

## LINGUISTICS 400-0-20

### SEMINAR IN LINGUISTICS: SECOND LANGUAGE SPEECH PROCESSING AND LEARNING

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#### COURSE DESCRIPTION

This course will examine processing and learning of a second language (L2), with a particular focus on the L2 sound system. We will examine L1-L2 sound system interactions during L2 learning, as well as how L1 and L2 speakers and listeners adapt to each other in order to communicate across a language barrier. We will also address the broader linguistic and cognitive ramifications of acquiring a second language, with some possible forays into general questions about the inevitable tension between neural plasticity and stability as it pertains to L2 learning and cross-language speech communication.

#### REGISTRATION REQUIREMENTS

At least one 300-level course in Linguistics, intermediate or advanced foreign-language study, or permission from the instructor. Note that this class follows naturally from *Ling 321: Bilingualism*, although it is not necessary for students to have taken Ling 321. This class should also be of interest to students with a strong background in a foreign language.

#### LEARNING OBJECTIVES

- To become familiar with some of the specific phenomena that characterize the challenge(s) of second language speech processing and learning
- To become familiar with theoretical models and frameworks that have been proposed to explain second language speech processing and learning
- To become familiar with various research methodologies in the field of second language research
- To enhance critical thinking and analytic skills through reading, presenting, and synthesizing information from the primary literature

#### TEACHING METHOD

Lecture, discussion, student-led activities and presentations

#### EVALUATION METHOD

Participation	20%
6 shorter written assignments (6% each)	36%
2 longer written assignments (12% each)	24%
Final paper	20%

#### CLASS MATERIALS

Readings from the primary literature, to be made available electronically.

## COURSE POLICIES

1. Keep up with the class. The syllabus contains all the information you need to complete the assignments and readings in a timely manner. However, the syllabus (topics, assignments, readings, etc.) may change. These changes will be announced, and it is your responsibility to keep up to date with any changes.
2. Timely completion of work. Due dates are fixed. Late and missed assignments will be assigned a '0'. We will provide comments on late work, but you will not receive credit for the assignment. Attendance is an important component of participation, thus absences will lead to a negative impact on your grade. If you are unable to attend class, try to inform us before class or as soon as possible. Class absences must have a verifiable reason (e.g., severe illness). If you are having difficulties with an assignment, come and talk to one or both of us about it well in advance of the due date.
3. Academic integrity. Collaboration both in and outside the classroom is encouraged. However, your written work must be your own. Any perceived violations of academic integrity will be referred to the Dean's office, following WCAS policies. For details and discussion of how to avoid plagiarism, see <http://www.wcas.northwestern.edu/advising/integrity/index.html>.
4. Students with disabilities or other conditions. Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential

## COURSE STRUCTURE

- Wednesdays will be devoted primarily to lectures that will introduce the key issues and research on the topic for the week.
- Fridays will be devoted primarily to discussion and in-class, collaborative activities. Computers will be needed on Fridays.

## ASSIGNMENTS

Assignment #	Student		
	1	2	3
1	Short	Short	Short
2	Short + Long	Short	Short
3	Short	Short + Long	Short
4	Short	Short	Short + Long
5	Short + Long	Short	Short
6	Short	Short + Long	Short
7	Short	Short	Short + Long
8	Short	Short	Short

### Short assignments:

- All students must come to each Friday class with the short assignment completed. These assignments are essential preparation for the Friday discussions and activities.
- The typical short assignment involves selecting a critical figure/table or quote from the reading along with a brief discussion (all on 1-1.5 pages) of how this figure or quote reveals a central focus of the paper being discussed. However, the specifications of the short assignments may vary depending on the planned Friday activity.

### Long assignments:

- For each Friday, 2-3 students are responsible for long assignments. The long assignments are expansions of the short assignment and will typically involve synthesizing and following-up on the Friday discussions and activities.
- When responsible for a long assignment, students should still bring the short assignment with them to class on the Friday.
  - Long assignments are due on the following Monday, and will typically be in the 2-4 page range.

**SCHEDULE OF WORK (SUBJECT TO CHANGE)**

<b>Week</b>	<b>Date</b>	<b>Topic</b>		<b>Work due</b>
1	Jan 7	Sound system typology and cross-language variation		
	Jan 9			Assignment 1
2	Jan 14 (Ann away)	Models of L2 perception and learning		
	Jan 16			Assignment 2
3	Jan 21	L2 speech processing	Perception	
	Jan 23		Assignment 3	
4	Jan 28		Production	
	Jan 30		Assignment 4	
5	Feb 4		Connected speech perception and intelligibility	
	Feb 6		Assignment 5	
6	Feb 11		Training approaches and procedures	
	Feb 13		Assignment 6	
7	Feb 18	L2 speech learning & adaptation	Perceptual adaptation to foreign-accented speech	
	Feb 20		Assignment 7	
8	Feb 25	L1 and L2 attrition		
	Feb 27	Assignment 8		
9	Mar 4	Final paper proposal presentations (~5 minutes each)		
	Mar 6	Critical questions and future directions		
10	Mar 11	Reading week		
	Mar 13			
11	Final paper due: Tuesday, March 17 by 3pm			