

THE UNIVERSITY OF WESTERN ONTARIO DEPARTMENT OF LANGUAGES AND CULTURES

SP3319A/LIN2244A “SECOND LANGUAGE ACQUISITION. ACQUISITION OF SPANISH” FALL 2020



Although this academic year might be different, Western University is committed to a **thriving campus**. We encourage you to check out the [Digital Student Experience](#) website to manage your academics and well-being. Additionally, the following link provides available resources to support students on and off campus: <https://www.uwo.ca/health/>.

1. Technical Requirements:



Stable internet connection



Laptop or computer



Working microphone



Working webcam

2. Course Overview and Important Dates:

Delivery Mode	Dates	Time
Online	Sept 10- Dec 10	Tuesdays, 2.30-4.30pm Thursdays, 2.30-3.30pm



*Details about design and delivery of the course are listed below in Section 4

Classes Start	Reading Week	Classes End	Study day(s)	Exam Period
September 9	November 2 - 8	December 9	December 10	December 11 - 22

* November 12, 2020: Last day to drop a first-term half course or a first-term full course without penalty

3. Contact Information



Course Instructor	Contact Information
Dr. Olga Tararova	otararov@uwo.ca <i>Office hours: by appointment via Zoom</i>

Teaching Assistant(s)	Contact Information
<i>TBA</i>	<i>TBA</i>

4. Course Description and Design

Requisites for SPA students: Pre-or Corequisite(s): Spanish 3300 or Spanish 3301E or permission of the Department.

Prerequisite(s) for LING students: One of [Anthropology 1027A/B](#), [Linguistics 2288A/B](#), [Spanish 3303A/B](#), or both [French 2805A/B](#) and [French 2806A/B](#) or permission of the program.

This online course will be an introduction to research on language acquisition with a specific focus on Spanish as the second language. Using a core textbook and recent articles, students will learn about different theories regarding acquisition, the role of individual differences, as well as the main characteristics of learner language. Students will be able to connect this body of knowledge to their own learning and as a result, to carry an experimental work or analyse a corpus work as part of the group project. The course is taught in English. If you are a student who is taking this course part of the Spanish minor/major requirement (SP3319A), the final project will be submitted in Spanish. The classes will be delivered via Zoom.

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site and discussed with the class.

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

5. Course Goals and Objectives

This course aims to achieve the following:



- Introduce students to first and second language acquisition and factors that are involved in acquiring a language
- Present various debates and theories on SLA
- Learn how to analyse data and write a linguistic essay

6. Learning Outcomes

Upon successful completion of this course, students will be able to:



- Understand how children and adults acquire a language
- Understand the relationship between major theories of SLA and the process of acquiring a second language
- Extract & analyse data
- Be able to write a solid linguistic essay

7. Resources



- ☒ All lectures will be posted in OWL. (List of course readings and course calendar included in the last pages of this document)
- ☒ **Required textbook:** Lightbown, P. & N. Spada. (2013) *How Languages are Learned* (Fourth Edition). Oxford University Press.

8. Evaluation

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

Assessment	Format	Weighting	Due Date
Midterm	ONLINE (timed)	20%	Oct 27, 2020
Oral presentation in pairs (on any of the assigned articles)	ONLINE	5% x 5 = 25%	
Participation & Preparation	<ul style="list-style-type: none">In online class (Zoom)In OWL discussion forums	10%	Ongoing
TCPS2 Tutorial	ONLINE (3 hours)	5%	
Group Project		15% Project outline 10% Oral presentation 30% Essay	Oct 29, 2020 (by 11.59pm) During Week 12 Dec 9, 2020 (by noon)

Midterm (20%)

Midterm will occur during Tuesday class (online, timed) on **Oct 27**, and will include the material of Chapters 1-3, as well as the articles discussed during the tutorials. The format will be mixed (multiple choice, true & fall, as well as short answers).

Oral presentations in pairs (10%)

Two students each week will prepare a presentation on one of the articles from the reading list (*see the dates and the article list below*). Presentations will be no more than 20-25 minutes and include a summary of the article, critical analysis of the article, as well as two short activities at the end to promote the audience's interaction with the material that has been presented. Think of engaging and creative activities.

Online Participation, Preparation and Engagement (10%)



- Students are expected to participate and engage with content as much as possible.
- Students should also participate in tutorials by interacting during presentations with their peers and instructors

Students are expected to attend **all** the classes (lecture and tutorials). 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. Since this course is fully online, participation will be measured in two ways: 1) **5%** active participation in lectures and tutorials (e.g., in breakout rooms, by answering/asking questions in chat windows, etc.), 2) **5%** active participation during discussion forums (e.g., by writing in full sentences, critically assessing the discussion questions, answering your peer's questions). To ensure, your participation is taken during class, it is recommended you have cameras on all the time.

Group project (55%)

During the semester, students will work in groups of 4 and have an option of either analysing a corpus work with a focus on L2 acquisition or carrying an independent work.

- Final project proposal (15%): a 5-page proposal including the references (minimum 5 sources) will involve submitting your project including the description of the phenomenon, main research question(s) and hypotheses; (some of) the previous research on the topic; a brief outline of possible methodology including the participants and stimuli. The proposal is due **Oct 29, by 11.59 pm. Submit the proposal to Dropbox.**
 - Note for Spanish majoring/minoring students: your proposal has to be submitted in Spanish and focus on Spanish acquisition
- Final project presentation (10%): During the week 12, you will present your course project/term paper (PowerPoint presentation) for a duration of **15-20 min**. Your presentation must include a description of the phenomenon under study, your research questions, hypotheses, previous research on the topic methodology, data analysis and results, discussion, conclusions and future work.
- Final essay (30%): The final paper is a written version of your PowerPoint presentation. The paper must contain a description of the phenomenon under study, your research questions, hypotheses, previous literature, methodology, data analysis, results, discussion, conclusions and future work. The paper should not exceed 15 pages (Times New Roman, 12 pts, 2 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 **Dec 9, by noon**. The term paper must be submitted on time.
 - Note for Spanish majoring/minoring students: your proposal has to be submitted in Spanish and focus on Spanish acquisition

TCPS2 tutorial (duration 3 hours; 5%)

As part of this course, each student (whether they pick to conduct an experimental project via Google doc survey or use a corpus) requires completing an online tutorial/course. The purpose of this online course is to provide an introduction to research ethics principles and applications for researchers. A number of examples, media reports, and external links are included to illustrate the impact of research design decisions on participants, researchers, and society as a whole. Upon completion, students will receive a certificate that must be forwarded to the instructor in order to receive 5%. Those students who will be doing an experimental work must complete TCPS2 PRIOR to carrying experimental work.

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. **All students must complete the TCPS2 tutorial (<http://tcps2core.ca/welcome>).***

Final project (for those students who will conduct an experimental work only):

The goal of this project is to introduce the student to empirical research on language acquisition. The student will choose a linguistic topic of their interest and choose the most appropriate method according to the proposed research question to run her own pilot project. The student and the professor will together discuss the ethical issues surrounding this project. 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. 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 (older than 18+) will be recruited from among acquaintances and/or other students from their department (e.g., undergraduate students from SP3300, Italian students or French students). Specifically, in SP3300, 1% will be given to the students who will be part of the research projects. Participants will be told that the data collected (including audio-files) may be used for research purposes (e.g., presentations and publications), and will be provided with an opportunity to consent to this. The audio-recordings will be coded.

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. The researcher will explain in detail the nature of the project together with all necessary information: terms of the withdrawal, confidentiality and privacy, duration of the tasks to the interested participants. The terms of withdrawal will be written in the consent form and will be read and signed prior to testing. However, if at any point, participants feel uncomfortable or unwilling to proceed, they will withdraw at any time. The data of those participants who decide to withdraw will not be used for any current and/or future projects and will be recycled as soon as participants leave the project. Interested participants will be given a contact information of the instructor and the student whom they will be able to contact to see the results of the final project. There will be no anticipated risks or discomforts associated with participating in the study.

The data will be handled, coded and/or transcribed by the student, who will also analyze it 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 Dec 2020 (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 students will prepare a letter (LOC) that contains the details of their project and submit it to her mentor for approval prior to beginning their study.

9. Policies on Examinations and Grading:

- All assignments are due at 11:55 pm EST unless otherwise specified
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Information about late or missed evaluations:

- Late assessments without illness self-reports will be subject to a late penalty 10 %/day
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been returned to the class

10. Professionalism & Privacy:

Western students are expected to follow the [Student Code of Conduct](#). Additionally, the following expectations and professional conduct apply to this course:



- Students are expected to follow online etiquette expectations provided on OWL
- All course materials created by the instructor(s) are copyrighted and cannot be sold/shared
- Recordings are not permitted (audio or video) without explicit permission
- Permitted recordings are not to be distributed
- Students will be expected to take an academic integrity pledge before some assessments
- All recorded sessions will remain within the course site or unlisted if streamed

Online Etiquette

Though the course will be fully online, you are expected to come to lecture and tutorials on time and stay for the entire class to receive the participation mark for that day. It is recommended that you have your cameras on to ensure that your participation mark will not be affected. In order to receive full participation mark, you should participate actively by raising your hand, writing questions in the chat, interacting with your peers (via breakout rooms, etc.).

10. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Treat this course as you would a face-to-face course. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
5. Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

11. Communication:

The OWL homepage and the Course Syllabus are your first sources for information and questions about the course. You can email me with more practical questions concerning the course organization. I will try to respond to e-mails within **24 hours (excluding weekends)**. If you do not hear from me within that time, feel free to send a reminder e-mail. To ensure e-mail delivery, please use your @uwo.ca account and state the course code in the subject line.



- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant and include LIN2244/SPA3319 in the header
- Emails will be monitored daily, except on weekends; students will receive a response in 24 – 48 hours
- This course will use the OWL forum for discussions
- Students should post all course-related content on the discussion forum so that everyone can access answers to questions
- The discussion forums will be monitored daily by instructors or teaching assistants.

12. Western Academic Policies and Statements

Absence from Course Commitments

[Policy on Academic Consideration for Student Absences](#)

In the interest of the health and safety of students and health care providers, you are no longer required to seek a medical note for absences this term. If you are unable to meet a course requirement due to illness you should use the [Illness Reporting Tool](#). This tool takes the place of the need to submit a medical note and the Self-Reported Absence System formally used by undergraduate students.

You are required to self-report every day that you are ill and unable to complete course commitments. Details about when you should submit missed work, the format of the missed work can be found in the Section 7. Evaluation above. Students should communicate promptly with their instructor and use this tool with integrity.

Accommodation for Religious Holidays

The policy on Accommodation for Religious Holidays can be viewed [here](#).

Academic Offenses

“Scholastic offences are taken seriously, and students are directed [here](#) to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#).

Correspondence Statement

The centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. You must always ask permission to record another individual and you should never share or distribute recordings.

13. Support Services

The following links provide information about support services at Western University.

[Academic Counselling \(Science and Basic Medical Sciences\)](#)

[Appeal Procedures](#)

[Registrarial Services](#)

[Student Development Services](#)

[Student Health Services](#)

COURSE SCHEDULE

TIP: To succeed in this course, you must read the assigned material prior to coming to class.

Please note: Your group essays are **due Dec 9, 2020 by noon**.

Readings:

1. Macalay, R (2006). Ch 2. Learning One's First Language (pp. 7-11) in *The Social art. Language and its use*. Oxford: Oxford University Press.
2. Macalay, R. (2006). Ch 8. Learning a Second Language (pp. 119-123) in *The Social art. Language and its use*. Oxford: Oxford University Press.
3. Berko, J. (1958). The child's learning of English morphology. *WORD*, 14(2-3), 150-177. doi: 10.1080/00437956.1958.11659661
4. Trehub, S. E., & Gudmundsdottir, H. R. (2019). Mothers as singing mentors for infants. In G. F. Welch, D. M. Howard, & J. Nix (Eds.), *THE OXFORD HANDBOOK OF SINGING* (pp. 455–469). Oxford: Oxford University Press.
5. Pierce, L., Genesee, F., & Paradis, J. (2013). Acquisition of English Grammatical Morphology by Internationally-Adopted Children from China. *Journal of Child Language*, 40, 1076-1090.
6. Paradis, J. & Navarro, S. (2003). Subject realization and crosslinguistic interference in the bilingual acquisition of Spanish and English. *Journal of Child Language*, 30, 371-393.
7. Rafat, Y., Whitford, V., Joanisse, M., Mohaghegh, M., Swiderski, N., Valdivia, C., Nasrollahzadeh, P., & Habibi, L. (2019). First language orthography influences second language speech during reading: Evidence from highly proficient Korean-English bilinguals. In E. Babatsouli (ed.), *Proceedings of the International Symposium on*

Monolingual and Bilingual Speech 2019 (pp. 100-107). ISBN: 978-618-82351-3-7. URL: <http://ismbs.eu/publications-2019>

8. Kissling, E. M. (2015). Phonetics instruction improves learners' perception of L2 sounds. *Language Teaching Research*, 19(3), 254–275.
9. Montrul, S. (2010). Dominant language transfer in adult second language learners and heritage speakers. *Second Language Research*, 26(3), 293-327. doi:10.1177/0267658310365768
10. Tararova (2017). Language is me. *Language Maintenance in Chipilo, Mexico*. *International Journal of the Sociology of Language*, 2017 (248), 25-48
11. Montrul, S., Foote, R., & Perpiñán, S. (2008). Gender Agreement in Adult Second Language Learners and Spanish Heritage Speakers: The Effects of Age and Context of Acquisition. *Language Learning*, 58(3), 503-553. doi: 10.1111/j.1467-9922.2008.00449.x
12. Kibler, A., Salerno, A., & Hardigree, C. (2013). 'More than being in a class': adolescents' ethnolinguistic insights in a two-way dual-language program. *Language and Education*, 28(3), 251-275. doi: 10.1080/09500782.2013.822880
13. Stanat, P., Becker, M., Baumert, J., Lüdtke, O., & Eckhardt, A. (2012). Improving second language skills of immigrant students: A field trial study evaluating the effects of a summer learning program. *Learning and Instruction*, 22(3), 159-170. doi: 10.1016/j.learninstruc.2011.10.002
14. Rodgers, M.P.H., & Webb, S. (2017). Do captions improve EFL learners' comprehension of English-language television programs? *CALICO Journal*.

Course Calendar:

Dates & Weeks	Theme & Content	Assignments for the following class
Week 1 Sep 10	Thursday, Sep 10, Class 1 Introduction to the course & syllabus How to present?	Read Chapter 1 for Tuesday Class
Week 2 Sep 15, 17	Tuesday, Sep 15, Class 2 Chapter 1: Language learning in early childhood	Read <i>Berko's (1958), Truhab (2019)</i> & review Chapter 1
	Thursday, Sep 17, Class 3 Introduction to CHILDES & SPLOCC Database & experimental work	<i>Review Ch 1</i> <i>Read Learning One's First Language</i>
Week 3 Sep 22, 24	Tuesday, Sep 22, Class 4 Chapter 1 (Cont.) + "Learning One's First Language"	<i>Read Pierce (2013) and Paradis (2003)</i>
	Thursday, Sep 24, Class 5 PRESENTATION 1: Berko (1958) PRESENTATION 2: Trehub et al (2019)	Read Ch. 2 for next week

Week 4 Sep 29, Oct 1	Tuesday, Sep 29, Class 6 Chapter 2: Second Language Learning	Read <i>Rafat (2016) & Kisling (2015)</i>
	Thursday, Oct 1, Class 7 PRESENTATION 3: Pierce, L. et al (2013) PRESENTATION 4: Paradis, J. & Navarro, S. (2003)	Review Ch 2 and read the assigned article
Week 5 Oct 6, Oct 8	Tuesday, Oct 6, Class 8 Chapter 2 (Cont.), Article "Learning a second language"	Read <i>Montrul (2010)</i>
	Thursday, Oct 8, Class 9 PRESENTATION 5: Rafat (2019) PRESENTATION 6: Kissling (2015)	Read Ch 3
Week 6 Oct 13, Oct 15	Tuesday, Oct 13, Class 10 Chapter 2: Individual Differences in Second Language Learning	Read <i>Montrul et al (2008)</i>
	Thursday, Oct 15, Class 11 PRESENTATION 7: Montrul, S. (2010)	Review Ch 1-3, bring your questions
Week 7 Oct 20, Oct 22	Tuesday, Oct 20, Class 12 REVIEW (Ch 1-3) Help with SPLOCC & CHILDES & experimental work	Read <i>Tararova (2017)</i>
	Thursday, Oct 22, Class 13 Tips on writing a solid proposal Tips on carrying an experimental work	Review notes for the midterm
Week 8 Oct 27, Oct 29	Tuesday, Oct 27, Class 14 MIDTERM (Ch 1-3, articles) ONLINE	Read <i>Colantoni & Steele (2018)</i>

<p>Week 8 Oct 27, Oct 29</p>	<p>Thursday, Oct 29, Class 15 Proposal is due PRESENTATION 8: Tararova (2017)</p>	<p>Read Ch 4</p>
<p>NOV 2-8</p>	<p>READING WEEK. NO CLASSES</p>	
<p>Week 9 Nov 10, Nov 12</p>	<p>Tuesday, Nov 10, Class 16 Chapter 4: <i>Explaining Second Language Learning</i></p>	<p>Read <i>Kibler et al (2014)</i></p>
	<p>Thursday, Nov 12, Class 17 PRESENTATION 9: Montrul et al (2008)</p>	<p>Read Ch 5</p>
<p>Week 10 Nov 17, Nov 19</p>	<p>Tuesday, Nov 17, Class 18 Chapter 5: <i>Observing Learning and Teaching in the Second Language Learning</i></p>	<p>Read <i>Stanat et al (2012)</i></p>
	<p>Thursday, Nov 19, Class 19 PRESENTATION 10: Kibler et al (2014)</p>	<p>Read Ch 6</p>
<p>Week 11 Nov 24, Nov 26</p>	<p>Tuesday, Nov 24, Class 20 <i>Ch 6: Second Language Learning in the Classroom</i></p>	<p>Read <i>Rodgers & Webb (2017)</i></p>
	<p>Thursday, Nov 26, Class 21 PRESENTATION 11: Stanat et al (2012)</p>	<p>Prepare/ finish your final project presentations</p>
<p>Week 12 Dec 1, Dec 3</p>	<p>Tuesday, Dec 1, Class 22 PRESENTATION 12: Rodgers & Webb (2017) Remaining Questions for the final projects</p>	<p>Prepare/ finish your final project presentations</p>
	<p>Thursday, Dec 3, Class 23 Final Project presentations</p>	<p>Finish your final paper</p>
<p>Week 13 Dec 8</p>	<p>Tuesday, Dec 8, Class 24 Final Project presentations <i>Final Remarks</i></p>	

Final papers are due Dec 9 by noon