Universitat de Lleida

DEGREE CURRICULUM

SECOND LANGUAGE ACQUISITION

Coordination: LLURDA GIMENEZ, ENRIC

Academic year 2023-24

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	LLURDA GIMENEZ, ENRIC
Department	FOREIGN LANGUAGES AND LITERATURES
Teaching load distribution between lectures and independent student work	This course consists of 6 ECTS of 25 hours each, equivalent to a total of 150 hours of work, distributed as follows: FACE-TO-FACE HOURS (HP): 30 sessions x 2 hours: 60h NON-FACE-TO-FACE HOURS (HNP): 90 hours, divided as follows: 1. Students' independent work: readings of bibliography or material of the teacher, study, realization of activities instructed by the teacher 2. 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

SECOND LANGUAGE ACQUISITION 2023-24

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
FRUMUSELU , ANCA DANIELA	ancadaniela.frumuselu@udl.cat	2	
LLANES BARO, MARIA ANGELS	angels.llanes@udl.cat	3	By appointment
LLURDA GIMENEZ, ENRIC	enric.llurda@udl.cat	1	By appointment

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.

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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websites of the UdL.

1. Basic concepts in SLA

2. Research methods in SLA

3. Learning a First Language

      2.1. Language and the brain

      2.2. Approaches in the study of first language acquisition: behaviourism, innatism and interactionism

      2.3. Stages in the acquisition of L1

      2.4. Child-directed speech

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

SECOND LANGUAGE ACQUISITION 2023-24

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 sep	Enric Llurda	Subject presentation
18 sep	Enric Llurda	SLA basic concepts
19 sep	Enric Llurda	SLA basic concepts
25 sep	Enric Llurda	Research methods
26 sep	Enric Llurda	Research methods
2 oct	Anca Frumuselu	Learning a first language: Language and the brain
3 oct	Anca Frumuselu	Learning a first language: Approaches in the study of first language acquisition
9 oct	Anca Frumuselu	Learning a first language: Stages in the acquisition of L1 / Child directed speech
10 oct	Anca Frumuselu	Instruction and SLA: Form-focused instruction
16 oct	Anca Frumuselu	Instruction and SLA: A cognitive view of SLA
17 oct	Anca Frumuselu	Heritage language: L1 acquired as an L2
23 oct	Anca Frumuselu	New factors and approaches in SLA
24 oct	Anca Frumuselu	New factors and approaches in SLA
30 oct	Anca Frumuselu	Midterm I
31 oct	Anca Frumuselu	Correction and explanation midterm I
6 nov	Àngels Llanes	Error Analysis
7 nov	Àngels Llanes	Contrastive Analysis
13 nov	Àngels Llanes	Contrastive Analysis
14 nov	Àngels Llanes	Interlanguage, universals and markedness
20 nov	Àngels Llanes	Interlanguage, universals and markedness

21 nov	Àngels Llanes	The age factor: Critical Period hypothesis
27 nov	Àngels Llanes	The age factor: ultimate attainment
28 nov	Àngels Llanes	The age factor: rate of acquisition
4 dec	Àngels Llanes	Input and interaction in SLA: Learning contexts
5 dec	Àngels Llanes	Input and interaction in SLA: Learning contexts
11 dec	Àngels Llanes	Individual differences: Motivation, aptitude and learning styles
12 dec	Àngels Llanes	Individual differences: Motivation, aptitude and learning styles
18 dec	Àngels Llanes	Midterm II
19 dec	Àngels Llanes	Correction and explanation midterm II

Evaluation

Assessment is continuous and it is divided in the following blocks:

BLOCK 1 (Midterm 1): 25% **30th October 2023**

BLOCK 2 (Midterm 2): 25% **18th December 2023**

BLOCK 3 (Oral presentation): 15% **5th & 11th December 2023**

BLOCK 4 (Final paper): 25% **Deadline 8th January 2024**

BLOCK 5 (Readings): 10%

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (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 academic office (Secretaria Acadèmica de la Facultat de Lletres).

Alternative assessment will consit in a written exam (50%) and a written paper (50%).

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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.