



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5441

TESOL Curriculum Design and Assessment

Semester 2, 2017

Contents

- 1. LOCATION 2**
- 2. STAFF CONTACT DETAILS..... 2**
- 3. COURSE DETAILS 2**
 - Summary of Course 2
 - Student Learning Outcomes 3
 - Program Learning Outcomes 3
 - AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead) 3
- 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH 4**
- 5. TEACHING STRATEGIES 4**
- 6. COURSE CONTENT AND STRUCTURE 4**
- 7. RESOURCES 10**
- 8. ASSESSMENT 11**

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5441 TESOL Curriculum Design and Assessment
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Hoa Nguyen
Office Location: Room 138, John Goodsell Building
Email: hoa.nguyen@unsw.edu.au
Phone: 9385 8349
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST 5441 TESOL Curriculum Design and Assessment	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Tuesday 19:00 – 21:00 Mathews 228	Weeks 1-9, 10-13

Summary of Course

This course provides practising TESOL/ESL/EFL teachers with the opportunity to gain new or updated skills in this specialist field. Students will be introduced to the programming, curriculum and assessment/evaluation cycle for second language teaching in a variety of school, university and adult settings in Australia and overseas, including standalone ESL/EFL programs, mainstream school classrooms, child and adult New Arrival programs and centres for English for Academic Purposes. Topics include needs analysis, curriculum and syllabus design, the planning and evaluation of units of work, strategies, techniques and resources for a variety of learners and contexts, assessment and reporting, the design, implementation and evaluation of TESOL programs, including bilingual programs; and the role of the ESOL teacher in the workplace and wider educational community.

The main ways in which the course has changed since last time as a result of student feedback:

- More opportunities for students to reflect upon their own and others' experience.
- Some minor changes to the readings/topics

Student Learning Outcomes

Outcome		Assessment/s
1	Identify, describe and critique the underlying principles of TESOL curriculum development and assessment practices	1,2
2	Demonstrate a thorough understanding of key theoretical and practical issues and debates around contemporary TESOL curriculum design and assessment	1, 2
3	Demonstrate the ability to critically analyse the strengths and weaknesses of different approaches to TESOL curriculum design and assessment and the implications for your own teaching situation	1, 2
4	Demonstrate an ability to evaluate and critique contemporary research available on TESOL curriculum and assessment issues.	1, 2

Program Learning Outcomes

Standard		Assessment/s
	Advanced disciplinary knowledge and practices	
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
	Enquiry-based learning	
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6	Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard		Assessment/s
1.2.2	Structure teaching programs using research and collegial advice about how students learn.	1
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	1
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	1

2.2.2	Organise content into coherent, well-sequenced learning and teaching programs	1
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	1, 2
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning	1,2
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	1
5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	2
5.2.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	2
5.3.2	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	2
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major research and practical issues relevant to the development of appropriate curriculum and assessment for EAL/D students. This course introduces students to the programming, curriculum and assessment/evaluation cycle for second language teaching in a variety of settings. The teaching approach will actively engage students as they discuss current TESOL curriculum theory and practice, and apply this to familiar teaching contexts.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Weekly, face to face contact sessions
- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for students to reflect critically on and improve teaching practice;
- Plenary discussions around core methodological issues and debates
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings and other useful web links.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

	DATE	TOPIC	RECOMMENDED READINGS

1.	25/7	<p>Overview:</p> <p>The history of language curriculum development. Different models of TESOL program organisation. Factors influencing program choices; reflective pedagogy, learner-centred teaching, class-centred teaching</p>	<p>Bailey, K., Benson, P. & Senior, R. (2012) In Burns, A. and Richards, J. (Eds.). <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. (Chapters 2 – 4).</p> <p>Finney, D. (2007). The ELT Curriculum: A flexible model for a changing world. In J. Richards & W. Renandya. <i>Methodology in language teaching: An anthology of current practice</i>. Cambridge: Cambridge University Press. (Chapter 7)</p> <p>Richards, J. (2001). <i>Curriculum development in language teaching</i>, Cambridge: Cambridge University Press. (Chapter 1)</p>
2.	2/8	Self-study	
3	8/8	<p>Identifying and selecting learners and assessing needs.</p> <p>Different types of ESL learners. Strategies for identifying and selecting ESL learners. Objective vs subjective needs. Factors to consider in determining needs. Different approaches to needs analysis. Learning vs language needs.</p>	<p>CAELA (2008) Needs assessment and learner self-evaluation. <i>CAELA Toolkit</i>. http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-5NeedsAssessment&LearnerSelf-Evaluation.pdf</p> <p>Fatihi, A.R. (2003). The role of needs analysis in ESL program design. <i>South Asian Language Review</i>. Vol. XIII, Nos 1&2</p> <p>Valdez, M. (1999). How learners' needs affect syllabus design. <i>TESOL Forum</i>, 37(1), 56-66.</p> <p>Warrington, S. (2005). The what, why and how of needs assessment for adult ESL learners. <i>Asia TEFL Journal</i>, 2(4), 1-16.</p> <p>Richards, L (2001). <i>Curriculum development in language teaching</i>. Cambridge: CUP (chapter 3: Need Analysis)</p>

4	15/8	<p>Selecting a curriculum framework</p> <p>Curriculum vs syllabus. The concept of curriculum frameworks. Curriculum ideologies. Participatory approaches to curriculum development. Curriculum outcomes.</p>	<p>Hurst, D. & Davison, C. (2005). Collaboration on the curriculum: Focus on secondary ESL. In Crandall, J. & Kauffman, D. (Ed) <i>Case Studies in TESOL: Teacher education for ESL and content area teachers</i> (pp. 41-66). Alexandria: TESOL</p> <p>Leung, C. (2007). Integrating school-aged ESL learners into the mainstream curriculum. In Cummins, J. & Davison, C. <i>International Handbook of English Language Teaching, Vol.11. Springer, NY.</i></p> <p>Richards, J.C. (2013). Curriculum approaches in language teaching: Forward, central and backwards design. <i>RELC Journal</i> 44(1), 5-33.</p> <p>Background curriculum reading:</p> <p>Australia:</p> <p>The Australian Core Skills Framework. Australian Government http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx</p> <p>The Certificate of Spoken and Written English. AMES NSW http://www.staff.vu.edu.au/languageandliteracy/content/links1c.htm</p> <p>The NSW Board of Studies (website), K-10 Languages syllabuses www.boardofstudies.nsw.edu.au/syllabus_sc/</p> <p>International:</p> <p>American Council on the Teaching of Foreign Languages (ACTFL) (website), National Standards for Foreign Language Education, www.actfl.org/i4a/pages/index.cfm?pageid=3392</p> <p>Council of Europe 2001 (website), Common European Framework of Reference for Languages: Learning, Teaching, Assessment www.coe.int/t/dg4/linguistic/cadre_en.asp</p>
5	22/8	<p>Rich tasks design and implementation in multilingual classroom</p> <p>Guest lecturer</p>	<p>Michell M; Sharpe T (2005).Collective instructional scaffolding in English as a Second Language classrooms', <i>Prospect: an Australian journal of TESOL</i>,(20)1,31 - 58</p>

6	29/8	<p>Designing a syllabus</p> <p>Different models of syllabus design, the course rationale, selecting course content, selecting scope and sequence of content, planning the course structure.</p>	<p>Breen, M.P. (2001). Syllabus Design. In R. Carter and D. Nunan (Eds.), <i>The Cambridge guide to teaching English to speakers of other languages</i>. Cambridge: Cambridge University Press.</p> <p>Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), <i>Teaching English as a second or foreign language</i> (3rd ed). Boston, MA: Heinle and Heinle.</p> <p>Nunez y Bodegas, I. (2007). From Curriculum to syllabus design: the different stages to design a programme. <i>TESOL Newsletter</i>, 12(5), 11</p> <p>Richards, J. (2001). Chapter 2: <i>Curriculum development in Language Teaching</i>. Cambridge: Cambridge University Press.</p>
7	5/9	<p>Designing a unit of work:</p> <p>Selecting and sequencing curriculum elements.</p> <p>Different models of unit design. The importance of context. Selection and sequencing of activities. A balanced activities approach. Practice exercises vs communicative activities. Recycling. Methodological principles</p>	<p>Graves. K. (2001). Chapters 5 and 6. <i>Teachers as Course Developers</i>. Cambridge: Cambridge University Press.</p> <p>McDonough, J. & Shaw, C. (2003). Chapter 3. <i>Materials and Methods in ELT</i>. Blackwell.</p> <p>Tomlinson, B. (2012). Materials development. In Burns, A. and Richards, J. (Eds). <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press.(Chapter 28)</p>

8	12/9	<p>Teaching young learners</p> <p>Background to teaching YLs; the role of the teacher; characteristics of YL learning; the role of the YL learner</p>	<p>Nicholas, H. & P.M. Lightbown. (2008). Defining child second language acquisition, defining roles for L2 instruction. In J. Philip, R. Oliver and A. Mackey (Eds.). <i>Second language acquisition and the young learner: Child's play?</i> (pp.27-52) <i>Language learning and language teaching</i> 23. Amsterdam: John Benjamins.</p> <p>Penate Cabrera, M. & P. Bazo Martinez. (2001). <i>The effects of repetition, comprehension checks and gestures on primary school children in an EFL situation.</i> <i>ELT Journal</i> 55 (3), 281 – 288.</p> <p>Pinter, A. (2012). Teaching young learners. In A. Burns & J. Richards, (Eds.), <i>The Cambridge guide to pedagogy and practice in second language teaching</i>. Cambridge: Cambridge University Press. (Chapter 11).</p>
9	19/9	<p>Teaching Teenagers</p>	<p>Harklau, L. (2007). The Adolescent English Language Learner: Identities Lost and Found. In Cummins, J. & Davison, C. <i>International Handbook of English Language Teaching, Vol.11</i>. Springer, NY.</p> <p>Legutke, M. (2012). Teaching Teenagers. In A. Burns & J. Richards (. Eds). <i>The Cambridge guide to pedagogy and practice in second language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Templeton, A. (2007) Teaching English to Teens and Preteens, A guide for language teachers. http://www.englishidea.net/book_elektro.pdf</p>
<p>Mid-semester break 24 September - 2 October</p>			

10	3/10	Teaching adults	<p>Burns, A., and de Silva Joyce. (2007). Adult ESL programs in Australia. <i>Prospect</i> 22 (3), 5-17.</p> <p>Murray, D. E. (2005). ESL in adult education. In E. Hinkel (Ed.), <i>Handbook of research in second language teaching and learning</i> (pp.65-84). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Orem, R. (2012). Teaching adults. In A. Burns and J. Richards, (. Eds). <i>The Cambridge guide to pedagogy and practice in second language teaching</i>. Cambridge: Cambridge University Press. (Chapter 13)</p> <p>Pavlenko, A. & Norton, B. (2007). Imagined communities, identity and English language learning. In J. Cummins & C. Davison <i>International handbook of English language teaching</i> (Vol.11). NY: Springer.</p>
11	10/10	Assessment for Learning	<p>Australian Curriculum, Assessment and Reporting Authority. (2011). English as an Additional Language or Dialect: Teacher Resource. http://www.acara.edu.au/verve/_resources/EALD_Teacher_Resource_file.pdf</p> <p>Davison, C. & Leung, C. (2009). Current issues in English language teacher-based assessment. <i>TESOL Quarterly</i>, 43(3).</p> <p>McKay, P. & Brindley, G. (2007) Educational reform and ESL assessment in Australia: New roles and new tensions. <i>Language Assessment Quarterly</i>, 4(1), 69-84.</p> <p>Sydney Region Equity: Assessing and Reporting: http://www.sydneyr.det.nsw.edu.au/equity/Projects/esl-education-pages/project_ESL-education-assessing-and-reporting.html</p>
12	17/10	<p>Assessment for learning</p> <p>The goals of assessment, different types of assessment, issues in program evaluation, conducting assessments and program evaluation</p>	<p>Nunan, D. (2007). Standards-Based Approaches to the Evaluation of ESL Instruction. In Cummins, J. & Davison, C. <i>International Handbook of English Language Teaching</i>, 11. NY: Springer.</p> <p>McNamara, T. (2007). Interaction in second language performance assessment: Whose performance. <i>Applied Linguistics</i>, 18(4), 446-466.</p> <p>ESL literacy curriculum framework</p>

13	24/10	<p>Learner diversity in the TESOL classroom</p> <p>Different types of learner, learner strategies and learner motivation</p>	<p>De Courcy, M. (2010). Linguistic and cultural diversity. In M. Hyde, L. Carpenter & R. Conway, (Eds.), <i>Diversity and inclusion in Australian schools</i>, Vic Oxford University Press: Melbourne.</p> <p>Dornyei, Z. (2007). In J. Cummins & C. Davison (Eds.) <i>International handbook of English language Teaching</i>, Vol. 11. Springer, NY.</p>
Assessment 2 –Due			

7. RESOURCES

Required readings

Burns, A. & Richards, J. (Eds.). 2012. *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching*. Cambridge: Cambridge University Press.

Available from UNSW bookshop: <http://www.bookshop.unsw.edu.au/>
 Limited copies available in UNSW library

Additional readings

Breen, M., & Littlejohn, A. (Eds.). (2000). *Classroom decision-making: Negotiation process syllabus in action*. Cambridge: Cambridge University Press.

Brindley, G. (1989). *Assessing achievement in the learner-centred curriculum*. NCELTR, Macquarie University.

Chalhoub-Deville, M. & Deville, C. (2006). Second language interaction, current perspectives and future trends. *Language Testing*, 20(4), 369-83.

Ganske, K. & Fisher, D. (Eds.). (2010). *Comprehension across the curriculum: Perspectives and practices K-12*. New York, NY: Guildford.

Graves, K. (2000) *Designing Language Courses*. Canada: Heinle & Heinle.

Lo Bianco, J. (2009). *Second languages and Australian schooling*. Australian Council for Educational Research. Melbourne.

Moore, S. (2007). Researching appropriate assessment for low/pre-literacy adult ESL learners. *Prospect*, 22(2), 25-38.

Moreland, N., Jawaid, A. & Dhillon, J. (2000). Quality improvement in the TESOL curriculum: a generic benchmarking approach. *Quality Assurance in Education*, 8 (2), 57–62.

Nunan, D. (2000). *Syllabus Design*. Oxford: Oxford University Press.

Shawer, S.F. (2010). Classroom level curriculum development: EFL teachers as curriculum developers, curriculum-makers and curriculum-transmitters. *Teaching and Teaching Education*, 26(2), 173-184.

8. ASSESSMENT

Hurdle requirements:

1. Satisfactory attendance at least 80% of university classes
(Any absences should be notified via email to the lecturer or main Office before the class concerned)
2. Participation in classroom-based activities and completion of set readings on each topic.
3. Active membership of an independent study group, which will interact at regular intervals by telephone, email or face to face (at least once a week) and share readings/tasks.
4. Prepared response each week to readings and discussion on issues relating to TESOL curriculum and syllabus design.

Graded assignments:

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1 – Developed unit of work	2400 words	45%	1,2,3,4	1,3,4,6	5 p.m. 18 th September
Assessment 2 - Assessment	3600 words	55%	1,2,3,4	1,2,3,4,5, 6	5.p.m 27 th October

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1:

Choose a syllabus, outline its rationale and discuss its design principle. Develop a unit of work from your syllabus, providing a rationale for the tasks and activities selected.

Assessment 2:

Compare and contrast three different orientations to assessment. Referring to your syllabus outline from Assessment 1, show how assessment tasks can be systematically integrated into your teaching program.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5441 ADVANCED CURRICULUM DESIGN AND ASSESSMENT

Student Name:

Student No.:

Assessment Task: Developed Unit of Work

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Paper is 2,400 (+/- 10%) words including rational and developed unit of work • Paper includes a detailed unit of work developed from chosen syllabus • Paper includes a rational for tasks and selected activities 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Paper shows a depth of understanding of key TESOL curriculum and syllabus design principles, concepts and issues raised during the course and in readings • Paper appropriately and substantially incorporates learning from course content into unit of work • Clarity and depth of implications/recommendations for improvement 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Uses a range of research and professional literature to support rational and selected activities 					
Structure and organization of response <ul style="list-style-type: none"> • Appropriateness of overall structure of response • Clarity and coherence of organization 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling and (4) capitalisation • Writing is precise, clear and persuasive including (1) correct sentence structure, (2) appropriate paragraph structure and (3) pith. • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables, diagrams and unit of work 					
GENERAL COMMENTS					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 45%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5441 TESOL CURRICULUM DESIGN AND ASSESSMENT

Student Name:

Student No.:

Assessment Task: Assessment

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Paper compares and contrasts three different orientations to assessment. • A range of assessment tasks are integrated appropriately and systematically into the teaching program. • Clarity and accuracy in use of key terms and concepts in TESOL curriculum design and assessment 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of understanding of key TESOL curriculum and assessment principles, concepts and issues explicitly raised during the course and in follow up readings. • Depth of analysis of specific strengths and weakness of specific approaches and techniques, including theoretical as well as practical issues • Clarity and depth of implications/recommendations for improvement 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • A range of research and professional literature is used to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • Writing adheres to standard conventions including (1) grammar, (2) punctuation, (3) spelling and (4) capitalisation • Writing is precise, clear and persuasive including (1) correct sentence structure, (2) appropriate paragraph structure and (3) pith. • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • Clarity and consistency in presenting tables, diagrams and unit of work 					
GENERAL COMMENTS					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 55%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**