**Linguist 9724B/Spanish 9734B**
**"Phonological Attrition"**
**Winter 2022**
**Department of Languages & Cultures**
**Western University**

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| Professor : Dr. Yasaman Rafat<br><br>Lectures : Tuesdays : 10:00-1:00<br><br>Email : yrafat@uwo.ca | Office hours : By appointment by zoom |



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

### COURSE DESCRIPTION
In this course, we will examine phonological attrition. We will discuss the effect of both linguistic and extra-linguistic factors that constrain language loss in a number of languages. We will also examine the other side of the coin: language reactivation.

### COURSE OBJECTIVES
- Introduce students to the field of phonological attrition.
- Familiarize students with experimental approaches to examining language change and relearning
- Help students identify their own areas of interest
- Foster critical thinking in students

## 2. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

| Assessment | Format | Weighting | Due Date |
|---|---|---|---|
| Article presentation | Online but subject to change | **20%** | As assigned (x1) |
| Participation | Online but subject to change | **10%** | Throughout the term |
| Independent (group) project | Online but subject to change | **20%** proposal (Short version) <br><br> **10%** oral presentation <br><br> **40%** proposal (long version) | March 1st <br><br> April 5th <br><br> April 5th |

**Participation (10%):**
You are expected to attend all the classes and participate **actively** during the discussion period. This will also include coming prepared to class, having read the assigned articles. Inconsistent attendance (including frequent absences and late arrivals) will negatively impact your level of participation and will significantly affect your final participation grade. Attendance **without** active participation will lead to a poor final participation grade.

**Project proposal (short version) (20%):**
This will involve writing a 3-page long proposal (Times New Roman, double-spaced) on a phenomenon related to attrition or change. References do not count in these 3 pages. You will design a study on language change/attrition or relearning. The proposal must follow the guidelines provided and include the following: Introduction (including goals, brief explanation of the phenomenon, identification of the gap in the literature, and research questions), literature review, hypotheses, methods (participants, tasks and stimuli), data analysis, and contributions. You have a choice to write in English or Spanish.

**Article presentation (20%):**
You will present an assigned article listed on the syllabus. You need to present the goals/objectives, research questions, methods, results, discussion and conclusions of the assigned article and provide a critical evaluation of the article. The presentation should be 20 minutes long. You need to submit your PPT presentation on Tuesday evening prior to your presentation on the assigned Wednesday. I will post your PPT on OWL. On the day of your presentation, you will present your article synchronously to class, using your PPT. The presentation must be in English.

**Final project proposal (long version) (40%):**
The final project will be a longer version of your short version proposal. You can copy and paste the sections that I will have approved in your short version proposal but need to incorporate my comments. You will need to expand on the literature review and any other relevant details. The proposal should not exceed 10-15 pages (Times New Roman, 12 pts, double-spaced), not including references. The final project proposal should be printed to me. You have a choice to write in English or Spanish. The deadline is **April 5 at noon.**

**Final project proposal presentation (10%):**
You will present your project proposal and incorporate my comments on your written short proposals in a 6 minute presentation. You will follow the guidelines provided for this presentation.  You will use PowerPoint to present to the class synchronously online. The presentation must be in English.

**CALENDAR**

| Week/Date | Theme | Readings and short presentations |
|---|---|---|
| 1: January 11 | Introduction and interests | |
| 2: January 18 | Language Attrition | Gallo et al. (2021) |
| 3: January 25 | **How to write a proposal** L1 Foreign Accent and age | Hopp & Schmit (2013) |
| 4: January | Attrition in perception | Celata & Cancila (2010) |
| 5: February 1 | Attrition in production | Alkhudidi (2020) |
| 6: February 8 | Individual variation | De Leeuw (2017) |
| 7: February 15 | Length of residence | Chang (2012) |
| 8**: February 22** | **Reading Week** | |
| 9: March 1 | Phonetic drift | Herovra et al. (2020) **Proposals due** |
| 10: March 8 | Proficiency | Quam et al. (2017) |
| 11: March 15 | Bilingual sound system | Mayr et al. (2012) |
| 12: March 22 | **How to write a paper** Language loss in adopted children | Ventureyra et al. (2004) |
| 13: March 29 | Language reactivation and relearning | Oh et al. (2019) |
| 14: April 5 | 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**

Alkhudidi, A., Stevenson, R., & Rafat, Y. (2020). Geminate attrition in the speech of Arabic–English bilinguals living in Canada. *Heritage Language Journal*, *17*(1), 1-37.

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, E., Tusha, A., & Schmid, M. S. (2018). Individual phonological attrition in Albanian–English late bilinguals. *Bilingualism: Language and Cognition*, *21*(2), 278-295.

Gallo, F., Bermudez-Margaretto, B., Shtyrov, Y., Abutalebi, J., Kreiner, H., Chitaya, T., ... & Myachykov, A. (2021). First Language Attrition: What It Is, What It Isn't, And What It Can Be. *Frontiers in Human Neuroscience*, 513.

Hévrová, M., Bořil, T., & Köpke, B. (2020, September). Phonetic Attrition in Vowels' Quality in L1 Speech of Late Czech-French Bilinguals. In *International Conference on Text, Speech, and Dialogue* (pp. 348-355). Springer, Cham.

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.

Mayr, R., Price, S., & Mennen, I. (2012). First language attrition in the speech of Dutch–English bilinguals: The case of monozygotic twin sisters. *Bilingualism: Language and Cognition*, *15*(4), 687-700.

Oh, J. S., Au, T. K. F., Jun, S. A., & Lee, R. M. (2019). Childhood language memory in adult heritage language (re) learners. In *The Oxford handbook of language attrition.*

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

Quam, C., & Creel, S. C. (2017). Tone attrition in Mandarin speakers of varying English proficiency. *Journal of Speech, Language, and Hearing Research*, *60*(2), 293-305.

**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

**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.