

# Linguistic analyses and Multilingualism

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# Organization of the course

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- 1. Calendar
- 2. Interventions of external researchers
- 3. Attendance of workshop
- 4. Personal work: Presentations

Calendar  
 March  
 April  
 May

MARCH	APRIL	MAY
<p>We 13</p> <p>Thu 14            Class on Sign Language with Carlo Cecchetto (CNRS, Paris – Università di Milano Bicocca)</p> <p>Fr 15</p> <p>We 20            Class on bilingualism and L2 with Philippe Prévost (Université de Tours)</p> <p>Th 21            Class on bilingualism and L2 with Philippe Prévost (Université de Tours)</p> <p>Fr 22</p>	<p>We 3            Class on the psychology of reasoning and the role of linguistic analysis with reference to reasoning in L1 and L2 with Salvador Mascarenhas (ENS-Paris)</p> <p>Thu 4            Research seminar by Salvador Mascarenhas</p> <p>Fr 5            Class on the psychology of reasoning and the role of linguistic analysis with reference to reasoning in L1 and L2 with Salvador Mascarenhas (ENS-Paris)</p>	<p>Mo 6</p> <p>Tu 7</p> <p>We 8</p> <p>Fr 10  <b>Workshop on Syntactic Cartography and Language Acquisition</b></p> <p>Mo 13            Wrap up + Presentations</p> <p>Tu 14            Presentations</p> <p>We 15            Presentations</p>

# Some General References

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Belletti, A. & M.T. Guasti (2015) *The Acquisition of Italian*, John Benjamins (chapters 1, 2, 3, 7)

Doughty C.J. & M.H. Long (Eds.) (2003) *The Handbook of Second Language Acquisition*, (Part 2, chapters 2, 6)

Grüter, T., & Paradis, J. (Eds.). (2014). *Input and experience in bilingual development (Vol. 13)*. John Benjamins Publishing Company.

Guasti, M.T (2016) *Language Acquisition. The Growth of Grammar*, MIT Press (chapters 10, 11)

Haznedar, B. & E.Garuseva (Eds.) (2008) *Current Trends in Child Second Language Acquisition*, John Benjamins (selected chapters)

Meisel, J. (2009) *Second Language Acquisition in Early Childhood*, De Gruyter

Silva-Corvalan C. & J. Treffers-Dallerand (Eds.) (2016) *Language Dominance in Bilinguals*, Cambridge University Press (selected chapters)

White, L. (2003). *Second language acquisition and universal grammar*. Cambridge, UK: Cambridge University Press.

# Readings and course materials

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- Further readings from which to select a topic later on

- Slides available at ciscl website:

<http://www.ciscl.unisi.it/didattica.htm>

# Exam

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- 1. Topics\\ dealt with in class (slides with some integrating readings from the list, to be made precise)
- +
- 2a. Presentation reporting on a paper or chapter from the indicated references or from more reading proposals to come
- Or +
- 2b. (Alternative) Select a property of your language that you think may be hard in adult L2, also depending on the L1 of the speaker, and explain why you think so on the basis of what learned in the course and related activities. Make explicit in an informal way the question behind your hypothesis. Length: 1 to 3 pages. Some of these short texts will be presented in the last week of the course, depending on the space in the calendar.

# General issues and specific themes

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- Introducing different forms of bi-/multilingualism

- Main insight through different considerations and various illustrations: The crucial role of linguistic analyses characterizing the speaker's grammars, in understanding linguistic behaviors of bilingual/multilingual speakers also in comparison with forms of atypical language in development (SLI) and in language pathology (e.g. aphasia)

- Empirical areas investigated in better detail in this perspectives:

- ❖ The acquisition and the mastering of the VS order in Italian in different populations of bilinguals compared to adults monolinguals
- ❖ The acquisition of clitic pronouns in different populations of bilinguals compared to monolinguals, adults and children

# Bi-Multilingualism and L2

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- Bilingualism as a special case of multilingualism, possibly the most common one, also for external reasons.

- Terminology:

- Two (or more) languages **from birth**

- 2L1

- Two or more languages used regularly, but one acquired **later in life**:

- L2

The term bilingualism is often (inappropriately, if not qualified) used for both situations.

In between, intermediate cases.

# Multilingualism is widespread

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- 2/3 of the world population is bilingual
- The majority of children world wide learn a second language before puberty (Paradis 2010)

**Canada** – an immigration and bilingual country

- 20.1% of the population speak a language other than French or English (Paradis 2010)
- 16-36% of children between 5 and 9 years of age speak a home language other than French or English (Paradis 2010)

**Israel** – another immigration country

- 20% of school children speak a home-language other than Hebrew (Armon-Lotem 2010)

Adapted in part from Hamann (2018, class lecture, University of Siena)

But see also: Catalunya and the very common situation in several parts of the worlds with systematic presence of standard language and different dialects. A situation still very widespread in Italy, in particular in the North Eastern regions.

# Multilingualism is not an exception

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- The 'human Language Making Capacity (LCM) constitutes an endowment for multilingualism' (Meisel 2009)
- Universal bilingualism (Roeper 1999) . Cfr. Our ability to master more than one register; in this sense we are all multilinguals.

- Cfr. Root-null subjects in adults' diary register in English (Haegeman, 1990, 2013, *Lingua*)

a A very sensible day yesterday. \_\_\_ saw noone. \_\_\_ took the bus to Southwark Bridge.

b \_\_\_ walked along.... (Virginia Woolf, Diary, from Haegeman 1990)

c \_\_\_ was a green one (Eve, 1;10)

d \_\_\_ a tout tout tout mangé (Augustin 2,0) (from Rizzi 1993, 2002)

- Our Language Faculty through the LAD is ready to acquire more than one grammatical system. I.e. more than one grammar with principles working in the invariable way and the parameters fixed possibly differently.
- Recall, e.g. Head-initial vs Head-final languages ....

# Oral and Sign languages

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- Language (i.e. the internal grammar of the speaker) can be externalized through the vocal system, as in **Oral** languages
- It can be externalized through signs, as in **Sign** languages, also **natural** languages
- Bi-/Multilingualism can then also occur in the two modalities: Oral and Signed.