

EALC-E 600 Seminar in East Asian Studies

Th 2:30-5:00pm

East Asian Language Acquisition

PV 270

Instructor: Nozomi Tanaka
Office: GISB 2043
Phone: +1 (812) 855-3124
E-mail: tanakan@indiana.edu
Office Hours: T 1:30-4:00

I encourage you to come talk with me about aspects we cover (either in the readings or in class) that you find difficult or particularly interesting. If you want to guarantee an uninterrupted one-on-one meeting with me, the best way is to sign up through <https://goo.gl/bwkMKF>. You may sign up for up to TWO 15-minute slots. Please e-mail for an appointment in case of a schedule conflict. If I am in the office and the door is left ajar, you're welcome to ask if I'm available.

COURSE DESCRIPTION

The goal of the course is to survey existing literature on the L1, L2, and heritage language acquisition of East Asian languages (Cantonese, Japanese, Korean, Mandarin Chinese, etc.). We will focus on grammatical properties that are particularly unique to these languages and discuss how they are acquired by children and adults. We will discuss the implications of studying these languages and identify research gaps.

STUDENT LEARNING OUTCOMES

By the end of the semester, students will be able to:

- Demonstrate knowledge of the typology of major East Asian languages
- Demonstrate basic knowledge of language acquisition
- Critically evaluate literature on language acquisition
- Identify an area of inquiry for the acquisition of East Asian languages
- Use corpus data for scholarly inquiries
- Design instruments for a simple experiment and interpret the results

REQUIRED READINGS

Selected readings (see pp. 7-11)

- You are expected to bring a reliable physical or electronic copy of the assigned reading(s) to class

COURSE GRADES

Requirements	
Attendance & Participation	5%
Reading Questions	15%
Summary Outlines	20%
Article Presentation	10%
Hands-on Assignments	50%

You can check your current grade on Canvas. Allow one week from assignment to be updated in the gradebook.

GRADING SCALE

Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Minimum %	97.0	93.0	90.0	87.0	83.0	80.0	77.0	73.0	70.0	67.0	63.0	60.0

COURSE REQUIREMENTS

Attendance & Participation

Students are responsible for all of the information presented in this course, and are expected to participate in class discussions actively and to complete weekly readings assigned. If you miss more than 3 class meetings (approximately 20% of the total number of class meetings), regardless of the reason, you will not get credit for this course. If you are late for more than 15 minutes, you will be regarded as absent.

Excused Absence

If you need to miss a class for religious holidays, you have to let the instructor know in the first two weeks of class. For conferences and job interviews, you have to let the instructor know as soon as possible and present a proper documentation.

Reading Questions

Students will be required to submit at least two questions or comments for each assigned reading. The questions/comments should be posted on the Discussions page on Canvas by 12pm on the day of class. Your questions/comments will form the basis of discussion in class. As such, they should be something thoughtful that will encourage engaging and stimulating discussion (e.g., posing a new research question, providing a critique about the research design or interpretations). Clarification questions such as “I don’t understand this concept. Can anyone explain?” do not count toward the required two questions/comments, but you may ask them as additional questions. This assignment is graded on **credit/non-credit** basis.

Summary Outlines

Submit a summary of an assigned reading four times throughout the semester. This assignment is graded based on good (3pts), satisfactory (2pts), poor (1pt). **Summary outlines should include the following components: 150-summary of the article, main points of the article (motivation, methodology, findings, conclusions), one strength and one weakness of the article. Summary Outlines are due on the days they are assigned as a required reading either as a hard copy or an electronic submission on Canvas. (You may choose from optional readings list.)**

Article Presentation

Each student will lead a lively class discussion of an article **(of their choice) from the required readings list** once during the semester. See separate instruction sheet.

Hands-on Assignments

Students will work on a series of task in two different research projects. Details will be given in class.

*Students **auditing** the course will be asked to give one class presentation (on an assigned reading or their own project) and are encouraged to submit reading questions. Participation to Hands-on Assignments is optional.*

DEADLINES & LATE ASSIGNMENTS

Any assignment submitted late will have 10% deducted from the assignment grade per day that it is late. Early submissions are welcome.

CLASSROOM ETIQUETTE

Any behavior that is disruptive to yourself as well as others in class will not be tolerated. This means no talking while others are speaking, no sleeping (or appearing to sleep either) in class, no using cellphones, no distractions whatsoever. In other words, no distractions—pay attention. Continued disruptions will result in a report to the Dean of Students.

E-MAIL POLICY

The university recognizes email as an official form of communication and as such I often email important information to the class using the list provided on Canvas. You are responsible for this information and if you do not come to class with this knowledge, the fault is yours. I generally answer emails within 48 hours on weekdays. If you do not hear back from me in a couple of days, please assume that I need to be reminded and email me again.

ACADEMIC INTEGRITY

As a student at IU, you are expected to adhere to the standards and policies detailed in the Code of Student Rights, Responsibilities, and Conduct (Code). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the Dean of Students and handled according to University policies. Sanctions for academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment or taking a test or exam, be sure to seek clarification beforehand.

Re: Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities.

Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies and additional consequences may result.

DISABILITY

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday.

Topics and Tentative Schedule

In the event of a schedule change, a new schedule will be posted on Canvas. You are responsible for keeping track of updated schedule and due dates.

Date	Topic	Readings	HW due
1/10	Introduction	N/A	
1/17	Phonology	Li & Thompson (1977)	
1/24	Phonology Orthography & Reading	Schaefer & Darcy (2014) Shu et al. (2000)	
1/31	Orthography & Reading Classifiers	Wang et al. (2003) Grüter et al. (2018)	
2/7	Case Markers, Word Order, etc. Corpus Workshop #1	Tanaka & Shirai (2014)	Corpus #1
2/14	Case Markers, Word Order, etc. Corpus Workshop #2	Liu et al. (1992)	Corpus #2
2/21	Relative Clauses Exp Workshop #1	Lau (2016)	Exp #1
2/28	Relative Clauses Passives	Hsu et al. (2009) Huang et al. (2013)	
3/7	Exp Workshop #2		Exp #2
3/14	Spring Break		
3/21	Relative Clauses Corpus Workshop #3	O'Grady et al. (2001)	Corpus #3
3/28	Relative Clauses Guest speaker	Yabuki-Soh (2007)	
4/4	Exp Workshop #3 Wh-questions	Wong & Ingram (2003)	Exp #3
4/11	Exp Workshop #4		Exp #4
4/18	Reflexives	Chien et al. (1993) White et al. (1996) or Kim et al. (2009)	
4/25	Orthography revisited Abstract Workshop		Abstract Reflection

Readings

This list contains readings that covers a range of languages, learner types, and theoretical approaches. If you have a suggested reading, please bring it to my attention. Readings with * will be uploaded on Canvas; readings with others are available through IU Libraries or other websites (URL included).

Phonology

- * Li, C. N., & Thompson, S. A. (1977). The acquisition of tone in Mandarin-speaking children. *Journal of Child Language*, 4(2), 185–199).
- * Schaefer, V., & Darcy, I. (2014). Lexical function of pitch in the first language shapes cross-linguistic perception of Thai tones. *Laboratory Phonology*, 5(4), 489–522.

Optional readings:

- Asano, Y. (2018). Discriminating non-native segmental length contrasts under increased task demands. *Language and Speech*, 61(3), 409–429.
- * Darcy, I., Daidone, D., & Kojima, C. (2014). Asymmetric lexical access and fuzzy lexical representations in second language learners. *The Mental Lexicon*, 8(3), 372–420.
- Hao, Y. C. (2012). Second language acquisition of Mandarin Chinese tones by tonal and non-tonal language speakers. *Journal of Phonetics*, 40(2), 269–279.
- Kong, E. J., Beckman, M. E., & Edwards, J. (2011). Why are Korean tense stops acquired so early?: The role of acoustic properties. *Journal of Phonetics*, 39(2), 196–211.

Orthography and Reading

- Shu, H., Anderson, R. C., & Wu, N. (2000). Phonetic awareness: Knowledge of orthography–phonology relationships in the character acquisition of Chinese children. *Journal of Educational Psychology*, 92(1), 56–62.
- Wang, M., Perfetti, C. A., & Liu, Y. (2003). Alphabetic readers quickly acquire orthographic structure in learning to read Chinese. *Scientific Studies of Reading*, 7(2), 127–154.

Optional readings:

Cho, J.-R., & McBride-Chang, C. (2005). Correlates of Korean Hangul acquisition among kindergartners and second graders. *Scientific Studies of Reading*, 9(1), 17–42.

Koda, Keiko. (1989). The effects of transferred vocabulary knowledge on the development of L2 reading proficiency. *Foreign Language Annals*, 22(6), 529–540.

Classifiers

Grüter, T., Lau, E., & Ling, W. (2018). L2 listeners rely on the semantics of classifiers to predict. In A. B. Bertolini & M. J. Kaplan (Eds.), *BUCLD 42: Proceedings of the 42nd annual Boston University Conference on Language Development* (pp. 303–316). Somerville, MA: Cascadilla Press. Available from <http://www.cascadilla.com/buclid42toc.html>

Case Markers, Word Order, etc.

Liu, H., Bates, E., & Li, P. (1992). Sentence interpretation in bilingual speakers of English and Chinese. *Applied Psycholinguistics*, 13(4), 451–484.

* Tanaka, N., & Shirai, Y. (2014). L1 acquisition of Japanese transitive verbs: How do children acquire grammar in the absence of clear evidence? In S. Nam, H. Ko, & J. Jun (Eds.), *Japanese/Korean Linguistics* (Vol. 21, pp. 281–295). Stanford, CA: CSLI.

Optional readings:

Ha, K. M., Choi, S. (2012). Adult second language learners' acquisition of word order and case markers in Korean. *The Korean Language in America*, 17, 1-23.

Kilborn, K., & Ito, T. (1989). Sentence processing strategies in adult bilinguals. In E. Bates & B. MacWhinney (Eds.), *The cross-linguistic study of sentence processing*. Cambridge, UK: Cambridge University Press.

* Kim, K., O'Grady, W., Schwartz, B. (In press). Case in heritage Korean. *Linguistic Approaches to Bilingualism*, 8(2), 252-282.

- Kim, Y. J. (2000). *Subject/object drop in the acquisition of Korean: A cross-linguistic comparison*. *Journal of East Asian Linguistics*, 9(4), 325–351.
<https://doi.org/10.1023/A:1008304903779>
- Koda, K. (1993). Transferred L1 strategies and L2 syntactic structure in L2 sentence comprehension. *The Modern Language Journal*, 77(4), 490–500.
- Laleko, O., & Polinsky, M. (2013). Marking topic or marking case: A comparative investigation of heritage Japanese and heritage Korean. *Heritage Language Journal*, 10(2), 40–64
- Mitsugi, S., & MacWhinney, B. (2010). Second language processing in Japanese scrambled sentences. *Research in Second Language Processing and Parsing*, 159–176.
- Mitsugi, S., & MacWhinney, B. (2016). The use of case marking for predictive processing in second language Japanese. *Bilingualism: Language and Cognition*, 19(1), 19–35.
- Suzuki, T. (2013). Children's on-line processing of scrambling in Japanese. *Journal of Psycholinguistic Research*, 42(2), 119–137.

Passives

- Huang, Y. T., Zheng, X., Meng, X., & Snedeker, J. (2013). Children's assignment of grammatical roles in the online processing of Mandarin passive sentences. *Journal of Memory and Language*, 69(4), 589–606.

Relative clauses

- Hsu, C.-C. N., Hermon, G., & Zukowski, A. (2009). Young children's production of head-final relative clauses: Elicited production data from Chinese children. *Journal of East Asian Linguistics*, 18(4), 323–360.
- Lau, E. (2016). The role of resumptive pronouns in Cantonese relative clause acquisition. *First Language*, 36(4), 355–382.
- O'Grady, W., Lee, M., & Choo, M. (2001). The acquisition of relative clauses by heritage and non-heritage learners of Korean as a second language: A comparative study. *Journal of Korean Language Education*, 12, 283–294.

Yabuki-Soh, N. (2007). Teaching relative clauses in Japanese: Exploring alternative types of instruction and the projection effect. *Studies in Second Language Acquisition*, 29(2), 219–252.

Optional readings:

Hu, S., Gavarró, A., Vernice, M., & Guasti, M. T. (2016). The acquisition of Chinese relative clauses: Contrasting two theoretical approaches. *Journal of Child Language*, 43(1), 1–21.

Kanno, K. (2007). Factors affecting the processing of Japanese relative clauses by L2 learners. *Studies in Second Language Acquisition*, 29(2), 197–218.

Kim, C.-E., & O'Grady, W. (2016). Asymmetries in children's production of relative clauses: Data from English and Korean. *Journal of Child Language*, 43(5), 1038–1071.

Mitsugi, S., & Shirai, Y. (2017). L1–L2 asymmetry in animacy effects in the processing of Japanese relative clause. *Journal of Japanese Linguistics*, 31(1), 3–30.

O'Grady, W., Lee, M., Choo, M. (2003). A subject–object asymmetry in the acquisition of relative clauses in Korean as a second language. *Studies in Second Language Acquisition*, 25, 433–48.

Wh-questions

Wong, W., & Ingram, D. (2003). Question acquisition by Cantonese speaking children. *Journal of Multilingual Communication Disorders*, 1:2, 148–157.

Optional readings:

Kim, B., & Goodall, G. (2016). Islands and non-islands in native and heritage Korean. *Frontiers in Psychology*, 7(134), 1–11.

Omaki, A., Davidson White, I., Goro, T., Lidz, J., & Phillips, C. (2013). No fear of commitment: Children's incremental interpretation in English and Japanese *wh*-questions. *Language Learning and Development*, 10(3), 206–233.

Song, H. S., & Schwartz, B. D. (2009). Testing the Fundamental Difference Hypothesis: L2 adult, L2 child, and L1 child comparisons in the acquisition of Korean *wh*-

constructions with negative polarity items. *Studies in Second Language Acquisition*, 31(02), 323–361.

Tanaka, N., & Schwartz, B. (2018). Investigating relative clause island effects in native and nonnative adult speakers of Japanese. In A. B. Bertolini & M. J. Kaplan (Eds.), *BUCLD 42: Proceedings of the 42nd annual Boston University Conference on Language Development* (pp. 750–763). Somerville, MA: Cascadilla Press.
Available from <http://www.cascadilla.com/buclid42toc.html>

Umeda, M. (2007). Wh-scope marking in English-Japanese interlanguage.
In *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA 2006)* (pp. 437-447).

Yuan, B. (2007). Japanese speakers' second language Chinese wh-questions: A lexical morphological feature deficit account. *Second Language Research*, 23(3), 329–357.

Zenker, F., & Schwartz, B. D. (2017). Topicalization from adjuncts in English vs. Chinese vs. Chinese-English Interlanguage. In M. LaMendola & J. Scott (Eds.), *BUCLD 41: Proceedings of the 41st Boston University Conference on Language Development* (pp. 806–819). <http://www.cascadilla.com/buclid41toc.html>

Reflexives

Chien, Y.-C., Wexler, K., & Chang, H.-W. (1993). Children's development of long distance binding in Chinese. *Journal of East Asian Linguistics*, 2, 229-259.

* Kim, J., Montrul, S., Yoon, J. (2009). Binding interpretations of anaphors by Korean heritage speakers. *Language Acquisition*, 16(1), 3–35.

* White, L., Hirakawa, M., & Kawasaki, T. (1996). Effects of instruction on second language acquisition of the Japanese long-distance reflexive *zibun*. *Canadian Journal of Linguistics/Revue Canadienne De Linguistique*, 41(3), 235-254.

Optional readings:

Kim, J. H., Montrul, S., & Yoon, J. (2010). Dominant language influence in acquisition and attrition of binding: Interpretation of the Korean reflexive *caki*. *Bilingualism*, 13(1), 73–84.

Yuan, B. (1998). Interpretation of binding and orientation of the Chinese reflexive *ziji* by English and Japanese speakers, *Second Language Research*, 14(4), 324–340.

CAMPUS RESOURCES

BIAS BASED INCIDENTS

Bias-based incident reports can be made by students, faculty and staff. Any act of discrimination or harassment based on race, ethnicity, religious affiliation, gender, gender identity, sexual orientation or disability can be reported through any of the options: 1) email biasincident@indiana.edu or incident@indiana.edu; 2) call the Dean of Students Office at (812) 855-8188 or 3) use the IU mobile App (m.iu.edu). Reports can be made anonymously if desired.

SEXUAL MISCONDUCT AND TITLE IX

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)
Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)
IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more.