

The University of Western Ontario
Department of Modern Languages and Literatures
“Second Language Acquisition. Acquisition of Spanish”
Winter 2020
SP3319B/LIN2244B



Course Information

Lecture: Tuesdays (2.30-4.30 pm) in AHB 2B02

Tutorial: Thursdays (12.30-1.30 pm) in AHB 2B02 or AHB 2B04

Contact Information

Professor: Olga Tararova

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Office hours: by appointment

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Course Description

This 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.

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.

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

Learning Outcomes

By the end of the 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
- Being able to write a solid linguistic essay

Course Material

Required:

Lightbown, P. & N. Spada. (2013). How Languages are Learned (Fourth Edition). Oxford: Oxford University Press.

Course Evaluation for undergraduate students

Midterm	20%
Oral presentation in pairs on any of the assigned articles	10%
Participation & Preparation	10%
TCPS2 tutorial (duration 3 hours)	5%
Group project (project outline 15%, oral presentation 10%, Essay 30%)	55%

Course Evaluation for graduate students

Midterm	20%
Critical evaluation of one of the articles OTHER than your article	5%
Individual oral presentation on any of the assigned articles	10%
Participation & Preparation	5%
TCPS2 tutorial (duration 3 hours)	5%
Individual project (project outline 15%, oral presentation 10%, Essay 30%)	55%

Midterm (20%)

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

Oral presentations in pairs for undergraduate students (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.

For graduate students:

Individual presentation for graduate students (10%)

A student is required to prepare and present one article from the list below. Presentations will be no more than 20-25 minutes and include a summary of the article, as well as critical analysis of the article/application to main theories

Participation & Preparation (10%) for undergraduate/ (5%) for graduate students

Students are expected to attend all the classes (lecture and tutorials) and participate **actively** during the discussion period. 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.

For graduate students only:

Critical evaluation of one of the articles from the reading list (5%)

Students are required to submit a 2-page written summary including critical analysis of one of the articles other than the one they present.

Group project (55%) for undergraduate students

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 **Feb 27. Bring the hard copy to your tutorial**
 - 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 April 3rd. 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**

For graduate students:

During the semester, a student will carry an experimental 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 **Feb 27. Bring the hard copy to your tutorial**
- 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 last day of class, April 9th. The term paper must be submitted on time.

TCPS2 tutorial (duration 3 hours)

As part of this course, each student (whether they pick to conduct an experimental project 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%.

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.

The student and her mentor 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. For graduate students: please note, if you are a TA, you cannot recruit the students from your class.

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. Upon a participant's arrival, they will be informed of the experiment orally. 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. Then, the participant will read and sign the consent form, which will further detail the tasks involved in the study. 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 April 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.

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 Monday April 9 before the class**

Dates & Weeks	Theme & Content	Assignments for the following class
Week 1 Jan 7, 9	Tuesday: Jan 7 , Class 1 Introduction to the course & syllabus How to present?	Bring your computers for Thursday class
	Thursday: Jan 9 , Class 2 Introduction to CHILDES & SPLOCC Database & experimental work	Read Chapter 1 for Tuesday Class
Week 2 Jan 14, 16	Tuesday Jan 14 , Class 3 Chapter 1: Language learning in early childhood	Read <i>Berko's (1958)</i> , <i>Truhab (2019)</i> & review Chapter 1
	Thursday Jan 16 , Class 4 PRESENTATION 1: Berko (1958) PRESENTATION 2: Trehub et al (2019)	<i>Review Ch 1</i> <i>Read Learning One's First Language</i>
Week 3 Jan 21,23	Tuesday Jan 21 , Class 5 Chapter 1 (Cont.) + "Learning One's First Language"	<i>Read Pierce (2013) and Paradis (2003)</i>
	Thursday Jan 23 , Class 6 PRESENTATION 3: Pierce, L. et al (2013) PRESENTATION 4: Paradis, J. & Navarro, S. (2003)	Read Ch. 2 for next week
Week 4	Tuesday Jan 28 , Class 7	Read <i>Rafat (2016)</i>

Jan 28, Jan 30	Chapter 2: Second Language Learning	
	Thursday Jan 30 , Class 8 PRESENTATION 5: Rafat (2019) PRESENTATION 6: Kissling (2015)	Review Ch 2 and read the assigned article
Week 5 Feb 4, 6	Tuesday Feb 4 , Class 9 Chapter 2 (Cont.), Article “Learning a second language”	Read <i>Montrul (2010)</i>
	Thursday, Feb 6 , Class 10 PRESENTATION 7: Montrul, S. (2010)	Read Ch 3
Week 6 Feb 11, 13	Tuesday, Feb 11 , Class 11 Chapter 2: Individual Differences in Second Language Learning	Read <i>Montrul et al (2008)</i>
	Thursday, Feb 13 , Class 12 Tips on writing a solid proposal Tips on carrying an experimental work	Review Ch 1-3, bring your questions
Week 7 Feb 25,27	Tuesday, Feb 25 , Class 13 <i>REVIEW (Ch 1-3)</i> Help with SPLOCC & CHILDES & experimental work	Read <i>Tararova (2017)</i>
	Thursday, Feb 27 , Class 14 Proposal is due PRESENTATION 8: Tararova (2017)	Review notes for the midterm
Week 8 March 3,5	Tuesday, March 3 , Class 15 <i>MIDTERM (Ch 1-3, articles)</i>	Read <i>Colantoni & Steele (2018)</i>
	Thursday, March 5 , Class 16 PRESENTATION 9: Montrul et al (2008)	Read Ch 4
Week 9 March 10,12	Tuesday, March 10 , Class 17 Chapter 4: <i>Explaining Second Language Learning</i>	Read <i>Kibler et al (2014)</i>
	Thursday, March 12 , Class 18 PRESENTATION 10: Kibler et al (2014)	Read Ch 5

Week 10 March 19, 21	Tuesday, March 17 , Class 19 Chapter 5: <i>Observing Learning and Teaching in the Second Language Learning</i>	Read <i>Stanat et al (2012)</i>
	Thursday, March 19 , Class 20 PRESENTATION 11: Stanat et al (2012)	Read Ch 6
Week 11 March 24, 26	Tuesday, March 24 , Class 21 <i>Ch 6: Second Language Learning in the Classroom</i>	Read <i>Rodgers & Webb (2017)</i>
	Thursday, March 26 , Class 22 PRESENTATION 12: Rodgers & Webb (2017)	Prepare/ finish your final project presentations
Week.12 March-April 31, 2	Tuesday, April 31 , Class 23 Final Project presentations	Prepare/ finish your final project presentations
	Thursday, April 2 , Class 24 Final Project presentations <i>Final Remarks</i>	Finish your final paper

Final papers are due April 3 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., Joannis, 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*. Vol. 2017.248, pp. 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 POLICIES

Late or Missed Test/Assignment:

Students must attend all evaluations unless exceptional circumstances exist. If a problem arises, students are expected to contact their instructor before the exam or assignment is due. Students seeking academic accommodation on medical grounds for any missed test, exams, participation components and/or assignments must apply to the Academic Counseling office of their home Faculty and provide documentation. No make-ups will be allowed without the presentation of the appropriate documentation UWO's Policy on Accommodation for Medical Illness. Please note: "Mild colds, non-acute diarrhoea and/or vomiting, headaches, menstrual cramps, insomnia or other non-acute problems may benefit from medical advice and/or treatment but may not warrant a certificate. Non-medical issues, such as a death in the family, should be addressed through your college (if A&S) or faculty registrar." Note also that an illness verification form will not automatically result in alternative arrangements. The physician's report must establish that you were examined and diagnosed at the time of illness, and not after the fact. I will not accept a statement that merely confirms a report of illness made by a student and documented by the physician. If I feel that your condition was not serious enough to miss an assessment you will receive a mark of **zero**. Suspicious medical certificates will be forwarded to the Office of Student Academic Integrity. Extra work cannot be substituted for missed test, presentation or final project.

The instructor or department cannot grant academic accommodation.
Faculty of Arts and Humanities Medical Accommodation:
http://uwo.ca/arts/counselling/procedures/medical_accomodation.html

IMPORTANT : Documentation is required for either medical or non-medical academic accommodation. Students must submit such documentation directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://uwo.ca/ombuds/student/cheating.html>

Late Penalties

A late penalty of **10%** per day (i.e., including weekends and holidays) will be applied towards your summary or reflection paper.

Classroom Etiquette

You are expected to come to lecture on time and stay for the entire class to receive the participation mark for that day. Any use of electronic devices will **be restricted** to note-taking and browsing the digital copy of the textbook. The use of social media, texting, emailing is **prohibited** and will be treated as a breach of classroom etiquette.

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.

UNIVERSITY POLICIES AND SERVICES

ACCESSIBILITY:

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. If you require accommodation for a disability, please register with accessibility services as soon as possible so that we can assist you in reaching your academic goals in this course.

SUPPORT SERVICES

The Web sites for Registration Services is <http://www.registrar.uwo.ca> and Student Support

Services is <https://studentservices.uwo.ca>. 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.

We hope you enjoy the course 😊