

**Faculty of Liberal Arts  
and Sciences**

Institute for Inclusive Communities and Environments



UNIVERSITY OF  
GREENWICH



University of  
**Southampton**



**PennState**  
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the Liberal Arts

# **IICE-Southampton-PennState Online Multilingualism Summer School**

## **Welcome Handbook**

**3 -7 July 2023**

Organised by the [Centre for Language and Heritage](#), University of Greenwich (UK) and the Centre for Linguistics, Language Education and Acquisition Research ([CLLEAR](#)), University of Southampton (UK) with the collaboration of the Center for Language Science ([CLS](#)) from Pennsylvania State University (USA).

## Course Descriptions

### **Exploring L3 acquisition: from theoretical discussions to empirical investigations**

*Dr Eloi Puig-Mayenco, Kings College London (UK), Dr Natalia Mitrofanova, The Arctic University of Norway (Tromsø)*

The focus of this course is to present a critical overview of the field of L3/Ln acquisition with special emphasis on morphosyntactic transfer. We will first present some theoretical constructs relevant for the field, and then discuss the most recent theories and hypotheses with relevant empirical data that is available to date. We will specifically show how to design studies that allow us to test the most recent proposals, highlighting important methodological choices that one needs to bear in mind when designing and L3 study. We will finish the course with some discussion of potential directions for future research regarding both transfer selection and L3 developmental trajectories.

### **Cognitive science and second language acquisition**

*Montserrat Sanz Yagüe, Kobe City University of Foreign Studies (Japan)*

Every process of second language acquisition (SLA) includes phenomena like the following: 1) A difference between the production and comprehension capacities, which is reversed over time; in the first stages of SLA, one can produce more than one can understand. After achieving an intermediate level, one can understand much more than one can produce. 2) stagnation at the low-intermediate level. These phenomena can be understood better if we resort to some discoveries of the language sciences: linguistic theory provides us with clues about the nature of language that explain some of the SLA phenomena. Numerous psycholinguistic studies help us understand the differences between production and comprehension mechanisms. Finally, this discussion is relevant in a reconsideration of the levels of mastery that are proposed in second language teaching. This course covers issues on linguistics and psycholinguistics that have an impact on our view of what it means to learn and teach second languages.

### **Diachronic change & change through contact: Similarities & differences**

*Professor Michael Putnam, Pennsylvania State University (USA), University of Greenwich (UK)*

A growing trend in research on language contact and heritage bilingualism is to establish comparison between changes that have taken place over longer periods of time in diachrony with those that have been documented and studied in real-time over the last 2-3 generations in contact settings. In this mini-course, we revisit some of the similarities and differences that exist in these two domains of researchers and discuss potential collaborations and exciting paths forward on language development and change across larger time periods.

## **Input and language acquisition: focus on early and late bilingual speakers**

*Professor Laura Domínguez, University of Southampton (UK)*

In this course we will investigate two main processes and outcomes of bilingual acquisition: heritage language acquisition and native language attrition. In both cases a speaker is exposed to input from two different languages but with different quantitative and qualitative properties. Some of the main characteristics and typical outcomes of bilingualism in these contexts will be explored using data from recent studies as evidence. You will be an opportunity to learn new material and consolidate any previous knowledge on these topics you may already have.

## **Statistical Analysis**

*Dr Ana Paula Palacios, University of Greenwich (UK), Dr Michael Wiper University Carlos III, Madrid (Spain)*

This course revises some key ideas in statistical testing with application to linguistics including statistical logic (ideas of estimation hypothesis tests), testing for relationships and comparing groups (chi<sup>2</sup> tests of association and independence) and linear models (ANOVA and regression).

## Open Public Lecture - Friday 7<sup>th</sup> July

### ***Why do we need a native speaker control group in our experimental studies?***

Professor Roumyana Slabakova, University of Southampton (UK), Norwegian University of Science and Technology

**Time:** 3:00-4:30pm BST

**Location:** Online via Zoom



#### **Abstract**

There has been renewed debate recently (see <https://www.frontiersin.org/research-topics/13914/the-notion-of-the-native-speaker-put-to-the-test-recent-research-advances>) on whether we need control groups of native speakers in second language acquisition research, and what purposes they serve. In my presentation, I will review some opposing viewpoints and focus on the view from generative SLA. I will provide an extended example from an unpublished study on L2 Mandarin, which supports the view that control groups are necessary for two purposes: to validate the property under discussion and the test instrument. I will also argue that employing native speaker control groups does not constitute “monolingual comparative normativity” (Rothman et al. 2022).

#### **About the speaker**

Professor Roumyana Slabakova is the Chair of Applied Linguistics at the University of Southampton and Head of Research of the Modern Languages and Linguistics department. Professor Slabakova has published over seventy articles in first-tier scholarly journals and thirty chapters and has written four monographs and edited three volumes. Her research is grounded in generative linguistic theory and explores the second language (L2) acquisition process. Her theoretical focus is the acquisition of grammatical structure and its interaction with meaning.