

BCS263: L2 speech perception and word recognition (4 Cr.)

Spring 2026

Time: Mondays and Wednesdays, 3:25 – 4:40pm

Room: Meliora 269

Course Instructor: Dr. Martin Yang (chung-lin.yang@rochester.edu)

Office: Meliora Hall 322

Office Hours (both in person and Zoom):

11am -12:30pm Tuesdays

11 – 11:30am Wednesdays

Zoom: <https://rochester.zoom.us/j/8762705015>Graduate TA: Alex Ye (xye13@ur.rochester.edu)

Office hours: 10:30-11:30am Fridays @ BCS graduate student cubicle

Course description: This is a seminar course focusing on the perception of speech sounds and word recognition (both auditory and visual) in L2. Prior coursework in psycholinguistics (or equivalent) is required. Completion of the required readings and your **active participation** in discussion are crucial in your effective learning in a seminar. The major goal of this course is to further explore various topics and the current trends in L2 speech perception and word recognition.

Required readings are uploaded to Blackboard under “Readings”. Please be sure to read them BEFORE each class. Announcements will also be made if there’s any change to the readings.

This course follows the College credit hour policy for four-credit courses. This course meets twice weekly for 3 academic hours per week. The course also includes independent out-of-class assignments (completion of the required readings) for at least 1 academic hour per week.

Course requirements:

1. **Participation (27%):** As mentioned above, **active participation in the discussion is key to your effective learning in a seminar course.** This class will employ a mixture of in-class and online discussion.
 - 1) **General participation (10%):** Regular attendance and **active participation in discussions** are expected. **Everyone should ask a question/give a comment at least once a week.** If you’re not comfortable with public speaking, you can submit your question/comment to the real-time Zoom session monitored by the TA. **The TA will keep track of the participation record.**
- 2) **Discussion on the assigned readings (15%):**
 - i. **Before-class discussion (5%):** Everyone should contribute one **insightful comment/question for each reading by posting them on Blackboard by 11am on the day of class.** (The presenter will simply add their question/comment within the article presentation – no need to post it on the board.) These comments/questions will be used in Items ii., iii. and iv. below.

Example of an insightful comment/question: “I don’t see how their result supports their hypothesis if they found A instead of B. What if...”
“The theory states that..., but what if...”

For your discussion post, there's **no need to summarize the reading first** (unless you are critiquing the whole paper in general). You can just directly comment/critique/question anything you read from the paper. (e.g., the authors stated that there's no strong activation found in region X, but I wonder if this is really because")

- ii. **In-class discussion led by the presenter:** The presenter should choose any 4 comments/questions from the discussion board (by 1:30pm on the day of class) and discuss them with the whole class during the presentation. **The presenter needs to reply “To be discussed in class” to each comment/question they selected from the board.**
- iii. **In-class group discussion (5%):** For the next 4-6 questions/comments from the discussion board, the TA will prepare a list and randomly assign these comments/questions* to all the groups for in-class group discussion (some questions/comments will be discussed by more than one group). The presenter will still need to be ready to answer any follow-up questions arising from the group discussion.
- iv. **After-class discussion (5%):** Everyone (incl. the presenter) will be assigned to respond to the remaining comments/questions (by posting your response within 48 hours from the time of class (i.e., by 3:25pm Wednesday for Monday’s discussion and by 3:25pm Friday for Wednesday’s discussion). You can also respond to another person’s response within the same thread. **The TA will post “After-class discussion assignment” in each discussion thread – be sure to check it after each class to post your response to the assigned comment/question.**

*Note: the number of questions for in-class group discussion may be adjusted depending on the time remaining in each class.

Bonus questions: there will be a bonus question every once in a while. When there’s a bonus question, I will explicitly announce the beginning and the end of the bonus question period. You’ll get one point whenever you directly answer a question asked by Prof. Yang or the TA or join the discussion with an elaborate response (a simple response like “I agree”, “I believe so”, “I think that’s not right” does not count) during the bonus period. You can earn up to 1 point per bonus question. For every 8 pts you earned, you can waive an entire short review assignment (or 2 bonus points per article critique in a review). The TA will keep track of your bonus points. Your participation in the bonus period also counts toward your weekly participation requirement.

- 3) **Participation in other groups' presentations (2%):** for each session of group presentation (two sessions in total), everyone should ask at least 1 question or give at least 1 comment/suggestion. We will keep track of this!
2. **Article discussion/presentation (12%):** Everyone will be assigned to present one reading and lead the discussion (starting Week 2.1). The presenter should prepare a 15-minute presentation that summarizes the main points from the reading, and then facilitate the discussion. The presenter should upload the slides to the shared Box folder. (Everyone should create a Box account through UofR portal.) More details will be provided on Blackboard.
3. **Short reviews (12%):** Two short reviews of articles (4 pages each; **individually written**) on the assigned readings. In each review, write 4 critiques on any 4 readings (1 per reading) assigned prior to the due date. You may critique/comment on any points brought up from the readings (e.g., theoretical perspectives, methodology, hypotheses, conclusion, etc.). Due dates can be found in the course schedule below.
- (See “Bonus questions” above to see how you can waive a short review assignment! The more bonus points you earned, the less you need to write! If you want to use your bonus points to waive an entire short review (or just waive 1 to 3 readings in a review), simply submit a note either as a document or a submission comment to the submission portal saying, “Requesting to waive this entire review using 8 bonus points” or “Requesting to waive X critique(s) using Y bonus points”. The TA will keep track of and update your total bonus points on Blackboard.)
4. **Presentation of proposed topics (14%):** Present what your group would like to do for your final paper (~12 mins + 3 mins of discussion). More details and instructions will be posted on Blackboard. For this presentation, your group should provide an article for the whole class to read, and your first presentation will center around this article.
5. **Final presentation (15%):** ~13 minutes of presentation plus 3 minutes of discussion. Evaluation will be based on structure, clarity, depth of discussion, delivery of content, and responses to audiences' questions.
6. **Group term paper (20%) (12 pages double-spaced plus bibliography):**
A comprehensive literature review: review at least 10 journal articles on a topic related to what we covered in class and write a cohesive review paper. You should also include your own perspectives and possible future directions or how you would replicate some of the studies.

Submit your first draft of reading list by **March 5th** and your final list by **March 23rd**.

Formatting requirements: All written assignments should follow the same format: 1” margins, double-spaced, 12-pt Times New Roman, **course number and your name on the header**

instead of the main body of text. A maximum of 5 pts will be deducted for all graded written assignments if the format fails to meet the stated requirements here.

For every single written assignment, be sure to properly cite your resources.
Plagiarism will be reported to the Academic Honesty Board.
Citation should follow the APA format.

Class policies:

1. Academic misconduct

- a. All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: www.rochester.edu/college/honesty

Plagiarism and any form of academic misconduct will be reported to the Academic Honesty Board following the guidelines set by the University.

Be sure to carefully read “AvoidingPlagiarism.pdf” by Remmel uploaded to Blackboard.

- b. Considering the prevalence of AI nowadays, the use of AI tools is only approved for the following two purposes in this class:
 - 1) Searching for relevant studies when searching on Google doesn't give you the results you want. But beware of possible fake references or info generated by AI!
 - 2) Proofreading your written assignments for grammatical errors and typos. The use of AI for this purpose should be limited to changing only words/phrases and can't be used for generating whole sentences. If you do use AI-suggested word choices or short phrases (e.g., by using Grammarly), it should be no more than 2% of the text (e.g., in a 2000-word paper, the AI-suggested changes of words/phrases should be no more than 40.) **And you “must” highlight the parts (by using a different font color) that are suggested by AI.**

If you do use AI for any part of your work (not just the actual writing but also brainstorming or planning), please clearly state how you used it on the first page of the assignment (or as a footnote on the first page).

All other purposes of AI use not listed above will be considered as “unauthorized aid” and be reported to the Academic Honesty Board. Multiple AI content detectors will be used when grading your assignments. **Whenever you're not sure whether your use of AI tools complies with the course policy, please do feel free to consult me or the TA BEFORE you start using it.**

- 2. Special accommodation: If you need special accommodation (e.g., medical or family emergencies, observance of religious holidays/cultural events, etc.), please let us know as early as possible. We will do our best to accommodate!

If you can't complete an assignment on time for health reasons, documentations are required for make-ups or late submissions. Otherwise, late submissions won't be accepted. If you have COVID/flu-like symptoms, see <https://www.rochester.edu/uhs/home/uhs-covid-19-information/> for more information.

3. Mobile devices

Please silence your mobile devices. No cellphone/smartphone or any other entertainment devices are allowed while class is in session. However, **laptop use is strongly encouraged for presentations.**

Grading

The final grades will be based upon the following scale:

A	93 -100
A-	90 - 92
B+	87 - 89
B	83 – 86
B-	80 - 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	63 – 66
D-	60 – 62
E	below 60

Class schedule (tentative; subject to change):

Week	Date	Topic	Readings (discussion leader in parentheses)	Discussion Leader/Article presenter
1.1	1/21	<p>Course requirements; Introduction; Academic honesty policy; How to properly cite resources</p> <p>https://www.turnitin.com/static/plagiarism-quiz/ (upload your results to Blackboard by 11:59pm 1/24; you must score at least 12 out of 13)</p> <p>Form groups</p>	<p>https://xerte.cardiff.ac.uk/play_8694#page1</p> <p>http://integrity.mit.edu/handbook/citing-your-sources/avoiding-plagiarism-cite-your-source</p>	

1.2	1/23	Review of key concepts in phonetics/phonology; Overview of L2 speech processing	Darcy (2025) Ch. 2.	Prof. Yang
2.1	1/26	Perceptual Assimilation Model (PAM-L2)	Best & Tyler (2007) Part 1 (p. 13-22)	
2.2	1/28	Perceptual Assimilation Model	Best & Tyler (2007) Part 2 (p. 22-31)	
3.1	2/2	Testing PAM-L2	Nam et al. (2021)	
3.2	2/4	Perception of phonemes in fast speech	Hisagi et al. (2024)	
4.1	2/9	Early L2 exposure: bilingual babies	Sundara et al. (2008)	
4.2	2/11	Perceptual training: the effect of early exposure to L2 on L1	Conboy & Kuhl (2011)	
5.1	2/16	Perceptual training: children vs. adults	Georgiou (2022)	
5.2	2/18	Perceptual training: old adults	Tamminen et al. (2021)	
6.1	2/23	Perception of stress	Peperkamp et al. (2010)	
6.2	2/25	Short review #1 due Perceptual training: tones	Wang et al. (2003)	
7.1	3/2	Group presentation of proposed topic		
7.2	3/4	Group presentation of proposed topic	Draft of reading list due 3/5	
8	3/9-11	Spring break		
9.1	3/16	L2 spoken word recognition	Darcy (2025) Ch. 3	
9.2	3/18	Effect of orthography on L2 word learning	TBD	
10.1	3/23	Effect of orthography on L2 word learning: recognition and production	Bassetti (2017) Final reading list due	
10.2	3/25	L2 visual word recognition	Koda (2011)	
11.1	3/30	Masked priming demo (Mel 277); Journal club (Mel 269)	Wilson et al. (2011)	Demo led by Prof. Yang Journal club led by Alex
11.2	4/1	Masked priming demo (Mel 277); Journal club (Mel 269)	Wilson et al. (2011)	Demo led by Prof. Yang

				Journal club led by Alex
12.1	4/6	Discussion of the experiment design and results from the demo	Lukatela et al. (2002) Experiment 1 to 5.	Prof. Yang
12.2	4/8	Orthographic representation of words	Davis et al. (2008)	
13.1	4/13	Cognates vs. Noncognates	Hoshino & Kroll (2008)	
13.2	4/15	Short review #2 due Recognition of cognates by bilingual children	Schroeter and Schroeder (2016)	
14.1	4/20	Iconicity in words: a study of ASL	Akers et al. (2026)	
14.2	4/22	Wrap-up		Prof. Yang
15.1	4/27	Final presentation		
15.2	4/29	Final presentation		
		Final paper due 5/6		