

## **Bilingualism and Second Language Acquisition (Ling C140)**

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### **Course Description:**

This course is an introduction to the study of child bilingualism and child and adult second language (L2) acquisition. The focus of the course will be on understanding the nature of the two simultaneously developing grammars/L2 grammar and the grammatical processes underlying bilingual/L2 acquisition. We will cover various components of the developing grammars, including phonetics/phonology, morphology, and syntax, and we will consider topics such as age effects/critical period in L2 acquisition, the role of Universal Grammar, input and learning principles, the relation of the L2 (and L3) grammar to the L1 grammar, cognitive and neurolinguistic effects of bilingualism/ L2 acquisition, bilinguals with SLI, heritage speakers, and the grammar and pragmatics of code-switching.

### **Lecture and sections:**

Lectures are held on **Tuesday** and **Thursday, 8:00AM - 10:50AM** in **Bunche Hall 3164**. You must also attend the discussion/lab section. The section meetings will be Friday 10:00AM - 10:50AM in Haines A6 and 12:00PM - 12:50PM in Bunche A152. Sections will give you hands-on experience with different research methodologies and will be devoted in part to the preparation and discussion of your term project, which is described below.

**Assigned readings:** Weekly readings will be assigned and posted on CCLE:

<https://ccle.ucla.edu/course/view/19W-LINGC140-1>

Some of the readings are required, others optional. They will be specified on the handouts. You are responsible for the content of the required readings whether or not I discuss them in class.

**Course requirements:**

- **Exams:** There are 2 *non*-cumulative exams that cover material from lectures.  
**Exam dates:** #1: Thursday, Feb. 7 (week 5)  
#2: Tuesday, Mar. 14 (week 10) - Open book
- **Homework assignments** in section will also contribute to your final grade.
- **Term Project:** Each student is required to complete a term paper/project. You will work with a partner. You will select a specific topic for investigation and conduct a small-scale pilot study using data that you collect or that you find on the different available corpora (e.g. CHILDES, BilingBank, SLABank). The term paper is due **Tuesday 3/19 by 11:30AM**. You will also be required to **present** your paper at a mini-conference we will hold on the official final exam day and time.
- **Attendance:** Attendance *and* participation in lecture and section constitute 5% of your final grade.

**Final Grade:** The breakdown of the final grade is as follows:

Exam 1	20%
Exam 2	20%
Homework	25%
Term paper	25%
Presentation	5%
Participation	5%

- You may earn up to 2 **extra credits** by participating in experiments through the Psychology Department Subject Pool (SONA). Serving as a subject in an experiment provides students with direct exposure to psychological research. One credit is given for every hour of experiment participation. If you complete 2 hours of experiments, you will have 2% added to your final grade at the end of the quarter.
- The posting and scheduling of experiments is handled via the Psychology Department Subject Pool system at <http://ucla.sona-systems.com/>. More information on how to use the system can be found at <http://www.psych.ucla.edu/undergraduate/subject-pool-experiment-participation>.

**Class syllabus:**

NB: Lecture coverage and readings are subject to change

\*Mandatory readings

<b>Week</b>	<b>Date</b>	<b>Topic</b>
1	1/8	<b>Introduction and Overview</b> <i>Viewing: Speaking in Tongues</i>
1-2	1/10-15	<b>Bilingualism: Theories of development, transfer, and dominance</b> <i>Readings: Polka &amp; Sundara (2003); Fabiano-Smith &amp; Goldstein (2010); *Paradis &amp; Genessee (1996); Paradis, Nicoladis &amp; Crago (2007)</i>
	1/17	<b>Code-switching</b> <i>Readings: Poplack (1980); *Cantone &amp; MacSwan (2009)</i>
3	1/22-24	<b>Cognitive and neurolinguistic aspects of bilingualism</b> <i>Readings: Meuter &amp; Allport (1999); *Marian, Spivey &amp; Hirsch (2003); *Weber-Fox and Neville (1999)</i>
4	1/29	<b>Heritage languages</b> <i>Readings: *Polinsky (2011); Oh, Jun, Knightly &amp; Au (2003); Polinsky (1994)</i>
	1/31	<b>Bilingualism and SLI</b> <i>Readings: *Paradis, Crago, Genessee &amp; Rice (2003); Paradis, Tremblay &amp; Crago (2008); Paradis (2007)</i>
5	2/5	<b>Discussion and Review</b>
	2/7	<b>Exam 1</b>
6	2/12-14	<b>The Critical/Sensitive Period</b> <i>Readings: Mayberry &amp; Lock (2003); *Granena &amp; Long (2012)</i>
7	2/19-21	<b>Theories of L2 development and the question of UG access</b> <i>Readings: Bley-Vroman (1990); *Prévost &amp; White (2000)</i>
8	2/26	<b>Theories of transfer and parameter re-setting</b> <i>Readings: White 1985; *Gruter and Crago (2012)</i>

	2/28	<b>Third language acquisition</b> <i>Readings: *Rothman &amp; Cabrelli Amaro (2010); Rothman (2011); Montrul, Dias &amp; Santos (2009)</i>
9	3/5	<b>Individual learner differences and learning contexts</b> <i>Readings: *Ellis (2012); Rothman (2008); Russell &amp; Spada (2006)</i>
	3/7	<b>Discussion and Review</b>
10	3/12	<b>Exam 2</b> (open book)
	3/14	<b>Conference presentations: Part I</b>
Finals	3/19	<b>Conference presentations: Part II; Papers due</b>