

**LING 5326: Bilingualism**  
Spring 2019

**Instructor(s):** Naoko Witzel

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**Faculty Profile:** <https://mentis.uta.edu/explore/profile/naoko-witzel>

**Office Hours:** Tuesdays 2-4 pm or by appointment

**Section Information:** LING 5326-001

**Time and Place of Class Meetings:** Tuesdays/Thursdays 12:30pm-1:50pm Conference Room

*I will respond to emails within two business days.*

**Description of Course Content:** This course introduces students to issues related to bilinguals and bilingualism. The areas that will be covered include different types of bilinguals/bilingualism, bilingual education, cognitive benefits (or disadvantages) of being a bilingual, and language processing in bilinguals.

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to:

- Understand major issues in bilingual lexical processing,
- Discuss and critique the primary literature on these issues,
- Develop testable research questions based on this literature,
- Understand the experimental technique used to investigate these issues, and
- Design and/or report on an experiment investigating bilingual lexical processing.

**Required Textbooks and Other Course Materials:**

- There is no textbook for this class. All readings will be from the primary literature and will be made available on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

**Descriptions of major assignments and examinations:**

- Questions and comments on each article
- 4 article presentations
- Final Presentation 4/30 or 5/2
- Final Paper 5/9

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, course engagement refers to regular

on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one unexcused absence will negatively affect your letter grade.*** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Other Requirements:** Prerequisite: LING 5300

**Grading:** Your course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%):

10%	Course engagement
32%	Questions and comments for each article (1.6% x 20)
28%	Article presentations (7% x 4)
10%	Final paper presentation
20%	Final paper

***Late assignments will NOT be accepted.***

***Please upload all of your written assignments onto the course Blackboard site by noon on the due date, unless otherwise specified.***

***Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.***

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

### **Important Information about the Assignments:**

All written assignments are due by noon on the day indicated on the schedule unless otherwise specified. All written assignments must be uploaded on Blackboard.

Attendance/Course Engagement: Course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one unexcused absence will negatively affect your letter grade.***

Questions and comments for each article: We will read an article from the primary literature related to the topic of interest for each class. You are expected to read each article and come up with 1-3 substantive questions or comments. These questions should be posted on the Blackboard Discussion Board no later than 9am on Monday (for Tuesday reading) and 9am on Wednesday (for Thursday reading).

Article Presentations: Five times during the class you will present on an article and lead class discussion related to it. In these presentations, you should minimally provide (a) a complete bibliographical reference (in APA format) for the article, (b) the general question(s) examined, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of

subjects, sample materials, tasks, etc.), (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions), and (f) your comments/critique. You should also do your best to address the questions raised by your classmates on the Blackboard Discussion Board. These presentations should be ~30 minutes long, after which you should expect the rest of the class with questions and discussion. Please make sure that you have a handout.

**Final Paper:** You will develop a project in bilingual lexical processing. This project can be an extended literature review, a short review with a research design proposal (with predicted outcomes), or a study that you conduct. Please make sure that the final paper includes a theoretically-motivated research question no matter what your final product is.

You should discuss the final product with your instructor during the first class. Throughout the semester, you should check in with your instructor with the progress of your project. The final paper presentation should be ~15 minutes long with ~10 minutes of questions and answers.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher

Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency,

one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans may be found at [http://www.uta.edu/campus-ops/ehs/fire/Evac\\_Maps\\_Buildings.php](http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php).

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**University Tutorial & Supplemental Instruction** (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

**The English Writing Center (411LIBR):** The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

**Librarian to Contact:** [modling@uta.edu](mailto:modling@uta.edu)

#### **Research Support at UTA Libraries**

Research Coaches: Trained peer educators to help you with course assignments, framing research questions, creating search strategies, evaluating sources, and citation styles. <http://libguides.uta.edu/researchcoach>

Chat help: Virtual Support for informational and research questions. <http://ask.uta.edu/>

## **Course Schedule**

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Naoko Witzel.*

### IMPORTANT DATES

5/9 – Submit your final synthesis paper on Blackboard

(Other important dates: 1/30 Census Day; 3/29 Last day to drop classes)

### OUTLINE OF TOPICS

## **WEEK 1**

**Jan 15** - Introduction to the class

**Jan 17** - *Modularity and second language*

- Fromkin, V. A. (1997). Some thoughts about the brain/mind/language interface. *Lingua*, 100, 3-27.

## **WEEK 2**

**Jan 22** - *Studying bilinguals*

- Grosjean, F. (1998). Studying bilinguals: Methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149.

**Jan 24** - *Masked priming*

- Gollan, T. H., Forster, K. I., & Frost, R. (1997). Translation priming with different scripts: Masked priming with cognates and noncognates in Hebrew–English bilinguals. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 23, 1122-1139.

## **WEEK 3 / Models for a shared system**

**Jan 29**

- 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.

**Jan 31**

- Dijkstra, T., et al. (in press). Multilink: A computational model for bilingual word recognition and word translation. *Bilingualism: Language and Cognition*.

## **WEEK 4 / Models for separate systems**

**Feb 5**

- Kroll, J. F., & Stewart, E. (1994). Category interference in translation and picture naming: Evidence for asymmetric connections between bilingual memory representations. *Journal of Memory and Language*, 33, 149-174.

**Feb 7**

- Witzel, N. O., & Forster, K. I. (2012). How L2 words are stored: The episodic L2 hypothesis. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 38, 1608-1621.

##Other##

- Jiang, N., & Forster, K. I. (2001). Cross-language priming asymmetries in lexical decision and episodic recognition. *Journal of Memory and Language*, 44, 32-51.

## **WEEK 5 / Semantic level of processing**

**Feb 12**

- Finkbeiner, M., Forster, K., Nicol, J., & Nakamura, K. (2004). The role of polysemy in masked semantic and translation priming. *Journal of Memory and Language*, 51, 1-22.

**Feb 14**

- Francis, W. S. (1999). Cognitive integration of language and memory in bilinguals: Semantic representation. *Psychological Bulletin*, 125, 193-222.

##Other##

- Francis, W. S. (2005). Bilingual semantic and conceptual representation. In J. F. Kroll & A.M. B. De Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 251-267). New York, NY: Oxford University Press.

## **WEEK 6 / Types of bilinguals: Different-script bilinguals**

**Feb 19**

- Casaponsa, A., & Duñabeitia, J. A. (2016). Lexical organization of language-ambiguous and language-specific words in bilinguals. *Quarterly Journal of Experimental Psychology*, 69, 589-604.

##Other##

- Van Kesteren, R., Dijkstra, T., & de Smedt, K. (2012). Markedness effects in Norwegian-English bilinguals: Task-dependent use of language-specific letters and bigrams. *Quarterly Journal of Experimental Psychology*, 65, 2129-2154.

**Feb 21**

- Dubey, N., Witzel, N., & Witzel, J. (2018). Script differences and masked translation priming: Evidence from Hindi-English bilinguals. *Quarterly Journal of Experimental Psychology*, 71, 2421-2438.

**WEEK 7 / Type of bilinguals: Other factors**

**Feb 25**

- Nakayama, M., Ida, K., & Lupker, S. J. (2016). Cross-script L2-L1 noncognate translation priming in lexical decision depends on L2 proficiency: Evidence from Japanese-English bilinguals. *Bilingualism: Language and Cognition*, 19, 1001-1022.

**Feb 28**

- Sabourin, L., Brien, C., & Burkholder, M. (2014). The effect of age of L2 acquisition on the organization of the bilingual lexicon: Evidence from masked priming. *Bilingualism: Language and Cognition*, 17, 542-555.

**WEEK 8 / Processing issues**

**Mar 5**

- Jiang, N. (1999). Testing processing explanations for the asymmetry in masked cross-language priming. *Bilingualism: Language and Cognition*, 2, 59-75.

**Mar 7**

- Wang, X., & Forster, K. (2015). Is translation priming asymmetry due to partial awareness of the prime? *Bilingualism: Language and Cognition*, 18, 657-669.

**WEEK 9 (Mar 12, Mar 14) / Spring Break (NO class)**

**WEEK 10 / Cross-language masked form priming**

**Mar 19**

- Van Heuven, W. J. B., & Dijkstra, T. (1998). Orthographic neighborhood effects in bilingual word recognition. *Journal of Memory and Language*, 39, 458-483.

**Mar 21**

- Bijeljac-Babic, R., Biardeau, A., & Grainger, J. (1997). Masked orthographic priming in bilingual word recognition. *Memory & Cognition*, 25, 447-457.

##Other##

- Dijkstra, T., Hilberink-Schulpen, B., & van Heuven, W. J. B. (2010). Repetition and masked form priming within and between languages using word and nonword neighbors. *Bilingualism: Language and Cognition*, 13, 341-357.

**WEEK 11 / Within-language masked form priming**

**Mar 26**

- Qiao, X., & Forster, K. I. (2017). Is the L2 lexicon different from the L1 lexicon? Evidence from novel word lexicalization. *Cognition*, 158, 147-152.

##Other##

- Qiao, X., & Forster, K. I. (2013). Novel word lexicalization and the prime lexicality effect. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 39, 1064-1074.

#### **Mar 28**

- Nakayama, M., & Lupker, S. J. (2018). Is there lexical competition in the recognition of L2 words for different-script bilinguals? An examination using masked priming with Japanese-English bilinguals. *Journal of Experimental Psychology: Human Perception and Performance*, 44, 1168-1185.

#### **WEEK 12 / Switch costs**

##### **Apr 2**

- Lemhöfer, K., & Radach, R. (2009). Task context effects in bilingual nonword processing. *Experimental Psychology*, 56, 41-47.

##### **Apr 4**

- Declerck, M., Snell, J., & Grainger, J. (2018). On the role of language membership information during word recognition in bilinguals: Evidence from flanker-language congruency effects. *Psychonomic Bulletin & Review*, 25, 704-709.

#### **WEEK 13 / EEG and timing of differentiation**

##### **Apr 9**

- Ng, S., & Wicha, N. Y. Y. (2013). Meaning first: A case of language-independent access to word meaning in the bilingual brain. *Neuropsychologia*, 51, 850-863.

##### **Apr 11**

- Hoversten, L. J., Brothers, T., Swaab, T. Y., & Traxler, M. J. (2015). Language membership identification precedes semantic access: Suppression during bilingual word recognition. *Journal of Cognitive Neuroscience*, 27, 2108-2116.

#### **WEEK 14 / Phonological level of processing during visual word recognition**

##### **Apr 16**

- Dimitropoulou, M., Duñabeitia, J. A., & Carreiras, M. (2011). Phonology by itself: Masked phonological priming effects with and without orthographic overlap. *Journal of Cognitive Psychology*, 23, 185-203.

##### **Apr 18**

- Ando, E., Jared, D., Nakayama, M., & Hino, H. (2014). Cross-script phonological priming with Japanese Kanji primes and English targets. *Journal of Cognitive Psychology*, 26(8), 853-870.

##### **##Other##**

- Ando, E., Matsuki, K., Sheridan, H., & Jared, D. (2015). The locus of Katakana-English masked phonological priming effects. *Bilingualism: Language and Cognition*, 18, 101-117.
- Nakayama, M., Sears, C. R., Hino, Y., & Lupker, S. J. (2012). Cross-script phonological priming for Japanese-English bilinguals: Evidence for integrated phonological representations. *Language and Cognitive Processes*, 27, 1563-1583.

#### **WEEK 15 / Cognates**

##### **Apr 23**

- Sánchez-Casas, R. M., & Davis, C. W., & García-Albea, J. E. (1992). Bilingual lexical processing: Exploring the cognate/non-cognate distinction. *European Journal of Cognitive Psychology*, 4, 293-310.

##### **Apr 25**



- Voga, M., & Grainger, J. (2007). Cognate status and cross-script translation priming. *Memory & Cognition*, 35, 938-952.

##Other##

- Nakayama, M., Sears, C. R., Hino, Y., & Lupker, S. J. (2013). Masked translation priming with Japanese-English bilinguals: Interactions between cognate status, target frequency and L2 proficiency. *Journal of Cognitive Psychology*, 25, 949-981.

#### **WEEK 16 (Apr 30, May 2) / Presentations**

<p><b>Emergency Phone Numbers:</b> In case of an on-campus emergency, call the UT Arlington Police Department at <b>817-272-3003</b> (non-campus phone), <b>2-3003</b> (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
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