

**The Acquisition of Phonology and Lexical Access in
English as a Second Language**

Code: 42300
ECTS Credits: 6

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

Contact

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Use of languages

Principal working language: english (eng)

Prerequisites

Basic knowledge of linguistics is necessary to follow this course; in particular, previous knowledge of general phonetics and phonology and familiarity with with the English sound system will considerably facilitate following this subject.

Objectives and Contextualisation

Students will be introduced to the main topics and theories in second language acquisition research with an emphasis on the acquisition of phonology and lexical access. Students will become familiar with current research methods and data analysis techniques through an analysis of representative literature and class discussion and assignments.

Objectives:

- To achieve a general understanding of research on second/foreign language acquisition.
- To become familiar with the main theoretical frameworks and methodologies in the acquisition of second language speech.
- To describe the perception and production processes involved in L2 learning.
- To apply knowledge from speech analysis and acoustics to the study of L2 speech
- To apply theoretical notions to the practical study of the acquisition of L2 speech and lexical access.
- To understand the relationship between phonological and lexical acquisition.

Skills

- Analyse and synthesise information at an advanced level.
- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.
- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Show respect towards the opinions, values, behaviours and/or practices of others.

- Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.

Learning outcomes

1. Analyse and synthesise information at an advanced level.
2. Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
3. Critically read academic articles on the acquisition of phonology and lexical access in second languages.
4. Design experiments in accordance with the methodologies used in the field of the acquisition of phonology and lexical access in second languages.
5. Develop autonomous learning skills applicable to the research process.
6. Distinguish the basic concepts used in the field of the acquisition of phonology and the lexical access in second languages
7. Identify the different theoretical models in the field of the acquisition of phonology and lexical access in second language
8. Produce critical reviews of academic articles on the acquisition of phonology and lexical access in second languages.
9. Show respect towards the opinions, values, behaviours and/or practices of others.
10. Use new technologies for capturing and organising information relevant to lifelong learning and problem-solving in professional activities.
11. Work effectively in teams in multilingual, multicultural and interdisciplinary professional and/or academic environments.
12. Write high level academic texts on the acquisition of phonology and lexical access in second languages.

Content

1. Introduction to the study of speech. Research methods in L2 speech.
2. Main issues in L2 speech. Theories and models in L2 speech acquisition.
3. Factors affecting the degree of foreign accent. Age and confounds with age in the acquisition of phonology.
4. Intelligibility, comprehensibility and foreign accent. L2 error typology.
5. Speech perception and the notion of cross-linguistic similarity.
6. Speech production in L2. Relation between perception and production.
7. The acquisition of suprasegmental structure.
8. Phonetic training and L2 speech acquisition.
9. L2 speech acquisition and the teaching of pronunciation
10. L2 speech and lexical access. Priming studies. Visual world paradigm. The relationship between lexical and phonological categories.

Methodology

Lectures and illustrations, discussion of readings, in-class exercises, labs, discussion of assignments, student presentations, data collection and analysis.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Lectures	15	0.6	2, 3, 10
Practical sessions	15	0.6	1, 2, 9, 5, 4, 3, 11, 10
Type: Supervised			
Assignments	45	1.8	5, 4, 6, 8, 12, 3, 11, 10
Readings and discussion	25	1	1, 5, 8, 12, 3
Type: Autonomous			
Homework and study	25	1	2, 5, 6, 8, 3

Evaluation

Final paper or exam - 50%

Assignments throughout the semester - 50%

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignments and homework throughout the term	50%	12.5	0.5	2, 5, 6, 8, 7, 3, 11
Term paper or exam	50%	12.5	0.5	1, 2, 9, 5, 4, 6, 12, 3, 10

Bibliography

Main bibliography

-Background readings in (English) phonetics and phonology

Ladefoged, P. 1993. A Course in Phonetics. Boston, MA: Thomson Wadsworth. -Chapter 8. Acoustic phonetics.

Spencer, A. (1996). Phonology. Oxford: Blackwell. -Chapter 1. Preliminaries to Phonology

-Weekly readings

Bohn, O.-S. 2002. On phonetic similarity. In P. Burmeister, T. Piske and A. Rohde (Eds.). An Integrated View of Language Development: Papers in Honor of Henning Wode. Trier: Wissenschaftlicher Verlag, pp.191-216.

Cebrian, J. 2006. Experience and the use of non-native duration in L2 vowel categorization. *Journal of Phonetics* 34, 372-387.

Celce-Murcia, M., D. Brinton & J. Goodwin. 1996. *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. New York: Cambridge University Press. Chapters 1 & 2.

Flege, J.E. 1987. The production of new and similar phones in a foreign language: Evidence for the effect of equivalence classification. *Journal of Phonetics*, 15, 47-65.

Ju, M., & Luce, P. A. 2004. Falling on sensitive ears: Constraints on bilingual lexical activation. *Psychological Science*, 15, 314-318.

Leather, J. 1999. Second language speech research: an introduction. In J. Leather (ed.), *Phonological Issues in Language Learning*. Oxford: Basil Blackwell, pp. 1-58.

Logan, J. S. & J. S. Pruitt. 1995. Methodological issues in training listeners to perceive non-native sounds. In W. Strange (Ed.). *Speech perception and Linguistic Experience: Theoretical and Methodological Issues*. Timonium, MD: York Press, pp. 351-378.

Marian, V., Spivey, M. 2003. Competing activation in bilingual language processing. *Bilingualism: Language and Cognition* 6, 97-115.

Munro, M. J. & O-S. Bohn. 2007. The study of second language speech. In Bohn, O-S. & M. J. Munro (eds.). *Language Experience in Second Language Speech Learning*. In honor of James Emil Flege (pp.3-11). Amsterdam / Philadelphia: John Benjamins.

Munro, M.J. & T. Derwing. 1999. Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning* 45:1, pp. 73-97.

Piske, T., I.R.A. MacKay & J.E. Flege. 2001. Factors affecting degree of foreign accent in an L2: a review. *Journal of Phonetics*, 29, 191-215. (also an overview of factors affecting L2 learning)

Trofimovich, P., & John, P. 2011. When three equals tree: Examining the nature of phonological entries in L2 lexicons of Quebec speakers of English. In P. Trofimovich & K. McDonough (Eds.), *Applying priming methods to L2 learning, teaching and research: Insights from psycholinguistics* (pp. 105-129). Amsterdam: John Benjamins.

Weber, A., & Cutler, A. 2004. Lexical competition in non-native spoken-word recognition. *Journal of Memory and Language*, 50(1), 1-25.

-Futher reading

Beddor, P. S. & T. L. Gottfried. 1995. Methodological issues in cross-language speech perception research with adults. In W. Strange (Ed.). *Speech perception and Linguistic Experience: Theoretical and Methodological Issues*. Timonium, MD: York Press, pp. 207-231.

Best, C. & M. Tyler. 2007. Non-native and second language speech perception. In Bohn, O-S. & M. J. Munro (eds.). *Language Experience in Second Language Speech Learning*. In honor of James Emil Flege (pp. 15-34). John Benjamins.

Best, C. 1995 A direct realist view of cross-language speech perception. In W. Strange (Ed.). *Speech perception and Linguistic Experience: Theoretical and Methodological Issues*. Timonium, MD: York Press, pp. 171-204.

Blom, E. & S. Unsworth (eds.). 2010. *Experimental Methods in Language Acquisition Research*. Amsterdam / Philadelphia: John Benjamins.

Bohn, O-S. & M. J. Munro (eds.). 2007. *Language Experience in Second Language Speech Learning*. In honor of James Emil Flege (pp.3-11). Amsterdam / Philadelphia: John Benjamins.

Chambers, C.G., Cooke, H. 2009. Lexical competition during second-language listening: Sentence context, but not proficiency, constrains interference from the native lexicon. *Journal of Experimental Psychology: Learning Memory and Cognition*, 35 (4), pp. 1029-1040.

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Hillenbrand, J., L.A. Getty, M.J. Clark & K. Wheeler. 1995. Acoustic characteristics of American English vowels. *Journal of the Acoustical Society of America*, 97, 3099-3111.

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Pallier, C., Colomé, A., & Sebastián-Gallés, N. (2001). The influence of native-language phonology on lexical access: Exemplar-based versus abstract lexical entries. *Psychological Science*, 12, 445-449.

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Strange, W. 1995. Cross-language studies of speech perception: A historical review. In W. Strange (Ed.). *Speech perception and Linguistic Experience: Theoretical and Methodological Issues*. Timonium, MD: York Press, pp. 3-47.

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See also: http://liceu.uab.es/~joaquim/applied_linguistics/L2_phonetics/Fonetica_L2_Bib.html