

Linguistics 9742A/Spanish 9734A
“Accented Speech across the Life Span”
Fall 2023 – Syllabus
Western University

Professor: Yasaman Rafat	
Wednesdays: 9:30-12:30	Office Hours : Mondays @ 9:30
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Mode of delivery:

- In person
- Class materials will also be posted online on OWL

COURSE DESCRIPTION

In this course, we will examine the perception of foreign and regional accented speech across the life span from an interdisciplinary lens, where we will consider recent scholarly work from linguistics, and cognitive and developmental psychology. We will focus on the role of speaker and listener characteristics, familiarity, exposure, intelligibility, audio-visual input, linguistic distance, as well as attitudes and social implications.

OBJECTIVES

- 1) To introduce students to the concepts of foreign and regional accent from an interdisciplinary lens, where students are introduced to different methodological approaches in linguistics and psychology.
- 2) To familiarize students with the most studied and debated topics in accented speech perception.
- 3) To help students develop skills in experimental design.
- 4) To provide the necessary discussions for students to develop creativity, analytical skills, critical thinking and compassion, and identify their area of interest.

COURSE REQUIREMENTS

Attendance and participation:	10%
Final project proposal (short version):	20%
Assigned article presentation(s):	15%
Presentation of choice	5%
Website creation	5%
Final proposal presentation:	10%
Final proposal (long version):	35%

- Attendance and active participation (15%): Students are required to have read the assigned materials for each class prior to coming to class and to have prepared questions and/or comments for discussion.

- Final project proposal (Short version) (20%): this will involve submitting your project including the main research question(s) and hypotheses; the previous research on the topic; a brief outline of possible experimental methodology including the task(s) and stimuli. The proposal 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.
- Website creation (5%): You will design a website based on your topic of interest. The topic needs to be broadly related to accented speech across the lifespan. The website needs to provide an introduction and an overview of the topic and a bibliography in such a way that academics and scholars can use it as a resource.
- 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) (35%): 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 5th. 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.

ETHICS: Although students will *not* be collecting any data using human subjects, the student will be required to 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/>). Besides, one representative of the REB office will come to class to give a workshop on research ethics.

CALENDAR

<p>NOTE: Articles in black are compulsory readings and will be discussed each week in class. Articles in grey are the ones that have been chosen for the article of choice presentations.</p>
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<u>Week/Date</u>	<u>Theme / Structure</u>	<u>Readings & Assignments</u>
1: Sep 13	Introduction and syllabus	
2: Sep 20	Audiovisual effects How to write a proposal (short version)	Kutlu et al. (2022) Crowther et al. (2018)

3: Sep 27	Intelligibility	Munro & Derwing (2020) Ballard & Winke (2018)
4: Oct 4	Listener characteristics	Holt et al. (2018) Chen et al. (2017)
5: Oct 11	Older adults	Ferguson et al. (2010) Alfaraz (2014)
6: Oct 18	Toddler's perception Ethical experimental conduct	Cooper et al. (2023) Paquette-Smith et al. (2019)
7: Oct 25	Children's perception	Paquette-Smith et al. (2023) Corona et al. (2013)
8: Nov 1	Reading Week	
9: Nov 8	Children and exposure	Paquette-Smith et al. (2019) Fishero et al. (2023) Proposal (short version) due
10: Nov 15	Adolescent's perception	Bent (2018)
11: Nov 22	Misperceptions/attitudes	Abu Guba et al. (2023) McDonough et al. (2022)
12: Nov 29	Social implications	Kim et al. (2011) Freyne et al. (2020)
13: Dec 6	Final remarks and presentations	Oral presentations Proposal (long version) due

CLASS MANAGEMENT

- Students are expected to attend class regularly, having read the materials assigned and prepared to take part in pair and group discussions.
- Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. It is your responsibility to contact me **prior to** or **within the week** of a missed course term test, or assignment.
- UWO's Policy on Accommodation for Medical Illness: (<https://studentservices.uwo.ca/secure/index.cfm>)
- Downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading
- Course materials and announcements: Lectures and announcements will be posted on OWL. Student must therefore set up an OWL account. The address for OWL is

<http://owl.uwo.ca/portal>. In order to access OWL you must have a UWO account. To log on the system will ask you to give your account name and your secret password.

PLAGIARISM

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. **This also applies to work facilitated or written for students by third parties.** The University of Western Ontario uses a plagiarism-checking site called Turnitin.com. Students are allowed to use their laptops and iPads during class lectures, but they are not allowed to use any electronic device during exam sessions. Ringers must be turned off and laptops, tablets, or other technology must only be used for class purposes. Unauthorized recording or photographing of the class, its members, community partners, and/or the people they serve is prohibited.

SUPPORT SERVICES

The Web sites for Registrarial Services is <http://www.registrar.uwo.ca> and Student Support Services is <https://studentservices.uwo.ca> (including the services provided by the USC listed here: <http://westernusc.ca/services/>). 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.

EMAIL COMMUNICATION WITH THE COURSE INSTRUCTOR

- 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 'LING 9742A/SP 9734A' 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

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

NOTE: Articles in black are compulsory readings and will be discussed each week in class. Articles in grey are the ones that have been chosen for the article of choice presentations.

- Abu Guba, M. N., Daoud, S., & Jarbou, S. (2023). Foreign accented-speech and perceptions of confidence and intelligence. *Journal of Psycholinguistic Research*, 1-21.
- Alfaraz, G. G. (2014). Dialect perceptions in real time: A restudy of Miami-Cuban perceptions. *Journal of Linguistic Geography*, 2, 74-86. doi:10.1017/jlg.2014.8
- Ballard, L., & Winke, P. (2017). Students' attitudes towards English teachers' accents: The interplay of accent familiarity, comprehensibility, intelligibility, perceived native speaker status, and acceptability as a teacher. In T. Isaacs & P. Trofimovich (Eds.), *Second Language Pronunciation Assessment: Interdisciplinary Perspectives* (Vol. 107, pp. 121-140). Multilingual Matters.
- Bent, T. (2018). Development of unfamiliar accent comprehension continues through adolescence. *Journal of Child Language*, 45(6), 1400-1411.
<https://doi.org/10.1017/S0305000918000053>
- Chen, H., Rattanasone, X., Cox, F., & Demuth, K. (2017). Effect of early dialectal exposure on adult perception of phonemic vowel length. *The Journal of the Acoustical Society of America*, 142(3), 1707-1716.
- Cooper, A., Paquette-Smith, M., Bordignon, C., & Johnson, E. K. (2023). The influence of accent distance on perceptual adaptation in toddlers and adults. *Language Learning and Development*, 19(1), 74–94. <https://doi.org/10.1080/15475441.2022.2047688>
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- Crowther, D., Trofimovich, P., Saito, K., & Isaacs, T. (2018). Linguistic dimensions of L2 accentedness and comprehensibility vary across speaking tasks. *Studies in Second Language Acquisition, 40*(2), 443-457. <https://doi.org/10.1017/S027226311700016X>
- Ferguson, S. H., Jongman, A., Sereno, J. A., & Keum, K. A. (2010). Intelligibility of foreign-accented speech for older adults with and without hearing loss. *Journal of the American Academy of Audiology, 21*(3), 153-162. <https://doi.org/10.3766/jaaa.21.3.3>
- Fishero, S., Sereno, J. A., & Jongman, A. (2023). Perception and production of Mandarin-accented English: The effect of degree of accentedness on the interlanguage speech intelligibility benefit for listeners (ISIB-L) and talkers (ISIB-T). *Journal of Phonetics, 99*, 1-18.
- Freyner, N., Collins, K. A., & Clément, R. (2020). Consequences of perceived accent discrimination for psychological adjustment and resilience effects. *Journal of Multilingual and Multicultural Development, 41*(10), 858-871.
- Holt, R., Kung, C., & Demuth, K. (2018). Listener characteristics modulate the semantic processing of native vs. Foreign-accented speech. *PLOS ONE, 13*(12), e0207452. <https://doi.org/10.1371/journal.pone.0207452>
- Kim, S. Y., Wang, Y., Deng, S., Alvarez, R., & Li, J. (2011). Accent, perpetual foreigner stereotype, and perceived discrimination as indirect links between English proficiency and depressive symptoms in Chinese American adolescents. *Developmental Psychology, 47*(1), 289-301. <https://doi.org/10.1037/a0020712>
- Kutlu, E., Tiv, M., Wulff, S., & Titone, D. (2022). Does race impact speech perception? An account of accented speech in two different multilingual locales. *Cognitive Research: Principles and Implications, 7*(1), 7. <https://doi.org/10.1186/s41235-022-00354-0>
- McDonough, K., Trofimovich, P., Tekin, O., & Sato, M. (2022). Exploring linguistic stereotyping of international students at a Canadian university. *Journal of Multilingual and Multicultural Development, 1-16*.

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Paquette-Smith, M., Cooper, A., & Johnson, E. K. (2021). Targeted adaptation in infants following live exposure to an accented talker. *Journal of Child Language*, 48(2), 325-349.

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.