

**Syllabus, Ling 9709A/Sp9720A “L2 Speech Learning in Context”
Fall 2017
Western University**

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| Professor : Yasaman Rafat | Office : Stevenson Hall, rm 1119 |
| Lectures : Mondays: 12:30-3:30 | Office hours : Wednesdays 9:30 |
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COURSE DESCRIPTION

In this course, we will be examining a variety of topics related to the acquisition of a second language. This course is designed for students who are interested in the study of language acquisition and who have completed the prerequisite courses.

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

CALENDAR

| <u>Week/Date</u> | <u>Theme / Structure</u> | <u>Readings & Assignments</u> |
|-------------------------|--|--|
| 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 work.

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.

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). 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 artict, (C)5(oo)14(k)-1032f

- 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.