



LING 350 – Linguistic Aspects of Bilingualism
Winter 2020 – MWF 2:35 pm - 3:25 pm, ENGTR 2100

1. General information

Instructor:	Natália Brambatti Guzzo
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2. Course Description

This course provides a linguistic perspective on bilingualism, focusing on early and late bilingualism, properties of bilingual grammars, and how the languages influence each other. It examines bilingual language acquisition and bilingual language use, as well as issues relating to maintenance and loss of one of the languages, at an individual and societal level.

3. Prerequisite

LING 201 (Introduction to Linguistics), or permission of instructor.

4. Format

This course comprises lectures, discussion of data, team work and readings. Slides, homework assignments and additional readings will be posted on MyCourses. Slides will be posted after class.

5. Evaluation

3 homework assignments	30% (10% each)
2 quizzes	10% (5% each)
Project	30%
Final exam	30%

No opportunities for extra credit are anticipated.

5.1 Homework Assignments

HW assignments will consist of problem sets and essay questions.

For the HW assignments, group work is **highly** encouraged. Groups should have a maximum of three students, but each student must turn in his/her own assignment.

Assignments must be submitted through MyCourses by the indicated time/date.

Notify the instructor in advance if for some reason you or your group is not able to use MyCourses to turn in your assignment.

5.2 Quizzes

Two twenty-minute quizzes are scheduled for this course. The quizzes will include multiple-choice questions, True or False questions, and short-answer questions. The quizzes are **not** open book.

5.3 Project

The project involves collecting and analyzing data from a bilingual individual (or individuals), and writing a project report. Students are allowed to use any of the methodologies to collect and analyze data discussed in class.

The project may be done individually, or in groups of up to three students.

The project is due on April 6 (6:00 pm) and may be submitted by a single group member through MyCourses.

Students must choose one of the following topics:

1. Examine how a bilingual speaker uses a given linguistic property (or properties) in both languages.
2. Compare a monolingual speaker with a bilingual speaker with respect to the use of a linguistic property (or properties).
3. Compare an early bilingual with a late bilingual with respect to the use of a linguistic property (or properties).
4. Examine whether a bilingual speaker has lost (attrition) or not fully acquired (incomplete acquisition) a given linguistic property (or properties) due to influence of the L2.
5. Examine code-switching through an analysis of two or more people having a conversation.

More details on the project topics and information on how to structure the project report will be provided in mid February.

5.4 Final exam

The final exam is **not** open book. Study guides and reviews will be provided prior to the final exam.

Date of the final exam: TBA.

5.5 Late assignments and missed quizzes

Late assignments will not be accepted unless the student has a certified medical excuse (or another reasonable excuse with relevant documentation). No make-up quizzes will be given to anyone who does not have a certified medical excuse (or reasonable excuse with relevant documentation).

6. McGill Policy Statements

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of student conduct and disciplinary procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/fr/fairplay).

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Instructor-generated course materials (e.g., slides, handouts, conference materials, assignments, quizzes, exam questions, answer keys, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

6.1 Useful links

[Office for Students with Disabilities](#)

[McGill Writing Centre](#)

[Student Wellness Hub](#)

[International Student Services](#)

[Office for Sexual Violence, Response, Support and Education](#)

7. Readings

There is no textbook for this course. The following articles/book chapters are the readings for this course. They will be posted on MyCourses.

[A] Allen, Shanley. 2007. The future of Inuktitut in the face of majority languages: bilingualism or language shift? *Applied Psycholinguistics* 28:515–536.

- [B] Birdsong, David. 2014. Dominance and age in bilingualism. *Applied Linguistics* 35(4): 374–392.
- [Bi-Cr] Bialystok, Ellen and Fergus I. M. Craik. 2010. Cognitive and linguistic processing in the bilingual mind. *Current directions in psychological science* 19(1): 19–23.
- [Br-Ca] Brulard, Inès and Philip Carr. 2003. French-English bilingual acquisition of phonology: one production system or two? *International Journal of Bilingualism* 7: 177–202.
- [C-G-P] Curtin, Suzanne, Heather Goad and Joe Pater. 1998. Phonological transfer and levels of representation: the perceptual acquisition of Thai voice and aspiration by English and French speakers. *Second Language Research* 14(4): 389–405.
- [dH] De Houwer, Annick. 2014. The absolute frequency of maternal input to bilingual and monolingual children. In Grüter, Teres and Johanne Paradis (eds.). *Input and experience in bilingual development*, pp. 37–57. Amsterdam: John Benjamins.
- [D] Dussias, Paola E. 2003. Syntactic ambiguity resolution in L2 learners. *Studies in Second Language Acquisition* 25: 529–557.
- [H-C] Hulk, Aafke and Leonie Cornips. 2006. Neuter gender and interface vulnerability in child L2/2L1 Dutch. In Sharon Unsworth et al. (eds.) *Paths of development in L1 and L2 acquisition*, pp. 107–134. Amsterdam: John Benjamins.
- [Me] Meisel, Jürgen. 2007. The weaker language in early child bilingualism: acquiring a first language as a second language? *Applied Psycholinguistics* 28: 495–514.
- [Mo1] Montrul, Silvina. 2015. The language of heritage speakers. In *The acquisition of heritage languages*, pp. 41–89. Cambridge: Cambridge University Press.
- [Mo2] Montrul, Silvina. 2002. Incomplete acquisition and attrition of Spanish tense/aspect distinctions in adult bilinguals. *Bilingualism: Language and Cognition* 5(1): 39–68.
- [N] Newport, Elissa. 1990. Maturation constraints on language learning. *Cognitive Science* 14: 11–28.
- [P-G] Paradis, Johanne and Fred Genesee. 1996. Syntactic acquisition in bilingual children: autonomous or interdependent? *Studies in Second Language Acquisition* 18: 1–25.
- [R] Romaine, Suzanne. 2017. Multilingualism. In Aronoff, Mark and Janie Rees-Miller (eds.). *The handbook of linguistics*, pp. 541–556. 2nd edition. Oxford: Blackwell.
- [S] Sorace, Antonella, Ludovica Serratrice, Francesca Filiaci and Michela Baldo. 2009. Discourse conditions on subject pronoun realization: testing the linguistic intuitions of older bilingual children. *Lingua* 119: 460–477.
- [T] Toribio, Almeida Jaqueline. 2001. On the emergence of bilingual code-switching competence. *Bilingualism: Language and Cognition* 4(3): 203–231.

[W] White, Lydia. 2003. Fossilization in steady state L2 grammars: persistent problems with inflectional morphology. *Bilingualism: Language and Cognition* 6(2): 129–141.

8. Schedule (subject to change)

Overview:

Weeks 1–5: (Child) simultaneous bilingualism

Weeks 5–8: Later/sequential bilingualism

Weeks 9–10: How bilinguals use language

Weeks 11-13: Language maintenance and language loss

Date	Topics	Readings
Week 1 Jan 6-10	What is bilingualism?	R
Week 2 Jan 13-17	One or two grammars? Development of bilingual grammars	Br-Ca, P-G
Week 3 Jan 20-24	Crosslinguistic influence Input effects	S
Week 4 Jan 27-31	Input effects Simultaneous bilingualism, Child L2	dH, Me
Week 5 Feb 3-7	Simultaneous bilingualism, Child L2 Incomplete acquisition	H-C (pp. 107-125)
Week 6 Feb 10-14	Language dominance Age effects	B, N
Week 7 Feb 17-21	Age effects Transfer	C-G-P
Week 8 Feb 24-28	Ultimate attainment	W
Mar 2-6	Reading week – no classes	

Date	Topics	Readings
Week 9 Mar 9-13	Bilingual mode: borrowing, code-mixing, code-switching	T
Week 10 Mar 16-20	Bilingual processing Bilingual advantage/disadvantage	D, Bi-Cr
Week 11 Mar 23-27	Heritage language acquisition	Mo1
Week 12 Mar 30-Apr 3	Attrition	Mo2
Week 13 Apr 6-8	Language contact and change No class on April 10 – Good Friday	A
Week 14 Apr 14	Final review No class on April 13 – Easter Monday Final class is on April 14 (Tuesday)	

9. Important dates

Date	Event
Jan 22	HW1 out
Jan 31	HW1 due
Feb 12	Quiz 1
Feb 21	HW2 out
Feb 28	HW2 due
Mar 18	HW3 out
Mar 20	Quiz 2
Mar 27	HW3 due
Apr 6	Final Project due
TBA	Final exam