UNSW SYDNEY

Arts & Social Sciences

School of Education

EDST5441
Advanced TESOL Curriculum Design and Assessment

Term 3, 2019

Contents

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 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 Advanced TESOL Curriculum Design and Assessment (6 units of credit)
Term 3, 2019

2. STAFF CONTACT DETAILS

Course Coordinator:	Sue Starfield
Office Location:	Morven Brown G19
Email:	s.starfield@unsw.edu.au
Phone:	9385 2524
Availability:	Please email me to make a time to meet or talk.

3. COURSE DETAILS

Course Name	EDST5441 Advanced 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	http://classutil.unsw.edu.au/EDST_T3.html

SUMMARY OF COURSE

In this course, you will explore 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 design, 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 TESOL teacher in the workplace and wider educational community. International trends and developments in TESOL will be a major focus.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

▪   I will be encouraging class participation

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify, describe and critique the underlying principles of TESOL curriculum development and assessment practices	1,2
2	Critically analyse TESOL curriculum design and assessment in light of key theoretical and practical issues and debates	1, 2
3	Determine implications of various TESOL curriculum design and assessment approaches for your own teaching situation	1, 2
4	Evaluate and critique contemporary research available on TESOL curriculum and assessment issues	1, 2

PROGRAM LEARNING OUTCOMES

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** 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
2	**Enquiry-based learning** 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 GRADUATE TEACHER STANDARDS

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	1,2
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.	1.2
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
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	1,2
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.	1,2
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.	1,2
5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	1,2
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.	
5.4.2	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	1,2

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:
- o Weekly, face to face contact sessions
- o Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- o Structured occasions for students to reflect critically on and improve teaching practice;
- o Plenary discussions around core methodological issues and debates
- o 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.
- o 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

Module	Lecture Topic
1 19/09/2019	**Overview** Introduction to the history of language curriculum development. Different models of TESOL program organisation.
2 26/09/2019	**Course design** Approaches to course design.
3 3/10/2019	Needs analysis in TESOL curriculum development
4 10/10/2019	Materials development in TESOL curriculum development
5 17/10/2019	Rich tasks design and implementation in multilingual classrooms.
6 24/10/2019	Language & content English for specific purposes (ESP); content-based instruction
7 31/10/2019	Language & content CLIL (content and language integrated learning); global Englishes; out of class learning
8 7/11/2019	Assessment
9 14/11/2019	Assessment for learning
10 21/11/2109	Young, learners, adolescent learners, adult learners

7. RESOURCES

Please see reading list in Moodle for weekly readings

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Professional graduate teaching standards	Due Date
Assessment 1 – Unit of work analysis and evaluation	2400 words	45%	1,2,3,4	1.1.1, 1.3.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.2.2, 3.3.2, 5.1.2, 5.2.2, 5.4.2	Day 25/10/2019 By 5.00pm
Assessment 2 – Orientations to TESOL Assessment	3600 words	55%	1,2,3,4	1.1.1, 1.3.2, 1.5.2, 2.1.2, 2.2.2, 2.3.2, 3.2.2, 3.3.2, 5.1.2, 5.2.2, 5.4.2	Day 29/11/2019 By 5.00pm

Submission of assessments

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 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.
https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment Task 1

Analyse and evaluate a unit of work from a syllabus in terms of its approaches to TESOL curriculum design studied. Choose a syllabus, outline its rationale and discuss its design principles.

Assessment 2

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

Student Name: Student No.:

Assessment Task: Analysis and Evaluation of Unit of Work

SPECIFIC CRITERIA	(-)			➤	(+)
Understanding of the question or issue and the key concepts involved • Paper is 2,400 (+/- 10%) words including rationale and developed unit of work • Paper includes a unit of work analysed and evaluated from chosen syllabus					
Depth of analysis and/or critique in response to the task • 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 if appropriate.					
Familiarity with and relevance of professional and/or research literature used to support response • Uses a range of research and professional literature to support rationale and selected activities					
Structure and organization of response • Appropriateness of overall structure of response • Clarity and coherence of organization					
Presentation of response according to appropriate academic and linguistic conventions • 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 • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references. APA referencing. • Clarity and consistency in presenting tables, diagrams and unit of work					
GENERAL COMMENTS					

Lecturer   **Date**

Recommended: /20   (FL PS CR DN HD)   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 • 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 • 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 • A range of research and professional literature is used to support response					
Structure and organization of response • 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 • 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 • Clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references. APA referencing. • 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.**