

Syllabus, Ling 9709A/Sp9720A “L2 Speech Learning in Context”

Fall 2017

Western University

Professor : Yasaman Rafat	Office : Stevenson Hall, rm 1119
Lectures : Mondays: 12:30-3:30	Office hours : Wednesdays 9:30
Email : yrafat@uwo.ca	Telephone: (519) 661-2111 ext. 81092

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, phonetics and phonology in second language acquisition, acquisition of L2 phonology, sociolinguistic, psycholinguistic and neurolinguistic aspects of L2 speech learning, as well as training effects on pronunciation. We will read and discuss empirical studies on important phenomena in L2 speech learning of a number of languages including English, Spanish, Italian, German, Norwegian, Arabic, Farsi, & Japanese. 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

Attendance and participation:	10%
Final project proposal:	20%
Article presentations:	20%
Final paper presentation:	10%
Final paper:	40%

- Attendance and active participation (10%): 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 (20%): this will involve submitting your project including the main research question(s) and hypotheses; (some of) the previous research on the topic; a brief outline of possible experimental methodology including the task(s) and stimuli; and potential variety of Spanish to be tested.
- Article presentations (20%): 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.
- Term paper presentation (10%): You will present your course project/term paper (PowerPoint

presentation). Your presentation must include your research questions, hypotheses, methodology, data analysis and results, discussion, conclusions and future work.

- **Term paper (40%):** The final paper consists of a pilot experimental study of a second language speech learning phenomenon of your choice, in consultation with the instructor. The study must contain a critical review of previous research as well as data analysis. The paper should not exceed 15 pages (Times New Roman, 12 pts, 1.5 spaces). A hard copy of the papers together with an electronic copy must be submitted to the instructor by email. The date of submission is last day of class, December 3rd. The term paper must be submitted on time.

ETHICS: Because the final project involves research using human subjects, the student will 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/>). The student will not collect any data until ethics approval has been obtained. Besides, one representative of the REB office will come to class to give a workshop on research ethics.

- **Final project:** The student and her mentor will together discuss the ethical issues surrounding this project and obtain ethics approval via the course-based protocol. The student understands that participants must be recruited in a way that does not threaten their privacy; that REB approval is needed before data collection; and that she cannot recruit participants from the classes she is TAing. Potential participants will be given a letter of information and a consent form and informed of their right to refuse to participate and to withdraw at any time. They will also be given contact information if they are interested in seeing the final project. All data collected will be encoded to protect participants' confidentiality (e.g. names replaced by numbers). The student understands that the project must not involve more than minimal risk to the participants, as set out in the guidelines posted on the research ethics website.
- Participants will be recruited from among acquaintances and other students from their department, never from the classes the student is TAing.
- The data will be collected by means of on-line questionnaires, paper and pencil short tasks, or by audio-recording the participants, according to the most appropriate methodology for the topic under investigation. These data will be handled, coded and/or transcribed by the student, who will also analyze them to write the final project report. All data (tapes, spreadsheets created by the on-line survey, paper tasks, messages, etc.) will be destroyed after the grade appeal date for Fall 2015 (the mentor will ensure that the data are in fact destroyed). As stated in the syllabus, all testing materials must be justified according to the topic studied and will be carefully reviewed by the professor for approval prior to beginning her study. The student will prepare a letter that contains the details of her project and submit it to her mentor for approval prior to beginning her study.

CALENDAR

Week/Date	Theme / Structure	Readings & Assignments
1: T, September 12	Introduction and syllabus	
2: T, September 19	Models of L2 speech learning: perception	Escudero (2009) Colantoni & Steele (2008)
3: T, September 26	Models of L2 speech learning: production	Gick et al. (2004)
4: T, October 3	Multi-modal speech learning How to write a proposal	Bassetti (2017)
5: T, October 10	Reading week	
6: T, October 17	Multi-modal speech learning Ethical experimental conduct	Morret & Chang (2015)
7: T, October 24	Relative difficulty of acquisition Data analysis	Sorianello (2015)
8: T, October 31	Individual variation	Nagle (2013) Wong et al. (2007)
9: T, November 7	Social factors	Rindal (2010)
10: T, November 14	L2 vs. heritage speech	Cornwell & Rafat (2017)
11: T, November 21	Foreign accent and native-like attainment How to write a paper	Moyer (2014)
12: T, November 28		Oral presentations Final course
12: T, December 5		Oral presentations Final course paper due

CLASS MANAGEMENT

- Students are expected to come to class 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 SAKAI. Student must therefore set up a SAKAI account. The address for SAKAI is <http://owl.uwo.ca/portal>. In order to access SAKAI 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](http://www.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

- Bassetti, B., & Atkinson, N. (2015). Effects of orthographic forms on pronunciation in experienced instructed second language learners. *Applied Psycholinguistics*, 36(1), 67-91.
- 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. (2008). A longitudinal study of ESL learners' fluency and comprehensibility development. *Applied Linguistics*, 29, 359-380.
- Escudero, P. (2009). The linguistic perception of similar L2 sounds. *Phonology in perception*, 152-190.
- Gick, B., Wilson, I., Koch, K., & Cook, C. (2004). Language-specific articulatory settings: Evidence from inter-utterance rest position. *Phonetica*, 61(4), 220-233.
- Morett, L. M., & Chang, L. Y. (2015). Emphasising sound and meaning: Pitch gestures enhance Mandarin lexical tone acquisition. *Language, Cognition and Neuroscience*, 30(3), 347-353.

- Moyer, A. (2014). Exceptional outcomes in L2 phonology: The critical factors of learner engagement and self-regulation. *Applied Linguistics*, amu012.
- Nagle, C. (2013). A Reexamination of Ultimate Attainment in L2 Phonology: Length of Immersion, Motivation, and Phonological Short-Term Memory. In VOSS, E., TAI, S.-JD & LI, Z.(éd.), *Selected proceedings of the 2011 Second Language Research Forum* (pp. 148-161).
- Rindal, U. (2010). Constructing identity with L2: Pronunciation and attitudes among Norwegian learners of English1. *Journal of Sociolinguistics*, 14(2), 240-261.
- Sorianello, P. (2014). Italian geminate consonants in L2 acquisition. In L. Costamagna & C. Celata (Eds.). *Consonant gemination in first and second language acquisition* (p.25-46). Pisa: Pacini editore.
- Wong, P. C., Skoe, E., Russo, N. M., Dees, T., & Kraus, N. (2007). Musical experience shapes human brainstem encoding of linguistic pitch patterns. *Nature neuroscience*, 10(4), 420.

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.