

North Carolina State University
English Department

ENGL 584 B

Section 001

BILINGUALISM AND LANGUAGE CONTACT

Spring 2007

Instructor: Dr. Agnes Bolonyai
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Class Time: 4:30-5:45 pm TTH
Classroom: T OG 123
Office Hours: TTH 2:00-3:30,
or by appointment

“Bilingualism for me is the fundamental problem of linguistics”
(Jacobson 1953)

Course Description:

This course offers a comprehensive introduction to the study of bilingualism and language contact. We explore the most important and fascinating aspects of individual and societal bilingualism, focusing on both theoretical and practical issues. The goal of the course is to better understand the linguistic, cognitive, cultural, and socio-political dimensions of bi- and multilingualism and its role in our lives. Some of the questions we will ask include: How do people become bilingual? Is it harder for a child to learn two languages at once? Is the bilingual brain different from the monolingual brain? Why do bilinguals code-switch? What happens when one language encroaches on the other? Can language shift and loss be predicted? What is the role of language ideologies and attitudes in nation building? Does bilingualism threaten English in the U.S.? Is English as a global lingua franca a threat to multilingualism? Topics to be covered include:

- patterns of bilingual language acquisition in children and adults
- language in the mind: mental representation and processing of two languages
- sociocultural aspects of bilingualism
- bilingual identity
- bilingual interactions: social meanings and functions of code-switching
- the grammar of code-switching
- the politics of language choice in multilingual communities
- social and linguistic conditions of language shift, maintenance, and loss
- structural outcomes of language contact

Examining empirical data from a variety of languages, we look for universally applicable explanations for how and why people use two (or more) languages the way they do. Questions that sometimes arouse controversy are also addressed—such as the question of bilingual education and whether there is a relationship between bilingualism and a child’s cognitive and social development. The course should be of relevance to students interested in language behavior or those specializing in second/foreign language teaching, speech therapy, communication, sociology, psychology, anthropology, and education.

Course Objectives: By the end of the course, you will be able to:

- recognize the basic issues, theoretical concepts and principles in the study of bilingualism and language contact
- understand the linguistic, cognitive and socio-cultural factors and their complex interaction when languages and their speakers come into contact
- evaluate strengths and weaknesses of theoretical concepts and frameworks proposed to account for various aspects of bilingualism
- recognize and analyze the significance of a pattern in spoken or written bilingual language use
- appreciate bi- and multilingualism as a normal and complex phenomenon both at the individual and societal level, a treasure to be nourished and promoted
- explain the relevance of bilingualism to your own life and analyze its impact in the world around you

Texts:

- Myers-Scotton, C. 2006. *Multiple Voices: An Introduction to Bilingualism*. Blackwell. (\$36.95)
- Wei, Li. (ed.) 2000. *The Bilingualism Reader*. Routledge. (\$33.25)
- Readings on Electronic Reserve.

Class Format:

Much of the course will be organized as a seminar; that is, it will consist of short lectures, student presentations on assigned readings, and class discussions. Everyone is responsible for the material covered in the readings, and everyone is expected to participate in all class discussions and activities.

Course Requirements:

- You are expected to have read all the material before class and be ready to participate in class discussions, provide critical interpretation of readings, and illustrate theoretical issues with examples from your own life experience and language use.
- You will give an oral presentation and lead a critical discussion on one of the required readings. The presentation should be about 15 minutes. You will be required to prepare a handout and distribute it to students in class when the presentation is actually given.
- There will be a few brief response papers and smaller homework assignments.
- There will be a midterm exam. The answers to questions will require an analysis and synthesis of our readings and class discussions.
- You will write a 12-15 page research paper (on any topic relevant to the course content) based on empirical research. You will present a shorter, 'conference' version of your paper (8 pages, 15 minutes) at the end of the semester. You will be required to meet with me at least once during the semester to discuss progress on the paper.

Attendance: You are expected to be in class regularly. If you miss a class, you need to contact someone in the class and find out what you missed. Excused absences will only be given in cases of anticipated activities or documented emergencies. For scheduling make-up work, please contact me. You are permitted 3 unexcused absences. If you miss

more than 3 classes, your final grade will be reduced by 1 point for each additional class missed. (For more information, please see the university attendance policy at http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php).

Grading:

Oral presentation on reading: 10 %
Research paper & presentation: 40 %
Mid-term exam: 30 %
Homework, class participation: 20 %

Grades:

A = 90 -100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = less than 60

Academic Integrity:

The *NCSU Code of Conduct* defines academic dishonesty ‘the giving, taking, or presenting of information or material by a student that unethically or fraudulently aids oneself or another on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student’s record or academic career.’ The least penalty for academic dishonesty is to be placed on academic integrity probation for the remainder of the student’s academic career. For further information please refer to the *Code of Student Conduct*.

ADA: North Carolina State University seeks to fully comply with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7633. http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php\)](http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

Tentative Class Schedule

Week 1 Jan 11, TH	Introduction Overview of course content and objectives <ul style="list-style-type: none">▪ CMS, Chapter 1
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Week 2 Jan 16, T	Defining bilingualism <ul style="list-style-type: none">▪ CMS, Chapter 2: What is a language?▪ Wei, Introduction: Dimensions of bilingualism▪ Wei, Methodological questions in the study of bilingualism
Jan 18, TH	Describing bilingualism <ul style="list-style-type: none">▪ CMS, Chapter 3: Who is a bilingual? What factors promote bilingualism?▪ Wei, Introduction: Mackey, The description of bilingualism
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Week 3 Jan 23, T	Sociolinguistic aspects of bilingualism: Code choice at the community level <ul style="list-style-type: none">▪ CMS, Chapter 4: Language maintenance and shift▪ Wei, Chapter 2: Ferguson, Diglossia▪ Wei, Chapter 3: Fishman, Bilingualism with and without diglossia▪ Wei, Chapter 4: Fishman, Who speaks what language to whom & when?
Jan 25, TH	Language maintenance and shift <ul style="list-style-type: none">▪ Paulston, Catalan and Occitan, ER▪ Gal, Peasant men can't get wives, ER▪ Bentahila & Davis, Convergence & divergence: two cases of language shift in Morocco, ER <p>Recommended: Al-Khatib & Al-Ali, Language and cultural maintenance among the Gypsies of Jordan, ER</p>
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Week 4 Jan 30, T	Case studies <ul style="list-style-type: none">▪ Kamwangamalu, Social change and language shift: South Africa, ER▪ Stoessel, Investigating the role of social networks in lang. maint. & shift, ER <p>Recommended: ▪ Hulsen, de Bot, and Weltens, Between two worlds, ER</p>
Feb 1, TH	Language ideologies and attitudes <ul style="list-style-type: none">▪ CMS, Chapter 5: Ideologies and attitudes▪ Gal and Irvine, The boundaries of languages & disciplines: How ideologies construct difference, ER▪ Gardner-Chloros et al., Language attitudes and use in a transplanted setting, ER <p>Recommended: Winter, Discourse as a resource: Methods of collecting language attitudes, ER</p>
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Week 5 Feb 6, T	The political economy of code choice <ul style="list-style-type: none">▪ Gal, The political economy of code choice, ER▪ Canagarajah, The political economy of code choice in a "revolutionary society": Tamil-English bilingualism in Jaffna, Sri Lanka, ER▪ Stroud, Portuguese as ideology and politics in Mozambique, ER
Feb 8, TH	Symbolic domination and resistance: in education and in the workplace <ul style="list-style-type: none">▪ Heller, Legitimate language in a multilingual school, ER▪ Barrett, Language ideology and racial inequality, ER

Week 6 Feb 13, T	Sociolinguistic aspects of bilingualism: Code choice in bilingual interactions	
	<ul style="list-style-type: none"> ▪ CMS, Chapter 6: The social motivations for language use ▪ Wei, Chapter 5: Blom & Gumperz, Social meaning in linguistic structure 	
Feb 15, TH	Code-switching as identity negotiation	
	<ul style="list-style-type: none"> ▪ Wei, Chapter 6: Myers-Scotton, Code-switching as indexical of social negotiations ▪ Blommaert, Codeswitching and the exclusivity of social identities, ER 	
Week 7 Feb 20, T	Code-switching as a rational choice	
	<ul style="list-style-type: none"> ▪ Myers-Scotton & Bolonyai, Calculating speakers: Codeswitching in a rational choice model, ER ▪ Bolonyai, "Who was the best?": Power, knowledge and rationality in bilingual girls' code choices, ER 	
Feb 22, TH	The conversational structure of code-switching	
	<ul style="list-style-type: none"> ▪ Wei, Chapter 7: Auer, A conversation analytic approach to code-switching ▪ Gumperz, Conversational code switching, ER ▪ Wei, Chapter 8: Wei, Milroy & Ching, A two-step sociolinguistic analysis of code-switching and language choice 	
Week 8 Feb 27, T	Code choice in the bilingual family	
	<ul style="list-style-type: none"> ▪ Piller, 'I always wanted to marry a cowboy': Bilingual couples, lang. & desire ▪ Piller, We speak bilingually, ER ▪ Pavlenko, 'Stop doing that': Language choice and emotions in parent-child interactions, ER 	
March 1, TH	Code-switching in modernity: crossing, performativity, and hybridity	
	<ul style="list-style-type: none"> ▪ Stroud, The performativity of codeswitching, ER ▪ Bhatt, In other words: Language mixing, identity representation, & third space ▪ Doran, Negotiating between Bourge and Racaille: Verlan as youth identity practice in suburban Paris, ER 	
March 5-9	Spring Break	
Week 9 March 13, T	Intercultural communication	Midterm
	<ul style="list-style-type: none"> ▪ CMS, Chapter 7: Intercultural communication ▪ Ide, How and why honorifics can signify dignity and elegance, ER 	
March 15, TH	Linguistic dimensions of bilingualism: Borrowing	
	<ul style="list-style-type: none"> ▪ CMS, Chapter 8: Lexical borrowing 	
Week 10 March 20, T	Structural aspects of code-switching	
	<ul style="list-style-type: none"> ▪ CMS, Chapter 9: What happens to grammars in bilingual contact ▪ Clyne, Linguistic & socioling. aspects of lang. contact, maintenance & loss, ER ▪ Treffers-Daller, Variability in code-switching styles, ER 	
March 22, TH	Structural models of code-switching	
	<ul style="list-style-type: none"> ▪ Wei, Chapter 10: Constraints on code-switching: how universal are they? ▪ Wei, Chapter 9: Poplack, Sometimes I'll start a sentence in Spanish ▪ Wei, Chapter 11: Myers-Scotton & Jake, Matching lemmas 	

Recommended: ▪Gardner-Chloros and Edwards, Assumptions behind grammatical approaches to CS, ER

Week 11 Language attrition

- March 27, T
- Seliger, Primary language attrition in the context of bilingualism, ER
 - Bolonyai, In-between languages, ER
 - Halmari, Code-switching strategies as a mirror of language loss, ER

March 29, TH **Bilingual speech processing**

- CMS, Psycholinguistics and bilingualism

Recommended: ▪ Wei, Chapter 17: de Bot, A bilingual production model

Week 12 Bilingual acquisition in children and adults

- April 3, T
- CMS, Age of acquisition and success with a second language

Recommended: ▪ Wei, Chapter 12: Genesee, Early bilingual development

- Wei, Chapter 15: Paradis, Language lateralization in bilinguals

April 5, TH **Language planning, language rights**

- CMS, Chapter 12: Language policies and globalization
- May, Language rights: Moving the debate forward, ER
- Kymlicka and Patten, Language rights and political theory, ER

Recommended: ▪ Lin, Bilingualism or linguistic segregation?, ER

Week 13 Language policy

- April 10, T
- Schmidt, Racialization and language policy: The case of the U.S.A., ER
 - Ricento, Problems with the 'language-as-resource' discourse in the promotion of heritage languages in the USA, ER
 - Hornberger, Language policy, language education, language rights:, ER

Recommended: ▪ Blackledge, Imagining a monocultural community: Racialization of cultural practice, ER

April 12, TH **Heritage language education**

- Suarez, The paradox of linguistic hegemony and the maintenance of Spanish, ER
 - Shannon, The debate on bilingual education in the U.S., ER
 - Kostogriz, Dialogical imagination of (inter)cultural spaces: rethinking of semiotic ecology of second language and literacy learning, ER
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Week 14 Globalization, global English, and multilingualism

- April 17, T
- House, English as a lingua franca: A threat to multilingualism?, ER
 - Demont-Heinrich, Lang. and national identity in the era of globalization, ER
 - Pennycook, The myth of English as an international language, ER
 - Coulmas, Changing language regimes in globalizing environments, ER
 - Brutt-Griffler, Globalisation & applied linguistics: post-imperial questions, ER

April 19, TH Catching up

Week 15

April 24, T Paper presentations

April 26, TH Paper presentations

Research paper due

Final exam: 1:00-4:00 p.m. May 8, Tuesday