

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF LANGUAGES AND CULTURES

LINGUIST 2244A/ SPANISH 3319A
"SECOND LANGUAGE ACQUISITION. ACQUISITION OF SPANISH"
FALL 2023



Syllabus

Course instructor: Riham Hafez Mohamed

E-mail: rhafezmo@uwo.ca

Office hours:

Thursdays from 12:30 p.m. -1:30 p.m., UC 1310.

Teaching assistant: Chuqiao Wu

E-mail: cwu538@uwo.ca

Office hours:

Tuesdays from 9:20 a.m. -10:20 a.m., UC 1118.

Requisites for SPA students

Pre-or Corequisite(s): Spanish 3303 A/B 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.

It is the student's responsibility to check the course prerequisites. Unless you have either the requisites for this course or written special permission to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

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 learning styles and learner characteristics. Students will be able to connect this body of knowledge to their own learning and, as a result, to design an experimental study as their final group project. The course is taught in English. If you are a student who is taking this course as part of the Spanish minor/major requirement (SP3319A), your proposal has to be with a focus on Spanish acquisition.

All course material will be posted to OWL: <http://owl.uwo.ca>. Students are responsible for checking the course OWL site on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the [OWL Help page](#). Alternatively, they can contact the Western Technology Services Helpdesk. <https://wts.uwo.ca/helpdesk/>

Course 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

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.
- *Write* a solid linguistic essay.

Resources

- All lectures will be posted in OWL. (Course calendar and list of course readings are included in this document)
- **Required textbook:** Lightbown, P. & N. Spada. (2021). How Languages are Learned (Fifth Edition). Oxford University Press.
- The textbook is the same for both LIN2244A and SPA3319A, and it is available at western bookstore:
https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2023A&courses%5B0%5D=001_UW/LIN2244A
https://bookstore.uwo.ca/textbook-search?campus=UWO&term=W2023A&courses%5B0%5D=001_UW/SPA3319A

Evaluation

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

| Assessment | Format | Weighting (due date) |
|---|------------------|--|
| Midterm | Online (timed) | 20% Thursday, Oct. 26, 2023 |
| article presentation (on any of the assigned articles) | In-Person | 10% (during tutorials) |
| TCPS2 Tutorial | Online (3 hours) | 5% |
| Participation, Preparation and Engagement | In class | 10% (Ongoing) |
| Final Group Project (groups of four or less) | | <ul style="list-style-type: none">▪ 15% Initial proposal (short version) (Thursday, Nov. 9, 2023, by 12:30 p.m.)▪ 10% Final proposal presentation (During Week 13)▪ 30% Final proposal (long version version) (Thursday, Dec 7, 2023, by 12:30 p.m.) |

Evaluation descriptions

Midterm, on Thursday, Oct. 26, 2023 (20%)

- Midterm 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 & false, as well as short answers).

Oral presentations (10%)

- Each tutorial, a student or a group 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 as well as a short activity at the end to promote the audience's interaction with the material that has been presented. Think of engaging and creative activities.

TCPS2 tutorial (duration 3 hours; 5%)

- As part of this course, all the students are required to complete an online tutorial called "TCPS2 tutorial" (<http://tcps2core.ca/welcome>).
- The purpose of this online course is to introduce research ethics principles and applications for researchers to the students. 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 has to be uploaded to the Dropbox or to be sent to the instructor in order to receive 5%.

Participation, Preparation and Engagement (10%)

- Students are required to have read the assigned materials for each class prior to coming to class.
- They are expected to participate and engage with content as much as possible.

- They are expected to attend all the classes (lectures 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.

Final Group Project (55%)

- During the course, students will work in groups of 4 (or less) to design an empirical study with a focus on L2 acquisition.
- The goal of this project is to introduce the student to empirical research on language acquisition.
- The students will choose a linguistic topic of their interest and choose the most appropriate method according to the proposed research question to carry on their study.
- **Each group has to consult the course instructor prior to writing the proposal.**

Initial proposal (short version), due Thursday, Nov. 9, 2023, by 12:30 p.m. (15%):

- The short version of the proposal must include the following components: aim of the study, a description and an example of the linguistic phenomenon under investigation, main research question(s), literature review (two previous studies on the topic), a brief outline of possible experimental methodology including the participants, task(s) and stimuli, references (minimum 3 sources), and appendices.
- The proposal should not exceed 5 pages (this does not include the appendices and bibliography). The appendices and bibliography need to be included in the proposal.
- The format is Times New Roman, 12 pts, 2 spaces.
- A hard copy of the short version of the proposal must be submitted to the instructor on Thursday, Nov. 9, 2023, by 12:30 p.m. An electronic copy must also be submitted to Dropbox on the same day by 12:30 p.m.
- It must be submitted on time. Late submission of the proposal without academic consideration will be subject to a late penalty 5 % per day.

Note for Spanish majoring/minoring students:

- **Your proposal has to be with a focus on Spanish acquisition.**
- **It can be written in either English or Spanish.**

Final proposal presentation (10%):

- During the week 13, you will present your final proposal (PowerPoint presentation) for a duration of 15-20 min. Your presentation must include the aim of study, a description and an example of the phenomenon under study, your research questions, literature review, hypotheses, methodology (participants, tasks, stimuli), conclusion, and future work.

Final proposal (long version), due to Thursday, Dec 7, 2023, by 12:30 p.m. (30%):

- The final proposal is a longer version of the initial proposal that you will have submitted. The format and sections will be the same, but the long version is more detailed. It has to contain the aim of your study, a description of the phenomenon under study, your research questions, previous literature, hypotheses, detailed description of the methodology, conclusion, future work, references (minimum 8 sources), and

appendices.

- Moreover, you are expected to have incorporated my earlier comments on your initial proposal (short version) in this version.
- The paper should not exceed 15 pages (this does not include the appendices and bibliography).
- The format is Times New Roman, 12 pts, 2 spaces.
- A hard copy of the long version of the proposal must be submitted to the instructor on Thursday, Dec 7, 2023, by 12:30 p.m. An electronic copy must also be submitted to Dropbox on the same day.
- It must be submitted on time. Late submission of the essay without academic consideration will be subject to a late penalty 5 % per day.
- **Note for Spanish majoring/minoring students:**
 - **Your proposal has to be with a focus on Spanish acquisition.**
 - **It can be written in either English or Spanish.**

Course Calendar

(The course calendar is subject to minor modifications at any time. Please follow the announcements on OWL for any changes.)

| week | class | | Theme & Content | Assignments for the following class |
|------|-------|----------|--|---|
| 1 | 1 | Lecture | Introduction to the course & syllabus | - Purchase the required textbook |
| 2 | 2 | Tutorial | How to present? | - Select the date and article of your presentation - Read part of Chapter 1 (pp. 1-14) |
| 2 | 3 | Lecture | Chapter 1 (pp. 1-14) <i>Language Learning in Early Childhood</i> | - Read part of Chapter 1 (pp.15-35) |
| 3 | 4 | Tutorial | Introduction to experimental work | - Read part of Chapter 1 (pp.15-35) |
| 3 | 5 | Lecture | Chapter 1 (pp.14-35) <i>Language Learning in Early Childhood</i> | - Read <i>Cuza (2016)</i> - Read part of Chapter 2 (pp. 37-62) |
| 4 | 6 | Tutorial | PRESENTATION 1 <i>Cuza (2016)</i> | - Read part of Chapter 2 (pp. 37-62) |
| 4 | 7 | Lecture | Chapter 2 (pp. 37-62) <i>Second Language Learning</i> | - Read <i>Paradis J, Tulpar Y, Arppe A. (2016)</i> - Read part of Chapter 2 (pp.62-76) |
| 5 | 8 | Tutorial | PRESENTATION 2 <i>Paradis J, Tulpar Y, Arppe A. (2016)</i> | - Read part of Chapter 2 (pp.62-76) |

| | | | | |
|---|----|----------|--|---|
| 5 | 9 | Lecture | Chapter 2 (pp.62-76) <i>Second Language Learning</i> | - Read <i>Kissling (2018)</i> - Read Chapter 3 |
| 6 | 10 | Tutorial | PRESENTATION 3 <i>Kissling (2018)</i> | - Read Chapter 3 |
| 6 | 11 | Lecture | Chapter 3 <i>Individual Differences in Second Language Learning</i> | - Read <i>Bruhn de Garavito, J. (2017)</i> |
| 7 | 12 | Tutorial | PRESENTATION 4 <i>Bruhn de Garavito, J. (2017)</i> | - Review Chapters 1-3, and bring your questions |
| 7 | 13 | Lecture | REVIEW (Ch 1-3 and the articles) | - Review notes for the midterm |
| 8 | 14 | Tutorial | Tips on writing a solid proposal | - Review notes for the midterm |
| 8 | 15 | Lecture | Midterm on Ch 1-3 & articles (20%) | - Read <i>Tararova (2017)</i> - Read Chapter 4 |
| Reading week (Oct. 30th to Nov. 5th) | | | | |
| 9 | 16 | Tutorial | PRESENTATION 5 <i>Tararova (2017)</i> | - Read Chapter 4 |
| 9 | 17 | Lecture | Chapter 4 <i>Explaining Second Language Learning</i> Initial proposal (short version) is due (15%) | - Read <i>Montrul et al (2013)</i> - Read Chapter 5 |
| 10 | 18 | Tutorial | PRESENTATION 6 <i>Montrul et al (2013)</i> | - Read Chapter 5 |
| 10 | 19 | Lecture | Chapter 5 <i>Observing Learning and Teaching in the Second Language Learning</i> | - Read <i>Garcia-Allen (2020)</i> . CH 2 only - Read Chapter 6 |
| 11 | 20 | Tutorial | PRESENTATION 7 (CH 2 only) <i>Garcia-Allen, A. (2020)</i> | - Read Chapter 6 |
| 11 | 21 | Lecture | Chapter 6 <i>Second Language Learning in the Classroom</i> | - Read <i>Rodgers & Webb (2017)</i> |
| 12 | 22 | Tutorial | PRESENTATION 8 <i>Rodgers & Webb (2017)</i> | - Start preparing your PowerPoints |

| | | | | |
|----|----|----------|--|---|
| 12 | 23 | Lecture | Remaining Questions for the final projects | - Prepare/ finish your final project presentations |
| 13 | 24 | Tutorial | Final proposal presentations (10%) | - Prepare/ finish your final project presentations - Finish your final essay |
| 13 | 25 | Lecture | Final proposal presentations (10%) Final proposal (long version) is due (30%) | |

Course readings:

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

1. Cuza, A. (2016). The status of interrogative subject–verb inversion in Spanish-English bilingual children. *Lingua*, 180, 124–138. <https://doi.org/10.1016/j.lingua.2016.04.007>
2. Paradis J, Tulpar Y, Arppe A. (2016). Chinese L1 children's English L2 verb morphology over time: individual variation in long-term outcomes. *J Child Lang*, 43(3):553-80. <https://doi.org/10.1017/S0305000915000562>. Epub 2016 Feb 26. PMID: 26915494.
3. Kissling, E.M. (2018). Pronunciation instruction can improve L2 learners' bottom-up processing for listening. *Modern Language Journal*, 102(4), 653-675.
4. Bruhn de Garavito, J. (2017). Acquisition of the Spanish plural by French L1 speakers: The role of transfer. <https://doi.org/10.4324/9781315085340-9>
5. Tararova (2017). Language is me. Language Maintenance in Chipilo, Mexico. *International Journal of the Sociology of Language*, 2017(248), 25-48.
6. Montrul S, de la Fuente I, Davidson J, Foote R. (2013). The role of experience in the acquisition and production of diminutives and gender in Spanish: Evidence from L2 learners and heritage speakers. *Second Language Research*. 29(1):87-118. <https://doi.org/10.1177/0267658312458268>
7. Garcia-Allen, A. (2020). "The Flipped Spanish Classroom: Student Engagement, Satisfaction and Autonomy" (2020). *Electronic Thesis and Dissertation Repository*. 7419. <https://ir.lib.uwo.ca/etd/7419>.

Chapter 2 only.

8. Rodgers, M.P.H., & Webb, S. (2017). Do captions improve EFL learners' comprehension of English-language television programs? *CALICO Journal*.

Policies on Examinations and Grading

- Rubrics will be used to evaluate assessments and will be posted with instructions.
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their instructor; 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 |

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.

- 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.
- Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
- Follow weekly checklists created on OWL or create your own to help you stay on track.
- Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively than just reading or watching the videos.
- Connect with others. Try forming an online study group and try meeting on a weekly basis for study and peer support.
- 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).
- Reward yourself for success. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

Professionalism & Privacy:

- Western students are expected to follow the [Student Code of Conduct](#).
- Additionally, the following expectations and professional conduct apply to this course:
 - 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.
 - All recorded sessions will remain within the course site or unlisted if streamed.

Communication:

- The OWL homepage and the Course Syllabus are your first sources for information and

questions about the course.

- You can email us with your questions (Please include LIN2244/SPA3319 in the header of your email). We will try to respond to emails within 24 hours (excluding weekends). If you do not hear from us within that time, please 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.

Additional Policies and Statements

- [Attendance Policy](#)
- [Accommodation Policies](#)
- [Religious Accommodation](#)
- [Use of Electronic Devices Policy](#)
- [Academic Offenses](#)
- [Plagiarism](#)
- [Turnitin](#)
- [Academic Policies](#)
- [Correspondence Statement](#)
- [Accessible Education](#)
- [Support Services](#)

Attendance Policy

- In this course, attendance is mandatory. Please note that frequent absence negatively affects the participation mark.
- Students are allowed two absences in days other than the days of assessments or their scheduled oral presentations . For each additional absence beyond the allowed absences, the student’s participation mark will be lowered by 1%.
- Every three late arrivals to class (more than 5 minutes and less than 15 minutes) will be considered as one absence.
- Students are required to attend the full duration of the class.
- If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.
 - **For absences beyond the allowed ones or assessments worth less than 10% of the overall course grade:**
 - Please contact the course instructor. However, in all cases where documentation (medical or otherwise) is required, it can only be collected by the student’s Dean’s Office Academic Counselling unit.
 - **Assessments worth 10% or more of the overall course grade:**
 - For work totaling 10% or more of the final course grade, you are required to provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University’s medical illness policy at https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration.pdf

- The Student Medical Certificate is available at <https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

Accommodation Policies

- Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.
- The policy on Academic Accommodation for Students with Disabilities can be found at: [https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic Accommodation disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

Religious Accommodation

- Students should consult the University's list of recognized religious holidays.
- If a course requirement conflicts with a religious holiday requiring an absence from the University, students should request an accommodation for their absence in writing at least two weeks before the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration.
- Please consult the University's list of recognized religious holidays at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>

Use of Electronic Devices Policy

- You may only use your device (iPad, laptop, etc.) for course-related tasks (notetaking, presentations, etc.).
- Please make sure to mute your cell phone and turn off the notifications during class.

Academic Offenses

- 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://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic discipline undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

Plagiarism

- Plagiarism includes, but is not limited to, the unauthorized use of AI tools such as ChatGPT to create content that is submitted as one's own.
- In this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. Students must however critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives.
- The use of AI tools can serve as a starting point for exploration. However, students are expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments should reflect the students' own thoughts and independent written work.

Turnitin

- All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism.
- All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.
- Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Academic Policies

- The website for Registrarial Services is <http://www.registrar.uwo.ca>.
- In accordance with policy, https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf

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.

Accessible Education

- Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at (http://academicsupport.uwo.ca/accessible_education/index.html) if you have any questions regarding accommodations.

Support Services

- Students who are in emotional distress should refer to MentalHealth@Western for a complete list of options about how to obtain help.
- The following links provide information about support services at Western University.

[Academic Counselling \(Arts and Humanities\)](#)

[Student Development Services](#)

[Student Health Services](#)

[Services Provided by USC](#)

[Appeal Procedures](#)