



SPN 6735/LIN 6932: Bilingual Language Control
Fall 2017

Instructor: Dr. Jorge Valdés Kroff

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Office Hours: T, 3:00-4:00, W 10:30-12:30,
by appointment

Class Time: T 4, R 4-5

Class Location: TUR 2318

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Course Description:

A fundamental question in psycholinguistic approaches to bilingualism is how speakers navigate between their two (or more) languages in order to successfully produce or comprehend in the appropriate language. On the other hand, bilinguals find themselves in contexts in which they intentionally must alternate between their languages within speech (i.e., code-switching). This general problem of “selecting” the right language is termed bilingual language control. In this survey course, we will begin by overviewing the now well-established finding that a bilingual’s languages are co-active to varying degrees—both at the lexical and sentential level; and the subsequent models that have been developed to account for bilingual language control. Subsequently, we will explore current debates on whether domain-general cognitive control aids in bilingual language control. The last third of the course will be dedicated to examining bilingual language control over the lifespan and in less typical bilingual contexts such as code-switching and bimodal bilingualism. Readings will consist of peer-reviewed research articles and review articles. Students’ grades consist of critical reviews, in-class presentation and discussion, and a final research proposal.

Course Readings.

We will read a selection of primary articles and select chapters from handbooks. All readings will be made available on Canvas elearning.ufl.edu

Course Grade. The semester grade will be calculated as follows:

Attendance and Participation: 10%

Discussion Questions: 10%

Presentations (2): 20%

Critical Review: 20%

Research Paper: 40%

Attendance and Participation (10 pts): I expect you to read each of the assigned papers prior to the class meeting, attend class, participate actively, and cooperate in facilitating discussion.

Discussion Questions (10 pts): By 4pm of the day prior to Thursday class (i.e. Wednesday), please submit a discussion question in Canvas on 2 of the assigned readings (2 questions total). These will be organized for class discussion by the discussion leader for that week.

Class Presentation (20 pts): You will be expected to give two seminar presentations during the semester.

a. Presentation on a related paper (15 pts). One presentation will be based on a recent empirical paper that covers the topic we are considering in a given week. The presentation should be approximately 20 minutes long + 5 minutes of questions. It will be helpful for you to let me know in advance the paper you plan to present so I can avoid talking about it myself during the tutorial portion of the class.

b. Leading a seminar discussion (5 pts). The other presentation consists of serving as a discussion leader during one week of the term. Each session will be structured such that I will give an initial tutorial lecture on the topic of the week for on Tuesday and part of the time during our Thursday class meeting. We'll then have one presentation on an outside paper, and we'll leave the final 25 minutes of the class for discussion. The responsibility of the week's discussion leader(s) is to organize the questions generated by class members into a meaningful discussion. The discussion may consider both empirical and theoretical issues raised by the readings. The discussion leader will collect the questions generated by class members and bring the organized discussion questions to the class meeting. The discussion leader should prepare a brief PowerPoint presentation that summarizes the main themes in the questions and that focuses discussion on the set of issues that he/she takes to be most important. It is important for the discussion leader to help navigate the discussion session (i.e., guide the discussion session and ask follow-up questions)

Critical review. You will be expected to write one article review

Critical reviews must be 3-5 single spaced pages (not including references), on articles designated as target articles (**T**) on the syllabus.

- (1) The reviews are due at the beginning of the class during which the particular target article is to be discussed (Tuesday)
- (2) The reviews may not be on articles discussed in a week when you are a presenter

Research Paper (40 pts). You will be required to write a research paper of no more than 20 pages double-spaced (excluding references) as a critical review of an SLA-related topic or on an experiment that you could potentially carry out on a theoretically-motivated question. The proposal can be focused on any of the topics covered during the semester or a translational issue with prior approval. More details will be provided throughout the semester. The paper will be structured such that students will be required to turn in components throughout the semester. Consult syllabus for key dates.

Proposal and Short Bibliography (2 pts)

Annotated Bibliography (5 pts)
Paper Outline (3 pts)
Abstract (5 pts)
Final Paper (25 pts)

Grade Scale

A = 100-93	C(S) = 76-73
A- = 92-90	C-(U) = 72-70
B+ = 89-87	D+ = 69-67
B = 86-83	D = 66-63
B- = 82-80	D- = 62-60
C+ = 79-77	E = 59-0

A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at (<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>).

Attendance Policy

Attendance is mandatory and will be taken on a daily basis. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

In the case of approved absences:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>, you must provide official documentation to your instructor within *a week* after the absence in order to be excused. Any work missed due to excused absences will be handled on a case-by-case basis in conjunction with advice from the administrative coordinator.

Academic Integrity

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The UF Honor Code reads:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information please refer to

<http://www.dso.ufl.edu/studentguide>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Counseling and Wellness

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Tentative Class Schedule (Subject to change)

Week 1 (8/22, 8/24)

Introduction to course; Brief overview of central themes to bilingual language control

Costa, A., & Sebastián-Gallés, N. (2014). How does the bilingual experience sculpt the brain? *Nature Reviews, Neuroscience*, 15, 336-345.

Kroll, J. F., Gullifer, J. W., McClain, R. Rossi, E., & Martín, M. C. (2015). Selection and control in bilingual comprehension and production. In J. W. Schweiter (Ed.), *The Cambridge handbook of bilingual processing* (pp. 485-507). Cambridge, UK: Cambridge University Press.

Week 2 (8/29), *no class meeting on 8/31**

Developing statistical literacy

****Decide on Presentation Schedule**

Week 3 (9/6, 9/8) Hamideh- presentation; Discussion-Diana

Models of Language Control I: Revised Hierarchical Model

- Kroll, J. F., & Stewart, E. (1994). Category interference in translation and picture naming: Evidence for asymmetric connections between bilingual memory representation. *Journal of Memory and Language*, *33*, 149-174.
- Sunderman, G., & Kroll, J. F. (2006). First language activation during second language lexical processing: An investigation of lexical form, meaning, and grammatical class. *Studies in Second Language Acquisition*, *28*, 387-422.
- Linck, J. A., Kroll, J. F., & Sunderman, G. (2009). Losing access to the native language while immersed in a second language: Evidence for the role of inhibition in second-language learning. *Psychological Science*, *20*, 1507-1515.

Week 4 (9/12, 9/14) Lori- presentation, Discussion-Hamideh

Models of Language Control II: Bilingual Interactive Activation Model

- Dijkstra, T., & Van Heuven, W. J. B. (2002). The architecture of the bilingual word recognition system: From identification to decision. *Bilingualism: Language and Cognition*, *5*, 175-197.
- Dijkstra, T., Van Hell, J. G., & Brenders, P. (2015). Sentence context effects in bilingual word recognition: Cognate status, sentence language, and semantic constraint. *Bilingualism: Language and Cognition*, *18*, 597-613.
- Van Assche, E., Drieghe, D., Duyck, W., Welvaert, M., & Hartusuiker, R. J. (2011). The influence of semantic constraints on bilingual word recognition during sentence reading. *Journal of Memory and Language*, *64*, 88-107.

Week 5 (9/19, 9/21) presentation- Hernán, Discussion-Marc

Models of Language Control III: Inhibitory Control

- Green, D. W. (1998). Mental control of the bilingual lexico-semantic system. *Bilingualism: Language and Cognition*, *1*, 67-81.
- Linck, J. A., Hoshino, N., & Kroll, J. F. (2008). Cross-language lexical processes and inhibitory control. *Mental Lexicon*, *3*, 349-374.
- Blumenfeld, H. K., & Marian, V. (2011). Bilingualism influences inhibitory control in auditory comprehension. *Cognition*, *118*, 245-257.

Week 6 (9/26, 9/28) presentation-Marc, Discussion-Lori, Hernán

Cued Language Switching

- Meuter, R. F. I., & Allport, A. (1999). Bilingual language switching in naming: Asymmetric costs of language selection. *Journal of Memory and Language*, *40*, 25-40.
- Costa, A., & Santesteban, M. (2004). Lexical access in bilingual speech production: Evidence from language switching in highly proficient bilinguals and L2 learners. *Journal of Memory and Language*, *50*, 491-511.
- Declerck, M., Stephan, D. N., Koch, I., & Philipp, A. (2015). The other modality: Auditory stimuli in language switching. *Journal of Cognitive Psychology*, *27*, 685-691.

Dussias, P. E., Gullifer, J. W., & Poepsel, T. J. (2016). How psycholinguistics can inform contact linguistics: Converging evidence against a decreolization view of Palenquero. In A. Schwegler, J. McWhorter, & L. Ströbel (Eds.), *The Iberian challenge: Creole languages beyond the plantation setting* (pp. 181-204). Frankfurt: Iberoamericana Vervuert.

***Proposal and Short Bibliography Due**

Week 7 (10/3, 10/5) Diana, Aleks, Discussion-Alberto

Voluntary Language Switching and Unintended intrusions

Gollan, T. H., & Ferreira, V. S. (2009). Should I stay or should I switch? A cost-benefit analysis of voluntary language switching in young and aging bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *35*, 640-665.

Declerck, M., Lemhöfer, K., & Grainger, J. (in press). Bilingual language interference initiates error detection: Evidence from language intrusions. *Bilingualism: Language and Cognition*. 1-7. <https://dx.doi.org/10.1017/S1366728916000845>

Gollan, T. H., Shotter, E. R., Gomez, J., Murillo, M., & Rayner, K. (2014). Multiple levels of bilingual language control: Evidence from language intrusions in reading aloud. *Psychological Science*, *25*, 585-595.

Week 8 (10/10, 10/12) presentation-Alberto, Discussion-Andreina

Global v. Local Inhibition

Morales, J., Gómez-Ariza, C. J., Bajo, M. T. (2015). Multi-component perspective of cognitive control in bilingualism. In J. Schweiter (Ed.), *Cognitive control and consequences for multilingualism* (pp. 271-296). Amsterdam: John Benjamins

*available as e-book from UF Libraries

Baus, C., Branzi, F., & Costa, A. (2016). On the mechanism and scope of language control in bilingual speech production. In J. Schweiter (Ed.), *Cambridge handbook of bilingual processing* (pp. 508-526). Cambridge, UK: Cambridge University Press.

Christoffels, I. K., Firk, C., & Schiller, N. O. (2011). Bilingual language control: An event-related brain potential study. *Brain Research*, *1147*, 192-208.

****Annotated Bibliography Due**

Week 9 (10/17, 10/19) Phil, Nick, Discussion-Aleks

Individual differences in Language Control

Bjork, R. A., & Kroll, J. F. (2015). Desirable difficulties in vocabulary learning. *The American Journal of Psychology*, *128*, 241-252.

Mercier, J., Pivneva, I., & Titone, D. (2014). Individual differences in inhibitory control relate to bilingual spoken word processing. *Bilingualism: Language and Cognition*, *17*, 89-117.

Chen, P., Bobb, S. C., Hoshino, N., & Marian, V. (2017). Neural signatures of language co-activation and control in bilingual spoken word comprehension. *Brain Research*, *1665*, 50-64.

Week 10 (10/24, 10/26) presentation-Andreina, Discussion-Nick

Neural correlates of bilingual language control

- Hernandez, A. (2016). Neural perspectives of language control. In J. Schweiter (Ed.), *The Cambridge handbook of bilingual processing* (pp. 548-568). Cambridge, UK: Cambridge University Press.
- Abutalebi, J., & Green, D. W. (2008). Control mechanisms in bilingual language production: Neural evidence from language switching studies. *Language and Cognitive Processes*, 23, 557-582.
- Luk, G., Green, D. W., Abutalebi, J., & Grady, C. (2012). Cognitive control for language switching in bilinguals: A quantitative meta-analysis of functional neuroimaging studies. *Language and Cognitive Processes*, 27, 1479-1488.

Week 11 (10/31, 11/2) presentation-Cody, discussion-Aicha
Bilingual Aphasia

- Lorenzen, B., & Murray, L. L. (2008). Bilingual aphasia: A theoretical and clinical review. *American Journal of Speech-Language Pathology*, 17, 299-317.
- Green, D. W., & Abutalebi, J. (2008). Understanding the link between bilingual aphasia and language control. *Journal of Neurolinguistics*, 21, 558-576.
- Edmonds, L. A. & Kiran, S. (2006). Effects of semantic naming treatment on crosslinguistic generalization in bilingual aphasia. *Journal of Speech, Language, and Hearing Research*, 49, 729-748.

****Paper outline and in-class summary due**

Week 12 (11/7, 11/9) presentation-Aicha, discussion-Buddy
Development of Bilingual Language Control

- Gross, M., & Kaushanskaya, M. (2015). Voluntary language switching in English-Spanish bilingual children. *Journal of Cognitive Psychology*, 27, 992-1013.
- Ribot, K. M., & Hoff, E. (2014). "¿Cómo estás?" "I'm good." Conversational code-switching is related to profiles of expressive and receptive proficiency in Spanish-English bilingual toddlers. *International Journal of Behavioral Development*, 38, 333-341.
- Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (in press). Bilingual infants control their languages as they listen. *Proceedings of the National Academy of Sciences*. 1-6.
<https://dx.doi.org/10.1073/pnas.1703220114>

Week 13 (11/14, 11/16) presentation-Buddy, discussion-Nidza
Aging

- Bak, T. H., Nissan, J. J., Allerhand, M. M., & Deary, I. J. (2014). Does bilingualism influence cognitive aging? *Annals of Neurology*, 75, 959-963.
- Grant, A., Dennis, N. A., & Li, P. (2014). Cognitive control, cognitive reserve, and memory in the bilingual brain. *Frontiers in Psychology*, 5, 1-10.
- Bialystok, E., Abutalebi, J., Bak, T. H., Burke, D. M., & Kroll, J. F. (2016). Aging in two languages: Implications for public health. *Ageing Research Reviews*, 27, 56-60.

****Abstract Due**

Week 14 (11/21) **no class on 11/23 (Thanksgiving) Discussion-Cody
Bimodal Bilingualism

Pyers, J. E., & Emmorey, K. (2008). The face of bimodal bilingualism: Grammatical markers in American Sign Language are produced when bilinguals speak to English monolinguals. *Psychological Science, 19*, 531-536.

Emmorey, K., Luk, G., Pyers, J. E., & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals. *Psychological Science, 19*, 1201-1206.

Week 15 (11/28, 11/30) presentation-Nidza, discussion-Phil

Adaptation

Green, D. W., & Abutalebi, J. (2013). Language control in bilinguals: The adaptive control hypothesis. *Journal of Cognitive Psychology, 25*, 515-530.

Prior, A., & Gollan, T. H. (2011). Good language-switchers are good task-switchers: Evidence from Spanish-English and Mandarin-English bilinguals. *Journal of the Neuropsychological Society, 17*, 682-691.

*Adler, Valdés Kroff, & Novick (in prep)

Week 16 (12/5)

Wrap-up

****Final paper due 12/11 (if possible, earlier is appreciated)**