

Annotated reading list for 1LA, 2LA, and Topics in Psycholinguistics

- Aronoff M** and Rees-Miller J (eds) 2001. *The handbook of linguistics*. Blackwell. See Ch22 (pages 553-562) Natural Sign Languages by Sandler W and Lillo-Martin D
- Auer P** and Wei L (eds) 2007 *Handbook of multilingualism and multilingual communication*. Mouton de Gruyter New York.
- *****Baker C**. 2011. Foundations of bilingual education and bilingualism. 5th edition. Multilingual matters. Note, we are only using parts of this important book, since it does not cover all the topics of this course.
- Ch1. What is a bilingual.
- Ch2 Measuring bilingualism, different contexts, with useful questionnaires.
- Ch4 Language in society, including diglossia, language loss,
- Ch5 The early development of bilingualism
- Ch6 The later development of bilingualism
- Ch8 Thresholds hypotheses
- Ch10 and 11 core chapters on different education systems including types of immersion school.
- Ch15 has some interesting ideas about special needs and bilingualism. Almost no research on autism etc and bilingualism.
- Ch16 Interesting material on the deaf.
- Barac R**, Bialystok E. 2011. Research timeline. Cognitive development of bilingual children. *Lang Teach* 44.1:36-54
- Bates E** et al. 2001 Psycholinguistics, a cross language perspective. *Annual Review of psychology* 52:369-396
- Bhatia TJ** and Ritchie WC (eds) 2012. *The handbook of bilingualism and multilingualism*. 2nd Ed. Wiley-Blackwell.
- Bialystok E** 2001. *Bilingualism in development: language literacy and cognition*. CUP
- Ch2. L1, this is limited in detail compared to my course.
- Ch3. L2. Limited, though has more detail on Chomsky style stuff.
- Byers-Heinlein K** et al 2010. The roots of bilingualism in newborns. *Psychological Science* 21(3) 343-348
- Caldas SJ**, Caldas SC 1999. Language Immersion and Cultural Identity: Conflicting Influences and Values, *Language, Culture and Curriculum*, 12:1, 42-58
- Caldas SJ**, Caldas SC 2005. An ethnographic narrative of a family case study to rear biliterate/bilingual children in two monolingual cultures. IN, Cohen J et al (eds). Proceedings of the 4th international symposium on bilingualism. MA: Cascadilla Press.
- Carroll DW** 1999. *Psychology of language*. Third edition, Brooks/Cole Publishing, Pacific Grove, USA. An easy American textbook, but with nothing on L2. In particular see Chapter 1, the themes of psycholinguistics, Chapter 10: Early language acquisition and Chapter 11: Later language acquisition.
- Cenoz J** 2013. The influence of bilingualism on third language acquisition: focus on multilingualism. Plenary speech. *Lang Teach* 46,1:71-86
- Cepik S & Sarandi H** 2012. Early and late language start at private schools in Turkey. *Educational Sciences: Theory & Practice* - Special Issue (Autumn), 3199-3209.
- Clark EV** 2009 *First language acquisition*. 2nd Ed. CUP. A brilliant and clear book on this subject though it is quite wordy.

- Coffield F**, Moseley D, Hall E and Ecclestone K. 2004. *Learning styles and pedagogy in post-16 learning: A systematic and critical review*. The learning and skills research centre.
<http://www.lsda.org.uk/files/PDF/1543.pdf>
See: Section 8, Implications for pedagogy
Section 9, Recommendations and conclusions
Appendix 3, Glossary of terms
Note, the full report is very readable, thorough, and authoritative.
- Cunningham U** 2011. *Growing up with two languages*. 3rd Ed. Routledge. Especially ch 11: Research and further reading.
- Dagenais D** 2013 Multilingualism in Canada: policy and education in applied linguistic research. *ARAL* 33:286-301
- Ellis R** 2005. *Instructed second language acquisition: a literature review*. University of Auckland. New Zealand.
- Erlam R 2005. Language aptitude and its relationship to instructional effectiveness in second language acquisition. *Language Teaching Research* 9.2:147-171
- Felder RM**. 1995 Learning and teaching styles in foreign and second language education. *Foreign Language Annals* vol 28(1):21-31. This presents the popular case for taking learning styles seriously, then goes on to critique them and offer some suggestions.
- Fletcher P & MacWhinney B** (eds) 1995. *The handbook of child language*. Blackwell: UK. A collection of articles. We are using p332-359 to study phonetic and phonological development.
- Foster SH** 1990. *The communicative competence of young children*. Longman UK. p52-63, concerning pragmatics.
- Genesee F** 2001. Bilingual first language acquisition: exploring the limits of the language faculty. *ARAL* 21:153-168.
- Genesee F** 2008 Bilingual first language acquisition, evidence from Montreal. *Diversité urbaine* p9-26 see www.erudit.org See also Unsworth 2013.
- Gonzalez JS** ed. 2008 *Encyclopedia of bilingual education*. Sage publications. London.
Tip: read the list of subjects at the beginning, and look at any that interest you. Particularly good for short summaries of topics you know little about.
- Goral M, Conner PS** 2013. Language disorders in multilingual and multicultural populations. *ARAL vol 33* p128-161. [This is a very useful summary.](#)
- Grabe W**. 2009 *Reading in a second language: moving from theory to practice*. CUP
Ch1. Good summary of reading comprehension based on subskills etc. Combines skills with the theory.
Ch2. Low level skills in detail
Ch3. high level skills in detail.
- Grabe W** 2010 Fluency in reading – thirty-five years later. *Reading in a foreign language* 22,1:71-83
- Grosjean F** 2008 *Studying bilinguals*. OUP
- Guendouzi J, Muller N**. 2006. *Approaches to discourse in dementia*. Lawrence Erlbaum Associates, London.

- *** **Harding E**, Riley P 2003. (2nd ed). *The bilingual family: a handbook for parents*. CUP: UK. A good introduction to the family concerns and the learning of languages in a family context. Readable.
- Hamilton HE** 2008 Language and dementia: sociological aspects. *ARAL* 28:91-110
- Han Z** 2013 Forty years later: updating the fossilization hypothesis. State of the art article. *Lang Teach* 46.2:133-171
- Harley TA** 1995. *The psychology of language: from data to theory*. Psychology Press, Hove, UK. This book is strong on L1 acquisition. See Chapter 1: Language development. See p367-383, for early syntactic development.
- Jessner U** 2008. Teaching third languages: findings, trends, and challenges. State of the art article. *Lang Teach* 41,1:15-56
- Kempler D**, Goral M. 2008 Language and dementia: neuropsychological aspects. *ARAL* 28:73-90
- Kent RD** 2004. *The MIT encyclopedia of communication disorders*. MIT press, London.
- Koda K** and Zehler AM (eds) 2008. *Learning to read across languages*. Routledge. This is a key book for someone searching for ideas for an MA or PhD thesis. See in particular Ch4 Impacts of prior literacy experience on second-language learning, and Ch10 Looking back and thinking forward. The book, while predominantly TESL does not ignore TEFL. It also seriously considers languages like Arabic and Chinese, and manages to include diglossia.
- Kuhl P** et al 1997 Cross language analysis of phonetic units in language addressed to infants. *Science* 277:684-6
- Lanza E** 2007. Multilingualism and the family. IN Auer P & Wei L (eds). *Handbook of multilingualism and multilingual communication*. p45-67 Mouton de Gruyter, Berlin.
- Meisel JM** (2004). The bilingual child. IN Bhatia TK and Ritchie WC (eds). *The handbook of bilingualism*, chapter 3. Blackwell handbooks in linguistics. See updated chapter.
- Munoz C**, Singleton D. 2011 A critical review of age-related research on L2 ultimate attainment. *Lang Teach* 44,1:1-35
- Murray LL** 2008. Language and Parkinson's disease. *ARAL* 28:113-127
- Nikolov M & Djigunovic JM** 2006. Recent research on age, second language acquisition, and early foreign language learning. *ARAL*.26:234-260
- Pawlak M** (ed) 2012a. New perspectives on individual differences in language learning. Springer: London.
- Pawlak M** 2012b. Individual differences in language learning and teaching: achievements, prospects, and challenges. In Pawlak 2012 p xix-xlvi
- Rivers WM** 2001. Preface: peregrinations down memory lane. *ARAL* vol 21 p xi-xxiii
- Roberts TA** 2014. Review. Not so silent after all: examination and analysis of the silent stage in childhood second language acquisition. *Early childhood research quarterly* 29:22-40
- Robinson P** 2005 Aptitude and second language acquisition. *ARAL* 25:46-73

- Robinson P** 2012. Individual differences, aptitude complexes, SLA processes, and Aptitude Test development. In Pawlak 2012 p57-76.
- Rothman J**, Halloran B. 2013 Formal linguistic approaches to L3/Ln acquisition: a focus on morphosyntactic transfer in adult multilingualism. *ARAL* 33:51-67
- Savundranayagam MY**, Ryan EB 2008 Social psychological aspects of communication and aging. *ARAL* 28:51-72
- Schmid MS** 2011. *Language attrition*. CUP
- Seidenberg MS** 1997. Language acquisition and use: learning and applying probabilistic constraints. *Science* vol 275, p1599-1603, 14 March 1997.
- Shanks D** 1993. Breaking Chomsky's rules. *New Scientist* 30 Jan 1993 p26-30.
- Singleton D** and Lesniewska J 2012. Age and SLA: research highways and bye-ways. In Pawlak 2012 p97-114
- Solomon O**, Bagatell N 2010. Introduction, autism, rethinking the possibilities/ *Ethos* 38,1:1-7
- Stahl SA** 1999. Different strokes for different folks: a critique of learning styles. *American Federation of Teachers*. http://www.aft.org/pubs-reports/american_educator/fall99/DiffStrokes.pdf. retrieved 04 June 2007. This is a short readable summary.
- Steinberg DD**, Nagata H, Aline DP 2001. *Psycholinguistics: language, mind and World*. Second edition. Longman UK. Ch3 good summary of learning to read. Ch4: Wild and isolated children and the critical age issue for language learning. Also p291ff Chomskyan arguments for innate language ideas and the inadequacy of those arguments.
- Swanick R** 2016. Deaf children's bimodal bilingualism and education. State of the Art Article. *Lang. Teach* 49,1:1-34
- Traxler MJ** and Gernsbacher MA 2006. *Handbook of psycholinguistics* (2nd Ed). Elsevier, UK. We will not be using the whole textbook. The following chapters are relevant.
Chapter 18. Discourse comprehension, by RA Zwaan and DN Rapp.
Chapter 20. Comprehension ability in mature readers, by DL Long, CL Johns and PE Morris.
Chapter 25. Language processing in bilinguals, by AI Schwartz and JF Knoll.
Chapter 27. Language learning in infancy, by A Fernald and VA Marchman.
Chapter 28. Acquisition of syntax and semantics by S Crain and R Thornton.
Chapter 29. Learning to read, by RK Wagner, SB Piasta and JK Torgesen.
Chapter 30. Cognitive and linguistic issues in the study of children with specific language impairment, by LB Leonard and P Deevy.
- Unsworth S** 2013 Current issues in multilingual first language acquisition. *ARAL* 33:21-50
- Ustunel E**. Seedhouse P. 2005. Why that, in that language, right now? Code-switching and pedagogical focus. *International Journal of Applied Linguistics*. 15,3:302-325
- Yip V** and Matthews S 2007. *The bilingual child: early development and language contact*. CUP. Especially ch2 Theoretical framework + ch3 methodology
- Wei L** (ed) 2000. *The bilingualism reader*. Routledge, London. See especially the introduction concerning the dimensions and description of bilingualism, Ch12 Early bilingual development.
- Werker JF** and Hensch TK 2015. Critical periods in speech perception: new directions. *Ann Rev Psychol* 66:173-196

CLIL (Content and Language Integrated Learning)

Basturkmen H, Shackleford N 2015. How content lecturers help students with language: an observational study of language-related episodes in interaction in first year accounting classrooms. *English for Specific Purposes* 37:87-97

Bruton, A., 2011. Is CLIL so beneficial, or just selective? Re-evaluating some of the research. *System* 39/4, 523-532

Bruton A 2013. CLIL: Some of the reasons why ... and why not. *System* 41: 587-597

Chostelidou D, Griva E 2014. Measuring the effect of implementing CLIL in higher education: An experimental research project. *Procedia - Social and Behavioral Sciences* 116: 2169-2174

Dalton-Puffer C Nikula T, Smit U 2010. *Language use and language learning in CLIL classrooms*. John Benjamins Amsterdam.

Dalton-Puffer C Nikula T, Smit U Thinking allowed: Content and Language Integrated Learning: A research agenda. *Lang Teach* 46.4:545-559

Goral M & Conner 2013 Language disorders in multilingual and multicultural populations. *ARAL* 33,128-161

Huttner J, Smit U 2014. CLIL (Content and Language Integrated Learning): The bigger picture. A response to: A. Bruton. 2013. CLIL: Some of the reasons why . and why not. *System* 41: 587-597