LingPhil Summer School 2020

Palma de Mallorca

COURSE D: **Bilingual and Heritage Language Development**

***Pedro Guijarro-Fuentes, University of Balearic Islands***

This course seeks to explore language change and language acquisition of a minority language, highlighting the interaction between linguistic features and other external factors including, but not limited to, proficiency level, instruction, age and command of the heritage language. Past and present investigations of heritage language acquisition usually focus on the development of a heritage language and the way in which a pre-existing native language impacts on successive development process. The purpose of this course is to build bridges by bringing results from different bilingual and heritage speaker populations located in different geolinguistic locations (but mainly in Spain). Based on new original data from several studies seeking to check current reported findings and drawing on current research on World Englishes (or Heritage Postcolonial English) (Dehors, Götz & Laporte 2016 among others), in this course it will be shown that there is much to be gained in terms of the understanding of the human language capacity by the changes that take place in the first, second and successive generations of speakers who become bilingual in a language contact situation. Firstly, general theoretical models of language and language acquisition will be considered, and then it will be discussed what predictions they make for bilingual language development, in general, and how the study of heritage language acquisition, in particular, including World Englishes, can help to validate and to refine current generative and cognitive theorizing hypotheses. Secondly, in this course we will focus on changes and developments that can be seen in morphology and syntax language modules and to what extent extra external linguistic factors, such as proficiency level, instruction, the age at which the speaker became bilingual or the amount of use s/he makes of the heritage language, can impact on the degree of attainment, and/or incomplete acquisition, of his/her heritage language in different language contact situations. The course will finish with a critical evaluation of whether bilingual and heritage speaker competence is independent and goes beyond the specific influence(s) of the languages in contact whereby the input many HS bilinguals receive, emerging new varieties in their own right, are changing and thus use linguistic features differently than monolinguals (see Guijarro-Fuentes and Pires 2017). Bilingual speakers, and for that matter heritage speakers may show native-like features which can be further analysed in the light of cognitive determinants of learning, these usually favour isomorphism and aim at maximizing transparency.