



ESL Methods & Materials

College of Education

ECED 3173 Section x10 Part of Term B (Oct. 18 to Dec.13)
Fall 2025

Contact Information

Instructor: Dr. Suhua Huang

Office: BH214

Office hours: Mondays (11:00am-1:00pm), Wednesdays (11:00am-1:00am),
Thursdays (10:00pm-11:00am) Or By appointment

Office phone: (940)397-4763

E-mail: suhua.huang@msutexas.edu

Instructor Response Policy

The best way to contact me is through email. I will respond your email within four hours expect on weekends and holidays.

Textbook & Instructional Materials (Optional)

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 focuses on knowledge of and instruction for English Language Learners. Undergraduate students will examine research instructional strategies, and teach a strategy to English Learners. The course requires students to build a foundation for working with families with an asset approach to learning and using first language skills in instruction. 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: applied linguistic and second language acquisition, methods in teaching English as a second language, curriculum development and adaptation, and language assessment.

Course Objectives

All course objectives are aligned to TEA Standards for English Language Proficiency Standards, TExES EC-6 Core subject ELAR standards/examination framework (competency 1-10) Science of Teaching Reading (STR) Standards and Examination Framework: Pedagogy and Professional Responsibilities (PPR), EC-

12 (160), and English as a Second Language Supplemental (154). All standards have uploaded to D2L.

Upon completion of the course, students should be able to

1. 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 an understanding influences of various aspects of 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. Synthesize and articulate how principles of second language acquisition research in bilingual education frame and support inclusive instructional practices.
4. Understand and implement methods of English language development to use with all levels of English language learners (beginning, intermediate, advance, and advance high).
5. 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.)
6. Understand how to use formative and summative assessments with ELs and LEP students.

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.

Providing teacher resources to home/community/school gap

- 2.1 States of learning adjustment
- 2.3 Factors that influence EL and LEP parent involvement in the school
- 2.4 Strategies and activities that promote parent, school and community relationship in the classroom

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 ELLs
- 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 Types of assessment and assessment characteristics
- 6.2 Alternative approaches to assessment
- 6.3 Monitoring student progress

State Standards

The detailed list for each standard and test framework is listed: the TEA Standards for Pedagogy and Professional Responsibilities (PPR), English Language Proficiency Standards, and Science of Teaching Reading (STR) Examination Framework. EC-6 Core Subject ELAR Standards and EC-6 ELAR Examination Framework, Technology Application for All Teachers Standards, and Technology Applications for All Teachers Standards.

Key Assessments

EL Portfolio and ESL Strategy Presentation.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

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

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

Disability Support Services
Student Wellness Center
Phone: 940-397-4140
Email: disabilityservices@msutexas.edu
Website: [DSS Webpage](#)

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 or 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 in 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 (Source from Texas Tech University).

Campus Carry Policy

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 [MSUReady – Active Shooter](#). 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."](#)

Campus Carry:

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at [Campus Carry Policy](#)

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.

Assignments

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 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.

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.

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.

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 Video Teaching Presentation

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. You need to upload your teaching video link to D2L.

Some example Strategies for Using Writing and Reading: K-W-L; Skimming and Scanning (Comprehension): List-Group-Label; Book pass; Text Structures and Supports.

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
ESL Teaching Resources Folder	100
Evaluate and Modified Lesson Plan	100
ELL Portfolio	200
ESL Book Strategy Presentation	100
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A (Mastery)	900 to 1000
B (Proficiency)	800 to 899
D (Developing)	600 to 799
F (Failure)	Less than 600

Course Schedule

Week	Activities	Due Date
Week 1 Oct. 20- Oct. 25	1. Read course syllabus and each module. Each module includes rubrics, examples, resources, and writing directions.	NA
Week 2 Oct.27- Nov.1	2. ESL Teaching Resources Folder Work on the ESL Teaching Resources Folder. For more detailed information and writing examples, please check with ESL Teaching Resource Folder Module	**Due on Nov.2 nd by 11:59pm
Week 3 Nov.3- Nov.8	3. Evaluate and Modified Lesson Plan Work on Evaluate and Modified Lesson Plan. For more detailed information and writing examples,	** Due on Nov.9 th by 11:59pm

Week	Activities	Due Date
	please check with Evaluate and Modified Lesson Plan Module	
Week 4 Nov.10- Nov.15	4. ESL Book Strategy Presentation Work on ESL Book Strategy Presentation. For more detailed information and writing examples, please check with ESL Book Strategy Presentation Module	** Due on Nov.16 th by 11:59pm
Week 5 Nov.17- Nov.22	5. Work on ELL Portfolio Part I For more detailed information and writing examples, please check with ELL Portfolio Module.	NA
Week 6 Nov.24- Nov.29	6.Work on ELL Portfolio Part II	Thanksgiving Holidays
Week 7 Dec.1 to Dec.6	7.Work on ELL Portfolio Part II, III & IV.	NA
Week 8 Dec. 8 to Dec.13	8. Wrap up ELL Portfolio Project	** Submit your complete ELL Portfolio to TK-20 by Dec.11 th by 11:59pm