Linguistics/Spanish 9720 Ling
"Language attrition"
Winter 2018
Department of Modern Languages & Literatures
Western University

Professor : Dr. Yasaman Rafat Lectures : Tuesdays: 12:30-3:30 Email : yrafat@uwo.ca	Office : Arts & Humanities Building, Rm 3G28D Office hours : TBA Telephone: (519) 661-2111 ext. 81092

https://www.todaytranslations.com/news/can-you-lose-your-first-language

COURSE DESCRIPTION

The goals of this course is to examine language attrition with a focus on phonological attrition. We will discuss the effect of both linguistic and extra-linguistic factors that constrain language loss. We will also examine the other side of the coin: language reactivation.

COURSE OBJECTIVES

- Introduce students to the field of language attrition with a focus on phonological attrition

- Familiarize students with experimental approaches to examining attrition
- Help students identify their own areas of interest in sociolinguistics and identify particularities of Hispanic sociolinguistics
- Foster critical thinking in students

EVALUATION/COURSE REQUIREMENTS

Attendance and participation:	10%
Final project proposal:	20%
Assigned article (on syllabus) presentations:	20%
Article of choice presentation:	5%
Final paper presentation:	10%
Final paper:	35%

- 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 on syllabus presentation (20%): You will be responsible for doing a 20 minute PowerPoint presentation on one 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 pick an article of your choice related to the topic of language attrition in consultation with the instructor and present it to class.
- Term paper presentation (10%): You will present your course project/term paper (PowerPoint presentation). Your presentation must include your research questions, hypotheses, methodology, results, discussion, conclusions and future work.
- Term paper (35%): The final paper consists of a pilot experimental study of some aspect of a phonetic or phonological attrition. The study must contain a critical review of previous research as well as data analysis. The paper should not exceed 10-15 pages (Times New Roman, 12 pts, double-spaced). 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, April 11. 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 Winter 2017 (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	Readings and short presentations
1: January 9	Introduction and interests	
2: January 16	Perceived foreign accent in the L1	Hopp & Schmidt (2013)
3: January 23	**How to write a proposal** Individual phonological attrition	De Leeuw (2017)
4: January 30	Suprasegmental change: intonation	Mennen (2004)
5: February 6	Segemental change: vowels	Chang (2012)
6: February 13	Language loss in adopted children	Pallier et al. (2003)
7: February 20	**Reading Week**	
8: February 27	Ethical conduct- visit from the Ethics Officer Language reactivation	Oh et al. (2003)
9: March 6	Language loss in adopted children	Ventureyra et al. (2004)
10: March 13	Language reactivation	**Proposals due** Pierce et al. (2014)
11: March 20	Language change across generation and heritage speakers	Rafat et al. (2017)
12: March 27	**How to write a paper** Neurolinguistics of language loss	Köpke (2004)

13: April 7		**Oral presentations**
14: April 11	Final remarks	**Oral presentations**

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.

PLAGIARISM

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 3314 G' 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

Bibliography

Chang, C. B. (2012). Rapid and multifaceted effects of second-language learning on first-language speech production. *Journal of Phonetics, 40*(2), 249-268.

De Leeuw (2017) Language and cognition: Individual phonological attrition in Albanian-English late bilinguals

Hopp, H. & Schmid, M. S. (2013). Perceived foreign accent in L1 attrition and L2 acquisition: the impact of age of acquisition and bilingualism. *Applied Psycholinguistics, 34*(2), 361-394.

Köpke, B. (2004). Neurolinguistic aspects of attrition. Journal of Neurolinguistics, 17, 3–30.

Mennen, I. (2004). Bi-directional interference in the intonation of Dutch speakers of Greek. *Journal of Phonetics*, *32*(4), 543-563.

Oh, J., S. Jun, L. Knightly, and T. Au. 2003. Holding on to childhood language memory. Cognition 86, B53-B64.

Pallier C, Dehaene S, Poline JB, LeBihan D, Argenti AM, et al. (2003). Brain imaging of language plasticity in adopted adults: can a second language replace the first? Cereb Cortex 13: 155-161.

Pierce, L. J., Klein, D., Chen, J.-K., Delcenserie, A., & Genesee, F. (2014). Mapping the unconscious maintenance of a lost first language. *Proceedings of the National Academy of Sciences*, *111*(48), 17314–17319.

Rafat, Y., Mohaghegh, M., & Stevenson, R. (2017). Geminate attrition across three generations of Farsi-English
Bilinguals living in Canada: An Acoustic Study. Ilha do Desterro , 70 (3), 151-168.

Ventureyra V, Pallier C, Yoo, Y-H (2004) The loss of first language phonetic perception in adopted Koreans. Journal of Neurolinguistics 17:79-91.

SELECTED WEB-BASED RESOURCES

1. Various

- 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

- IPA chart, IPA handbook, Online phonetics lab:

http://web.uvic.ca/ling/resources/ipa/handbook.htm

- Variation in Spanish:

http://www.uiowa.edu/~acadtech/dialects//
http://lab.chass.utoronto.ca/rescentre/spanish/

- Information about the world's languages:

http://www.ethnologue.com

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

5. Naomi Nagi's website (Heritage Language variation and change)

http://projects.chass.utoronto.ca/ngn/HLVC/0_0_home.php

6. Monika Schmid's website on attrition

https://languageattrition.org/abstracts/

Recommended reading:

Au, T., L. Knightly, S. Jun, and J. Oh. 2002. Overhearing a language during childhood. Psychological Science 13, 238–243.

de Leeuw, E., M. Schmid, and I. Mennen. 2010. Perception of foreign accent in native speech. Bilingualism: Language and Cognition 13, 33-40.

Flege, J. E. (1987). The production of "new" and "similar" phones in a foreign language: Evidence for the effect of equivalence classification. *Journal of Phonetics*, *15*(1), 47-65.

Godson, L. 2004. Vowel Production in the Speech of Western Armenian Heritage Speakers. Heritage Language Journal 2.

Khattab, G. 2002. VOT Production in English and Arabic bilingual and monolingual children. In D. Parkinson and E. Benmamoun (eds.). Perspectives on Arabic linguistics, 1-38. Amsterdam: John Benjamins.

Knightly, L., S. Jun, J. Oh, and T. Au. 2003. Production benefits of childhood overhearing. Journal of the Acoustic Society of America 114, 465–474.

Major, R.C. 1992. Losing English as a first language. Modern Language Journal 76, 190-208.

Tees, R. C., & Werker, J. F. (1984). Perceptual flexibility: Maintenance or recovery of the ability to discriminate non-native speech sounds. Canadian Journal of Psychology, 38(4), 579-590.

Schmid, M. (2011). *Language Attrition* (Key Topics in Sociolinguistics). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511852046

Werker, J. F., & Tees, R. C. (1984). Cross-language speech perception: Evidence for perceptual reorganization during the first year of life. Infant Behavior and Development, 7(1), 49-63. [Republished in 1992: J. L. Miller, R. D. Kent, & B. S. Atal (Eds.), Papers in speech communication: Speech perception (pp. 733-747). New York: Acoustical Society of America Press. Also republished in 2002 with three commentaries for their special 25th anniversary issue: Infant Behavior and Development, 25(1), 121-133.]

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.