ECED 5173 – ESL Methods and Materials
DX1/ X40

Midwestern State University
Gordon T. & Ellen West College of Education
Summer II 2022 Graduate Course

Professor Information

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Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

Peregoy, S., & Boyle, O. F. (2017). Reading, writing, and learning in ESL: A resource book for teaching k-12 English Learners (7th ed). Boston: Pearson (ISBN: 978-013-40154-8)

Course/Catalog Description

ECED 5173 ESL Methods and Materials: Curriculum, methods and materials for teaching English as a Second Language. (MSU Graduate Catalogue, 2020-2021).

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.

- Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- Content Knowledge - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

- Application of Content - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- Assessment - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Planning for Instruction - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Instructional Strategies - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Objectives

1. Students will learn the theoretical basis of language and language acquisition competencies.
2. Students will learn theories of cognitive development in ESL contexts.
3. Students will learn language development and language acquisition models and models for instruction in ESL contexts.
4. Students will acquire linguistic knowledge of English for L2 (English).
5. Students will explore strategies of first- and second-language acquisition to promote students' English language development.
6. Students will plan and implement effective and appropriate ESL instruction using factors that affect ESL students' learning, language and culture.
7. Students will use a variety of classroom organization techniques, program models, and teaching strategies to integrate language skills.
8. Students will understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs.
9. Students will be exposed to standards-based procedures used with ESL students.
10. Students will learn about family and community involvement trends that contribute to an effective English learning environment.

TExES ESL Supplemental Standards

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 first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.

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.

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 multicultural and multilingual learning environment.

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

Assessment

Students will demonstrate mastery of these standards by their participation in class, reading reflections, a multicultural book project, and the completion of a teaching portfolio

Grading Procedures

Grades
A 90 – 100%   Work is outstanding and exemplary
B 80 – 89%   Work that is above the minimum requirements
C 70 – 79%   Work meets expected level of performance for most students
D 60 – 69%   Work that falls short of minimum criteria
F 59% or below   Work that falls well below the expected level of performance
                              for most students

Assignments

1. Student Engagement and Chapter Assignments 10%

You are expected to read assignments and modules, and to actively participate in group discussions and complete all work for each module.

2. Reading Summary/Reflection Paper   20%

You must respond to the Meeting the Needs of Second Language Learners book (available on PDF in D2L) in a summary paper. The paper (see template in D2L) must contain the key ideas of the chapters read for that evenings readings, what was square with my thinking, something that related to your own ideas, something pointed out to me, new that you learned and something still circling in my head, that you have a question about.

3. Multicultural Book Project 20%

You are required to select and read one multicultural children's/youth book during the semester (approved by the professor). This should also be a book that you believe will inspire/encourage ESL students to overcome language and cultural barriers. You create a presentation of the book using a form of technology (PowerPoint, google slides, Prezi, etc.) including the following areas:

- Summary of the book with an explanation of the author and illustrator
- Explanation of 3 outside critiques of the book
- Which groups/individuals are included in the book? How are they represented?
- How could this book be used in the classroom for content area instruction?
- How would this book be a motivator in reading activities for ELLs?
- What does current research say about using multicultural picture books in the classroom?

4. ELL Portfolio 40%

You will prepare a portfolio demonstrating your knowledge of ESL methods and your ability to plan appropriate instruction for CLD students. Your portfolio should contain the following items:

Part I: English Language Proficiency Standards

Part II: Instructional Strategies for English Language Learners

Part III: Sheltered Instruction Observation Protocol Lesson Plan

Part IV: Instructional Strategy Modeling and Reflection

5. **IRIS Module Paper: Teaching English Language Learners: Effective Instructional Practices 10%**

Students will be required to go through each section the challenge, initial thoughts, perspectives and resources, the wrap up. You will then find 3 scholarly articles that align with the topics discussed in the module of research based ESL strategies to use in the classroom, and write a 2 page paper revealing your findings on best practices for ESL instruction.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course.

Other Class Policies

- Disability Support – As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.
- Academic Honesty Policy – Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy – Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy – Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil

rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.

- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Senate Bill 11 Handgun Policy -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

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In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Adams, B. L. (2018). Toward Relevant Immigrant Pedagogy: Teacher and Student Interactions in an Urban Classroom. Journal of Behavioral & Social Sciences, 5(3), 119–135.

Clausen, D. (2017). Empowering English Language Learners in Postsecondary Classrooms An Inquiry into Best Practices. Journal of Alternative Perspectives in the Social Sciences, 8(4), 452–473.

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https://www.readingrockets.org/article/high-leverage-and-evidence-based-practices-promising-pair-all-learners

[Reading Rockets Evidence Based Practices](#)

[High Leverage Practices](#)

[ELL strategies-best-practices](#)

Barnes, E. M., Grifenhagen, J. F., & Dickinson, D. K. (2016). Academic Language in Early Childhood Classrooms. *Reading Teacher*, 70(1), 39–48. https://doi.org/10.1002/trtr.1463

Díaz-Rico, L. T. (2018). *The crosscultural, language, and academic development handbook: A complete K-12 reference guide* (6th ed.). Boston: Pearson/Allyn and Bacon.

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Kwon, J., Ghiso, M. P., & Martínez-Álvarez, P. (2019). Showcasing transnational and bilingual expertise: A case study of a Cantonese-English emergent bilingual within an after-school program centering Latinx experiences. *Bilingual Research Journal*, 42(2), 164–177. https://doi.org/10.1080/15235882.2019.1589605

HerrEB/EL, A. L. & Jordan, M. (2020). *50 strategies for teaching English language learners* (6th ed.). Boston: Pearson.

Freeman, D. E., Freeman, Y. S., & Soto, M. (2021). *Between worlds: Second Language Acquisition in Changing Times*. Portsmouth, NH: Heinemann.

Appendix A: Standards/Competencies

1. Assignment/Module/ Course Activities	Course Objectives or Student Learning Outcomes	Standard or Competency
Student Engagement and Chapter Assignments	1,5,8,10	Competency 2,3,7,10
Reading Summary/Reflection Paper	1,2,3,4,5	Competency 1,2,3
Multicultural Book Project	6	Competency 9
ELL Portfolio	1,2,3,4,5,6,7,8,9	Competency 1,2,3,4,5,6,7,8,9
IRIS Module Paper: Teaching English Language Learners: Effective Instructional Practices	1,2,3,4,5	Competency 1,2,3