

**Language Development - Psyc 615-001**  
**Course Syllabus - Spring 2012**  
**Dr. Adam Winsler**

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Instructor:	Adam Winsler, Ph.D.	Office:	2023 David King Hall
Phone:	(703) 993-1881	Office Hours:	Mon and Wed 10:30-12:00, + by appt.
Email:	awinsler@gmu.edu	Schedule	M W 9-10:15am
Location:	Research I rm 202	Credit Hours:	3

### **Course Description & Goals**

Arguably the most amazing feat before the developing child is the acquisition of language. How do children develop language? What is the role of parents in facilitating child language development? To what extent and how are we biologically preprogrammed to learn language? Are there individual differences in how children go about mastering language? What is universal about language acquisition across all human languages vs. what is different from language to language? How does children's language competence affect other domains of development (i.e., cognitive, behavioral, social, emotional...)? These are a few of the questions we will address in this seminar. Other issues to be discussed include: theoretical perspectives, research methods in language development, language and the brain, language in other animals, bilingualism, private speech (self-talk) and self-regulation, and atypical language development (i.e., the cases of Down Syndrome, autism, deafness, specific language impairment, otitis media...).

### **Required Reading**

- 1) Hoff, E. (2009). *Language development (4<sup>th</sup> Ed.)*. Belmont, CA: Wadsworth.
- 2) Selected readings (See reading list below)

### **Optional/Recommended Reading**

American Psychological Association (2010). *Publication manual (6th Ed.)*. Washington, DC: Author.

### **Course Requirements and Assignments**

- 1) Class Participation. This is a small, advanced seminar course that requires active discussion and contribution from each member of the class. Each student, no doubt, has thoughts, opinions, experience, and expertise to share on at least some of the issues discussed in the class, and the course will be greatly enhanced as we benefit from each individual student's contribution. Students' participation grade will be based on the instructor's rating of a) the quantity and quality of students' verbal participation in class and on the on-line discussion. Obviously, if you are not in class (for whatever reason - even a good one), you cannot participate that day and your participation grade will be affected.
- 2) Online Discussion. We will be using Blackboard to facilitate our discourse both inside and outside of class this semester. Students are encouraged to post questions, issues, problems, suggestions, whatever, as often as they like throughout the semester. This open ended, unmoderated, online discussion can be used to discuss the readings and course content, ask questions about things that were unclear in class or in the readings, offer possible venues for the final activity, or discuss questions/problems that come up with course assignments. Participation in the online discussion is completely voluntary, however, posting to the online discussion does count toward students' class participation (above).
- 3) Reflections. Periodically throughout the semester, students will be turning in their informal thoughts and personal reflections on the readings. The goals of this activity are many: 1) to serve as a mechanism for students to process and integrate their reading, 2) to give students an opportunity to think critically and reflectively on the articles, 3) to serve as a base of ideas to bring to our class discussions each week, and 4) to give students multiple opportunities to receive feedback on their writing skills. Reflections are intended to be informal, however, ease/flow of reading, coherence, scholarly depth, and grammar/spelling will be taken into account in their grading. Students will turn in a total of eight (8) of these reflections, one at a time, on dates to be determined by the student. The only condition is that the reflections must be turned in on the very day that the relevant readings written about are due. Reflection papers should be 3 pages in length and they must be word processed, double-spaced, with all margins 1 inch. Late/make-up papers will not be accepted. Students can choose to turn in more reflection papers if they wish and receive 1-2 extra credit points (depending on quality) for each "extra" reflection paper turned in after the required number. Extra credit points will be added to students' reflections grade.

- 4) **Course Project.** The main project for the course is for students to (a) select a specific issue or question within the field of language development, (b) briefly review the literature/theories within that area/issue, (c) collect, transcribe, and analyze a language sample from 1-3 children, and (d) write up a mini research report ( $\approx 20$  pages) which discusses and relates the findings of the student's mini study to theory and/or other empirical findings in the literature on the topic in question. Students have a choice of collecting their own language data or using the online Children's Language Data Exchange System (CHILDES) corpora of language data, or using language data from Dr. Winsler's (or another's) lab. Just to give you an idea of what might be possible, example projects could include things like:
- Age differences in children's understanding or use of 'X' (the passive voice, overgeneralization errors, certain grammatical morphemes or syntactic structures... anything) (i.e., compare transcripts of 2 kids at different ages)
  - Differences between typical and atypical language development on some feature of language (i.e., compare a typical child and an autistic child's use of 'X')
  - The effect of particular input/instruction/manipulation on different age children's 'X'
  - Differences in the way parents converse with their 1 vs. 3 year olds...
  - Microgenetic, longitudinal data on one child's use of "X"

The report should have at least 6 scholarly references, be word-processed, include the transcript(s) of speech using the CHILDES transcription conventions as appendices, and conform to APA style. Students may work collaboratively with one other student on the project if they desire and are encouraged to do so. In this situation, one project would be submitted and both students would receive the same grade.

To help students make gradual progress on the project throughout the semester, the project will be completed in three phases. Phase 1 consists of an outline of the project with a 1-3 page description of what the issue is that will be explored and what students plan to do (with a tentative bibliography of at least 3 potentially relevant references that are guiding the work), and this will be turned in on or before **Mon - Feb 20**. Phase two consists of both a rough draft of the method section describing what exactly was done, and copies of the complete transcripts. Phase two will be due on **Mon - April 2**. The third and final phase of the project will be due on **Friday - May 4 at 5:00pm**, and this includes the final report with the introduction, method, results, discussion, and appendix sections. Late submissions for the final project will not be accepted.

- 5) **Oral Presentation.** On either the university-scheduled time for the final exam or another time toward the end of the course negotiated by the class as a whole, students will give a brief ( $\approx 15$  min.) oral presentation to their fellow class members briefly summarizing their course project (above).
- 6) **Final Activity.** At the same meeting when we have the oral presentations (described above) or at some other time as negotiated by the course as a whole, students will complete/turn in/engage in some sort of final, cumulative, integrative review, activity/exercise/exam. The nature and format of this final activity will be decided upon and negotiated as a class and determined as soon as possible.

### **Online Course Materials and Tools**

Resources located at the course blackboard website include:

- 1) **Course Materials** - Various course materials (syllabus, notes, readings, handouts...) are/will be available from the course website.
- 2) **Online discussion** - As discussed above, students are encouraged to use the online discussion forum. Posts could include, for example, questions or requests for clarifications about course content, questions or suggestions about the project, questions about due dates course assignments and other course procedures, general questions about language development that came to you during the course, personal anecdotes related to lectures, or comments, thoughts, reflections, and/or concerns about the course. The idea of the online discussion is for participants in the course to have a common place outside of class to discuss amongst themselves both the content and process of the course.
- 3) **Online Student Progress Checking** - Students can get an update of their current course grades at any time during the course from the website. Students can see their own grades for all assignments, including extra credit points earned to date.

### **Grading Procedures**

The standard 93-100% = A, 90-92 = A-, 87-89% = B+, 83-86 = B, 80-82 = B-, 77-79% = C+, 70-76 = C, 60-69% = D, <60% = F scale will be used. Students' final grades will be determined as follows:

• Project	45%	• Reflections	25%
• Participation	10%	• Presentation	10%
• Final Activity	10%		

## Accommodation for Students with Disabilities

It is the policy of the University and this instructor to make reasonable accommodations for qualified individuals with disabilities. Students who may have special needs because of a physical or learning disability are encouraged to contact the Disability Resource Center ASAP (222 Student Union I) 993-2474 <http://www2.gmu.edu/dpt/unilife/ods/> All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

## The Honor Code

Students in this course are expected to behave at all times in a manner consistent with the GMU Honor Code.

<http://academicintegrity.gmu.edu/honorcode/> For purposes of clarity, the following guidelines for plagiarism will be used in this course for the writing of the paper:

*Plagiarism* =

- Copying, word for word, greater than about 25% of a sentence from someone else's work and having the words appear to be your own words. [Note: This is regardless of 1) the type of other person's work (whether or not it was published) and 2) whether or not you have given the person a citation after the text or a reference in the bibliography].
- Using greater than 25% of the words in someone else's sentence by switching around the order of words or phrases and having the words appear to be your own words (same notes apply, as above).
- Paraphrasing someone else's ideas or findings or sentences without giving them a citation and reference.
- Using the same paper for this course which has been (or will be) turned in for another course.

Students are encouraged to collaborate and study together as much as possible throughout the course. For collaborative projects, both students must contribute equally to the project, including relatively equal contributions to the actual writing.

## Course Outline

<b>Date</b>	<b>Topic(s)</b>	<b>Reading/Assignment</b>
Mon - Jan 23	• Introduction/Overview to the Field and Course	• Hoff Ch. 1
Wed – Jan 25	• The Structure of Language • Language Development Research Methods	• Demuth (1996)
Mon – Jan 30	• Language Development Research Methods	• Stromswold (1996) • Corrigan (2012)
Wed –Feb 1	• Big Questions - Big Theories - Nativism, Innateness, Emergentism, Learnability	• Valian (2009) • Bates et al. (1998)
Mon - Feb 6	• Big Questions - Big Theories - Social Interactionist Perspectives	• Tomasello (2009) • Baldwin & Meyer (2007)
Wed - Feb 8	• Big Questions - Big Theories - Statistical Learning, and Domain-General vs. Domain-Specific Learning Mechanisms	• Thiessen (2009) • Saffron & Thiessen (2007)
Mon - Feb 13	• Language Across Species	• Hoff Ch. 2 • Tomasello (1996) • Lyn et al. (2011)
Wed - Feb 15	• Biology of Language • Language and the Brain	• Kovelman (2012) • Clancy & Finlay (2001) • Bates (1999)
Mon - Feb 20	• Phonological Development	• Hoff Ch. 4 • Pelucci et al. (2009) <b>(Project Phase 1 Due)</b>
Wed - Feb 22	• Crosslinguistic Phonological Development	• Hohle (2009) • Mugitani et al. (2009) • Best et al. (2009)
Mon - Feb 27	• Input and Parental Facilitation of Language Development • Parentese	• Valian (1999) • Mueller Gathercole & Hoff (2007)
Wed – Feb 29	• Lexical/Semantic Development	• Hoff Ch. 5 • Booth (2009)

Mon – March 5	• Lexical/Semantic Development	• Gopnik & Choi (1995) • Tomasello (2001) • Bates & Goodman (2001)
Wed - March 7	• Syntactic/Morphological Development	• Hoff Ch. 6 • Yuan & Fisher (2009)
Mon - March 12-14	NO CLASSES – SPRING BREAK	
Mon - March 19	• Syntactic/Morphological Development	• Akhtar (2001) • Wood et al. (2009)
Wed - March 21	• Communicative/Pragmatic Development	• Hoff Ch. 3 • Goldstein et al. (2009)
Mon - March 26	• Gestures	• Vulterra et al. (2005) • Goldin-Meadow (2009) • Gliga & Csibra (2009)
Wed - March 28	• Baby Signs	• Vallotton (2011) • Goodwyn et al. (2000)
Mon – April 2	• Language, Thought, and Culture - Crosslinguistic Perspectives	• Hoff Ch. 7 • Slobin (1996) <b>(Project Phase 2 Due)</b>
Wed - April 4	• Language, Scaffolding, and the Social Origins of Self-Regulation	• Berk & Winsler (1995) • Landry et al. (2002) • Hammond et al. (2011)
Mon - April 9	• Private Speech and Executive Functioning	• Winsler (2009) • Mueller et al. (2009)
Wed - April 11	• Individual Differences in Language Development	• Bates et al. (1995) • Kidd (2012)
Mon - April 16	• Language Development in Atypical Populations - Specific Language Impairment (SLI)	• Hoff Ch. 10 • Rice (2007)
Wed - April 18	• Language Development in Atypical Populations - Down’s Syndrome, Williams Syndrome, and Autism	• Tager-Flusberg (2007) • Winsler et al. (2007)
Mon - April 23	• Deafness and Sign Language	• Lillo-Martin (2009) • Mann et al. (2010) • Senghas (2011)
Wed - April 25	• Deafness and Sign Language	• Mayberry (2010) • Morford & Hanel-Faulhaber (2011) • Menéndez (2010)
Mon - April 30	• Bilingualism – Age, Cognition, Representation, and the Brain	• Hoff Ch. 8 • DeKeyser/Larson-Hall (2005) • Hull & Vaid (2005)
Wed – May 2	• Bilingualism - Individual Differences in and Consequences of	• Bialystok (2005) • Emmorey et al. (2008) • Dörnye, & Skehan (2003) • Kim et al. (2009)
Mon – May 14 (7:30 – 10:15)	<b><i>Final Activity and Presentations - TBD</i></b>	<b>Final Project Due Fri May 4 5:00pm</b>

## Article Reading List (Required)

### ***Language Development Research Methods***

- 1) Demuth, K. (1996). Collecting spontaneous production data. In D. McDaniel, C. McKee & H. S. Cairns (Eds.), *Methods for assessing children's syntax* (pp. 3-22). Cambridge, MA: MIT Press.
- 2) Stromswold, K. (1996). Analyzing children's spontaneous speech. In D. McDaniel, C. McKee & H. S. Cairns (Eds.), *Methods for assessing children's syntax* (pp. 23-53). Cambridge, MA: MIT Press.
- 3) Corrigan, R. (2012). Using the CHILDES database. In E. Hoff (Ed.), *Research methods in child language: A practical guide* (pp. 271-284). Malden, MA: Wiley.

### ***Theoretical Perspectives – Nativism, Innateness, Emergentism, Learnability***

- 4) Valian, V. (2009). Innateness and learnability. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 16-34). New York: Cambridge University Press.
- 5) Bates, E., Elman, J., Johnson, M., Karmiloff-Smith, A., Parisi, D., & Plunkett K. (1998). Innateness and emergentism. In W. Bechtel & G. Graham (Eds.), *A companion to cognitive science* (pp. 590-601). Oxford: Basil Blackwell.

### ***Theoretical Perspectives – Social Interactionist Perspectives***

- 6) Tomasello, M. (2009). The usage-based theory of language acquisition. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 69-87). New York: Cambridge University Press.
- 7) Baldwin, D., & Meyer, M. (2007). How inherently social is language? In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 87-106). Malden, MA: Blackwell.

### ***Theoretical Perspectives – Statistical Learning, and Domain-General vs. Domain-Specific Learning Mechanisms***

- 8) Thiessen, E. (2009). Statistical learning. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 35-50). New York: Cambridge University Press.
- 9) Saffron, J.R., & Thiessen, E.D. (2007). Domain-general learning capacities. In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 68-86). Malden, MA: Blackwell.

### ***Language Across Species***

- 10) Tomasello, M. (1996). The cultural roots of language. In B.M. Velichkovsky & D.M. Rumbaugh (Eds.), *Communicating meaning: The evolution and development of language* (pp. 275-307). Mahwah, NJ: Erlbaum.
- 11) Lyn, H., Greenfield, P.M., Savage-Rumbaugh, S., Gillespie-Lynch, K. & Hopkins, W.D. (2011). Nonhuman primates do declare! A comparison of declarative symbol and gesture use in two children, two bonobos, and a chimpanzee. *Language & Communication* 31, 63–74.

### ***Language and the Brain***

- 12) Kovelman, I. (2012). Neuroimaging methods. In E. Hoff (Ed.), *Research methods in child language: A practical guide* (pp. 43-59). Malden, MA: Wiley.
- 13) Clancy, B., & Finlay, B. (2001). Neural correlates of early language learning. In M Tomasello & E. Bates (Eds.), *Language development: The essential readings* (pp. 307-330). Malden, MA: Blackwell.
- 14) Bates, E. (1999b). Plasticity, localization and language development. In S. Broman & J.M. Fletcher (Eds.), *The changing nervous system: Neurobehavioral consequences of early brain disorders* (pp. 214-253). New York: Oxford University Press.

## ***Crosslinguistic Phonological Development***

15) Pelucci, B., Hay, J.F., & Saffran, J.R. (2009). Statistical learning in a natural language by 8-month-old infants. *Child Development, 80*, 674-685.

16) Hohle (2009). Crosslinguistic perspectives on segmentation and categorization in early language acquisition. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 125-144). New York: Cambridge University Press.

17) Mugitani, R., Pons, F., Fais, L., Dietrich, C., Werker, J.F., & Amano, S. (2009). Perception of vowel length by Japanese- and English-learning infants. *Developmental Psychology, 45*, 236-247.

18) Best, C.T., Tyler, M.D., Gooding, T.N., Orlando, C.B., & Quann, C.A. (2009). Development of phonological constancy: Toddlers perception of native- and Jamaican-accented words. *Psychological Science, 20*, 539-545.

## ***Input and Parental Facilitation of Language Development***

19) Valian, V. (1999). Input and language acquisition. In W.C. Ritchie & T.K. Bhatia (Eds.), *Handbook of child language acquisition* (pp. 497-530). New York: Academic Press.

20) Mueller Gathercole, V.G., & Hoff, E. (2007). Input and the acquisition of language: Three questions. In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 108-127). Malden, MA: Blackwell.

## ***Lexical/Semantic Development***

21) Booth, A.E. (2009). Causal supports for early word learning. *Child Development, 80*, 1243-1250.

22) Gopnik, A., & Choi, S. (1995). Names, relational words, and cognitive development in English and Korean speakers: Nouns are not always learned before verbs. In M. Tomasello, & W.E. Merriman (Eds.), *Beyond names for things: Young children's acquisition of verbs* (pp. 63-80). Hillsdale, NJ: Erlbaum.

23) Tomasello, M. (2001). Perceiving intentions and learning words in the second year of life. In M. Tomasello & E. Bates (Eds.), *Language development: The essential readings* (pp. 111-128). Malden, MA: Blackwell.

24) Bates, E., & Goodman, J.C. (2001). On the inseparability of grammar and the lexicon: Evidence from acquisition. In M Tomasello & E. Bates (Eds.), *Language development: The essential readings* (pp. 134-162). Malden, MA: Blackwell.

## ***Syntactic/Morphological Development***

25) Yuan, S., & Fisher, C. (2009). "Really? She blicked the baby?" *Psychological Science, 20*, 619-626.

26) Akhtar, N. (2001). Acquiring basic word order: Evidence for data-driven learning of syntactic structures. In M. Tomasello & E. Bates (Eds.), *Language development: The essential readings* (pp. 187-202). Malden, MA: Blackwell.

27) Wood, J.N., Kouider, S., & Carey, S. (2009). Acquisition of singular-plural morphology. *Developmental Psychology, 45*, 202-206.

## ***Communicative/Pragmatic Development***

28) Goldstein, M.H., Schwade, J.A., & Bornstein, M.H. (2009). The value of vocalizing: Five-month-old infants associate their own noncry verbalizations with responses from caregivers. *Child Development, 80*, 636-644.

## ***Gesture and Baby Signs***

29) Vulterra, V., Caselli, M.C., Caprici, O., & Pizzuto, E. (2005). Gesture and the emergence and development of language. In M. Tomasello & D.I. Slobin (Eds.), *Beyond nature-nurture: Essays in honor of Elizabeth Bates* (pp. 3-40). Mahwah, NJ: Erlbaum.

30) Goldin-Meadow, S. (2009). From gesture to word. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 145-160). New York: Cambridge University Press.

31) Gliga, T., & Csibra, G. (2009). One-year-old infants appreciate the referential nature of deictic gestures and words. *Psychological Science*, 20, 347-353.

32) Vallotton, C. (2011). Babies open our minds to their minds: How "listening" to infant signs complements and extends our knowledge of infants and their development. *Infant Mental Health Journal*, 32, 115-133. doi: 10.1002/imhj.20286

33) Goodwyn, S., Acredolo, L., & Brown, C. (2000). Impact of symbolic gesturing on early language development. *Journal of Nonverbal Behavior*, 24, 81-103.

### ***Language, Thought & Culture***

34) Slobin, D. (1996). From "thought" and "language" to "thinking for speaking." In J.J. Gumperz & S.C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70-96). New York: Cambridge University Press.

### ***Language, Scaffolding, and the Social Origins of Self-Regulation***

35) Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children. (Chapter 2 – Vygotsky's approach to development: The social origins of individual mental functioning")

36) Landry, S.H., Miller-Loncar, C.L., Smith, K.E., & Swank, P.R. (2002). The role of early parenting in children's development of executive processes. *Developmental Neuropsychology*, 21, 15-41.

37) Hammond, S.I., Müller, U., Carpendale, J.M., Bibok, M.B., & Liebermann-Finestone, D.P. (2011). The effects of parental scaffolding on preschoolers' executive function. *Developmental Psychology*, 48, 271-281.

### ***Private Speech and Executive Functioning***

38) Winsler, A. (2009). Still talking to ourselves after all these years: A review of current research on private speech. In A. Winsler, C. Fernyhough, & I. Montero (Eds.), *Private speech, executive functioning, and the development of verbal self-regulation* (pp. 3-41). New York: Cambridge University Press.

39) Mueller, U., Jacques, S. Brocki, K., & Zelazo, P.D. (2009). The executive functions of language in preschool children. In A. Winsler, C. Fernyhough, & I. Montero (Eds.), *Private speech, executive functioning, and the development of verbal self-regulation* (pp. 53-68). New York: Cambridge University Press.

### ***Individual Differences in Language Development***

40) Bates, E., Dale, P.S., & Thal, D. (1995). Individual differences and their implications for theories of language development. In P. Fletcher & B. MacWhinney (Eds.), *The handbook of child language* (pp. 96-151). Cambridge, MA: Blackwell.

41) Kidd, E. (2012). Implicit statistical learning is directly associated with the acquisition of syntax. *Developmental Psychology*, 48, 171-184.

### ***Language Development in Atypical Populations - SLI***

42) Rice, M.L. (2007). Children with specific language impairment: bridging the genetic and developmental perspectives. In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 411-431). Malden, MA: Blackwell.

### ***Language Development in Atypical Populations – Downs, Autism, Williams***

43) Tager-Flusberg, H. (2007). Atypical language development: Autism and other neurodevelopmental disorders. In E. Hoff & M Shatz (Eds.), *Blackwell handbook of language development* (pp. 432-453). Malden, MA: Blackwell.

44) Winsler, A., Abar, B., Feder, M., Rubio, D.A. & Schunn, C. (2007). Private speech and executive functioning among high functioning children with autistic spectrum disorders. *Journal of Autism and Developmental Disabilities*, 37, 1617-1635.

## ***Deafness and Sign Language***

- 45) Lillo-Martin, D. (2009). Sign language acquisition studies. In E.L. Bavin (Ed.), *The Cambridge handbook of child language* (pp. 399-415). New York: Cambridge University Press.
- 46) Mann, W., Marshall, C.R., Mason, K., & Morgan, G. (2010). The acquisition of sign language: The impact of phonetic complexity on phonology. *Language Learning and Development*, 6(1), 60-86. doi: 10.1080/15475440903245951
- 47) Senghas, A. (2011). The emergence of two functions for spatial devices in Nicaraguan sign language. *Human Development*, 53(5), 287-302. doi: 10.1159/000321455
- 48) Mayberry, R.I. (2010). Early language acquisition and adult language ability: What sign language reveals about the critical period for language. In M. Marschark & P.E. Spencer (Ed.), *The Oxford handbook of deaf studies, language, and education*, Vol 2 (pp. 281-291). New York, NY: Oxford University Press.
- 49) Morford, J.P., & Hänel-Faulhaber, B. (2011). Homesigners as late learners: Connecting the dots from delayed acquisition in childhood to sign language processing in adulthood. *Language and Linguistics Compass*, 5 (8), 525–537. DOI: 10.1111/j.1749-818X.2011.00296.x
- 50) Menéndez, B. (2010). Cross-modal bilingualism: Language contact as evidence of linguistic transfer in sign bilingual education. *International Journal of Bilingual Education and Bilingualism*, 13(2), 201-223. doi: 10.1080/13670050903474101

## ***Bilingualism – Age, Cognition, and the Brain***

- 51) DeKeyser, R., & Larson-Hall, J. (2005). What does the critical period really mean? In J.F. Kroll & A.M.B. De Groot (Eds.), *Handbook of Bilingualism: Psycholinguistic approaches* (pp. 88-108). New York. Oxford University Press.
- 52) Hull, R., & Vaid, J. (2005). Clearing the cobwebs from the study of the bilingual brain: Converging evidence from laterality and electrophysiological research. In J.F. Kroll & A.M.B. De Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 480-496). New York. Oxford University Press.

## ***Bilingualism – Individual Differences in, and Consequences of,***

- 53) Bialystok, E. (2005). Consequences of bilingualism for cognitive development. In J.F. Kroll & A.M.B. De Groot (Eds.), *Handbook of Bilingualism: Psycholinguistic approaches* (pp. 417-432). New York. Oxford University Press.
- 54) Emmorey, K., Luk, G., Pyers, J.E., & Bialystok, E. (2008). The source of enhanced cognitive control in bilinguals: Evidence from bimodal bilinguals. *Psychological Science*, 19, 1201-1206.
- 55) Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C.J. Doughty & M.H. Long (Eds.), *The handbook of second language acquisition* (pp. 589-630). Malden, MA: Blackwell.
- 56) Kim, Y., Richard, E., & Winsler, A. (2009, in review). Socio-emotional, behavioral skills, and L1 competence predict the successful acquisition of English for English language learners in poverty. *Developmental Psychology*.

**Language Development – Spring 2012 - Student Information**

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Name

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G#

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Major/Program/Year

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Phone Number(s)

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Email Address

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Number and ages of  
children you might be  
able to bring to class  
(if any)

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