

**Syllabus, Linguistic 9709A/Sp9720A “L2 Speech Learning in Context”
Fall 2022
Western University**

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| Professor : Yasaman Rafat Mondays: 12 :30-3 :30 in person Email : yrafat@uwo.ca | Office hours : Mondays @ 9 :30 |
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Mode of delivery:

- In person
- Class materials will also be posted online on OWL

COURSE DESCRIPTION

In this course, we will be examining a variety of themes related to the acquisition of L2 phonetics and phonology including theories and models of L2 speech learning, and sociolinguistic and psycholinguistic aspects of L2 speech learning. We will read empirical studies and discuss important phenomena in L2 speech learning of a number of languages including English, Spanish, French, Italian, Arabic, Farsi, Japanese & Korean, among others. Experimental paradigms most often used in laboratory research will be presented.

OBJECTIVES

- 1) To introduce students to both the prominent phonetics and phonological models of L2 acquisition.
- 2) To train students in most studied and debated topics in L2 speech learning.
- 3) To help students develop skills in experimental design and data analysis including acoustic analysis.
- 4) To provide the necessary discussions for students to develop their analytical and critical thinking and identify their area of interest.

COURSE REQUIREMENTS

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| Attendance and participation: | 15% |
| Final project proposal (short version): | 20% |
| Assigned article presentation(s): | 10% |
| Presentation of choice | 5% |
| Written article review of article of choice | 5% |
| Final proposal presentation: | 10% |
| Final proposal (long version): | 35% |

- Attendance and active participation (15%): Students are required to have read the assigned materials for each class prior to coming to class and to have prepared questions and/or comments for discussion.
- Final project proposal (Short version) (20%): this will involve submitting your project including the main research question(s) and hypotheses; the previous research on the topic; a brief outline of possible experimental methodology including the task(s) and stimuli. The proposal

should not exceed 3 pages (this does not include the appendices and bibliography). The appendices and bibliography need to be included in the proposal.

- Assigned article presentation(s) (15%): You will be responsible for doing two (plus or minus one depending on the number of students) 20 minute PowerPoint presentation on one or two of the articles listed below. You will need to address the research questions, hypotheses, methodology, and the main findings and provide a critical evaluation of the article presented.
- Article of choice presentation (5%): You will be responsible for choosing and doing a 10 minute presentation (PPT) on an article related to the topic of the week. Please consult ahead of time with the course instructor. You need to present this article in Spanish if English is your stronger language and in English, if Spanish is your stronger language.
- Article of choice written review (5%): You will be responsible for writing a written review (300 words long) of your article of choice. You will need to write the review in English if Spanish is your stronger language and in Spanish if English is your stronger language. This will be the same article that you will present (see the previous point above).
- Final project presentation (10%): You will present your course project/term proposal (PowerPoint presentation). Your presentation must include your research questions, hypotheses, methodology, data analysis and future work.
- Final project proposal (Long version) (40%): The final project proposal is a longer version of the initial short version that you will have submitted. The format will be the same but the long version will need to be more detailed. Moreover, you are expected to have incorporated my earlier comments on your initial proposal (short version) in this version. The proposal should not exceed 15 pages (Times New Roman, 12 pts, 1.5 spaces), not including the appendices and the bibliography. The appendices and bibliography will need to be included in the proposal. An electronic copy must be submitted to the instructor by email. The date of submission is last day of class, December 8th. The proposal must be submitted on time.
- The written work (short and long versions of the proposal) can be written in either English or Spanish except if specified otherwise in the above points.

ETHICS: Although students will *not* be collecting any data using human subjects, the student will be required to read the Tri-Council Policy Statement, as well as the relevant information on the office of research ethics website at Western (<http://www.uwo.ca/research/ethics/>). Besides, one representative of the REB office will come to class to give a workshop on research ethics.

CALENDAR

| <u>Week/Date</u> | <u>Theme / Structure</u> | <u>Readings & Assignments</u> | <u>Invited speakers (TBA)</u> |
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| 1: Sep 12 | Introduction and syllabus | | |
| 2: Sep 19 | Models of L2 speech learning: perception How to write a proposal (short version) | Escudero (2009) | |

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| 3: Sep 26 | Models of L2 speech learning: production | Colantoni & Steele (2008) | |
| 4: Oct 3 | Multi-modal L2 speech learning | Barrios & Hayes-Harb (2020) | |
| 5: Oct 10 | Multi-modal L2 speech learning Ethical experimental conduct | Pattamadilok, Welby & Tyler (2021) | |
| 6: Oct 17 | Context of learning | Valls-Ferrer (2014) Proposal (short version) due | |
| 7: Oct 24 | Social factors | Gatbonton, Trofimovich & Magid (2005) | |
| 8: Oct 31 | Reading Week | | |
| 9: Nov 10 | Social factors | Rindal (2010) | |
| 10: Nov 17 | L2 fluency | Derwing, Munro, Thomson, & Rossiter (2009) | |
| 11: Nov 24 | Individual variation and native-like attainment How to write the final proposal (long version) | Birdsong (2018) | |
| 12: Dec 1 | Individual variation and native-like attainment | Dollmann, Kogan, & Weißmann (2019) | |
| 13: Dec 8 | | Oral presentations Proposal (long version) due | |

CLASS MANAGEMENT

- Students are expected to attend class on Zoom regularly, having read the materials assigned and prepared to take part in pair and group discussions.
- Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. It is your responsibility to contact me **prior to** or **within the week** of a missed course term test, or assignment.
- UWO's Policy on Accommodation for Medical Illness: (<https://studentservices.uwo.ca/secure/index.cfm>)
- Downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading
- Course materials and announcements: Lectures and announcements will be posted on OWL. Student must therefore set up an OWL account. The address for OWL is <http://owl.uwo.ca/portal>. In order to access OWL you must have a UWO account. To log on the system will ask you to give your account name and your secret password.

PLAGIRISM

Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism is the inclusion of someone else's verbatim or paraphrased text in one's own written work without immediate reference. Verbatim text must be surrounded by quotation marks or indented if it is longer than four lines. A reference must follow right after borrowed material (usually the author's name and page number). Without immediate reference to borrowed material, a list of sources at the end of a written assignment does not protect a writer against the possible charge of plagiarism. **This also applies to work facilitated or written for students by third parties.** The University of Western Ontario uses a plagiarism-checking site called Turnitin.com. Students are allowed to use their laptops and iPads during class lectures, but they are not allowed to use any electronic device during exam sessions. Ringers must be turned off and laptops, tablets, or other technology must only be used for class purposes. Unauthorized recording or photographing of the class, its members, community partners, and/or the people they serve is prohibited.

SUPPORT SERVICES

The Web sites for Registrarial Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). The Student Development Services can also be reached at www.sdc.uwo.ca

Important Notice: Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

EMAIL COMMUNICATION WITH THE COURSE INSTRUCTOR

- At times, the course Instructor may decide to send out important course information by email. To that end, all students are required to have a valid UWO email address. You are responsible for ensuring that your UWO email address is set up.
- Forwarding your UWO.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from UWO.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.
- You are responsible for:
 - Ensuring you have a valid UWO email address
 - Checking your UWO email account on a regular basis.
 - Appropriate use: e-mail correspondence should be used only for administrative matters (e.g. make-up tests due to illness). All inquiries concerning course content including evaluations must be asked in class or discussed during office hours;
 - Self identification: please identify yourself clearly by including the course designator 'SP 3318 A' in the subject line and your full name with student number in the message.
 - Response time: I will reply to all messages within 24 hours of receiving them. Please note that no correspondence will occur during weekends. If you do not receive a reply within this period, resend your message

SELECTED WEB-BASED RESOURCES

1. Transcription

- Get the IPA Fonts (Go to Fonts > SIL Encore IPA Fonts > DoulosSIL)
<http://www.sil.org/>
- The sounds of Spanish, English and German:
<http://www.uiowa.edu/~acadtech/phonetics/>
- The sounds of the International Phonetic Alphabet (IPA):
<http://www.sil.org/computing/speechtools/ipahelp.htm>
<http://linguistics.berkeley.edu/acip/>
- IPA chart, IPA handbook, Online phonetics lab:
<http://web.uvic.ca/ling/resources/ipa/handbook.htm>
- Phonetic resources:
<http://www.unc.edu/~jlsmith/pht-url.html>
- Variation in Spanish:
<http://soundsofspeech.uiowa.edu/>
<http://lab.chass.utoronto.ca/rescentre/spanish/>

2. Acoustic phonetics tools:

- WaveSurfer (tool for sound visualization and manipulation)
<http://sourceforge.net/projects/wavesurfer/Download>
- Praat speech analysis software package
<http://www.fon.hum.uva.nl/praat/>
- Keith Johnson's [youtube channel](#).

3. L2 phonetic database

- UofT Romance phonetic database
http://rpd.chass.utoronto.ca/docs/corpora_a3.html

4. L2 acquisition tasks and questionnaires

- Iris database (previously used tasks and questionnaires):
<http://www.iris-database.org/iris/app/home/search?query=questionnaire>

BIBLIOGRAPHY

- Birdsong, D. (2018). Plasticity, variability and age in second language acquisition and bilingualism. *Frontiers in psychology*, 9, 81.
- Colantoni, L., & Steele, J. (2008). Integrating articulatory constraints into models of second language phonological acquisition. *Applied Psycholinguistics*, 29(03), 489-534.
- Derwing, T. M., Munro, M. J., Thomson, R. I., & Rossiter, M. J. (2009). The relationship between L1 fluency and L2 fluency development. *Studies in Second Language Acquisition*, 533-557.
- Dollmann, J., Kogan, I., & Weißmann, M. (2019). Speaking accent-free in L2 beyond the critical period: The compensatory role of individual abilities and opportunity structures. *Applied Linguistics*.
- Escudero, P. (2009). The linguistic perception of similar L2 sounds. *Phonology in perception*, 152-190.
- Gatbonton, E., Trofimovich, P., & Magid, M. (2005). Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. *TESOL quarterly*, 39(3), 489-511.
- Pattamadilok, C., Welby, P., & Tyler, M. (2021). The contribution of visual articulatory gestures and orthography to speech processing: Evidence from novel word learning. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.
- Hayes-Harb, R., & Barrios, S. (2021). The influence of orthography in second language phonological acquisition. *Language Teaching*, 1-30.
- Rindal, U. (2010). Constructing identity with L2: Pronunciation and attitudes among Norwegian learners of English1. *Journal of Sociolinguistics*, 14(2), 240-261.
- Valls-Ferrer, M., & Mora, J. C. (2014). L2 fluency development in formal instruction and study abroad. *Language acquisition in study abroad and formal instruction contexts*, 111-136.

CAVEAT

This syllabus is not etched in stone, and any information on this syllabus is subject to change at any time. Although we try to minimize change as much as possible, we may need to make some necessary adjustments (not, however, test, or assignment dates). Any changes will be announced in class and on the course webpage. Thus, it is your responsibility to be there, ask your fellow classmates or the instructor, or check the course webpage to be informed of any such changes.