 MIDWESTERN STATE UNIVERSITY

ESL Methods & Materials
College of Education
ECED 3173 Section x20
Spring 2026

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Textbook & Instructional Materials
Peregoy, S., Boyle, O. F.& Amendum, S. (2023). Reading, Writing, and Learning in ESL: A resource book for teaching k-12 English Learners (8th ed). Boston: Pearson (ISBN: 978-013-753547-7).

Herrell, A, L., & Jordan, M. (2020). 50 Strategies for Teaching Language Learners. Boston, MA: Pearson.

Course Description
This course is designed to enable students to explore theories, pedagogical, and current methodology in the teaching of listening, speaking, reading, and writing skills for English Learners (ELs) and Limited English Proficient (LEP) students. The course presents five subject areas pertinent to teaching ELs: communication and understanding, applied linguistic and second language acquisition, methods in teaching English as a second language, curriculum development and adaptation, and language assessment. These five subject areas which are the focus of the course modules, promote the understanding of linguistically appropriate instructional and assessment skills, and present effective means for modifying curricula.

Course Objectives
All course objectives are aligned to TEA Standards for English Language Proficiency Standards (ELPS),Exam Framework as a Second Language Supplemental (154), English as A Second Language (ESL) Standards, Exam Framework: Pedagogy and Professional Responsibilities Standards (EC-12, 160), Classroom Teacher Pedagogy Standards, Early Childhood-Grade 12, §235.21, TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10), Technology Application for EC-12 Standards, Science of Teaching Reading (STR) Standards and Examination.

Upon completion of the course, students should be able to
1. Develop an understanding of the need for training to work with ELs and LEP students, i.e. the demographic, pedagogical reasons and instructional practices).
2. Develop better understanding influences of various aspects of on teaching and learning and to understand the influence that home, school, and community relationships have on academic achievement and school adjustment of ELs and LEP students.
3. Explain key theories and principle of second language acquisition (SLA) and applied linguistics that inform effective English Language instruction.
4. Synthesize and articulate how principles of second language acquisition (SLA) research in ESL education frame and support inclusive instructional practices.
5. Understand and implement methods of English language development to use with all levels of English language learners (beginning, intermediate, advance, and advance high).
6. Develop instructional strategies that integrate language (e.g., listening, speaking, reading, and writing, etc.) and curricular content learning (e.g., ELAR, Science, Math, Social Studies, and STEM, etc.)
7. Understand how to use formative and summative assessments with ELs and LEP students.
8. Develop research-based projects that collaborate with colleagues and families to support EL's academic and social development within both educational and noneducational settings.

Course Outline

Provide equal education opportunities for the English Learners (ELs) and Limited English Proficient (LEP) students
1.1   Demographic changes into the 21st century and their implications
1.2   Rationale for providing service to the ELs and LEP students.
1.3   National efforts in providing equal education opportunities for ELs and LEP students.
1.4   State (Texas) efforts (Laws, school policies, and resources, etc.) in providing equal education opportunities for ELs and LEP students.
1.5   Examples of programs designed to meet the needs of ELs and LEP students (national and state) as they are situated within social and political contexts of language policy.

Developing linguistic awareness in order to bridge home/community/school gap
2.1   Factors that influence EL and LEP parent involvement in the school
2.2   Strategies and activities that promote parent, school and community relationship in the classroom
2.3   Teaching resources for parents

Second language acquisition issues

3.1   Approaches to language acquisition
3.2   Literacy processing and schema building
3.3   Literacy levels and multiple literacies
3.5   Communicative Competence & Literacy
3.6   BICS & CALP and Cummins' Quadrants
3.7   Technology assisted second language acquisition

Methods of English language development
4.1   Historical methods of English language development instruction
4.2   ESL goals and standards
4.3   ESL strategies in content areas
4.4   Whole language techniques
4.3   Cooperative learning strategies
4.5   English language development through technology

Content Area Instruction
5.1   Promoting literacy in the classroom
5.2   SDAIE Model
5.3   Teaching learning strategies
5.4   Approaches to teaching different content
5.5   Integrating higher order thinking, skills for ELs and LEP students
5.6   Content area application
5.7   Technology in the classroom

Assessing EL/LEP students and monitoring student progress
6.1   foundation of assessment
6.2   Types of assessment and assessment characteristics
6.3   Alternative approaches to assessment
6.4   Monitoring student progress

Standards

The detailed list for each standard and test framework is listed: the TEA Standards for English Language Proficiency Standards, Technology Applications for All Teachers Standards, and Science of Teaching Reading (STR) Examination Framework EC-6 Core Subject ELAR Standards and EC-6 ELAR Examination Framework, English as a Second Language Supplemental (154), Pedagogy and Professional Responsibilities EC–12 (160). The details for each standard are uploaded to D2L.

Campus Carry Policy

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled "*Run. Hide. Fight.*" which may be electronically accessed via the University police department's webpage: *"Run. Hide. Fight."*

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu
You may also file an online report 24/7 at Online Reporting Form

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit Title IX Website

Student Handbook

Refer to: Student Handbook

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

AI /Chat GPT Policy

The MSU Student Handbook covers Academic Honesty under University Policies and procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is (1) the use of any unauthorized assistance, (2) dependence upon the aid of sources beyond those authorized by the instructor, or (3) acquisition without permission, of tests of other academic materials.
- Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgement.
- Collusion is collaboration with another person is preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

AI/Chat GPT are relevant to the academic domain. All writing assignments should be well-prepared and created by the students for this course. Writing, analytical, and critical thinking skills are part of the learning outcomes of this course. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism (Resource from Texas Tech University).

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. You need to follow weekly modules. Each student is expected to be familiar with this program as

it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *__Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.__* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. *__Your computer being down is not an excuse for missing a deadline!!__* There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Polices
Late Assignment Policy
No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments with an electronic copy to D2L on the due day which is listed on the course calendar**.**
Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Assignments
Key Assessments: EL Portfolio, ESL Strategy Presentation, and ESL
Supplemental Practical Exam

Weekly Reading Response Journal
Each week you need to respond to the class reading that links the textbook and
lecture notes. Be sure that each response uses the following format.
1. Four key points you learned/found while reading: you will cite at least
   four specific pieces of research, findings, suggestions from the textbook
   (Chapter/page/author) and lecture notes**.** What was learned that was
   new/interesting? Discuss how these points relate to your current
   situation (if applicable) and classroom concepts (e.g., teaching/learning
   experience/teaching ideas).
2. One key point you have a question about/found confusing/disagreed
   with**:** you will cite at least 2 specific pieces of information from the
   textbook**,** noting the chapter/page/author/ and what remaining
   questions you have, why you are confused, why you disagree. Discuss
   how these points relate to your current teaching situation (if applicable)
   and classroom concepts (teaching/learning experience/teaching ideas).
3. One point you would like more information about**:** you will cite at least
   one piece of information from the textbook and**/**or lecture notes you
   would like to explore further. Discuss how this issue relates to you with
   personal teaching and learning experiences/teaching ideas. The
   example and the rubric are listed on D2L. **Also see the handout page
   numbers: 1-2**

ESL Teaching Resources Folder
You need to prepare a folder of content-related, comprehensible materials
appropriate for ELs and LEP students in your future classes. Your folder has three
sections including :(1) a minimum of 10 teaching resources (e.g., websites,
books, articles, strategies, assessments, etc.). In this section, you need to
discuss why you select these resources, and how you will use these resources in
your class. (2) Descriptions of five learning activities (holiday events, food
festival, etc.) for creating an effective learning environment. You need to discuss
why you design/select these activities and how you will use these activities in
your class. (3) A minimum of three community resources (e.g., Adult learning
center in Region 9, organizations, etc.). In this section, you need to discuss how
to use these resources to promote community involvement and find these
resources and how you will participate with the ELs and LEP students'
community. The example and rubric are listed on D2L. **Also see the handout
page number:3**

Evaluate and Modified Lesson Plan Template
You need to select a content-based lesson on Youtube that is appropriate to your
subject of interest and modify it in order to accommodate ELs and LEP students.
You will use a rubric to evaluate the lesson you watch. You must choose a
content lesson from math, science, social studies, or language arts. Modify the

selected lesson for each of the four levels of English proficiency (beginning, intermediate, advanced, and advanced high). Many teaching videos do not provide a written lesson plan. You need to summarize the teaching lesson, including the name of the lesson and links. You need to use a modified lesson plan template to identify modifications you believe the original lesson plan needs to make. You need to turn in an evaluation checklist, an original lesson plan (based on your summary), and the modified lesson plan template. The checklist is on D2L and the template and the rubric are listed on D2L. **Also see the handout page numbers: 4-11**

ELL Portfolio
This is the key assessment across different courses. The purpose of this assignment is for you to research, identify, and model instruction strategies that are effective in addressing the needs of ELs and LEP students in a mainstream classroom setting. In this portfolio you will complete the following four parts.

Part 1: English Language Proficiency Standards (ELPS) and Texas Policy
In this part of the portfolio you need to explore the ELPS**,** Chapter 89 of the Texas Administrative code**,** and section 29 of the Texas Education code. Once you finish exploring the state laws, you need to respond to several questions and answer each question in complete sentences. For example: when should a student be identified as limited English proficient in the academic school year? What does LPAC stand for? Who serves on the LPAC? What are the duties of the LPAC (More detailed questions will be given in the class.

Part 2. Strategies used
You need to complete the instructional Strategies for ELs and LEP students. The template is listed on D2L
.
Part 3. SIOP lesson plan
You need to prepare 2 sheltered content lesson plans demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for ELs and LEP students. Lesson plans will be assessed according to a modified Sheltered Instruction Observation Protocol (SIOP). Lesson plan template and an example of the SIOP and rubric are listed on D2L (**ELL Key Assessment Module Module**). **Also see the handout page numbers: 12-24**

Part 4: Instructional Strategy Modeling Video and Reflection
In this section, you will model an instructional strategy and complete a 15-20-minute recording. You should use an instructional strategy from the chart completed in Part II with at least 1 child or adolescent.
For the video, you should do the following (a) with parental permission, recruit one or two youth EL students to use during your video (b) Place the video camera so that the camera records your demonstration and does not show the faces of the participants (e.g., the camera and students are both facing you so that students' faces are not visible to the camera). (c)Model the instructional

strategy during the mini lesson. Your mini-lesson should be no longer than 20 minutes in length.

After reviewing the recording, reflect on the following items. Your response should be 100 words or more for each of the questions and should reference specific times/examples in the video recording to support your ideas when appropriate. (a) Which instructional strategy did you choose and why do you believe it would be effective in teaching English learners. (b)What challenges and successes did you experience while modeling the strategy during the mini-lesson? (c)How did the students respond to the strategy? What specific student behaviors indicated the strategy was effective, or not effective, with the students? (d) What improvements or changes would you make in the future when using this instructional strategy with English learners?

ESL Strategy Presentation (Pair Work)
You are required to select and read 5 children's books during the semester. You need to use the 5 books to develop a thematic unit to teach ELs and LEP students' reading and writing skills across different content areas. Component Parts of This Thematic Unit: (a)Theme: Select an appropriate theme reflecting texts you read such as STEM, weather, ocean, family structure, etc. You need to explore 4 aspects of your themes. For example, Weather conditions include hurricane, tornados, blizzards, and droughts. (b) Grade Level: (c) Focus: Develop a one-sentence focus statement that summarizes the direction and intent of the unit. (d) Objectives: Identify three or four specific objectives you wish students to master by the completion of the unit. (e) Materials and Resources: Determine all the necessary materials and resources after the unit has been written. (f) Reading and Writing Activities: Develop activities you wish to use throughout the unit, at least 2 strategies for each book. (g)Discussion Questions: Include a variety of open-ended questions that help students think about the topic in varied and divergent ways. (h)Evaluation: Develop appropriate assessments to evaluate student progress throughout the unit. Avoid relying on formal pencil and paper test; select criteria to measure growth. (i) Presentation content: You need to summarize each strategy and discuss how to use each strategy to help the student develop L2 language and literacy, and how it makes content comprehensible. You need to state standards that align with each strategy. Then you need to select one strategy to demonstrate how to use the strategy with ELs or ELP students in a content classroom. You also need to provide a handout of your selected strategy to your classmates. The handout will include 3-4 links that your classmates can use to learn about the strategy. The example of power point presentation, the checklist and the rubric are listed on D2L. **Also see the handout page numbers: 25-27**

Some example Strategies for Using Writing and Reading: K-W-L; Skimming and Scanning (Comprehension): List-Group-Label; Book pass; Text Structures and Supports; Developing Questions for reading: concept ladder; Book in a day; Reciprocal Teaching (comprehension); DR-TA (Directed Reading-Thinking Activity); Learning Logs; Compare and Contrast; QAR (Question-Answer Relationship)

ESL Supplemental Practical Exam (Short Version) and ESL Supplemental Practical Exam (Long Version)

For the Supplemental Exam, WFISD and other districts in Texas are really looking at having all of their new hires be ESL endorsed; this is different from ESL certified. For ESL endorsement, you only need to take the ESL test and pass it with an 80% or better. Once you pass the test, you pay a fee to have it added to your license, just like you have to do with any other test you take (e.g., PPR, Bilingual Generalist, Special Ed.). Then, your score is good for 5 years, but you still have to take a certain number of professional development hours (depending on your school district) to maintain your endorsement. It really does help you be more marketable.

This practice test will comprehensively address the main themes of this test, such as: Language Concepts and Language Acquisition an ESL Instruction and Assessment, as well as Foundations of ESL Education, and Family and Community Involvement. Review of some practical exam questions for each domain will be provided.

ESL TExES supplemental exams(154) are included:

Domain I- Language concepts and language acquisition (25%)
- Competency 001: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Competency 002: The ESL teacher understands the processes of the L1 and L2 acquisition and the interrelatedness of L1 and L2 development.

Domain II- ESL instruction and assessment (45%)
- Competency 003: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- Competency 004: The ESL teacher understands how to promote students' communicative language development in English.
- Competency 005: The ESL teacher understands how to promote students' literacy development in English.
- Competency 006: The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.
- Competency 007: The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.

Domain III- Foundations of ESL education, family and community involvement (30%)
- Competency 008: The ESL teacher understands the foundations of ESL education and types of ESL programs.
- Competency 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective different learning environment.

- Competency 010: The ESL teacher knows to serve as an advocate for ESL students and facilitate family and community involvement in their education

Grading

Course Grade - Final grade will be determined by the number of points earned through completion of the following assignments and your attendance. You are required to finish all of the assignments in order to receive a complete final grade. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile, you will lose 10 points on your final grade.

Table 1: Points for each assignment

Assignments	Points
Participation	100
Weekly Reading Journal	250
ESL Teaching Resources Folder	100
Evaluate and Modified Lesson Plan Template	100
ELL Portfolio	200
ESL Strategy Presentation	100
ESL Supplemental Practical Exam	150
Total Points	1000

Table 2: Total points for final grade

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Grading Scale:
A= 1000- 900 Work that is outstanding and exemplary.
B= 899-800 Work that is above the minimum requirements.
C= 799-700 Work that meets expected level of performance for most students.
D= 699-600 Work that falls short of minimum criteria.
F= 599 below Work that falls well below the expected level of performance for most students.

Course Schedule

Week	Activities	Due Date
Week 1 Jan.19- Jan.24	1.Over Course Syllabus	NA
Week 2 Jan.26- Jan31	2. Chapter 1: An introduction English Learner Program Models	NA
Week 3 Feb.2- Feb.7	3. Chapter 2 (1) Language and Language: Communicative Competence Acquisition, Academic Language, and theories (2) Review 1-5 Strategy (Herrell & Jordan Text)	NA
Week 4 Feb.9- Feb.14	4. Chapter 3 (1) Classroom Practices, Thematic Instruction and langue learning (2) Review 6-10 Strategy (Herrell & Jordan Text)	NA
Week 5 Feb.16- Feb.21	5. Chapter 4 (1) New literacies Technology to differentiate instruction for ELs (2) Review 11-15 Strategy (Herrell & Jordan Text)	NA
Week 6 Feb.23- Feb.27	6. Chapter 5 (1) Oral language development and error correction Oral language teaching strategies & assessment (IPI, SOLOM, TELPAS) Reading fluency, (2) Practice 16-20 Strategy (Herrell & Jordan Text)	NA
Week 7 Mar.2- Mar.7	7. Chapter 6 First step to literacy: English Learners beginning to write and read (2) 21-25 Strategy (Herrell & Jordan Text)	**** The Weekly Reading Response Journal #1 is due on Mar.8th by 11:59pm**
Week 8 Mar.9- Mar.14	**8.Spring Break**	**No Class**
Week 9 Mar.16- Mar.21	9.Chapter 7 (1) Vocabulary development and strategies Vocabulary Development (2) Review 26-30 Strategy (Herrell & Jordan Text)	NA

Week	Activities	Due Date
Week 10 Mar.23-Mar.28	10. Chapter 8 (1)L2 writing development and L2 writing instruction and writing sample analysis, (2) Review 31-35 Strategy (Herrell & Jordan Text)	****The Evaluate and Modified Lesson Plan is due on Mar.29th by11:59pm**
Week 11 Mar.30-Apr.4	11. Chapter 9 (1) L2 reading development Reading, differentiate reading and literature instruction, (2) Review 36-40 Strategy (Herrell & Jordan Text)	NA **(Apr.2-3: Holiday Break)**
Week 12 Apr.6-Apr.11	12. Chapter 10 (1) Content Area Reading (before, during, after reading text analysis), (2) Review 41-45 Strategy (Herrell & Jordan Text)	**** The ESL teaching resources folder is due on Apr. 12th by 11:59pm**
Week 13 Apr.13-Apr.18	13. Chapter 11 (1) Differentiating Assessment for language proficiency After reading strategy (2) Review 46-50 Strategy (Herrell & Jordan Text)	NA
Week 14 Apr.20-Apr.25	14. Work on ESL Strategy Presentation, Weekly Reading Response Journal (Chapters 6-11), and ELL Portfolio.	****The Weekly Reading Response Journal # 2 (Chapters 6-11) is due on Apr.26th by 11:59pm**
Week 15 Apr.27-May 2	15. ESL Strategy Presentation-	****The ESL Strategy Presentation Power Point slides are due on May 3rd by 11:59pm.**
Week 16 May 4-May 9	16. Work on ELL Portfolio	****Submit ELL Portfolio to TK-20, due May 12th by 11:59pm.**
Week 17 May 11-May 15	17. Final Exam online	**** The final exam is due on May 13th by 11:59pm**

References

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