



Universitat de Lleida

DEGREE CURRICULUM
**SECOND LANGUAGE
ACQUISITION**

Coordination: LLANES BARO, MARIA ANGELS

Academic year 2022-23

Subject's general information

Subject name	SECOND LANGUAGE ACQUISITION			
Code	101280			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	3	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	LLANES BARO, MARIA ANGELS			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	<p>This course consists of 6 ECTS of 25 hours each, equivalent to a total of 150 hours of work, distributed as follows:</p> <p>FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h</p> <p>NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows:</p> <ol style="list-style-type: none"> Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher Work with the teacher supervision (discussions, seminars or tutorials, resolution of doubts, etc.). 			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	3 theoretical credits 3 practical credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	3	
LLANES BARO, MARIA ANGELS	angels.llanes@udl.cat	3	

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.
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Learning objectives

- Acquire specialized knowledge about specific topics related to the teaching and learning of second languages, and about several levels of applied linguistics.

- Know the main theories about second language acquisition

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	Know the main theories about second language acquisition.
Specific Competences	
CE13 Applying different disciplines and methodologies to the study of linguistic and communicative phenomena.	Know the main theories about second language acquisition. Acquire 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. Learning a First Language
 - 2.1. Language and the brain
 - 2.2. Theoretical approaches in first language acquisition
 - 2.3. Stages in the acquisition of L1
 - 2.4. Child-directed speech
3. SLA Learning Approaches
 - 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
 - 4.3 New factors and approaches in 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 60 hours. The subject is centered on the student, so the student has to have active participation. The methodology of the classes will follow the face-to-face modality and the sessions are detailed in the development plan.

- Autonomous learning: a total of 90 hours. Tasks and activities that students will carry out on their own using the tools of the virtual campus, always with the guidance of the teacher. These activities will mostly consist of compulsory readings (articles, book chapters, etc.), answering some questions on the readings, participation in forums, watching videos, and writing final papers.

The course will follow the face-to-face methodology 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 will be in the format of practical activities in the classroom, of work in small groups or individually, case studies, lectures and the resolution of doubts. In the case of autonomous work, the teaching and learning strategies will take the format of the flipped classroom, problem-based learning, case studies, collaborative and cooperative learning, group work, or readings. This methodological approach involves the student taking responsibility for their own learning process by acquiring a high commitment to monitoring the subject, participating in communication spaces, and carrying out learning and assessment activities.

Development plan

12 set	Anca Frumuselu	Course Presentation
13 set	Anca Frumuselu	Key Issues in SLA
19 set	Anca Frumuselu	Learning a First Language Language and the brain
20 set	Anca Frumuselu	Theoretical approaches in first language acquisition
26 set	Anca Frumuselu	Stages in the acquisition of L1
27 set	Anca Frumuselu	Child-directed speech
03 oct	Anca Frumuselu	SLA Learning Approaches The behaviourist approach
04 oct	Anca Frumuselu	The innatist position The interactionist position
10 oct	Anca Frumuselu	The grammatical development of children
11 oct	Anca Frumuselu	Instruction and SLA Form-focused instruction
17 oct	Anca Frumuselu	A cognitive view of SLA
18 oct	Anca Frumuselu	New factors and approaches in SLA
24 oct	Anca Frumuselu	Mid-term exam
25 oct	Anca Frumuselu	Correction and Comments Mid-term exam
31 oct	Àngels Llanes	Error Analysis
07 nov	Àngels Llanes	Error Analysis
08 nov	Àngels Llanes	Contrastive Analysis
14 nov	Àngels Llanes	Contrastive Analysis
15 nov	Àngels Llanes	Interlanguage, Universals and markedness
21 nov	Àngels Llanes	The Age factor: Critical period hypothesis
22 nov	Àngels Llanes	The Age factor: Critical period hypothesis
28 nov	Àngels Llanes	Ultimate attainment in SLA
29 nov	Àngels Llanes	Age and rate of acquisition
05 des	Àngels Llanes	Input and interaction in SLA: Learning Contexts
12 des	Àngels Llanes	Input and interaction in SLA: Learning Contexts
13 des	Àngels Llanes	Individual differences: motivation, aptitude, and styles of learning
19 des	Àngels Llanes	Final Exam
20 des	Àngels Llanes	Correction and comments on Final Exam

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 or ask for information at the

Faculty's office(Secretaria de la Facultat de Lletres).

25% Midterm 1

25% Midterm 2

15% Oral presentation

25% Final paper

10% COIL (Collaborative Online International Learning)

Any assignment with evidence of plagiarism or fraudulent behaviour will be graded zero <0>. This will result in a mark of zero <0> for the subject, as per regulations in *Normativa de l'Avaluació i la Qualificació de la Docència en els Graus i Màsters de la UdL* (3.1.10) https://www.udl.cat/export/sites/universitat-ileida/ca/udl/norma/.galleries/docs/Ordenacio_academica/Normativa-davaluacio-i-qualif.-graus-i-masters-Acord-235-CG-21-7-2022.pdf. In addition, the subject lecturer or professor will inform the student and will issue a report to the head of the department.

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.