

**REVISED SYLLABUS**  
**UNIVERSITY OF PUERTO RICO**  
**RIO PIEDRAS CAMPUS**  
**COLLEGE OF HUMANITIES**  
**DEPARTMENT OF ENGLISH**

**Note:** This syllabus has been revised due to the effects of Hurricanes Irma and Maria upon the UPR calendar. [Class sessions lost: 9/8 (Irma), 9/22-10/27 (Maria)]. It still remains tentative due to the possibility of returning to our normal evening schedule once electricity is stable enough. Sessions marked with asterisks are our course's make-up sessions scheduled on Tuesdays. The final make up day is university-wide and falls on a Monday. Alternative means sessions (up to 11.5 hours) will be indicated in class as the calendar becomes clearer.

**Instructor:** Dr. Alicia Pousada [[prof.alicia.pousada.a@gmail.com](mailto:prof.alicia.pousada.a@gmail.com)]; available Mon & Wed, 3:00-4:30 PM and Fri, 12:00-3:00 PM in Pedreira 4 or Fri, 3:00-4:00 PM, Pedreira 108; x89626 or 89653

**Course Title:** Studies in Bilingualism

**Course Number:** INGL 6466

**Number of Credit Hours:** 3

**Prerequisites:** Bachelor's degree or authorization from instructor

**Course Description:** A multidisciplinary approach to the study of bilingualism. Class assignments and discussion revolve around topics dealing with the cognitive, psycholinguistic, neurolinguistic, social, psychological, social-psychological, and cultural perspectives on bilingualism. Special attention is given to the situation in Puerto Rico.

**Course Objectives:** At the end of the course, the students will be able to:

- define bilingualism from various perspectives
- identify the various disciplines involved in the study of bilingualism
- explain the problems inherent in the measurement of bilingualism and language dominance
- describe the developmental stages of bilingualism and the role of age in second language acquisition
- discuss the relationship between cognition and bilingualism
- analyze the social and psychological bases of bilingualism
- explain the neurological and psychological development of bilinguals
- critically assess theories regarding the relationship between language and culture and language and identity

- explain language contact phenomena like code switching, loanwords, interlanguage, speech accommodation, etc.
- consider the social consequences of individual vs. societal bilingualism
- explain the different types of bilingual education and the situation of bilingualism in Puerto Rico
- search for and access scholarly information regarding bilingualism online
- utilize resources made available in course website
- participate in online blog discussions
- contribute in an effective form to the inclusion of fellow students with special needs in the classroom.
- make the necessary accommodations to include fellow students with special needs.

**Course Outline** (tentative and subject to change):

Note: all materials are available on the course website at:

<http://ingl6466.weebly.com/> [PW: 2017ingl6466] unless otherwise indicated.  
Should be printed out and brought to class each week.

**CW = Course website**

**T = textbooks**

9/15, 11/3 **Introduction**—introduction to course; describing and defining bilingualism, degree of bilingualism, context of bilingual acquisition, age of acquisition, domains of use, individual vs. societal bilingualism

**Required readings:**

- Ng & Wigglesworth, Unit A1: Describing bilingualism [pp. 3-18] & B1: Describing bilingualism extended [pp. 133-150] [T]
- Grosjean, Ch. 1 (Why are people bilingual?) [T]
- Handout on definitions of bilingualism [CW]
- Handout on bilingualism terms [CW]
- Skutnabb-Kangas table on bilingualism [CW]
- Video clip on importance of being bilingual [CW]
- Bibliography on bilingualism [CW]

11/10, 11/17 **Measuring bilingualism**—types of bilinguals, assessing bilingual proficiency, defining language construct, types of tests, assessing circumstantial bilingual adults and children, assessing bilingual children for language impairment, self-assessment

**Required readings:**

- Ng & Wigglesworth, Unit A2: Measuring bilingualism [pp. 19-39] & B2: Measuring bilingualism extended [pp. 151-170] [T]

- Grosjean, Ch. 2 (Describing bilinguals) [T]
- Interview with Francois Grosjean [CW]
- Read Chapter 1 of online copy of Pousada, A. (2017). *Being Bilingual in Borinquen*. Cambridge Scholars Publishing. Go to:  
[http://lib.myilibrary.com/members\\_access.asp](http://lib.myilibrary.com/members_access.asp). Login: CSPorg . Password: Lwaj267Szb

### No class 11/24 (Thanksgiving)

12/1, 12/5\* **Bilingual acquisition**—bilingual first language acquisition, one system or two, parental strategies and sociolinguistic context

#### Required readings:

- Ng & Wigglesworth, Unit A3: Bilingual acquisition [pp. 40-52] & B3: Bilingual acquisition extended [pp. 171-187] [T]
- Grosjean, Ch. 15 (Acquiring two languages) and Ch. 16 (Linguistic aspects of childhood bilingualism) [T]
- Romaine (1995) Different types of bilingual acquisition [CW]
- Handout on Gabriel's bilingual language acquisition 4;6--"Bear's Busy Morning" [CW]
- Handout on Bernard Spolsky's model of L2 acquisition [CW]
- Child bilingualism bibliography [CW]

#### Supplementary reading:

King, K. & Fogle, L. (2006). Bilingual parenting as good parenting: Parents' perspectives on family language policy for additive bilingualism. *International Journal of Bilingual Education and Bilingualism*, 9, (6), 695-712. [CW]

Grosjean, Ch. 7 (Having an accent in a language) [T]

12/8 **Neurolinguistics of bilingual acquisition**--the bilingual brain, coordinate vs. compound bilinguals, mental lexicon, selective access, experimental studies, models of language production, critical period, role of memory, aphasia and patterns of recovery among bilinguals

#### Required readings:

- Video on brain mapping and functions [CW]
- Handouts on brain and language functions [CW]
- Welcome to brain mapping 101 [CW]
- Grosjean, Ch. 11 (Personality, thinking and dreaming, and emotions in bilinguals) [T]

#### Supplementary reading:

Grosjean, Ch. 14 (In and out of bilingualism) [T]

### **Linguistic autobiography due 12/15**

12/15,12/22 **Bilingualism and cognitive ability**—history of research supposed positive and negative effects of bilingualism on cognitive functioning in early childhood, bilingualism and intelligence, current views on effect of bilingualism, Cummins' Threshold hypothesis, Bialystok's Analysis and Control hypothesis, Krashen's Input Hypothesis

#### **Required readings:**

- Ng & Wigglesworth, Unit A4: Bilingualism and cognitive ability [pp. 53-70] & B4: Bilingualism and cognitive ability extended [pp. 188-200] [T]
- Grosjean, Ch. 4 (Language mode and language choice) and Ch. 18 (Effects of bilingualism on children) [T]
- Cummins' Model of Cognitive Underlying Proficiency [CW]
- Krashen's Input Hypothesis Model [CW]

### **Topic for final paper due 12/22**

12/29 **Language attrition among bilingual individuals**—types of language attrition and language shift, second language loss in first language environment, first language loss in second language environment, older bilinguals

#### **Required readings:**

Ng & Wigglesworth, Unit A5—Language attrition in bilinguals [pp. 71-82] & B5—Language attrition in bilinguals extended [pp. 201-218] [T]

Grosjean, Ch. 8 (Languages across the lifespan) [T]

### **No class 1/5/18 (Three Kings)**

1/9\*, 1/12 **Language attitudes and bilingualism**—methodology of attitude studies, direct and indirect methods of measuring attitudes, language prestige, identity, self-report data, attitudes among teachers and healthcare professionals, reactions to code switching, impact of language policies on attitudes, Giles' accommodation theory

### **Take-home midterm exam distributed 1/12—due next class (11/17) (in hard copy and electronically)**

**Required readings:**

- Ng & Wigglesworth, Unit A7—Attitudes and bilingualism [pp. 106-129] & B7—Attitudes and bilingualism extended [pp. 238-253] [T]
- Hamers & Blanc's psychological dimensions of bilinguality [CW]
- Grosjean, Ch. 9 (Attitudes and feelings about bilingualism) [T]

**Take-home midterm exam collected 1/19**

1/19, 1/26

**Language contact phenomena**--lexical borrowing, cultural borrowing, core borrowings, integration of loanwords (phonological, morphological), effect on grammar, models of code-switching, creation of pidgins and creoles, code-switching in literature

**Required readings:**

- Grosjean, Ch. 5 (Code-switching and borrowing) [T]
- Martin, E. (2007). "Frenglish" for sale: Multilingual discourses for addressing today's global consumer. *World Englishes*, 26 (2), 170–188. [CW]
- Code switching in Nigerian literature. Bamiro, E. O. (2006). The politics of code-switching: English vs. Nigerian languages. [CW]
- Handout on English loanwords in Puerto Rico [CW]
- Donald Winford on pidgins and creoles [CW]

2/2, 2/9

**Bilingual education**—different models of bilingual education, submersion vs. immersion, transitional vs. maintenance, two-way immersion, programs designed to revitalize indigenous languages, biliteracy, Cummins' Interdependence hypothesis (CALP vs. BICS), learning different scripts

**Required readings:**

- Ng & Wigglesworth, Unit A6: Education and literacy in bilingual settings [pp. 83-105 & B6: Education and literacy in bilingual settings extended [pp. 219-237] [T]
- Grosjean, Ch. 19 (Education and bilingualism) [T]
- Crawford. Ten common fallacies about bilingual education [CW]
- Cummins' CALP/BICS model [CW]

**Supplementary readings:**

- Grosjean, Ch. 12 (Bilingual writers) [T]
- Grosjean, Ch. 17 (Family strategies and support) [T]

2/13\*, 2/16 **Societal bilingualism**--rise of nations and nationalism, language policies and language planning, status, corpus, and acquisition  
2/19 \* planning, language rights and endangered languages, spread of English globally, language planning and policy-making in Puerto Rico. Course closure.

**Required readings:**

- Baljit, B. (2003). Which language: A question of either/or? [CW]
- Handouts on diglossia [CW]
- Pousada, A. (1999) [available at: <http://aliciapousada.weebly.com/articles.html> ] [CW]

**Supplementary readings:**

- Crawford, J. Loose ends in a tattered fabric: The inconsistency of language rights in the United States. [http://www.elladvocates.org/documents/RCN/Crawford\\_U.S.\\_Language\\_Rights.pdf](http://www.elladvocates.org/documents/RCN/Crawford_U.S._Language_Rights.pdf)
- Tickoo, M. Language in education. *World Englishes*, 25, (1), 167–176. [CW]

2/21 **Final paper due** (in electronic and print formats).

**Teaching Strategies:** Lectures, seminar discussions, oral presentations, online component through course website

Those students who receive services from Vocational Rehabilitation should communicate with the professor at the beginning of the semester to plan the reasonable accommodation and the necessary equipment according to the recommendations of the Oficina de Asuntos para las Personas con Impedimento (OAPI) of the office of the Dean of Students. In addition, those students with special needs that require some type of assistance or accommodation should communicate with the professor.

**Resources and Equipment Required:**

**1. Textbooks:**

- Ng, Bee Chin & Wigglesworth, Gillian. (2007). *Bilingualism: An advanced resource book*. London & NY: Routledge (Taylor & Francis Group). [Paperback available from Amazon or from professor \$35 (new), \$15 (used)]
- Grosjean, Francois. (2010). *Bilingual: Life and reality*. Cambridge & London: Cambridge University Press. [Paperback available from Amazon or from professor \$17]

2. Richardson Seminar Room and Lázaro Library for student research
3. Audiovisual equipment for audio and video materials
4. Internet connection for course website [<http://ingl6466.weebly.com>] and email and for participating in online discussions

### Methods of Evaluation:

- Active participation in class discussion of weekly required readings and blog questions on course website (20%)
- Linguistic autobiography (20%)
- Midterm take-home exam (20%)
- Final research paper (40%)
- Differentiated evaluation of students with special needs

### Grading System: A, B, C, D, F

### Bibliography: (partial--other bibliographies are available on course website)

- Altarriba, J., & Heredia, R. R. (2008). *An introduction to bilingualism: Principles and processes*. London, UK: Psychology Press (Routledge).
- Baker, C. (2011). *Foundations of bilingual education and bilingualism*, 5<sup>th</sup> ed. Clevedon, Avon, UK: Multilingual Matters.
- Bhatia, T. K., & Ritchie, W. C. (Eds.). (2014). *The handbook of bilingualism and multilingualism*. Oxford, UK: Blackwell Publishing.
- Bialystok, E. (Ed.) (1991). *Language processing in bilingual children*. Cambridge, UK: Cambridge University Press.
- Brisk, M. E., & Harrington, M. M. (2006). *Literacy and bilingualism: A handbook for ALL teachers*. London, UK: Routledge.
- Crawford, J. (1992). *Hold your tongue: Bilingualism and the politics of "English Only"*. New York: Addison Wesley.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, Avon, UK: Multilingual Matters.
- Dicker, S. J. (2003). *Languages in America: A pluralist view*. Clevedon, Avon, UK: Multilingual Matters.
- García, O. (2009). *Bilingual education in the 21<sup>st</sup> century: A global perspective*. London, UK: Wiley-Blackwell.
- García, O., & Baker, C. (Eds.). (1995). *Policy and practice in bilingual education: A reader extending the foundations*. Clevedon, Avon, UK: Multilingual Matters.
- García, O., Ibarra Johnson, S., & Seltzer, K. (2016). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia, PA: Caslon Publishing.
- García, O., & Li, W. (2013). *Translanguaging: Language, bilingualism and education*. London, New York: Palgrave Publishing (MacMillan).
- Giles, H, Williams, A, Mackie, D. M. & Rosselli, F. (1995). Reactions to Anglo and Hispanic-American accented speakers: Affect, identity, persuasion and the English-only controversy. *Language and Communication*, 14, 102-123.
- Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Cambridge, MA: Harvard University Press.

- \_\_\_\_\_. (2010). *Bilingual: Life and reality*. Cambridge & London: Cambridge University Press.
- Hakuta, K. (1984). *The mirror of language*. New York: Basic Books.
- Hamers, J., & Blanc, M. (2000). *Bilinguality and bilingualism*, 2<sup>nd</sup> ed. Cambridge: Cambridge University Press.
- Heller, M. (2007). *Bilingualism: A social approach*. Palgrave Publishing.
- Hornberger, N. H. (Ed.). (2003). *Continua of biliteracy: An ecological framework for educational policy, research, and practice in multilingual settings*. Clevedon, Avon, UK: Multilingual Matters.
- Hyltenstam, K. , & Obler, L.K. (Eds.). (1989). *Bilingualism across the lifespan: Aspects of acquisition, maturity, and loss*. Cambridge, UK: Cambridge University Press.
- Li, W. (2000). *The bilingualism reader*. London: Routledge.
- Mazak, C. M., & K. S. Carroll. (Eds.). (2017). *Translanguaging in higher education: Beyond monolingual ideologies*. Bristol, UK: Multilingual Matters
- Myers-Scotton, C. (2006). *Multiple voices: An introduction to bilingualism*. Oxford: Blackwell Publishing.
- Ng, B. C. & Wigglesworth, G. (2007). *Bilingualism: An advanced resource book*. London & NY: Routledge (Taylor & Francis Group).
- Paradis, M. (Ed.). (1995). *Aspects of bilingual aphasia*. New York: Elsevier.
- Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge: Cambridge University Press.
- Poplack, S. (1980). Sometimes I'll start a sentence in English y termino en español: Toward a typology of code-switching. *Linguistics*, 18, 581-618.
- Pousada, A. (1996). Puerto Rico: On the horns of a language planning dilemma. *TESOL Quarterly*, 30 (3), 499-510.
- \_\_\_\_\_. (1999). The singularly strange story of the English language in Puerto Rico. *Milenio*, 3, 33-60.
- \_\_\_\_\_. (Ed.). (2017). *Being bilingual in Borinquen: Student voices from the University of Puerto Rico*. Cambridge, UK: Cambridge Scholars Publishing.
- Romaine, S. (1995). *Bilingualism*, 2<sup>nd</sup> ed. Oxford: Blackwell Publishers.
- Schmidt, J. (2014). *The politics of English in Puerto Rico's public schools*. FirstForumPress.
- Shin, S. (2012). *Bilingualism in schools and society: Language, identity, and policy*. London: Routledge.
- Siguan, M. (2001). *Bilingüismo y lenguas en contacto*. Barcelona.
- Skutnabb-Kangas, T. (1987). *Bilingualism or not: The education of minorities*. Clevedon, Avon, UK: Multilingual Matters.
- Torres González, R. (2002). *Idioma, bilingüismo y nacionalidad: la presencia del inglés en Puerto Rico*. Río Piedras: Editorial de la UPR.
- Vélez, J. & Schweers, W. (1993). A U.S. colony at a linguistic crossroads: The decision to make Spanish the official language of Puerto Rico. *Language Problems and Language Planning*, 17 (2), 117-139.
- Weber, J-J., & Horner, K. (2012). *Introducing multilingualism: A social approach*. London & NY: Routledge.
- Wright, W. E., & Boun, S. (2015). *The handbook of bilingual and multilingual education*. London: Blackwell Publishers.
- Zentella, A. C. (Ed.). (2005). *Building on strength: Language and literacy in Latino families and communities*. New York: Teachers College Press.