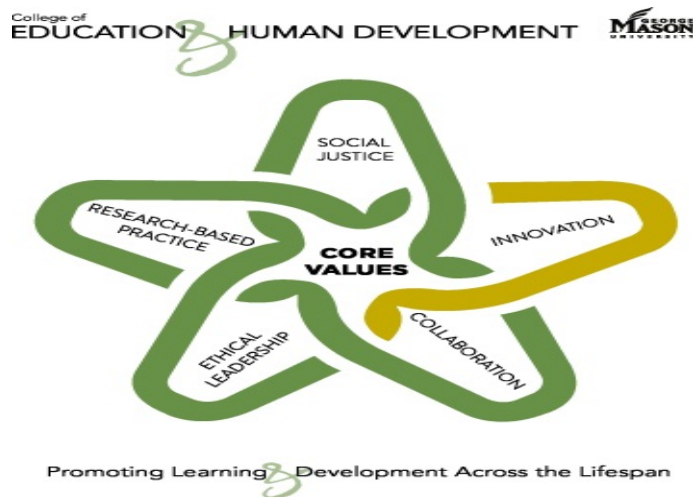


**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
TEACHING CULTURALLY AND LINGUISTICALLY DIVERSE AND EXCEPTIONAL  
LEARNERS**



**EDCI 589 001**  
**Cultural and Linguistic Inquiry in TESOL**  
3 Credits, Spring 2024  
Asynchronous Online  
6/20/24 – 8/15/24  
CRN: 41172

**Faculty**

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Prerequisites/Corequisites

None

University Catalog Course Description

Provides culminating experience that emphasizes TESOL professional as change agent through critical inquiry into cultural and linguistic influences on learning environments and language/literacy learning experiences. Provides opportunity to research key aspects of critical inquiry and apply to practice across TESOL settings through master's capstone project.

Course Overview

This final course in the master's in curriculum and instruction with a concentration in TESOL program affords candidates an opportunity to complete a master's thesis-level capstone project. This

capstone project emphasizes salient concepts for TESOL professionals to carry forward into their careers in ESL/EFL/EAL contexts with learners across the life span. This master's capstone course aims to inspire candidates to embrace the notion of careful, in-depth study of culturally and linguistically diverse learners' experiences in ESL/EFL/EAL contexts *in order to* critically reflect on how and why they will apply theoretical and practical knowledge to enhance language/literacy learning experiences and outcomes for ESL/EFL/EAL learners.

The capstone project invites TESOL professionals to interweave the notions of intercultural competence, interrogation of one's own fluid cultural identity (race, ethnicity, language, gender, religion, sexual orientation, age, socioeconomic status), and contemporary approaches for teaching ESL/EFL/EAL learners (e.g., critical and postmethod pedagogies, culturally responsive pedagogy and translanguaging, multiliteracies and digital literacies) in an in-depth inquiry and research-based project. Candidates will author a comprehensive paper representative of a master's thesis based on their inquiry and research.

Specifically, the capstone project is a ***Cultural and Linguistic Inquiry (CALI)*** of an ESL/EFL/EAL learning environment of interest to the candidate and application of theoretically sound language/literacy learning opportunities and experiences for bi-multilingual learners in this context. The CALI project affords candidates the opportunity to conduct an analysis of learner experience in the ESL/EFL/EAL context to develop a line of inquiry, or puzzlement, to pursue with the goal of illuminating research-based ways to enhance educational experiences and outcomes for learners in this context. Candidates must demonstrate explicit and well-explained theory to practice connections and considerations that reflect and apply their thinking and learning about contemporary approaches for English language teaching that are the central focus of this course.

Candidates will locate and read relevant research **from peer-reviewed journals** around the puzzlement and **write a concise literature review** that synthesizes knowledge about theory and practice. Candidates will strive to: integrate learning about the context and learners of focus with key concepts from relevant research and contemporary approaches for English language teaching in this course to **analyze and interpret meanings** in order to **make recommendations for real-world practice** that promise to enhance/improve learning environments and language/literacy experiences and outcomes in the ESL/EFL/EAL context.

### Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus and/or on Blackboard. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. The instructor may also hold virtual office hours through Zoom.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### Learner Outcomes or Objectives

This course is designed to enable students to do the following:

- Apply a theoretical framework to identify and analyze an inquiry (puzzlement) related to cultural and linguistic factors that influence language learning environment and/or language/literacy development of ESL/EFL/EAL learner(s) in a field setting.
- Conduct a review of research relevant to conduct an in-depth study of the identified puzzlement and write a concise literature review
- Enhance intercultural competence through analysis of influence of one's own cultural and linguistic beliefs, values, assumptions, and biases on approach to the puzzlement.
- Apply and synthesize learning from analysis and review of research to propose and explain theoretically sound change(s)/solution(s) that address the puzzlement.
- Critically reflect on learning from capstone project and other TESOL master's courses to articulate a nuanced analysis of impact on practice in ESL/EFL/EAL setting.
- Identify concrete actions and resources for continued growth as a TESOL professional.

### Professional Standards

TESOL/CAEP (Council for the Accreditation of Educator Preparation) Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

**Upon completion of this course, students will have met the following professional standards:**

### **TESOL/CAEP STANDARDS:**

#### Standard 2: ELLs in the Sociocultural Context

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories. Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

2a. Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of ELLs.

2b. Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for ELLs.

2d. Candidates devise and implement methods to learn about personal characteristics of the individual ELL (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.

2e. Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual ELLs and ELLs in general.

#### Standard 5: Professionalism and Leadership

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

5c. Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.

### Standards for ESL/EFL Teachers of Adults Framework

#### Domain: Identity and Context

Standard 4: Teachers understand the importance of who learners are and how their communities, heritages and goals shape learning and expectations of learning. Teachers recognize the importance how context contributes to identity formation and therefore influences learning. Teachers use this knowledge of identity and settings in planning, instructing, and assessing.

#### Domain: Learning

Standard 6: Teachers draw on their knowledge of language and adult language learning to understand the processes by which learners acquire a new language in and out of classroom settings. They use this knowledge to support adult language learning.

#### Domain: Commitment and Professionalism

Standard 8: Teachers continue to grow in their understanding of the relationship of second language teaching and learning to the community of English language teaching professionals, the broader teaching community, and communities at large, and use these understandings to inform and change themselves and these communities.

#### Required Text

Vinogradova, P., & Shin, J. K. (2021). *Contemporary foundations for teaching English as an additional language: Pedagogical approaches and classroom applications*. Routledge. ISBN 978-0-367-02635-6

**NOTE:** This textbook is available online to Mason students through Mason's University Libraries: <http://mutex.gmu.edu/login?url=https://www.taylorfrancis.com/books/9780429398612>

Additional supplementary readings (articles and book chapters) will be posted as required reading on Blackboard.

**Recommended Books:**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

**Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

## Assignments and/or Examinations

ASSIGNMENT	BRIEF DESCRIPTION	PERCENT OF GRADE	DUE DATE
<b>1. Informed Participation— Discussion Board, blogs, application activities, and contributions of relevant research to share w. class.</b>	Students are expected to actively participate online by critically analyzing, asking questions, and making observations about the readings/resources, thereby indicating they have thoroughly engaged with the content. Reflection on learning and on application of new knowledge is expected.	<b>25%</b>	Ongoing
<b>1. Cultural and Linguistic Inquiry (CALI) Part I</b> <i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i>	Identification & Description of TESOL Context of Focus;  Development of Central Inquiry/Puzzlement	<b>15%</b>	Module 2
<b>2. Cultural and Linguistic Inquiry (CALI) Part II</b> <i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i>	Literature Review – synthesis of relevant research emerging from inquiry	<b>20%</b>	Module 4
<b>3. Cultural and Linguistic Inquiry (CALI) Part III</b> <i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i>	Critical analysis, interpretation, & recommendations	<b>20%</b>	Module 8
<b>4. Cultural and Linguistic Inquiry (CALI) Part IV</b> <i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i>	Reflection & relevance/implications of findings for practice	<b>15%</b>	Module 8

<b>5. Final CALI Project (Part V)</b>	Compilation of Final CALI Project (Parts I-IV)	<b>5%</b>	Module 8
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## Other Requirements

### ATTENDANCE POLICY

Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

### Field Experience

Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. **Expect to spend about 15 hours of fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.**

### Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Course Grades	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements.
A	94-99	4.00	Represents mastery of the subject through effort beyond basic requirements.
A-	90-93	3.67	Represents mastery of the subject through effort beyond basic requirements.
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level.
B	80-84	3.00	Reflects an understanding of and the ability to apply theories and principles at a basic level.
C	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.



F	<70	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course.
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See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

## Assignment Details

### 1. INFORMED PARTICIPATION—DISCUSSION BOARD AND ONLINE ACTIVITIES (25% = 125 POINTS)

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules and any Warm-up Activities that require a submission. Your discussion posts and any other work (e.g., application activities) should reflect learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge is important to your understandings, **demonstrating the way that deep engagement with the course content expands your knowledge, disposition, and skills as a reflective practitioner is expected and necessary for earning full participation points.** That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice in diverse, inclusive classrooms.

### 2. Cultural and Linguistic Inquiry (CALI) – Capstone Project (375 Total Points)

**Please see Assignments chart in this syllabus for breakdown of percentage of each piece of CALI project.**

**Also, please note that you will share various pieces of your CALI project with your peers during the course through CALI Project Peer Sharing on Blackboard.**

The Cultural and Linguistic Inquiry (CALI) capstone project represents a culminating project in this master's program that is equivalent to a master's thesis. The CALI capstone project provides candidates with an opportunity to develop a line of inquiry around salient theoretical and practical facet(s) of teaching and learning in a specific English language teaching context of interest to the candidate. Through researching the identified context of focus, candidates will provide a rich description of the spectrum of bi-multilingual learners who may be students in this context as well as the structure, organization, curricular goals, methodologies, sociopolitical, and sociohistorical factors that shape learner experience. Candidates will identify a specific line of inquiry, or *puzzlement*, related to teaching and learning with bi-multilingual learner(s) in the chosen context. Candidates will conduct an in-depth investigation to pursue their line of inquiry through locating, reading, and synthesizing relevant research and writing a concise literature review. From these findings, candidates will present thoughtful recommendations for optimizing the teaching and learning environment and teaching practice that are promising for enhanced outcomes for bi-multilingual learners in this context.

In addition to research located for this project, candidates are encouraged to draw on learning and resources from other courses in this master's program as applicable.

**In this eight-week course, it will be essential that candidates complete the CALI project in distinct steps (parts) by due dates as outlined in this syllabus and on Blackboard.** Please find below a description of concrete steps for each part of the CALI project. The rubric for this capstone project follows the course schedule in this syllabus.

## **Cultural and Linguistic Inquiry (CALI) Part I – Description of Context & Learners AND Identification of Central Inquiry/Puzzlement (75 Points):**

For CALI Part I, candidates will identify an TESOL context of focus. **Candidates are strongly encouraged to choose a context in which they already teach (if they plan to continue teaching in that context) or a context in which they are likely to teach in the future.** For example, contexts could be (but are not limited to):

- ESOL or English as a New Language (ENL) teaching in PK-12 public or private schools
- English as a Foreign Language (EFL) or English as an Additional Language (EAL) teaching with PK-12 learners in international contexts
- English language programs in higher education—community college or university
- Community-based or non-profit contexts that serve adults from immigrant or refugee backgrounds
- Workforce development programs in adult education

For Part I, candidates will **use reliable sources** (organizational websites, governmental reports/briefs, or journal articles) to **write a rich description** of the English language learning and teaching context as well as the “typical,” or potential learners that are likely to pursue English learning in this context. **This is not an exercise in imagination but a well-informed description** of the TESOL context and the bi-multilingual learners who are likely to study in this context. For example, candidates can consider:

- What is the typical organizational structure and general “realities” of this context?
- Who are the TESOL professionals in this context? What kind(s) of credentials do they typically have? What kind(s) of course(s) do they teach? What kinds of materials/curriculum are used? What are the mandated assessment practices (if any)?
- What kinds of regulatory bodies or policies govern English language teaching in this context? Where does funding come from? How do policies/funding considerations affect the learning context?
- Which group(s) of bi-multilingual learners are typically served in this context? What are prevalent cultural, linguistic, sociopolitical, and sociohistorical factors that shape learner experience in this context?

After researching and providing a rich portrayal of the TESOL context and the bi-multilingual learners likely to be served, candidates **will identify ONE central inquiry/puzzlement that they consider to be salient for optimizing the learning the environment, language/literacy learning experiences, and outcomes for the bi-multilingual learner(s) in this context.** For example, drawing upon deep knowledge from coursework and learning experiences as TESOL professionals at the end of an intensive master’s program, candidates will identify a meaningful line of inquiry to investigate that can lead to recommendations, anchored in theory and research-based practices, that are promising for enhancing/improving current experiences and outcomes for bi-multilingual learners in this context.

## **Cultural and Linguistic Inquiry (CALI) Part II – Literature Review (100 Points):**

In CALI Part II, candidates will **conduct a literature review of relevant research around the identified line of inquiry/puzzlement.** It will be important that candidates spend time locating, reading, annotating, and organizing key takeaways from research that is highly relevant to the identified inquiry/puzzlement. That is, candidates will **conduct a focused review of the literature,** deciding parameters for what will be included and what will be excluded, in order to create a succinct, well-synthesized, and informative literature review.

Candidates are expected to **include a minimum of six peer-refereed journal articles** that are highly relevant to the inquiry/puzzlement in the literature review in Part II. (Note: these are in addition to any sources that may have been used in Part I to richly describe the TESOL context). Other scholarly sources (e.g., book chapters, textbooks, research shared by the instructor, etc.) may be included in addition to the required minimum of six peer-referred journal articles. **Throughout the course, candidates will share key concepts and interpretations of relevant research about their inquiry/puzzlement with peers.**

Candidates will **write a synthesis** of key concepts/themes from the literature review and **integrate candidate's own thinking (interpretation/analysis)** with clear connections to the inquiry/puzzlement. It is critical that candidates **avoid summarizing** the findings from the included research "one-by-one." Instead, candidates must **aim for a concise synthesis and interpretation of the relevant research.**

### **Cultural and Linguistic Inquiry (CALI) Part III – Analysis, Interpretation, and Recommendations (100 points):**

In CALI Part III, candidates will **apply a critical lens to analyze and interpret the meaning(s)/implication(s) of their findings on teaching and learning in the TESOL context of focus.** Candidates will **create a nuanced set of recommendations for enhancements/improvements** that are firmly situated in the findings (research) from the inquiry and hold promise for *optimizing* the learning environment, language/literacy learning experiences, and outcomes for bi-multilingual learner(s). In their analysis, interpretations, and recommendations, candidates will make meaningful connections to the theoretical and pedagogical tenets of contemporary English language teaching.

### **Cultural and Linguistic Inquiry (CALI) Part IV – Reflection & Relevance for Practice (75 points)**

In this section, candidates will **reflect on and explain the importance of the CALI inquiry to their work as a current or future TESOL professional.** How and why does this in-depth knowledge matter to being a TESOL professional in relation to responsibilities for engaging in advocacy? Building relationships with students/families? Collaborating with colleagues? Designing/implementing culturally and linguistically responsive instruction and assessment by applying contemporary approaches to English language teaching (ELT)? How and why does this in-depth knowledge matter to learning experiences and outcomes for bi-multilingual learners in their CALI context of focus? Candidates **should also explicitly explain the way that their own positionality and cultural identity (race, ethnicity, language, religion, gender, sexual orientation, age, beliefs, values, assumptions, biases) may have influenced and shaped their CALI interpretations and assertions.** That is, candidates should be clear about the way that their own cultural lens has informed their thinking and why this recognition is critical for continued or future work as a TESOL professional in this context.

### **Cultural and Linguistic Inquiry (CALI) Part V - Compilation of the Final CALI Project (25 points)**

Candidates will **review, refine, and revise their work to compile Parts I, II, III, and IV into a final master's paper.** The paper must be clearly and concisely written in academic style, reflective of graduate-level expectations. Strive to avoid overly long sentences and paragraphs. Use direct quotes judiciously. Use CALI Parts I, II, and III as major headings but create subheadings that make sense to the candidate to organize the paper to achieve coherence.

Please use *Times New Roman* 12-point font, 1” margins, and **double-spacing** for the final paper. Use **APA-7 style for within-text citations and on the References page**. Begin the paper with a title page and include a running head. Use page numbers. **Include an abstract (150 word maximum)** that succinctly summarizes the CALI work and identifies 3-5 keywords. Please follow this structure and page-length parameters:

<b>Cultural and Linguistic Inquiry (CALI) Project</b>	<b>Page-Length Parameters</b>
Title Page with Running Head; title for CALI project, candidate’s full name, course title and semester, date of final paper submission	1 page
Abstract (maximum 150 words) with 3-5 keywords	1 page
Part I – Informed Description of TESOL Context & Learners	5-6 pages
Part II – Literature Review	6-8 pages
Part III – Analysis, Interpretation & Recommendations	6-8 pages
Part IV – Reflection & Relevance for Practice	3-4 pages
References	As needed
<b>Part V - TOTAL <i>excluding</i> title page, abstract, and references</b>	<b>20-26 pages</b>

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<b>MODULE</b>	<b>TOPICS</b>	<b>READINGS AND MAJOR ASSIGNMENT STEPS</b>
<b>1</b>	<p><b>ENGLISH LANGUAGE TEACHING GLOBAL LANDSCAPE</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>Describe how 21<sup>st</sup>-century skills frameworks align with contemporary approaches to teaching English as an additional language</li> <li>Explain implications of current concepts and considerations for your current/future work as a TESOL professional</li> <li>Reflect on research article focused on attitudes toward varieties of English and Teaching English as an International Language (TEIL)</li> </ul>	<p><b>From textbook—chapter 1:</b> Shin, J. K. (2021). Introduction: Teaching English as an additional language in the 21<sup>st</sup> century. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 3-12). Routledge.</p> <p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 1 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>
<b>2</b>	<b>CRITICAL PEDAGOGIES IN TESOL</b>	<p><b>From textbook—chapter 2</b> Chang, B., &amp; Salas, S. (2021). Disrupting method: Critical</p>

MODULE	TOPICS	READINGS AND MAJOR ASSIGNMENT STEPS
	<p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate your vision for enacting critical pedagogies as a TESOL professional;</li> <li>• Describe your strengths and areas for growth in enacting critical pedagogies;</li> <li>• Explain how and why enacting critical pedagogies benefits multilingual learners in varied TESOL contexts</li> </ul>	<p>pedagogies and TESOL. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 15-22). Routledge.</p> <p>AND  <b>CHOOSE one case study from Chapter 2</b> (2.1, 2.2. or 2.3)</p> <p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 2 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>
3	<p><b>UNDERSTANDING POSTMETHOD PEDAGOGY TO INFORM ENGLISH LANGUAGE TEACHING</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate the way that current understandings of language, bilingualism, and language learning are impacting the field of instructional and formative assessment practices in English language teaching;</li> <li>• Explain the importance of the postmethod parameters of <i>practicality, particularity, and possibility</i> in designing learning experiences for multilingual learners in specific contexts;</li> <li>• Draw connections between the parameters of <i>practicality, particularity, and possibility</i> and the line of inquiry/puzzlement at the heart of your CALI project</li> </ul>	<p><b>From textbook—chapter 3</b>  Rashed, D. (2021). Postmethod pedagogy and its role in contemporary English language teaching. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 47-55). Routledge.</p> <p>AND  <b>CHOOSE one case study from Chapter 3</b> (3.1, 3.2, or 3.3)</p> <p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 3 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>

MODULE	TOPICS	READINGS AND MAJOR ASSIGNMENT STEPS
4	<p><b>CONNECTIONS BETWEEN CULTURALLY RESPONSIVE PEDAGOGY AND ENGLISH LANGUAGE TEACHING IN TESOL CONTEXTS</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Make and explain explicit connections between Culturally Responsive Pedagogy (CRP) and English Language Teaching (ELT);</li> <li>• Describe the relevance of CRP for your current and future work as a TESOL professional;</li> <li>• Draw connections between CRP and your CALI project line of inquiry/puzzlement and TESOL context.</li> </ul>	<p><b>From textbook—chapter 4</b>  Thomas, M., &amp; Carvajal-Regidor, M. Culturally responsive pedagogy in TESOL; In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 91-99). Routledge.</p> <p>AND</p> <p><b>CHOOSE one case study from Chapter 4 (4.1, 4.2, 4.3)</b></p> <p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 4 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>
5	<p><b>TRANSLINGUAL &amp; MULTILITERACIES PEDAGOGIES IN ENGLISH LANGUAGE TEACHING</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss the interrelatedness of translingual and multiliteracies pedagogies;</li> <li>• Share ideas for integrating translingual and multiliteracies pedagogies into current or future practice in TESOL settings;</li> <li>• Explain how/why these approaches are related to equity and strengthening learning opportunities and outcomes for multilingual learners</li> </ul>	<p><b>From textbook Chapter 5</b>  Lee, E. (2021). Translingualism in the teaching of English: Theoretical considerations and pedagogical implications. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 121-130). Routledge.</p> <p>AND</p> <p><b>Chapter 6</b>  Rajendram, S. (2021). A pedagogy of multiliteracies and its role in English language education. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional</i></p>

MODULE	TOPICS	READINGS AND MAJOR ASSIGNMENT STEPS
		<p><i>language</i> (pp. 151-159). Routledge.</p> <p>AND</p> <p><b>CHOOSE one case study from Chapter 5 OR Chapter 6</b> Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 5 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>
6	<p><b>INTEGRATING TECHNOLOGY &amp; DIGITAL LITERACIES INTO OUR ENGLISH LANGUAGE TEACHING</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify key assertions and concepts around technology and digital literacies integration and explain why these ideas resonate strongly with you</li> <li>• Explain how and why you would integrate digital literacies into your English language teaching, especially in relation to your CALI project context</li> </ul>	<p><b>From Textbook Chapter 7</b> Kostka, I. (2021). Teaching with collaborative technologies across borders. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 191-199). Routledge.</p> <p>AND</p> <p><b>Chapter 8</b> Dzekoe, R. (2021). English language education and digital literacy in the 21<sup>st</sup> century. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 217-226). Routledge.</p> <p>AND</p> <p><b>CHOOSE one case study from Chapter 7 OR Chapter 8</b></p>

MODULE	TOPICS	READINGS AND MAJOR ASSIGNMENT STEPS
		<p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 6 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>
7	<p><b>TESOL EDUCATORS AS ADVOCATES FOR EMPOWERMENT</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Share and explain your thinking related to past, current, or future advocacy work as a TESOL professional;</li> <li>• Consider and describe your own strengths and areas for growth in relation to relationship-building and leadership skills;</li> <li>• Identify, explore, and share your thinking about advocacy-related resources in this week's module</li> </ul>	<p><b>From Textbook Chapter 9</b> Linville, H. A. (2021). Advocacy for student and teacher empowerment. In P. Vinogradova &amp; J. K. Shin (Eds.), <i>Contemporary foundations for teaching English as an additional language</i> (pp. 250-256). Routledge.</p> <p>AND</p> <p><b>CHOOSE one case study at end of chapter 9.</b></p> <p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 7 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>
8	<p><b>RETURN TO ACTION RESEARCH &amp; COMPLETION OF CALI PROJECTS</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Gain an understanding of the basic tenets of action research</li> <li>• Reflect on the importance of teacher as inquirer who can shape/contribute to knowledge in ELT through action research</li> </ul>	<p>No Textbook Readings.</p> <p>Other required supplementary texts/resources are located on Blackboard.</p> <p><b>Complete all Learning Module 8 Activities</b></p> <p><b>See Major Assignments Timeline for weekly steps on major assignments</b></p>



<b>MODULE</b>	<b>TOPICS</b>	<b>READINGS AND MAJOR ASSIGNMENT STEPS</b>
	<ul style="list-style-type: none"><li>Engage in and share ideas for an action research thought experiment in relation to your CALI Project</li></ul>	

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students are expected to be familiar with the [policies and procedures](#) of the University and the College of Education and Human Development.
- Students must adhere to the guidelines of the [Mason Honor Code](#).
- **NOTE:** *Any text generated by an artificial intelligence (AI) text-generation tool (such as ChatGPT) is not accepted in this class as “the student’s own work,” and so will be considered similarly to text published on paper or online or text composed or significantly edited/alterd by another person. The use of such text without proper attribution is a violation of academic integrity.*
- Students must follow the university policy for [Responsible Use of Computing](#).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from [Disability Services](#) is received by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

**RUBRIC FOR CALI PROJECT**

SCORE POINTS	DOES NOT MEET	APPROACHING	MEETS STANDARDS	EXCEEDS STANDARDS
DOMAIN	0-69%	70-79%	80-89%	90-100%
<p><b>CALI (Part 1)</b></p> <p><b>Description of TESOL Context of Focus</b></p> <p><b>Identification of Central Inquiry/Puzzlement</b></p> <p><i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i></p> <p><b>(75 points)</b></p>	<p>Unsatisfactory description of the TESOL context and the bi-multilingual learners who are likely to study in this context</p> <p>Unsatisfactory statement of ONE central inquiry/puzzlement that is not salient for optimizing the learning the environment, language/literacy learning experiences, and outcomes for the bi-multilingual learner(s) in this context</p> <p>0 to 52 points</p>	<p>Informed but under-developed description of the TESOL context and the bi-multilingual learners who are likely to study in this context</p> <p>Unclear statement of ONE central inquiry/puzzlement that is not fully salient for optimizing the learning the environment, language/literacy learning experiences, and outcomes for the bi-multilingual learner(s) in this context</p> <p>53-59 points</p>	<p>Informed, satisfactory description of the TESOL context and the bi-multilingual learners who are likely to study in this context</p> <p>Clear statement of ONE central inquiry/puzzlement that is clearly salient for optimizing the learning the environment, language/literacy learning experiences, and outcomes for the bi-multilingual learner(s) in this context</p> <p>60-67 points</p>	<p>Well-informed, full description of the TESOL context and the bi-multilingual learners who are likely to study in this context</p> <p>Strong, clear statement of ONE central inquiry/puzzlement that is highly salient for optimizing the learning the environment, language/literacy learning experiences, and outcomes for the bi-multilingual learner(s) in this context</p> <p>68-75 points</p>
<p><b>CALI (Part 2)</b></p> <p><b>Literature Review</b></p> <p><i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i></p> <p><b>(100 points)</b></p>	<p>Unsatisfactorily interwoven synthesis and interpretation of some relevant research around the identified line of inquiry/puzzlement using 5 or fewer peer-referred journal articles</p> <p>0 to 69 points</p>	<p>Satisfactorily interwoven synthesis and interpretation of some relevant research around the identified line of inquiry/puzzlement using 5 or fewer peer-referred journal articles</p> <p>70 to 79 points</p>	<p>Strongly interwoven synthesis and interpretation of highly relevant research around the identified line of inquiry/puzzlement using 6 or more peer-referred journal articles</p> <p>80 to 89 points</p>	<p>Masterly interwoven synthesis and interpretation of highly relevant research around the identified line of inquiry/puzzlement using 6 or more peer-referred journal articles</p> <p>90 to 100 points</p>
<p><b>CALI (Part 3)</b></p> <p><b>Analysis, Interpretation, &amp; Recommendations</b></p> <p><i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i></p> <p><b>(100 points)</b></p>	<p>Unsatisfactory, underdeveloped analysis of implication(s) of research findings on teaching and learning in the TESOL context of focus.</p> <p>Unsatisfactory set of recommendations for enhancements/improvements that are not satisfactorily situated in the findings (research) and hold promise for <i>optimizing</i> the learning environment, language/literacy learning experiences, and outcomes for bi-multilingual learner(s).</p> <p>0 to 69 points</p>	<p>Satisfactory analysis of implication(s) of research findings on teaching and learning in the TESOL context of focus.</p> <p>Satisfactory set of recommendations for enhancements/improvements that are satisfactorily situated in the findings (research) and hold promise for <i>optimizing</i> the learning environment, language/literacy learning experiences, and outcomes for bi-multilingual learner(s).</p> <p>70 to 79 points</p>	<p>Well-nuanced, careful analysis of implication(s) of research findings on teaching and learning in the TESOL context of focus.</p> <p>Clearly thoughtful set of recommendations for enhancements/improvements that are <b>firmly situated in the findings (research)</b> and hold promise for <i>optimizing</i> the learning environment, language/literacy learning experiences, and outcomes for bi-multilingual learner(s).</p> <p>80 to 89 points</p>	<p>Highly nuanced, masterful analysis of implication(s) of research findings on teaching and learning in the TESOL context of focus.</p> <p>Highly thoughtful set of recommendations for enhancements/improvements that are <b>firmly situated in the findings (research)</b> and hold promise for <i>optimizing</i> the learning environment, language/literacy learning experiences, and outcomes for bi-multilingual learner(s).</p> <p>90 to 100 points</p>

SCORE POINTS	DOES NOT MEET	APPROACHING	MEETS STANDARDS	EXCEEDS STANDARDS
DOMAIN	0-69%	70-79%	80-89%	90-100%
<p><b>CALI (Part 4)</b></p> <p><b>Reflection &amp; Relevance of Findings for Practice</b></p> <p><i>TESOL/CAEP Standards 2a,b,d,e &amp; 5c; Teachers of Adults Frameworks Standards 4, 6 &amp; 8</i></p> <p><b>(75 points)</b></p>	<p>Unsatisfactorily nuanced reflection on and explanation of the importance of the CALI inquiry to candidate's growth and work as a current or future TESOL professional</p> <p>Unsatisfactorily nuanced reflection on the way candidate's full cultural identity has informed thinking and why this recognition is critical for continued or future work as a TESOL professional.</p> <p>0 to 52 points</p>	<p>Satisfactorily nuanced reflection on and explanation of the importance of the CALI inquiry to candidate's growth and work as a current or future TESOL professional</p> <p>Satisfactorily nuanced reflection on the way candidate's full cultural identity has informed thinking and why this recognition is critical for continued or future work as a TESOL professional.</p> <p>53-59 points</p>	<p>Well-nuanced reflection on and explanation of the importance of the CALI inquiry to candidate's growth and work as a current or future TESOL professional</p> <p>Well-nuanced reflection on the way candidate's full cultural identity has informed thinking and why this recognition is critical for continued or future work as a TESOL professional.</p> <p>60-67 points</p>	<p>Masterful reflection on and explanation of the importance of the CALI inquiry to candidate's growth and work as a current or future TESOL professional</p> <p>Masterful reflection on the way candidate's full cultural identity has informed thinking and why this recognition is critical for continued or future work as a TESOL professional.</p> <p>68-75 points</p>
<p><b>CALI (Part V)</b></p> <p><b>Compilation of Final CALI Project</b></p> <p><b>(25 points)</b></p>	<p>Final paper is <b>not written satisfactorily</b> in academic style and meets <b>few</b> expectations:</p> <p>Paper includes use of CALI Parts I, II, III, &amp; IV as major headings plus subheadings that contribute to organization. Candidate use <i>Times New Roman</i> 12-point font, 1" margins, and double-spacing.</p> <p>Candidate correctly uses APA-7 style for within-text citations and on the References page.</p> <p>Paper has a title page, includes a running head and page numbers.</p> <p>Paper includes an abstract (150 word maximum) that succinctly summarizes the CALI work and identifies 3-5 keywords.</p> <p>Candidate adheres to page-length parameters.</p> <p>0 to 17 points</p>	<p>Final paper is <b>written satisfactorily</b> in academic style and meets <b>some</b> expectations:</p> <p>Paper includes use of CALI Parts I, II, III, &amp; IV as major headings plus subheadings that contribute to organization. Candidate use <i>Times New Roman</i> 12-point font, 1" margins, and double-spacing.</p> <p>Candidate correctly uses APA-7 style for within-text citations and on the References page.</p> <p>Paper has a title page, includes a running head and page numbers.</p> <p>Paper includes an abstract (150 word maximum) that succinctly summarizes the CALI work and identifies 3-5 keywords.</p> <p>Candidate adheres to page-length parameters.</p> <p>17.5 to 19.5 points</p>	<p>Final paper is <b>well written</b> in academic style and meets <b>most</b> expectations:</p> <p>Paper includes use of CALI Parts I, II, III, &amp; IV as major headings plus subheadings that contribute to organization. Candidate use <i>Times New Roman</i> 12-point font, 1" margins, and double-spacing.</p> <p>Candidate correctly uses APA-7 style for within-text citations and on the References page.</p> <p>Paper has a title page, includes a running head and page numbers.</p> <p>Paper includes an abstract (150 word maximum) that succinctly summarizes the CALI work and identifies 3-5 keywords.</p> <p>Candidate adheres to page-length parameters.</p> <p>20 to 22 points</p>	<p>Final paper is <b>written masterfully</b> in academic style and meets <b>all</b> expectations:</p> <p>Paper includes use of CALI Parts I, II, III, &amp; IV as major headings plus subheadings that contribute to organization. Candidate use <i>Times New Roman</i> 12-point font, 1" margins, and double-spacing.</p> <p>Candidate correctly uses APA-7 style for within-text citations and on the References page.</p> <p>Paper has a title page, includes a running head and page numbers.</p> <p>Paper includes an abstract (150 word maximum) that succinctly summarizes the CALI work and identifies 3-5 keywords.</p> <p>Candidate adheres to page-length parameters.</p> <p>22.5 to 25 points</p>
<p><b>CALI PROJECT TOTAL =</b></p> <p><b>/375 Points</b></p>				