



College of Education and Human Development
Teaching Culturally and Linguistically Diverse and
Exceptional Learners

EDCI 585 SYLLABUS

TESOL METHODOLOGY

3 CREDITS, SUMMER 2024

ASYNCHRONOUS ONLINE

June 20th to August 15th 2024

Instructor: Dr. Lilly LePelch

Office Hours: Virtual Meeting via Zoom, by appointment (please schedule by email)

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COURSE INFORMATION

PREREQUISITES/COREQUISITES

N/A

UNIVERSITY CATALOG COURSE DESCRIPTION

Examines approaches, methods, and techniques for teaching culturally and linguistically diverse ESL/EFL/EAL learners, as well as resources available in the field. Demonstrates and critically analyzes teaching approaches based on second language acquisition research, including teaching language through content.

COURSE OVERVIEW

This course is highly interactive by design. It is predicated upon *learning by doing* and *discovery learning*. Assessment is based on performance-based assignments. This class will be engaged in cooperative learning, small group discussions, whole class discussions, teaching demonstrations, peer feedback, videos, multimedia, and reflection.

COURSE DELIVERY METHOD

This course will be delivered online (76% or more) using 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 @masonlive.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 and supported operation systems on different devices see:
 - [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 may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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:
 - [Adobe Acrobat Reader](#)
 - [Windows Media Player](#)
 - [Apple Quick Time Player](#)

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 **Course Schedule**. 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **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 insure accessibility must be registered with George Mason University Disability Services.

COURSE LEARNER OBJECTIVES

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

1. Identify the fundamental concepts of the knowledge base pertaining to ESL/EFL/EAL teaching; second language acquisition, and language pedagogy.
2. Learn to develop a lesson plan that uses the four language skills, listening, speaking, reading, and writing. This includes learning to develop a lesson plan that shows evidence of scaffolded, differentiated, and multi-level instruction.
3. Plan and manage an ESL/EFL/EAL class effectively and be able to evaluate and selectively apply a range of teaching strategies as appropriate to their students' needs and characteristics, particularly as they apply to the skills and needs of diverse learners. For this purpose, candidates will need to be able to assess different teaching situations and changing conditions in culturally and linguistically diverse classrooms, so as to select appropriate teaching procedures and adapt to teaching students with differing learning styles and cultural backgrounds.
4. Utilize research by understanding and critically evaluating second language learning theories to engage in a systematic investigation of the knowledge base to inform their own and others' teaching practices.

PROFESSIONAL STANDARDS

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

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

Initial TESOL Pre-K-12 Teacher Preparation Programs Standards:

- **Standard 1: Knowledge about Language:** Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.
 - 1a. Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for ELLs.
 - 1b. Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.
- **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.
 - 2c. Candidates devise and implement methods to understand each ELL's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their ELLs.
- **Standard 3 Planning and Implementing Instruction:** Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.
 - 3a. Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.
 - 3b. Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.
 - 3c. Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.

- 3e. Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.
- **Standard 4 Assessment and Evaluation:** Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.
 - 4b. Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.
- **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.
 - 5a. Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for ELL instruction, support educators and school staff, and advocate for ELLs.
 - 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.
 - 5d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

TESOL Standards for ESL/EFL Teachers of Adults Framework:

- **Domain: Planning**
 - Standard 1: Teachers plan instruction to promote learning and meet learner goals, and modify plans to assure learner engagement and achievement.
- **Domain: Instructing**
 - Standard 2: Teachers create supportive environments that engage all learners in purposeful learning and promote respectful classroom interactions.
- **Domain: Assessing**
 - Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

- **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: Language Proficiency**
 - Standard 5: Teachers demonstrate proficiency in social, business/workplace and academic English. Proficiency in speaking, listening, reading and writing means that a teacher is functionally equivalent to a native speaker with some higher education.
- **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: Content**
 - Standard 7: Teachers understand that language learning is most likely to occur when learners are trying to use the language for genuine communicative purposes. Teachers understand that the content of the language course is the language that learners need in order to listen, to talk about, to read and write about a subject matter or content area. Teachers design their lessons to help learners acquire the language they need to successfully communicate in the subject or content areas they want/need to learn about.
- **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

COURSE MATERIALS

REQUIRED TEXTBOOK

- Echevarria, J., Vogt, M.E., & Short, D. J. (2017), 5th Ed. *Making content comprehensible for English learners: The SIOP model*. Pearson.
- Garcia, O., & Kleifgen J. (2018). *Educating emergent bilinguals: Policies, programs, and practices for English learners*. Teachers College Press.
- Heritage, M., Walqui, A., & Linqanti, R. (2015). *English language learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom*. Harvard Education Press.

RECOMMENDED BOOKS:

Hall Haley, M., & Austin, T. (2014). *Content-based second language teaching and learning: An interactive approach*. (2nd ed.). Allyn & Bacon.

COURSE PERFORMANCE EVALUATION

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

ASSIGNMENTS AND/OR EXAMINATIONS

Assignments	Grade %
Informed Participation <i>TESOL Standards 5a; TESOL Adult Standards 8</i>	25%
Lesson Planning Assessment <i>TESOL Standards 3a, 3b, 3c, 3e; TESOL Adult Standards 1-4</i>	10%
Teaching with Technology <i>TESOL Standards 3e; TESOL Adult Standards 1, 2</i>	10%
Teaching Demonstration & Reflection <i>TESOL Standards 3a, 3b, 3c, 3e, 5c, 5d; TESOL Adult Standards 1-4, 8</i>	25%
Unit Plan & Reflection Analysis Paper <i>TESOL Standards 1a, 1b, 2c, 3a, 3b, 3c, 3e, 4b, 5c;</i> <i>TESOL Adult Standards 1-8</i>	30%
Total	100%

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.**

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of 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.

For more details, see the [University Catalog](#).

DETAILED DESCRIPTIONS OF ASSIGNMENTS

Specific details about each of the graded assignments can be found on the course site. Your completed assignments should be submitted via Blackboard.

INFORMED PARTICIPATION

Class participation is evidenced by thoughtful, thorough completion of **all activities** in the Weekly Modules. Your discussion and other work 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 teaching practice in diverse, inclusive classrooms.

Further details and the assignment rubric are provided on Blackboard.

LESSON PLANNING ASSESSMENT

Candidates will develop and teach a contextualized research-supported lesson plan that effectively meets the specific needs of the learners in the candidate's teaching context. For this assignment, it is important that candidates demonstrate their ability to design a culturally and linguistically responsive and effective lesson plan with a specific set of performance-based learning objectives that support the learning of their learners.

Further details and the assignment rubric are provided on Blackboard.

TEACHING WITH TECHNOLOGY

The purpose of the assignment is to build capacity to incorporate educational technology in today's classroom to enhance learning experiences for culturally and linguistically diverse (CLD) learners. Candidates will select an educational technology that can be utilized in face-to-face and/or virtual learning environment and share detailed procedural steps of how to use the chosen technology in a lesson.

Further details and the assignment rubric are provided on Blackboard.

TEACHING DEMONSTRATION AND REFLECTION

Through this assignment, candidates will demonstrate their understanding and practice of linguistically and culturally responsive teaching for their learners. As part of your 3-Lesson Unit Plan assignment, candidates will create lesson plans for Teaching demonstration 1 & 2. Candidates will teach, videotape, and share the teaching for self-reflection and collaborative peer feedback. Finally, candidates will create a PowerPoint presentation for each lesson to reflect on the instruction.

Further details and the assignment rubric are provided on Blackboard.

UNIT PLAN AND REFLECTION ANALYSIS PAPER

As the culminating project of EDCI 585, this assignment requires candidates to design, practice, and reflect on the methods, strategies, and techniques for culturally and linguistically responsive classroom teaching. Candidates will plan rigorous, standards-aligned, appropriately scaffolded instruction that supports CLD learners in accessing and learning grade-level content, language, and literacy skills. Along with the 3-lesson Unit Plan, candidates will write a Reflection Analysis paper in which they will demonstrate how they have critically engaged in the lesson planning processes, implementation, and reflection to further develop their instructional capacity for CLD learners.

Further details and the assignment rubric are provided on Blackboard.

COURSE SCHEDULE

Week	Module	Assignments
1	Getting to Know Your Learners and the Field of Language Teaching Methodology	Two Discussions One additional informed participation assignment: <ul style="list-style-type: none"> • My Multicultural Self Revisited
2	Assets-Based Approach to Teaching and Learning Language	Two Discussions Three additional informed participation assignments: <ul style="list-style-type: none"> • Simulation in an Immersion Classroom • Critical Multilingual Awareness Activity • Writing Content and Language Objectives
3	Connecting to Learners' Background and Making Content	Two Discussions Two additional informed participation assignments: <ul style="list-style-type: none"> • Mini-Lesson Design • Translanguaging Strategies and Resources Lesson Planning Assessment
4	Enhancing Classroom Instruction and Interaction	Two Discussions Two additional informed participation assignments: <ul style="list-style-type: none"> • Infographic of Classroom Applications • Reflection and Application Teaching with Technology Assignment
5	Content-Area Reading and Writing Instruction	Two Discussions One additional informed participation assignment: <ul style="list-style-type: none"> • Implementing Strategies for Instruction Teaching Demonstration 1 and Reflection
6	Practice, Application, and Lesson Delivery	One Discussion Two additional informed participation assignments: <ul style="list-style-type: none"> • Translanguaging Classroom Practice • Evaluate a SIOP Lesson
7	Review and Assessment	One Discussion One additional informed participation assignment: <ul style="list-style-type: none"> • Review and Assessment Teaching Demonstration 2 and Reflection
8	Enacting Culturally and Linguistically Responsive Pedagogy	One Discussion One additional informed participation assignment: <ul style="list-style-type: none"> • Building on Family Funds of Knowledge Unit Plan and Reflection Analysis

GMU POLICIES

CORE VALUE 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: [Core 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](#).
- 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 Tk20 should be directed to tk20help@gmu.edu or [CEHD's Online Assessment System](#).
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students](#).
- For information on student support resources on campus, see [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.

For additional information on the College of Education and Human Development, please visit our [website](#).