support the claims made by the authors?
3. Given the research question, did the investigators employ the best approach?
5. What are the short-term and/or long-term implications of the results?
6. Do you think the authors have any biases or assumptions that have affected their methodology or framing of the problem? Or their interpretation of the results?
7. Do you feel that anything has been missed by the paper(s) or that there is an alternative explanation for the results?

*Note: if you are absent, to be able to apply a response paper to your participation grade, you must have notified the instructor of your absence in advance, and present a medical note within 48 hours of the missed class.

Weekly questions (10% of your grade): Each week, you should submit three questions about the readings to the instructor. The questions for each week should be submitted by **9pm on Monday**. These questions will help get you thinking and serve as a foundation for you to comment during class.

Discussion leader (25% of your grade): During the first week of the semester, you will look over the syllabus topics and reading list and submit your top 3 preferences to the instructor. During class on January 12th, we will assign topics to each student. You will serve as a discussion leader for that class and will present one of the assigned articles. You should aim to make your presentation approximately 30 minutes long. Two/three students will present per week, depending on enrollment. The discussion leaders do not need to submit weekly questions for that week. In doing your presentation, you should make sure to cover the following areas:

1. Background: what question was addressed and what other research on this topic is necessary to understand it?
2. Method: what general and specific methods were used?
3. Results: what was found?
4. Conclusion: what was the main conclusion and what logic and/or assumptions were used to reach that conclusion? Was the conclusion convincing?
5. News: what was new or important about the findings?
6. Implications: what are the broader implications of this article?
7. What do you think of the paper? What's good about it? What's bad about it?
8. What are some remaining questions about this topic?

Critical review (20% of your grade): You will do a critical review of the article you present (details will be provided in a separate file). If, at least one week before your class presentation, you determine that it will be difficult to write a review of your article, you may find a related article to review instead. *This article must be approved by the instructor.* Your first draft will be worth 10% and should be submitted electronically to the instructor on the day of your class presentation (PRIOR to class). Your review should be 2-3 pages long (double-spaced). Your review will be returned the following week with comments from the instructor. Within one week of receiving the comments, you will rewrite your review. Your revised version will be worth another 10%. Your revised version will be assessed based on how thoroughly you addressed the comments. Please include a separate document explaining how you responded to the comments.

Final write-up (25% of your grade): Choose one of the topics that we talked about and conduct a brief literature review on this topic, highlighting an open question that you think deserves more attention. You should then propose an experiment (or variation on a previously discussed experiment) to address this question. You will need to consider which methods might be appropriate, how to design the experiment, and what the possible outcomes might be based on the literature review you have conducted. The write-up should be approximately 6-8 pages, and will be due one week after the last day of classes.

Assignments

Late assignments will not be accepted, except in the case of personal illness or family emergency (see below). Written assignments should be typed.

Grading Summary

Participation: 20%
 Weekly Questions: 10%
 Discussion Leader: 25%
 Article Review: 20%
 Final Write-up: 25%

COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>
1-5-16	Organizational meeting (no readings)
1-12-16	Lecture: Overview of language and bilingualism
1-19-16	Infant bilingualism
1-26-16	Child bilingualism 1
2-2-16	Child bilingualism 2
2-9-16	Critical periods for second language acquisition
2-16-16	READING WEEK
2-23-16	Bilingual Education/Language Disorders/Adult bilingualism 1

3-1-16	Adult bilingualism
3-8-16	Losing a first language
3-15-16	Bimodal bilingualism
3-22-16	Bilingualism and cognition 1
3-29-16	Bilingualism and cognition 2

PRELIMINARY READING LIST (note: for weeks where there are more than 2-3 articles listed, we will narrow them down to 2-3 based on interest!)

Jan 12: Overview: language, bilinguals, methodology

*Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person.

Brain and Language, 36, 3-15.

*Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.

*Kroll, J. F., Bobb, S. C., & Hoshino, N. (2014). Two languages in mind: Bilingualism as a tool to investigate language, cognition, and the brain. *Current Directions in Psychological Science*, 23, 159-163.

Jan 19: Infant bilingualism

*Burns, T. C., Yoshida, K. A., Hill, K. & Werker, J. F. (2007) The development of phonetic representation in bilingual and monolingual infants. *Applied Psycholinguistics*, 28, 455-474.

*Bosch, L. & Sebastian-Galles, N. (2001). Evidence of early language discrimination abilities in infants from bilingual environments. *Infancy*, 2, 29-49.

*Fennell, C., & Byers-Heinlein, K. (2014). You sound like Mommy: Bilingual and monolingual infants learn words best from speakers typical of their language environments. *International Journal of Behavioral Development*, 38, 309-316.

*Pitts, C. E., Onishi, K. H., & Vouloumanos, A. (2015). Who can communicate with whom? Language experience affects infants' evaluation of others as monolingual or multilingual. *Cognition*, 134, 185-192.

General reading:

*Sebastian-Galles, N. (2010). Bilingual Language Acquisition: Where does the difference lie? *Human Development*, 53, 245-255.

Jan 26: Child bilingualism 1

*Byers-Heinlein, K. & Werker, J. F. (2009). Monolingual, bilingual, trilingual: infants' language experience influences the development of a word-learning heuristic. *Developmental Science*, 12, 815-823.

*Legacy, J., Zesiger, P., Friend, M., & Poulin-Dubois, D. (2015). Vocabulary size, translation equivalents, and efficiency in word recognition in very young bilinguals. *Journal of Child Language*.

*Pearson, B. Z., Fernandez, S. & Oller, D. K. (1995). Cross-language synonyms in the lexicon of bilingual infants: one language or two? *Journal of Child Language*, 22, 345-368.

General reading:

*Paradis, J., Genesee, F. & Crago, M. (2011). Language Development in Simultaneous Bilingual Children. Chapter in *Dual Language Development and Disorders*. Baltimore: Paul H. Brookes Publishing Co.

Feb 2: Child bilingualism 2

*Bail, A., Morini, G., & Newman, R. S. (2015). Look at the gato! Code-switching in speech to toddlers. *Journal of Child Language*, 42, 1073-1101.

*Comeau, L., Genesee, F. & Mendelson, M. (2007). Bilingual children's repairs of breakdowns in communication. *Journal of Child Language*, 34, 159-174.

*Hoff, E. et al. (2012). Dual language exposure and early bilingual development. *Journal of Child Language*, 39, 1-27.

Feb 9: Critical periods for second language acquisition

*Birdsong, D. & Molis, M. (2001). On the evidence for maturational constraints in second-language acquisition. *Journal of Memory and Language*, 44, 235-249.

*Finn, A. S., Hudson Kam, C. L. (2008). The curse of knowledge: First language knowledge impairs adult learners' use of novel statistics for word segmentation. *Cognition*, 108, 477-499.

*Flege, J. E., Munro, M. J., MacKay, I. R. A. (1995). Factors affecting strength of perceived foreign accent in a second language. *Journal of the Acoustical Society of America*, 97, 3125-3134.

*Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language*, 41, 78-104.

*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. *Cognitive Psychology*, 21, 60-99.

General reading:

*Newport, E., Bavelier, D. & Neville, H. (2001). Critical thinking about critical periods: perspectives on a critical period for language acquisition. In E. Dupoux (Ed.), *Language, Brain and Cognitive Development: Essays in Honor of Jacques Mehler*. Cambridge, MA: MIT Press.

Feb 22: Bilingual education

*Barnett, W. S., Yarosz, D. J., Thomas, J., Jung, K. & Blanco, D. (2007). Two-way and monolingual English immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, 22, 277-293.

*Genesee, F. & Jared, D. (2008). Literacy development in early French immersion programs. *Canadian Psychology*, 49, 140-147.

General reading:

*Genesee, F. & Lindholm-Leary, K. Dual language education in Canada and the USA. *Encyclopedia of Language and Education*.

*Genesee, F. & Gandara, P. (1999). Bilingual education programs: A cross-national perspective. *Journal of Social Issues*, 55, 665-685.

*Ovando, C. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27, 1-24.

OR Bilingualism and language disorders

*Bird, E., Cleave, P., Trudeau, N. et al. (2005). The language abilities of bilingual children with Down Syndrome. *American Journal of Speech-Language Pathology*, 14, 187-199.

*Edmonds, L. & Kiran, S. (2006). Effect of Semantic Naming Treatment on Crosslinguistic Generalization in Bilingual Aphasia. *Journal of Speech, Language, and Hearing Research*, 49, 729-748.

*Fabbro, F. (2001). The bilingual brain: Bilingual aphasia. *Brain and Language*, 79, 201-210.

*Gutierrez-Clellen, Simon-Cerejido, G. & Leone, A. E. (2009). Code-switching in bilingual children with specific language impairment. *International Journal of Bilingualism*, 13, 91-109.

*Kohnert, K. (2010). Bilingual Children with Primary Language Impairment: Issues, Evidence and Implications for Clinical Actions. *Journal of Communication Disorders*, 43, 456-473.

*Van Borsel, J., Maes, E., & Foulon, S. (2001). Stuttering and bilinguals: A review. *Journal of Fluency Disorders*, 26, 179-205.

Mar 1: Adult bilingualism

- *Bultena, S., Dijkstra, T., & Van Hell, J. G. (2015). Language switch costs in sentence comprehension depend on language dominance: Evidence from self-paced reading. *Bilingualism: Language and Cognition*.
- *Costa, A. & Santesteban, M. (2004). Lexical access in bilingual speech production: Evidence for language switching in highly proficient bilinguals and L2 learners. *Journal of Memory and Language*, 50, 491-511.
- *Goldrick, M., Runnqvist, E., & Costa, A. (2014). Language switching makes pronunciation less nativelike. *Psychological Science*, 25, 1031-1036.
- *Gullifer, J. W., Kroll, J. F., & Dussias, P. E. (2013). When language switching has no apparent cost: lexical access in sentence context. *Frontiers in Psychology*, 4, 1-13.
- *Lemhofer, K., Dijkstra, T., & Michel, M. (2004). Three languages, one ECHO: Cognate effects in trilingual word recognition. *Language and Cognitive Processes*, 19, 585-611.
- *Marian V. & Spivey, M. (2003). Competing activation in bilingual language processing: Within- and between-language competition. *Bilingualism: Language and Cognition*, 6, 97-115.
- *Meuter, R. F. & Allport, A. (1999). Bilingual language switching in naming: Asymmetrical costs of language selection. *JML*, 40, 25-40.
- *Woumans, E. et al. (in press). Can faces prime a language? *Psychological Science*.

Mar 8: Losing a first language?

- *Au, T. K., Oh, J. S., Knightly, L. M., Jun, S-A. & Romo, L. F. (2008). Salvaging a childhood language. *JML*, 58, 998-1011.
- *Oh, J. S., Jun, S-A., Knightly, L. M., Au, T. K. (2003). Holding on to childhood language memory. *Cognition*, 86, B53-B64.
- *Pallier, C. et al. (2003). Brain imaging of language plasticity in adopted adults: Can a second language replace the first? *Cerebral Cortex*, 13, 155-161.
- *Pierce, L., Klein, D., Chen, J-K, et al. (2014). Mapping the unconscious maintenance of a lost first language. *Proceedings of the National Academy of Sciences*, 111, 17314-17319.
- *Singh, L., Liederman, J., Mierzejewski, R., & Barnes, J. (2011). Rapid reacquisition of native phoneme contrasts after disuse: you do not always lose what you do not use. *Developmental Science*, 14, 949-959.

General reading:

<http://nautil.us/issue/30/identity/the-strange-persistence-of-first-languages>

Mar 15: Bimodal bilingualism

- *Lillo-Martin, D., de Quadros, R. M., Pichler, D. C., & Fieldsteel, Z. (2014). Language choice in bimodal bilingual development. *Frontiers in Psychology*, 5, 1-12.
- *Pyers, J. E. & Emmorey, K. (2008). The face of bimodal bilingualism. *Psychological Science*, 19, 531-536.
- *Shook, A. & Marian, V. (2012). Bimodal bilinguals co-activate both languages during spoken comprehension. *Cognition*, 124, 314-324.

Mar 22: Bilingualism and cognition 1

- *Brito, N. H., Sebastian-Galles, N., & Barr, R. (2014). Differences in language exposure and its effects on memory flexibility in monolingual, bilingual, and trilingual infants. *Bilingualism: Language and Cognition*
- *Bialystok, E., Craik, F. I. M., Freedman, M. (2007). Bilingualism as a protection against the onset of symptoms of dementia. *Neuropsychologia*, 45, 459-464.

- *Bialystok, E., Poarch, G., Luo, L., & Craik, F. I. M. (2014). Effects of bilingualism and aging on executive function and working memory. *Psychology and Aging, 29*, 696-705.
- *Bialystok, E. & Barac, R. (2012). Emerging bilingualism: Dissociating advantages for metalinguistic awareness and executive control. *Cognition, 122*, 67-73.
- *De Baene, W., Duyck, W., Brass, M., & Carreiras, M. (2015). Brain circuit for cognitive control is shared by task and language switching. *Journal of Cognitive Neuroscience, 27*, 1752-1765.
- * Emmorey, K., Luk, G., Pyers, J. E. & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals. *Psychological Science, 1201-1206*.
- *Engel de Abreu, P. et al. (2012). Bilingualism enriches the poor: enhanced cognitive control in low-income minority children. *Psychological Science, 23*, 1364-1371.

General reading:

Costa, A., & Sebastian-Galles, N. (2014). How does the bilingual experience sculpt the brain? *Nature Neuroscience Reviews, 15*, 336-345.

Mar 29: Bilingualism and Cognition 2

- *Costa, A. et al. (2014). Your morals depend on language. *PLOS One, 9*, 1-7.
- *de Bruin, A., Treccani, B. & Della Sala, S. (2014). Cognitive Advantage in Bilingualism: An Example of Publication Bias? *Psychological Science*.
- *Dunabeitia, J. A. et al. (2014). The inhibitory advantage in bilingual children revisited. *Experimental Psychology, 61*, 234-251.
- *Goetz, P. J. (2003). The effects of bilingualism on theory of mind development. *Bilingualism: Language and Cognition, 6*, 1-15.
- *Greenberg, A., Bellana, B. & Bialystok, E. (2013). Perspective-taking ability in bilingual children: Extending advantages in executive control to spatial reasoning. *Cognitive Development, 28*, 41-50.
- *Kovacs, A. M. (2009). Early bilingualism enhances mechanisms of false-belief reasoning. *Developmental Science, 12*, 48-54.
- *Paap, K. R., Johnson, H. A., & Sawi, O. (2015). Bilingual advantages in executive functioning either do not exist or are restricted to very specific and undetermined circumstances. *Cortex, 69*, 265-278.
- *Yeung, C. M., St John, P. D., Menec, V., & Tyas, S. L. (2014). Is bilingualism associated with a lower risk of dementia in community-living older adults? *Alzheimer Disease And Associated Disorders, 28*, 326-332.

Late Work

You will not receive credit for weekly questions that are submitted after the 9 pm deadline. This is because the questions are designed to facilitate class discussion. If you are the discussion leader, the first draft of your article review is due *prior* to your presentation. If you do not submit it by the beginning of class on your presentation date, but still submit it the same calendar day, you will receive a maximum score of 7/10. For each additional day there will be an additional 1-point penalty.

UW Policy on Missed Assignments and Tests

Students are entitled to a rescheduling of tests or an extension of deadlines for legitimate medical reasons. It is your responsibility to inform the instructor of your illness and provide documentation in a timely manner. If there is undue delay, the instructor reserves the right to refuse an extension or makeup. The timing of the extension or makeup will be at the discretion of the instructor.

Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- 1) seek medical treatment as soon as possible and obtain a completed uWaterloo [Verification of Illness Form](#)
- 2) submit that form to the instructor within 48 hours.
- 3) (if possible) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed assignment deadline, midterm test, or quiz, the instructor will either:

1) waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or 2) provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#). Other sources of information for students: [Academic Integrity website \(Arts\)](#); [Academic Integrity Office \(UWaterloo\)](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information:

Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See [Policy 70](#) and [71](#) below for further details.