

**Syllabus,**

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.

3: Sep 26	Models of L2 speech learning: production	Colantoni & Steele (2008)	
4: Oct 3	Multi-modal L2 speech learning	Barrios & Hayes-Harb	

## **CLASS MANAGEMENT**

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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](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*.
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- 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*