

Texas A&M University- San Antonio
Department of Educator and Leadership Preparation
EDBL 3315 Second language acquisition and literacy development

A. MAJOR COURSE DESCRIPTION/REQUIREMENT

This course focuses on the language learning and acquisition theories for first and second language learning. In addition, this course will stress the literacy development theories, lesson planning, oral language development, and the implications of learning second language methodology.

B. LEARNING OBJECTIVES

Students will be able to

1. Identify principles of second language acquisition in classroom setting
2. Outline the historical development of ESL teaching methods
3. Explain how theory informs teaching methods
4. Learn the literacy pedagogy for English Learners (ELs)
5. Demonstrate the strategies for all content-area instruction through communicative language teaching
6. Integration of technology in lessons and activities

C. LECTURE OR DISCUSSION TOPICS

- First language/language learning in the early childhood
- Explaining second language learning
- Individual differences in SLA
- Interlanguage/Learner language
- Observing learning and teaching in the second language classroom
- Second language learning in the classroom
- Popular ideas about language learning
- Culturally relevant Pedagogy for ELLs
- History of language teaching approaches and methods
- Approaches and methods planning time
- The audiolingual Method
- Total Physical Response
- The Silent Way
- Community language learning
- Suggestopedia
- Cooperative language learning
- Multiple intelligences
- The lexical approach
- Text-based instruction
- Task-based language teaching
- Whole language
- Content-based instruction and content and language integrated learning
- Communicative language teaching

D. REQUIRED OR RECOMMENDED READINGS

- Lightbown, P. & Spada, N. (2021). *How languages are learned* (5th ed.). *Oxford University Press*. ISBN-13: 978-0194406291
- Richards, J.C & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.