

SPAN 50:940:292/56:940:522
Being Bilingual: Spanish/English Contrasts
Spanish Grammar and Linguistics II



Instructor:	Dr. Silvia Perez-Cortes
Time and place:	Wednesdays - 6:00 pm – 8:40 pm Armitage Hall, Room 123
Office hours:	Mondays 12:30 –1:30 pm Wednesdays 4:00 – 5:00 pm (or by app.) SOC 302
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Does your pronunciation in Spanish or English sound a bit off? Do you sometimes use structures that mix both languages and don't know why? Then, welcome to the *Being bilingual: Spanish/English contrasts* (or its graduate counterpart *Spanish grammar and linguistics II*)!

In this class, we will discover what areas of language are particularly tough for Spanish-English bilinguals, why they seem to be difficult to master, and how we can avoid some basic pitfalls when using both languages on a regular basis. Students will be encouraged to reflect about their own beliefs as Spanish/English bilinguals, as well as their practices in their role of students and/or teachers.

I. COURSE OBJECTIVES

The main objective of this course is to introduce students to the study of contrastive linguistics by analyzing several areas of language including (but not limited to) phonetics and phonology, syntax and morphology. At the end of this class, students will be able to:

1. **EXAMINE** the structure of Spanish and English and recognize their most notable differences, including the characteristics and structure of their sounds, the way in which they organize words and sentences and their meanings, etc.

2. **ANALYZE** the most recent developments regarding the study of Spanish second language acquisition and teaching using seminal as well as current research articles published within this fields.
3. **DISCUSS** the purpose of focusing on certain areas of language when teaching or learning Spanish as a bilingual Spanish/English speaker.
4. **UNDERSTAND** the linguistic phenomenon of variation, and its place in the teaching and learning of Spanish.

II. COURSE MATERIALS

- The materials used for this class include a series of academic articles and book chapters dedicated to the study of Spanish/English contrasts in the grammars of bilinguals. Although students will not have to purchase a textbook for this class, they are **expected to print out and read the materials provided in the course's Sakai site.**

III. RULES AND REQUISITES

- A. ATTENDANCE:** Given the interactive nature of the lectures, regular attendance to class is expected. Absences should be notified in advance to the instructor, and arrangements should be made to hand in any required work due. More than one unexcused absence during the course of the semester will result in lowering of the final grade. If you are absent more than once, then **5 percentage points per additional absence will be subtracted from your final grade in the course**, unless you present legitimate documentation. If you are going to miss a class or evaluation, within 24 hours of your absence you are **required** to use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence.
- B. PARTICIPATION and PREPARATION:** You are expected to participate **actively** in class. Classroom interaction also includes listening carefully to other students in order to engage in thoughtful dialogue. Making mistakes is part of learning a language and it will not affect your participation grade, whereas not being prepared for class will affect your grade. **You are expected to complete assigned homework and thoroughly review the thematic material.**
- C. TAKE HOME EXAMS:** There will be two take home exams in this course. Students will be given 5 days to complete the exams using the relevant readings and materials presented in class. Students will be given each exam on a Wednesday, and they will be required to upload their responses to their personal dropbox **before 9 pm Tuesday.** Late assignments will be deducted points accordingly.
- D. PRÁCTICAS:** The instructor will assign a problem set or a reaction paper after each class (10 in total). Students will be required to hand in the work (during the following class); however, ***NOT all papers need to be completed:***

- **Undergraduate students:**

The length in the responses will vary based on the assignment. Please consult guidelines included in each paper.

papers that need to be handed in: **6 out of 10.**

- **Graduate students:**

The length in the responses will vary based on the assignment. Please consult guidelines included in each paper.

papers that need to be handed in: **7 out of 10.**

E. STUDENT/MODERATORS OF THE WEEK: There will be two student presenters of the week (1 undergraduate and 1 graduate) that will be responsible for the following:

1. Forum: Each student will create questions based on the reading they are presenting. These questions will be posted using the “Forum” app in Sakai (always start topic using “New Topic” option + (Semana X): Reading 1 or 2: Author name (year): title of article”.

<i>Undergraduate students:</i>	Required to write <u>3 questions</u> based on their reading. Questions should be open ended (no yes/no answers) and a minimum of one of them should propose a reflection regarding the topic studied (i.e. What do you think would be the implications of XYZ for Spanish/English bilinguals?; How would XYZ affect ABC?...)
<i>Graduate students:</i>	Required to write <u>4 questions</u> based on their reading. Questions should be open ended (no yes/no answers) and a minimum of one of them should propose a reflection regarding the topic studied (i.e. What do you think would be the implications of XYZ for Spanish/English bilinguals?; How would XYZ affect ABC?...)

Student presenters have to post their questions no later than the Saturday before class at midnight. Failure to do so will result in point deduction.

2. Presentation: That same week, each student/moderator will create a short Powerpoint presentation based on their reading.

General guidelines:

- The presentation is a summary of the most important points of the article in question but has to be in SPANISH.
 - Please, do not copy and paste text straight from the article. Read it, extract the most relevant information and convey that in the powerpoint.
- Presentations should not exceed 25 minutes. Therefore, plan for your presentation to have between 15-18 slides.

The rest of the students will have to:

1. Read the weekly readings (2 in total)
2. Respond to some of the questions posted by the presenters in the forum (deadline to do so is the day before class (Tuesday) before 7:00 pm following the guidelines:

<i>Undergraduate students</i>	<p>Will have to answer <u>1 question from each presenter</u> (2 questions in total per week). If the question you choose has been answered by one of your peers before you post, then it is mandatory to address that response in your comments, justifying whether you agree or not and WHY. Failure to do so will result in a deduction of points.</p> <p>Minimum word count: 200 words per question.</p>
<i>Graduate students</i>	<p>Will have to answer <u>3 questions in total</u> (minimum one per presenter). If the questions you choose have been answered by one of your peers before you post, then it is mandatory to address that response in your comments, justifying whether you agree or not and WHY. Failure to do so will result in a deduction of points.</p> <p>Minimum word count: 200 words per question.</p>

F. GRADE DISTRIBUTION and GRADING SCALE: Grades will be calculated on a percentage basis. The grade will be based on the following evaluations:

GRADE DISTRIBUTION

Participation and attendance	10%
Presentation	10%
Take home exams (2)	20%
Prácticas (6 or 7)	35%
<u>Forum set up and participation</u>	25%

GRADING SCALE

A	90%-100%
B+	87%- 89%
B	80%- 86%
C+	77%- 79%
C	70% -76%
D	60% -69%
F	0% -59%

G. COURSE CALENDAR.

(*) This calendar may be subject to changes during the course. Please check the most updated version in our Sakai page. You will also find some of the readings and homework there:

Week	Day	In class	Articles
<h2>Getting started:</h2> <ul style="list-style-type: none"> Differentiating between different types of bilinguals and contexts of language acquisition. Understand the principles behind crosslinguistic activation and transfer as well as interlanguage. 			
1	Miércoles 23 de enero	<p>Course presentation</p> <p>Basic concepts and definitions</p> <ul style="list-style-type: none"> Previous knowledge on the topic. Important terminology and background information. 	
2	Miércoles 30 de enero	<p>Crosslinguistic activation, transfer and interlanguage</p> <p>Video:</p>	<p>Reading 1: Bardovi-Harlig, K., & Sprouse, R. A. (2018). Negative Versus Positive Transfer. <i>The TESOL Encyclopedia of English Language Teaching</i>, 1-6.</p> <p>Presenter: _____ Profe _____</p> <p>Reading 2: Sebastián-Gallés, N., & Bosch, L. (2005). Phonology and bilingualism. <i>Handbook of bilingualism: Psycholinguistic approaches</i>, 68-87.</p> <p>Presenter: _____ Juana _____ (grad)</p>
<h2>Contrasting Spanish and English phonetics</h2>			
3	Miércoles 6 de febrero	<p>Introduction to phonetics</p> <p>Hand-in Práctica 1</p>	<p>Reading 1: Rao, R. (2018). Fonología y fonética: (Phonology and phonetics). In <i>The Routledge Handbook of Spanish Language Teaching</i> (pp. 279-300). Routledge.</p> <p>Presenter: _____ Profe _____</p> <p>Reading 2: Lahoz-Bengoechea, J. M. (2015). ¿Qué aporta la fonética contrastiva a la didáctica de ELE? In Y. Morimoto, M. V. Pavón, & R. Santamaría (Eds.), <i>La enseñanza de ELE centrada en el alumno</i> (pp. 49–61). Málaga: ASELE.</p> <p>Presenter: _____ Jessica _____ (grad)</p>

4	Miércoles 13 de febrero	<p>Contrasting Spanish/English sounds</p> <p>Hand-in Práctica 2</p>	<p>Reading 1: Rao, R., & Kuder, E. (2016). Research on heritage Spanish phonetics and phonology: Pedagogical and curricular implications, <i>Journal of New Approaches in Educational Research</i>, 5(2): 99-106.</p> <p>Presenter: ____Yeimy____ (undergrad)</p> <p>Reading 2: Lord, G. & Fionda, M. (2014). Teaching pronunciation in Second Language Spanish. In K. Geeslin (ed.), <i>The Handbook of Spanish Second Language Acquisition</i>, 514-529. Chichester, UK: Wiley Blackwell.</p> <p>Presenter: __Ibis____ (grad)</p>
5	Miércoles 20 de febrero	<p>Is there an ideal phonetic system and how to teach it?</p> <p>Hand-in Práctica 3</p>	<p>Reading 1: Villa, D. J. (1996). Choosing a “standard” variety of Spanish for the instruction of native Spanish speakers in the US. <i>Foreign Language Annals</i>, 29(2), 191-200.</p> <p>Presenter: ____Alma____ (undergrad)</p> <p>Reading 2: Garcia Andrevia, F. (2015). Phonetic acquisition of Spanish as a Second Language: Some games and activities. <i>Revista Docencia e Investigación</i>, (25.2), 27-46.</p> <p>Presenter: __Nicole____ (grad)</p>
6	Miércoles 27 de febrero	<p>Talking about attitudes and beliefs</p> <p>Hand-in Práctica 4</p>	<p>Reading 1: Moyer, A. (2007). Do language attitudes determine accent? A study of bilinguals in the USA. <i>Journal of Multilingual and Multicultural Development</i>, 28(6), 502-518.</p> <p>Presenter: __Valentina____ (undergrad)</p> <p>Reading 2: Huensch, A. (2018). Pronunciation in foreign language classrooms: Instructors’ training, classroom practices, and beliefs. <i>Language Teaching Research</i>, pp. 1-20.</p> <p>Presenter: ____Alba____ (grad)</p>

Thinking in two languages: effects on our world-view?

7	Miércoles 6 de marzo	<p>Expressing movement and space in Spanish and English</p> <p>Hand-in Práctica 5</p>	<p>Reading 1: Lai, v., Rodriguez, G., & Narasimhan, B. (2014). Thinking-for-speaking in early and late bilinguals. <i>Bilingualism: Language and Cognition</i>, 17(1), 139-152.</p> <p>Presenter: ___ Diana + Jocelyn ___ (undergrad)</p> <p>Reading 2: Navarro Ortega, S. (2017). Motion-Event Descriptions a Recurrent Topic in Spanish Discourse. In <i>Comprehending and Speaking about Motion in L2 Spanish</i> (pp. 55-70). Palgrave.</p> <p>Presenter: ___ Allan ___ (undergrad)</p>
8	Miércoles 13 de marzo	<p>Are you coming or going? Directions and bilinguals</p> <p>Hand-in: TAKE-HOME EXAM 1</p>	<p>Reading 1: Chui, D. (2016). Heritage, Second-Language and Native Speakers' Intuitions on Deictic Verbs in Spanish: Beyond the Linguist's Intuitions, <i>Journal of New Approaches in Educational Research</i>, 5(2): 81-90.</p> <p>Presenter: ___ Gina ___ (undergrad)</p> <p>Reading 2: Chui, D. (2015). Claro que vengo* a tu fiesta: La enseñanza de los verbos deícticos ir/venir y llevar/traer a estudiantes angloparlantes. <i>Revista de Filología y Lingüística de la Universidad de Costa Rica</i>, 53-77.</p> <p>Presenter: ___ Noelia ___ (grad)</p>
9	<h2 style="margin: 0;">Spring break</h2> <p style="margin: 0;">(Saturday, March 16 - Sunday, March 24)</p>		

Thinking in two languages: effects on our mental grammars

10	Miércoles 27 de marzo	<p>¿La pobre profesora o la profesora pobre? El orden de los adjetivos en bilingües</p> <p>Hand-in Práctica 6</p>	<p>Reading 1: Rothman, J., Judy, T., Guijarro-Fuentes, P., & Pires, A. (2010). On the (Un)-Ambiguity of Adjectival Modification in Spanish Determiner Phrases: Informing Debates on the Mental Representations of L2 Syntax. <i>SLA</i>, 32(1), 1-25.</p> <p>Presenter: __ Ashley + Rocio __ (undergrad x 2)</p> <p>Reading 2: Mahía Casado, I. (1995) La enseñanza de la posición del adjetivo calificativo en los manuales de español como lengua extranjera. <i>REALE</i>, (3), 79-118.</p> <p>Presenter: __ Nayhelie __ (grad)</p>
11	Miércoles 3 de abril	<p>¿Vio a una mujer o Vio una mujer?: personal "a" as a marker in bilinguals</p> <p>Hand-in Práctica 7</p>	<p>Reading 1: Montrul, S. (2014). Structural changes in Spanish in the United States: Differential object marking in Spanish heritage speakers across generations. <i>Lingua</i>, 151, 177-196.</p> <p>Presenter: __ Lizbeth __ (undergrad)</p> <p>Reading 2: Bowles, M., & Montrul, S. (2009). Instructed L2 acquisition of differential object marking in Spanish. <i>Little words</i>: 199-210.</p> <p>Presenter: __ Giselle __ (grad)</p>
12	Miércoles 10 de abril	<p>"La mujer que viví con" stranded prepositions in bilinguals</p> <p>Hand-in Práctica 8</p>	<p>Reading 1: Perpiñán, S. (2008). Acquisition of prepositional relative clauses in two types of Spanish-English bilinguals. In <i>Selected Proceedings of the 2006 HLS</i> (pp. 93-106).</p> <p>Presenter: __ Fior __ (undergrad)</p> <p>Reading 2: Domínguez García, L. (2013). Los relativos que y " artículo+ que". La rentabilidad de esta distinción en la clase de ELE. In <i>Estudios de lingüística</i> (pp. 31-45).</p> <p>Presenter: __ Chris __ (grad)</p>

Thinking in two languages: effects on our lexicon

13	Miércoles 17 de abril	<p>Lexical Access in Spanish-English bilinguals</p> <p>Hand-in Práctica 9</p>	<p>Reading 1: Costa, A. (2005). Lexical access in bilingual production. <i>Handbook of bilingualism: Psycholinguistic approaches</i>, 308-325.</p> <p>Presenter: ___ Zenia + Elisa ___ (undergrad)</p> <p>Reading 2: Pellicer-Sánchez, A. (2015). Developing automaticity and speed of lexical access: the effects of incidental and explicit teaching approaches. <i>Journal of Spanish Language Teaching</i>, 2(2), 126-139.</p> <p>Presenter: ___ Shay ___ (grad)</p>
14	Miércoles 24 de abril	<p>Hacer retire: lexical avoidance in bilinguals</p> <p>Hand-in Práctica 10</p>	<p>Reading 1: Vergara Wilson, D. (2013). One construction, two source languages: Hacer with an English infinitive in bilingual discourse. In <i>Proceedings from the 6th International Workshop on Spanish Sociolinguistics</i> (pp. 123-134).</p> <p>Presenter: ___ Mike M ___ (undergrad)</p> <p>Reading 2: Jenkins, D. (2003). Bilingual Verb Constructions in Southwestern Spanish. <i>Bilingual Review / La Revista Bilingüe</i>, 27(3), 195-204.</p> <p>Presenter: ___ Salma + Andrés ___ (undergrad)</p>
15	Miércoles 1 de mayo	<p>What happens when bilinguals learn an L3?</p> <p>Hand-in: TAKE-HOME EXAM 2</p>	<p>Reading 1: García Mayo, M.P. (2012). Cognitive approaches to L3 acquisition. <i>International journal of English studies</i>, 12(1), 129-146.</p> <p>Presenter: ___ Natasha ___ (undergrad)</p> <p>Reading 2: Carvalho, A., & Silva, A. (2006). Cross-Linguistic Influence in L3 Acquisition: The Case of Span-Eng Bilinguals' Acquisition of Port. <i>Foreign Language Annals</i>, 39(2), 185–202.</p> <p>Presenter: ___ Profe ___ (undergrad)</p>