COURSE SYLLABUS

Course	Research on languages in contact: the importance of linguistic data		
Itinerary	English linguistics and language		
Module	Analytic approximations		
Degree	Advanced English Studies	Code	51811 [USAL 304607]
Semester	2nd	Type	optional
Level	Master	Year	2019-2020
ECTS credits	6		
Language	English		
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Department	English		

1. Course motivation

1.1 Contextualization

Research on languages in contact: the importance of linguistics data is an optional course in the English linguistics and language itinerary in the Master program in advanced English studies. It is part of the analytic approximation module which comprises different approaches to the study of language within the field of applied linguistics.

1.2 Relation to other subjects/courses

This course is related to two courses in the Master program that are part of the theoretical approaches or the methodological approaches modules, some being taught at the University of Valladolid, some at the University of Salamanca: *Corpus linguistics and its applications* and *Discourse analysis in English.* It is also connected to other courses in the analytic approximation module: *Comparative approaches to English grammar* and *Methodological and research resources for English Language teaching.*

1.3 Prerequisites

Students are recommended to have a C level of English (as in the CEFRL).
Additionally, students should be familiar with the UVa e-campus, i.e. the moodle platform.

2. Competences

2.1 General competences

- Capacity to carry out research.
- Capacity to understand and express the knowledge acquired.
- Capacity to communicate and express the said knowledge in English.
- Capacity to work and be confident with some of the linguistic tools available for linguistic analysis.
- Capacity to work in a team.
- Capacity to develop independent and autonomous learning.

2.2 Specific competences

- Capacity to analyze and understand the main characteristics of language contact situations.
- Capacity to analyze and understand the main phenomena that emerge in language contact situations.
- Capacity to identify, describe and explain these characteristics and phenomena by using linguistic data.
- Capacity to elaborate an analysis based on linguistic data by going through the different stages it involves.
- Capacity to carry out collaborative tasks (project-based learning and problem-solving collaboration).
- Capacity to use the different sources available to carry out a thorough, relevant and updated bibliographical search on the field of languages in contact.

3. Aims & objectives

This course is designed to provide the student with a contemporary and in-depth analysis and description of some of the most relevant aspects of two related fields, i.e. bilingualism and languages in contact, by means of the analysis of different types of linguistic data. More specifically, English and (primarily but not exclusively) Spanish grammatical categories and structures will be compared with a view to determining the differences and similarities that manifest themselves in the production of speakers from diverse linguistic contexts and with various linguistic backgrounds. This course adopts a generative approach in order to explore the consequences of these

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differences and similarities with respect to the acquisition process and with special emphasis on phenomena that emerge in language contact situations.

In short, the main objective of this course is to facilitate the acquisition of those concepts (both general and specific) that are instrumental, if not fundamental, to the comparison of languages in bilingual contexts. When students have successfully completed this course, they will be familiar with the following:

- linguistic research on bilingual acquisition based on linguistic data;
- different elicitation techniques to gather both spontaneous and experimental data; and
- various analyses on phenomena that emerge in language contact situations (e.g. crosslinguistic influence, language dominance and code-switching).

4. Information on the students' workload for this course

Classroom activities	Hours	Outside classroom activities	Hours
Theoretical lectures	12	Individual work	26
Classroom practices	12	Group work	26
Seminars & group work	19	Tasks	25
Assessment	5	Final paper	25
Total	**48**	**Total**	**102**

5. Structure

The course will focus on the linguistic analysis of bilingual data as data coming from a language contact situation. And it will be broken down into the following topics:

1. Language acquisition in a nutshell
   - The language faculty
   - The acquisition of the first language (L1) and of the second language (L2)
   - Languages in contact: the concept of L1/L2 bilingualism
2. Research on language acquisition based on linguistic data
   - The importance of linguistic data
   - How to work with linguistic data
3. Linguistic theory & linguistic data: the analysis of language contact situations
   - Bilingualism and languages in contact: crosslinguistic influence
   - Bilingualism and languages in contact: language mixing

Together with the lectures where these topics will be presented, students will have to work in groups to carry out an oral presentation on an article that fits the objectives of the course (a list of proposed articles will be provided via moodle).

6. Lectures: topics

Topic 1: Language acquisition in a nutshell

ECTS credits: 2

a. Contextualization & justification

This topic is meant to provide the background and contextualization for the study of language contact situations. It takes as a point of departure the generative view on language faculty and it then focuses on the characterization of different acquisition processes (i.e. monolingual and bilingual; simultaneous bilingual and sequential bilingual). This two issues constitute the arena for the study of language contact situations. These will be studied by focusing on issues such as language dominance, the role of input, code-switching and crosslinguistic influence.

b. Objectives

- Understand the defining properties of bilingual acquisition contexts.
- Offer a common ground for the study of language contact situations.
- Discuss the different implications of language contact situations for the study of language acquisition.
- Be able to plan a study on a topic in the context of a language contact situation.

c. Content

- The language faculty.
- The acquisition of the first language (L1) and of the second language (L2).
- Languages in contact: the concept of L1/L2 bilingualism.

d. Methodology [for the three topics]

Theoretical explanations will be constantly combined with the analysis of specific data, not only to illustrate the theory, but also to put into practice the tools provided by linguistic theory in the characterization of bilingual acquisition. Students are expected to prepare for the lectures in advance so that they can contribute to debates and take an active role during class.

All materials (i.e. articles, handouts, etc.) will be made available via moodle.

All works students have to hand in (e.g. assignments, final papers, etc.) must be uploaded in the corresponding activity in the LC moodle course; no e-mail works will be accepted. Specific instructions will be provided in class and in moodle.

e. Work plan [for the three topics]

The work plan for the 3 topics is described below and it involves both classroom activities as well as outside classroom ones.

1. BEFORE EACH TOPIC: students will be provided with a series of materials (articles, handouts, etc.) available through moodle.
2. BEFORE THE CLASSROOM SESSIONS: students should go over the different materials made available.
3. DURING THE CLASSROOM SESSIONS: the information in the handouts will be presented and discussed in class. Students are encouraged to actively participate during these sessions.
4. AFTER THE CLASSROOM SESSIONS: after each of the three topics is presented and discussed, students will have a take-home assignment that they will have complete and to present in class in 1 week. (see section f below).

f. Assessment [for the three topics]

After each topic has been covered in class, students will have to complete an assignment individually (three assignments in total). Detailed instructions will be provided for each assignment both in class as well as in moodle. Students will have a week to complete each assignment and then they will have to present it and defend it in class.

Each assignment addresses the main issues discussed in the topic in question and it involves a direct contribution on the part of the students. The goal of the three assignments is to cover the three main stages that are involved when research on languages in contact is being conducted. Therefore, the final aim of the three assignments is for the students to carry out research on a specific topic of languages in contact by analyzing linguistic data.

In particular, the assignments involve the following:

▪ Assignment 1. Language research based on linguistic data: planning your work.
▪ Assignment 2. Language research based on linguistic data: the method.
▪ Assignment 3. Language research based on linguistic data: a full study.

Each assignment builds on the previous one(s) and the student will be getting feedback right after each of them. The work carried out along the three assignments could be used as the basis for the final project (see section 8 below).

g. Selection of bibliographical references [for the three topics]

Behrens, H. 2008 *Corpora in language acquisition research.* John Benjamins.
Bhatia, T.J. and W.C. Ritchie 2004 *The handbook of bilingualism*. Blackwell.
Biber, D. et al. 1999 *Longman grammar of spoken and written English*. Longman.
Bullock, B.E. and A.J. Toribio 2009 *The Cambridge handbook of linguistic code-switching*. CUP.
Cantone, K.F. 2007 *Code-switching in bilingual children*. Springer.
Cinque, G. and R. Kayne 2005 *The Oxford handbook of comparative syntax*. OUP.
Clark, E.V. 2009 *First language acquisition*. CUP.
Cook, V. and D. Singleton 2014 *Key topics in second language acquisition*. Multilingual Matters.
Deuchar, M. and S. Quay 2000 *Bilingual acquisition: theoretical implications of a case study*. OUP.
Drury, R. 2007 *Young bilingual learners*. Trentham Books.
Gass, S.M., and A. Mackey 2007 *Data elicitation for second and foreign language research*. LEA.
Haegemean, L. and J. Gueron 1999 *English grammar: A generative perspective*. Blackwell.
Hamers, J.F. and M.H.A. Blanc 2003 *Bilinguality and bilingualism*. CUP.
Heigham, J. and R.A. Croker (eds.) 2009 *Qualitative research in applied linguistics*. MacMillan.
Herschensohn, J. 2007 *Language development and age*. CUP.
Herschensohn, J. and M. Young-Sholten (eds.) 2013 *The Cambridge handbook of second language acquisition*. CUP:
Hickey, R. (ed.) 2010 *The handbook of language contact*. Wiley-Blackwell.
Hoff, E., and M. Shatz (eds.) 2006 *Blackwell handbook of language development*. Blackwell.
Houwer, A. de 2009 *Bilingual first language acquisition*. Multilingual Matters.
Hummel, K.M. 2014 *Introducing second language acquisition: perspectives and practices*. Wiley-Blackwell.

Jarvis, S. and A. Pavlenko 2010 *Crosslinguistic influence in language and cognition. Routledge.
Jones, C. and D. Waller 2015 *Corpus linguistics for grammar*. Routledge.
Ligthbown, P.M. and N. Spada 2010 *How languages are learned*. OUP.
MacSwan, J. 2000 The architecture of the bilingual language faculty: evidence from intrasentential code-switching. *Bilingualism: Language and Cognition* 3 (1): 37-54.
McDaniel, D., C. McKee and H. Smith Cairns 1996 *Methods for assessing children's syntax*. MIT.
Montanari, S. 2010 *Language differentiation in early trilingual development*. VDM.
Paltridge, B. and A. Phakiti (eds.) 2015 *Research methods in applied linguistics.* Bloomsbury.
Pavlenko, A. 2009 *The bilingual mental lexicon*. Multilingual Matters.
Phakiti, A. 2014 *Experimental research methods in language learning*. Bloomsbury.
Peccei, J.S. 2006 *Child language*. Routledge.
Pena Díaz, C. 2006 *Bilingual speech. A case study of a bilingual community*. Universidad de Alcalá.
Pérez-Vidal, C., M. Juan-Garau and A. Bel 2008 *A portrait of the young in the new multilingual Spain*. Multilingual Matters.
Philp, J., R. Oliver and A. Mackey 2008 *Second language acquisition and the younger learner*. John Benjamins.
Rasinger, S.M. 2013 *Quantitative research in linguistics.* Bloomsbury.
Silva-Corvalán, C. 2014 *Bilingual language acquisition: Spanish and English in the first six years*. CUP.
Timmis, I. 2015 *Corpus linguistics for ELT*. Routledge.
Wei, L. (ed.) 2000 *The bilingualism reader*. Routledge.
Wei, L., and M.G. Moyer (eds.) 2008 *The Blackwell guide to research methods in bilingualism and multilingualism.* Blackwell.
Willems, D. et al. 2004 *Contrastive analysis in language*. MacMillan.
Yip, V. and S. Matthews 2007 *The bilingual child*. CUP.

h. Selection of resources [for the three topics]

Cascadilla Press: http://www.cascadilla.com/linguistics.html
Cascadilla Proceedings project: http://www.lingref.com
Dunn, L.M. and D.M. Dunn 2007 *Peabody Picture Vocabulary Test*. Pearson.
MacWhinney, B. 2000 TALKBANK http://talkbank.org & CHILDES http://childes.talkbank.org
Qualtrics: http://www.qualtrics.com
SIL. *Linguistic data resources on the internet*: http://www.sil.org/linguistics/etext.html
Toluna quick surveys: https://www.quicksurveys.com
TranscriberAG for segmenting, labeling and transcribing speech: http://transag.sourceforge.net/
UVa e-campus: http://campusvirtual.uva.es/
UVa library electronic resources: http://almena.uva.es/search*spi~S6

i. Major journals [for the three topics]

Applied Linguistics (OUP): http://applij.oxfordjournals.org/
Bilingualism: Language and Cognition (CUP): http://journals.cambridge.org/action/displayJournal?jid=BIL
International CLIL Research Journal: http://www.icrj.eu/
International Journal of Bilingual Education and Bilingualism (Routledge): http://www.informaworld.com/smpp/title~content=t794297780
International Journal of Bilingualism (Sage): http://ijb.sagepub.com/
International Review of Applied Linguistics in Language Teaching (De Gruyter): http://www.degruyter.com/view/j/iral
Journal of child language (CUP): http://journals.cambridge.org/action/displayJournal?jid=JCL
Journal of Immersion and Content-Based Language Education (John Benjamins): http://benjamins.com/#catalog/journals/jicb
Lingua (Elsevier): http://www.journals.elsevier.com/lingua/
Linguistic Approaches to Bilingualism (John Benjamins): http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=LAB
Linguistic inquiry (MIT): http://www.mitpressjournals.org/loi/ling
Studies in language (John Benjamins): https://benjamins.com/#catalog/journals/sl/main

Topic 2: Research on language acquisition based on linguistic data

ECTS credits: 2

a. Contextualization & justification

This topic focuses on how linguistic data have been used in acquisition works and the different insights gained through the various analyses that can be done using data. An overview of the types of data as well as the different techniques that could be used to elicit data will be discussed.

b. Objectives

▪ Understand the fundamentals of data analysis.
▪ Get familiar with different methodologies to collect data.
▪ Offer an outline on how to work with linguistic data when carrying out a language contact analysis.

- Be able to design a task to elicit data on a topic in the context of a language contact situation.

c. Content

- The importance of linguistic data
- How to work with linguistic data

Topic 3: Research on language acquisition based on linguistic data

ECTS credits: 2

a. Contextualization & justification

Taken topics 1 and 2 as points of departure, topic 3 focuses on specific analyses of different language contact phenomena carried out by using linguistic data. The target will be a series of morphosyntactic structures and how these appear in bilingual acquisition data. The procedure followed in the presentation and discussion of these analyses will mirror that of any research based on linguistic data.

b. Objectives

- Identify and understand the different stages of language contact studies.
- Be able to complete a language contact study by using linguistic data.

c. Content

- Bilingualism and languages in contact: crosslinguistic influence
- Bilingualism and languages in contact: language mixing

7. Oral presentations

a. Contextualization & justification

This part of the course involves group work on an article that deals with a language in contact phenomenon studied via the analysis of linguistic data. As the result of this group work, students need to make an oral presentation where they will cover their own view and evaluation of the study they have worked on.

b. Objectives

Taking as a point of departure the contents seen in the three topics and, in particular, the outline offered in topic 2 on how to work with linguistic data, the objectives of the group work and the resulting oral presentation include the following:

- develop communication, cooperative and teamwork skills;
- understand how empirical studies are structured; and
- discuss and offer a critical view of these studies.

c. Content

Students must arrange in groups of 2 or 3 students each at the latest by the first week of class. Oral presentations will take place during the second week of class

A list of potential articles to be worked on by the different groups will be provided prior to the beginning of classes. Articles will be similar to the following ones:

Gámez, P. B., and D. González 2019 A comparison of narrative skill in Spanish-English bilinguals and their functionally monolingual Spanish-speaking and English-only peers. *International Journal of Bilingualism* 23(1): 329-348.

Liceras, J.M., A. Alba de la Fuente and L. Walsh 2011 Complex wh-questions in non-native Spanish and non-native German: does input matter? In L.A. Ortíz-López (ed.) *Selected Proceedings of the 13th Hispanic Linguistics Symposium (HLS)*. Cascadilla.

Llinàs-Grau, M. and A. Bel 2019 On the acceptance of the null *that* by bilingual Catalan/Spanish L2 learners of English. *Languages* 4(2): 30. https://www.mdpi.com/2226-471X/4/2/30/htm

Montrul, S., R. Foote and S. Perpiñán 2008 Gender agreement in adult second language learners and Spanish heritage speakers: the effects of age and context of acquisition. *Language learning* 58 (3): 503-553.

Pérez-Leroux, A.-T., Y. Álvarez and T. Battersby 2010 Cuando era feliz, e indocumentado: an aspectual approach to copula choice in L2 Spanish. In C. Borgonovo et al. (eds.), *Selected Proceedings of the 12th Hispanic Linguistics Symposium (HLS)*. Cascadilla.

Pladevall Ballester, E. 2012 Child L2 English acquisition of subject properties in an immersion bilingual context. *Second language research* 28 (2): 217-241.

Thordardottir, E. 2019 Amount trumps timing in bilingual vocabulary acquisition: Effects of input in simultaneous and sequential school-age bilinguals. *International journal of bilingualism* 23(1): 236-255.

d. Assessment

Students will be evaluated <u>as a group</u> and by the professor as follows:

OVERALL
- did the students prepare a coherent presentation?
- did the students show evidence of being well prepared and organized?
- did the students stay within the stated time limits?
- did the students speak spontaneously and avoided reading?

CONTENT
- did the students adequately define the aim of the article using their own words?
- did the students adequately present the larger context of the article?
- did the students illustrate each concept with specific examples?

ORAL SKILLS
- did the students establish and maintain rapport with the audience from the beginning?
- did the students show appropriate body language and presentation awareness?
- did the students listen to the questions and respond appropriately?

8. Assessment

Students will be evaluated both individually (through assignments and a final paper) and as a group (through their performance in the oral presentation). More specifically, students will be evaluated on the basis of the following tasks:

- *assignments (30%)*. After each of the three main topics is presented and discussed, students will have a take-home assignment that they will have to present and defend in class.
- *group oral presentation (20%)*. Prior to the beginning of the course, students will be given a number of articles that must be read by all. Each article will be presented orally in class by a group of 2 or 3 students. A pdf version of the articles will be provided to all students via moodle.
- *final paper (50%)*. Students will submit a final paper in which they are expected to provide an in-depth and scientific analysis of a specific grammatical structure or linguistic issue through the analysis of linguistic data. The analysis should point to phenomena that emerge in language contact situations and should also include a theoretical account of the structure/issue to be discussed. Topics must be submitted to the professor for approval; this proposal must also include a tentative bibliography. All projects must be uploaded as a word document in moodle.

A calendar for the different activities (i.e. assignments, oral presentations and final papers) will be posted in moodle.

Assessment criteria:
- assignments and final paper (individual mark=80%): content and expression will be evaluated in terms of both the analysis performed and the use of the tools to carry out a language contact analysis based on linguistic data, as seen in class; and
- group work (group mark=20%): the performance of the group in the oral presentation will be evaluated in terms of content, expression and oral skills.

Clarification on grades:
- 2nd call (*convocatoria extraordinaria*): this course's (i) group work mark and (ii) assignments' mark cannot be re-evaluated. This is so because (i) it corresponds to group work (and not to individual work) and it addresses group work competences (and not individual ones) (see section 2.2. above); and (ii) students have to complete each of the 3 assignments in a week right after each topic has been covered (see sections 6.e. and 6.f. above). This means that, for the 2nd call, the student will be re-evaluated in terms of the 50% corresponding to the final paper as stated above. The mark obtained in the final paper will then be added up to the one he/she obtained in the assignments and in the group work.

9. Schedule & important dates

To be posted
Dates for oral presentations as well as deadlines for the different activities will be posted in moodle.

10. Final remarks

- The working language of this course is English.
- Course material, including instructions for different activities, will only be made available via moodle.
- Students are expected to take part actively in both lectures and group work.
- Students need to ensure that they hand in all assignments and perform the required tasks by the due date.
- Students will be expected to spend time studying outside the class, and will be provided guidance, facilities and materials to help them develop their expertise as independent language learners. Students will need to spend the stipulated hours of independent learning to meet the learning outcomes.