

FALL 2009
SPAN 588: Seminar in Second Language Learning
Heritage Language Acquisition

Tuesdays and Thursdays 12:30-2:00
1112 FLB

Same as [EALC 588](#), [EIL 590](#), [FR 588](#), [GER 588](#), [ITAL 588](#), [LING 588](#), [PORT 588](#), and [SLS 588](#). Prerequisite: SPAN 580 or equivalent or consent of instructor.

Prof. Silvina Montrul

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In the context of the United States, heritage speakers are individuals exposed to a minority language at home since childhood but educated predominantly in English. In recent years many foreign language classes (Spanish, East Asian languages, Russian, Arabic, Hindi and the less commonly taught languages) geared toward adult L2 learners have been opening doors to heritage language speakers, posing interesting challenges to second language educators. This seminar will offer an overview of recent research and outstanding issues in the emerging field of heritage language acquisition with the objective to produce theoretical and empirical research on the nature of heritage language learners' linguistic competence, processing, and use of the minority language, and to understand the specific linguistic needs of this population. The ultimate goal is to link findings from theoretical experimental research and classroom research to pedagogical applications in the L2/HL classroom.

Topics include issues of culture and identity in different heritage language communities, first, second and bilingual acquisition from childhood to adulthood, the role of school in heritage language maintenance and loss, the nature of the adult heritage language speakers linguistic knowledge, comparison of heritage language learners and L2 learners, heritage language learners in the classroom, implications for language programs and language policy. The course will focus on discussing experimental and case studies of heritage speakers of different languages (Spanish, Russian, French, English, German, Arabic, Turkish, Korean, Japanese, etc.) and sociolinguistic contexts, approached from different theoretical perspectives (syntactic theory, phonological theory, psycholinguistics, neurolinguistics, sociolinguistics).

Students will be introduced to data analysis and to a variety of experimental methodologies for investigating bilingual learner language, and will get hands on research. The main requirement for the course is the design and execution of an empirical study with heritage language speakers.

Basic knowledge of formal linguistics, especially phonology and syntax, required.

Evaluation:

Oral presentation of a research article and handout and abstract	20%
Assignment	25%
Summary of research project with methodology and bibliography by due date	5%
Complete empirical research paper (small-scale experiment or case study)	50%

Class management

This is a graduate seminar. You are expected to have read all assigned materials before coming to class and to participate actively in class discussions. Occasionally, I will use a lecture-discussion format when introducing general issues and clarifying main theoretical points. The rest of the time will be student-led discussions arising from the specific studies presented in class.

Research Paper (50%)

See attached instructions.

Assignment (25%)

For this assignment, you will record the speech of an adult or child heritage speaker of intermediate or less proficiency in the language and you will transcribe and analyze their language. See instructions attached.

Oral Presentation (20%)

A main objective of the class is that you learn to do a professional presentation in front of your peers, as if you were in a conference. For this assignment, you will choose one of the available articles for presentation and you will do a 20-minute presentation. **This time limit will be strictly enforced.**

To make your presentation clear and complete it in the allotted time (and depending on the complexity of the article you choose), you will have to focus on the most important points and results of the article, or find a more concise way of presenting the results.

You will receive feedback on different aspects of your presentation, such as time-management, clarity of ideas presented, ability to identify main points of the article, speed of delivery (**reading from a script is totally prohibited**), ability to evaluate the article (identify weaknesses and strengths) clarity of handout/presentation (i.e., too much or too little information, visual appeal).

Abstract: The day of the presentation, you will hand-in a single-spaced one-page summary (500 words maximum) of the article you presented. As with the presentation, the abstract has to describe the general background, research question, linguistic focus and theoretical approach, hypotheses, methodology (subjects and tests), results, and implications. The abstract has to include word count at the bottom.

Communication. I encourage everyone to schedule an appointment with me for an informal chat. I am interested in finding out more about your interests and your expectations about the course. The best and quickest way to get in touch with me during the semester is by e-mail to schedule appointments.

Required Readings (all PDF files available in Compass <https://compass.uiuc.edu>)A. Books

Montrul, S. 2008. *Incomplete Acquisition in Bilingualism: Re-examining the Age Factor*. Amsterdam: John Benjamins. **Electronic version available in Compass.**

B. Articles available in Compass (Those marked with an asterisk (*) in the schedule are the studies available for oral presentations)

Week 1, August 25-27: Who are heritage speakers?

Montrul, S. (in press). Current issues in heritage language acquisition. *Annual Review of Applied Linguistics*

Hornberger, N. and Wang, S. 2008. *Who are our heritage language learners?* In Brinton, D., Kagan, O. & Bauckus, S. (eds.), *Heritage Language Education: A New Field Emerging*. New York: Routledge, pp. 3-35.

Valdés, G. et al. 2008. Heritage languages and ideologies of language: Unexamined challenges. In Brinton, D., Kagan, O. & Bauckus, S. (eds.), *Heritage Language Education: A New Field Emerging*. New York: Routledge, pp. 107-130.

Parodi, C. 2008. Stigmatized Spanish inside the classroom and out: A model of language teaching to heritage speakers. In Brinton, D., Kagan, O. & Bauckus, S. (eds.), *Heritage Language Education: A New Field Emerging*. New York: Routledge, pp. 199-214.

Week 2, September 1-3: Who are heritage speakers?

Kondo-Brown, K. 2006. East Asian heritage language proficiency development. In K. Kondo-Brown (ed.), *Heritage Language Development. Focus on East Asian Immigrants*. Amsterdam: John Benjamins, pp. 243-278.

Polinsky, M. 2000. A composite linguistic profile of a speaker of Russian in the U.S. In Kagan, O., & Rifkin, B., with S. Bauckus (editors), *The Learning and Teaching of Slavic Languages and Cultures*, Bloomington, IN: Slavica Publishers.

Moag, R. 1995. Semi-native speakers: How to hold and mold them. In V. Gambhir (ed.), *The Teaching and Acquisition of South Asian Languages*, pp. 168-181. Philadelphia: University of Pennsylvania Press.

Shiri, S. (in press). Arabic in the United States. In Potowski, K. (Ed.), *Language diversity in the U.S.* Cambridge University Press.

Week 3, September 8-10: The grammatical system of heritage speakers

Montrul, S. (2008). Chapter 6

Polinsky, M. (2007). Incomplete Acquisition: American Russian. *Journal of Slavic Linguistics* 14, 191-262.

*Rothman, J. (2007) Heritage speaker competence differences, language change and input type: Inflected infinitives in heritage Brazilian Portuguese. *International Journal of Bilingualism* 11, 4, 359-389.

*Pires, A. & Rothman, J. (2009). Disentangling contributing variables to incomplete acquisition competence outcomes: What differences across Brazilian and European Portuguese heritage speakers tell us. *International Journal of Bilingualism*, 13,2

Week 4, September 15-17: The grammatical system of heritage speakers

- Kim, J-H, Montrul, S. and Yoon, J. 2009. Binding interpretation of anaphors in Korean heritage speakers. *Language Acquisition* 16, 1, 3-35.
- Montrul, S. and Bowles, M. (2009). Back to basics: Differential Object Marking under incomplete acquisition in Spanish heritage speakers. *Bilingualism: Language and Cognition*, 12, 3, 363–383.
- Montrul, S. and Ionin, T. (in press). Transfer effects in the interpretation of definite articles by Spanish heritage speakers. *Bilingualism: Language and Cognition*

Week 5, September 22-24: The context of heritage language acquisition

- Montrul, S. (2008) Chapter 2
- Montrul, S. (2008) Chapter 4

Week 6, September 29-October 1: Simultaneous Bilingualism: The weaker language

- *Anderson, R. (1999). Noun phrase gender agreement in language attrition. Preliminary results. *Bilingual Research Journal* 23, 318–337.
- *Bolonyai, A. 2007. (In)vulnerable agreement in incomplete bilingual L1 learners. *The International Journal of Bilingualism* 11, 3–21.
- *Silva-Corvalán, C. 2003. Linguistic consequences of reduced input in bilingual first language acquisition. In *Linguistic Theory and Language Development in Hispanic Languages*, S. Montrul & F. Ordóñez (eds.), 375–397. Somerville, MA: Cascadilla Press.

Week 7, October 6-8: Language loss at school

- Montrul, S. (2008). Chapter 5
- *Merino, B. 1983. Language loss in bilingual Chicano children. *Journal of Applied Developmental Psychology* 4, 277–294.
- *Montrul, S. & Potowski, K. 2007. Command of gender agreement in school-age Spanish bilingual children. *International Journal of Bilingualism* 11, 301–328.
- *Mueller-Gathercole, V. and Thomas, E. (2009). Bilingual first language development: Dominant language takeover, threatened minority language take up. *Bilingualism: Language and Cognition* 12, 2, 213-237.

Week 8, October 13-15: Theories of L1 and L2 acquisition

- Bley-Vroman, R. (1989). The logical problem of second language learning. In S. Gass and J. Schachter (eds.), *Linguistic Perspectives on Second Language Acquisition*, 41–68. Cambridge, UK: Cambridge University Press.
- Bley-Vroman, R. (2009). The evolving context of the Fundamental Difference Hypothesis. *Studies in Second Language Acquisition* 31, 2, 175-198.
- Ellis, N. C. (2002). Frequency effects in language processing: A review with implications for theories of implicit and explicit learning. *Studies in Second Language Acquisition* 23, 143–188.
- O’Grady, W. (2008). The Emergentis Program. *Lingua*, 118, 447-464.
- O’Grady, W., Lee, O. and Lee, J. (2008). Practical and Theoretical issues in the study of partial language acquisition. Paper presented at the Second Summer Heritage Research Institute, Harvard University, June 23-27, 2008.

Week 10, October 27-29: Heritage speakers and L2 learners

Montrul, S. (2008), Chapter 7

- *Kondo-Brown, K. (2005). Differences in language skills: heritage language learner subgroups and foreign language learners. *The Modern Language Journal* 89, 563-581.
 - *Kanno, K, Hasegawa, T., Ikeda, K., Ito, Y. And Long, M. (2008). Prior language learning experience and variation in the linguistic profiles of advanced English-speaking learners of Japanese. In D. Brinton, O. Kagan and S. Bauckus (eds.), *Heritage Language Education. A New Field Emerging*. New York: Routledge, pp. 165-180.
 - *Au, T., Knightly, L, Jun, S. and Oh, J. (2002). Overhearing a language during childhood. *Psychological Science* 13, 238–243.
 - *Au, T., Knightly, L, Jun, S., Oh, J. & Romo, L. (2008). Salvaging a childhood language. *Journal of Memory and Language*, 58, 998-1011.
- Montrul, S. (in press). How similar are L2 learners and heritage speakers? Spanish clitics and word order. *Applied Psycholinguistics*.

Week 11, November 3: Heritage speakers and L2 learners

- Montrul, S., Foote, R. and Perpiñán, S. 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.
- Montrul, S. and Perpiñán, S. (under review). Assessing differences and similarities between instructed L2 learners and heritage language learners in their knowledge of Spanish Tense-Aspect and Mood (TAM) morphology.

Week 12, November 10: Heritage language classrooms

- Montrul, S. and Bowles, M. 2009. Is grammar instruction beneficial for heritage language learners? Dative case marking in Spanish. *The Heritage Language Journal* 7, 1, 2009.
- Potowski, K., Jegerski, J. and Morgan-Short, K. (2009). *Language Learning* 59, 3,
- Bowles, M (in press). *The Modern Language Journal*

Optional readings and resources (highly recommended, especially when planning your papers)

- Cowart, W. (1997). *Experimental Syntax: Applying objective methods to sentence judgments*. London: Sage.
- Duff, P. (2008). *Case Study Research in Applied Linguistics*. New York: Lawrence Erlbaum.
- Mackey, A. and Gass, S. (2005). *Second Language Research. Methodology and Design*. Mahwah, NJ: Lawrence Erlbaum.
- McDaniel, D., McKee, C., and Smith Cairns, H. (1996). *Methods for Assessing Children's Syntax*. Cambridge, MA: MIT press.
- Field, A. (2005). *Discovering Statistics Using SPSS*. London: Sage.
- Paradis, M. (2009). *Declarative and Procedural Determinants of Second Languages*. Amsterdam: John Benjamins.

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week	TUESDAY	THURSDAY
1	August 25 Introduction Montrul (in press) ARAL Homberger & Wang (2008)	August 27 Who are heritage speakers? Valdés et al. (2008), Parodi (2008)
2	September 1 Who are heritage speakers? Polinsky (2000), Kondo-Brown (2006)	September 3 Moag (1995), Shiri (in press) Video "I speak Arabic"
3	September 8 The grammatical system of heritage speakers Montrul (2008): Chapter 6 *Polinsky (2007)	September 10 The grammatical system of heritage speakers *Rothman (2007), *Pires & Rothman (2009)
4	September 15 The grammatical system of heritage speakers *Kim, Montrul & Yoon (2009)	September 17 The grammatical system of heritage speakers Montrul & Bowles (2009) Montrul & Ionin (in press)
5	September 22 The Context of Heritage Language Acquisition First and second language acquisition Montrul (2008): Chapter 2	September 24 The Context of Heritage Language Acquisition Bilingual acquisition Montrul (2008): Chapter 4
6	September 29 Simultaneous bilingualism: The weaker language *Bolonyai (2007)	October 1 Attrition or incomplete acquisition? *Anderson (1999), *Silva Corvalán (2003)
7	October 6 Language loss at school Montrul (2008) Chapter 5 *Merino (1983) Assignment due	October 8 *Montrul & Potowski (2007) *Mueller Gathercole & Thomas (2009)
8	October 13 Theories of Acquisition Bley-Vroman (1989, 2009)	October 15 Theories of Acquisition *N. Ellis (2002) *O'Grady (2008), O'Grady et al. (2008)

week	TUESDAY	THURSDAY
9	October 20 Research methodologies	October 22 No class HLS (Puerto Rico)
10	October 27 No class	October 29 Heritage speakers and L2 learners Montrul 2008, Ch 7 *Kanno et al. (2008) *Kondo-Browm (2005) Research proposal due
11	November 3 Heritage speakers and L2 learners *Au et al (2002, 2008) Montrul (in press) AP	November 5 Heritage speakers and L2 learners Montrul, Foote & Perpiñán (2008) Montrul and Perpiñán (under review)
12	November 10 Heritage language classrooms *Potowski, Jegerski & Morgan-Short Montrul & Bowles (2009) Bowles (in press)	November 12 Open discussion
13	November 17 Open discussion	November 19 Open discussion
14	November 24 Thanksgiving break	November 26 Thanksgiving break
15	December 1 Students' projects presentations	December 3 Students' projects presentations
16	December 8 Students' projects presentations	
17	December 15 Research papers due by 5 p.m. in 4080 FLB (mailbox)	