



Universitat de Lleida

DEGREE CURRICULUM  
**SECOND LANGUAGE  
ACQUISITION**

Coordination: LLURDA GIMÉNEZ, ENRIC

Academic year 2021-22

Subject's general information

<b>Subject name</b>	SECOND LANGUAGE ACQUISITION			
<b>Code</b>	101280			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	3	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	LLURDA GIMÉNEZ, ENRIC			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	30 hours on-site 30 hours off-site videoconference 90 hours off-site			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	3 theoretical credits 3 practical credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
LLANES BARÓ, MARIA ÀNGELS	angels.llanes@udl.cat	3,5	
LLURDA GIMÉNEZ, ENRIC	enric.llurda@udl.cat	2,5	

## Subject's extra information

It is taken for granted that students in this course have a C1 level. Students may fail the course if teachers detect language problems inappropriate at this level.

### Information on data protection in the audiovisual register

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
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- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

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## Learning objectives

See the Competences section.

## Competences

General Competences	Formative objectives
CG9 Show motivation for quality and rigour	Acquire specialized knowledge about specific topics related to the teaching and learning of languages, and about several levels of applied linguistics.
CG13 Put knowledge into practice	Knowing the main theories about second language acquisition.
Specific Competences	
CE13 Applying different disciplines and methodologies to the study of linguistic and communicative phenomena.	Knowing the main theories about second language acquisition. AAcquire specialized knowledge about specific topics related to the teaching and learning of languages, and about several levels of applied linguistics.

## Subject contents

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1. Basic concepts in SLA
2. Research methods in SLA
  - 2.1 What is research?
  - 2.2 Quantitative vs. qualitative research
  - 2.3 Methods of research in SLA
3. First Language Acquisition
  - 3.1 The behaviourist approach
  - 3.2 The innatist position
  - 3.3 The interactionist position
  - 3.4 The grammatical development of children
4. Instruction and SLA
  - 4.1 Form-focused instruction
  - 4.2 A cognitive view of SLA
5. Linguistic aspects of SLA
  - 5.1 Contrastive analysis and error analysis
  - 5.2 Interlanguage
  - 5.3 Universals and markedness
6. The age factor
  - 6.1 The Critical Period Hypothesis

6.2 Ultimate attainment in SLA

6.3 Age and rate of acquisition

7. Input and interaction in SLA

7.1 Natural settings

7.2 Classroom settings

7.3 Comprehensible input and comprehensible output: The Monitor Model

7.4 Communication strategies

8. Individual differences in SLA

8.1 Language aptitude

8.2 Attitudes

8.3 Motivation

8.4 Learning styles and strategies

8.5 Consciousness, attention and awareness

## Methodology

The course has 6 ECTS, which involve 150h of work.

Hours of work are distributed in the following way:

- Classes: a total of 30 hours. The subject is centered in the student, so the student has to have an active participation. The methodology of the classes will vary (the face-to-face lessons are detailed in the development plan).

- Autonomous learning: total 120 hours. Tasks and activities that students will carry out on his or her own using the tools of the virtual campus, always with the guidance of the teacher. These activities will mostly consist of obligatory readings (articles, book chapters, etc.), answering to some questions on the readings, participation in forums, watching of the videos and writing a paper.

The course will combine face-to-face sessions in the classroom and synchronous and asynchronous virtual sessions. This formative modality will combine didactic strategies that, in the case of the face-to-face sessions, foresee the realization of practices in the classroom, of work in small group or individual, case studies, lectures and the resolution of doubts. In the case of virtual sessions, they provide for video conferencing and other teaching and learning strategies for flipped classroom, problem-based learning, case studies, collaborative and cooperative learning, group work, or readings. This methodological approach involves the student take responsibility for their own learning process by acquiring a high commitment in the monitoring of the subject, participation in communication spaces and carrying out learning and assessment activities.

## Development plan

13 Sep	Enric Llurda	Subject presentation
14 Sep	Enric Llurda	Online activities
20 Sep	Enric Llurda	Basic concepts
21 Sep	Enric Llurda	Online activities
27 Sep	Enric Llurda	Research methods

4 Oct	Enric Llorca	First language acquisition
5 Oct	Enric Llorca	Online activities
11 Oct	Enric Llorca	Instruction and SLA
18 Oct	Enric Llorca	Instruction and SLA
19 Oct	Enric Llorca	Online activities
25 Oct	Enric Llorca	Mid-term exam 1
26 Oct	Àngels Llanes	Error Analysis
2 Nov	Àngels Llanes	Contrastive Analysis
8 Nov	Àngels Llanes	Interlanguage, universals, and markedness
9 Nov	Àngels Llanes	The age factor: Critical Period Hypothesis
15 Nov	Àngels Llanes	The age factor: the Critical Period Hypothesis
16 Nov	Àngels Llanes	The age factor: ultimate attainment
22 Nov	Àngels Llanes	The age factor: rate of acquisition
23 Nov	Àngels Llanes	Input and interaction in SLA: contexts of learning
29 Nov	Àngels Llanes	Input and interaction in SLA: contexts of learning
30 Nov	Àngels Llanes	Individual differences: Motivation
13 Dec	Àngels Llanes	Individual differences: Aptitude
14 Dec	Àngels Llanes	Individual differences: attitude and learning styles
20 Dec	Àngels Llanes	Communication strategies
21 Dec	Àngels Llanes	Awareness and attention

## Evaluation

Assessment is continuous. Students who combine their degree with a full time job or a part-time job with schedules coinciding with classes have the right to ask for alternative assessment within 5 days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's office (Secretaria de la Facultat de Lletres).

25% Final paper

20% Midterm 1

20% Midterm 2

10% Obligatory readings and questions

10% Attendance and participation in the activities

15% Oral presentation

Plagiarism is considered a fraudulent practice and ethically inappropriate. If plagiarism is detected, teachers will take action and apply the strictest measures according to the regulation.

## Bibliography

Bialystok, E. & Hakuta, K. (1994). *In other words*. New York: Basic Books.

Dörnyei, Z. (2005). *The psychology of the language learner. Individual differences in Second Language Acquisition*. New York: Erlbaum.

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: OUP.

Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.

Gass, S., Behney, J., & Plonsky, L. (2013). *Second Language Acquisition: An introductory course*. New York: Routledge.

Ortega, L. (2009). *Understanding Second Language Acquisition*. London: Hodder Education.