The University of Texas at San Antonio
Department of Bicultural Bilingual Studies

ESL 4003 Approaches to Second Language Teaching

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description
This course provides background knowledge on oral, reading, and writing development in English for grades 4 to 8 English language learners (ELLs). The course offers a critical overview of second language acquisition theories, classroom organization, teaching strategies and instructional methods in the learner-centered classroom, as well as assessment procedures for effective English language instruction in grades 4-8 education. The course is specifically designed to assist practitioners in meeting the needs of ELLs and newly arriving immigrant students with varying levels of English language proficiency and varying levels of educational experiences. Course activities will include lectures, discussions, small-group activities, and student presentations.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (4–8) STANDARDS
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/4-8ppr.pdf

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
* The developmental characteristics of students at the early childhood to grade 12 levels, including developmentally appropriate examples and instructional strategies, are defined in the italicized information included with the standards.

NOTE: The 4-8 Language Arts and Reading Standards are located at:
http://www.sbec.state.tx.us/SBECOnline/standtest/standards/4-8elar.pdf
Course Objectives

- to provide students with a critical overview of second language teaching methods, strategies and resources;
- to prepare students to design, select, and adapt materials appropriate for the learners’ developmental level and needs in the learner-centered classroom; and
- to offer students an opportunity to observe and apply various approaches through practical exercises and to reflect upon these approaches and ethical issues in language teaching.

Textbook and Readings


Readings available on Web-CT.

Field-based experience: This course includes a field-based experience in which you will observe ESL classes and work one-on-one with an ELL student at a local school. During this experience you will complete several assignments which provide you with the opportunity to practice some of the techniques and assessments tools we will learn about in class (see below). Arrangements will be made through the Field Placement Office for a 10-hour visit or more to a local school.