EDST5441

Advanced TESOL Curriculum Design and Assessment

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

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School Contact Information

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Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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 stand alone 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.

At the conclusion of this course the student will be able to

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

Teaching Strategies

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.

Rationale

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.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
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.
1.5.2	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2.2	Organise content into coherent, well-sequenced learning and teaching programs.
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
3.2.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3.2	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
5.1.2	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.2.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
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.

Assessment

[Here you can outline any relevant information that was not included in AIMS but may prove helpful for your students. For example, you might provide details on the referencing system, links to previous student exemplars or the designated week in the course that you will discuss the assessment at length. Importantly, this section is an area for you to provide information that does not go through the approved governance structure.]

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Developed unit of work	45%	3	1.1.1,1.3.2,1.5.2,2.1.2,2.2.2,2.3.2,3.2.2, 3.3.2	17/09/2018 05:00 PM
Orientations to TESOL assessment	55%	1,2,4	2.3.2,3.2.2,5.1.2,5.2.2,5.3.2,5.4.2	29/10/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Developed unit of work

Start date:

Details: Task 1 - Unit of work - 2400 wordsStudents will receive written feedback within three weeks of submission

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Orientations to TESOL assessment

Start date:

Details: Task 2 - Assignment - 3600 words. Compare and contrast orientations to assessment and integrate them into a teaching program.Students will receive written feedback within three weeks of submissionThis is the final assessment.

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5441

Assessment Task: Developed unit of work

Specific Criteria	(-)————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

 Lecturer

 Recommended: /20 (FL PS CR DN HD)   weighting : 20%

  NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5441

Assessment Task: Orientations to TESOL assessment

Specific Criteria	(-)—————————>(+)				
Understand of the question or issue and the key concepts involved					
Depth of anaysis and/or critque in response to the task					
Familiarity with and relevnce of professional and/or research literature used to support response					
Structure and organization of response					
Presentation of response according to appropriate academic and linguistic conventions					
General comments/recommendations for next time:					

Lecturer

Recommended: /20 (FL PS CR DN HD)   weighting : 20%

  NB: this ticks in the various boxes and 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, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	**Overview:** The history of language curriculum development. Different models of TESOL program organisation. Factors influencing program choices; reflective pedagogy, learner-centred teaching, class-centred teaching. **Recommended Readings** Senior, R. (2012) Class-centred teaching: A framework for classroom decision making. In A. Burns & J. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (pp.38-45). Cambridge: Cambridge University Press. Finney, D. (2007). The ELT Curriculum: A flexible model for a changing world. In J. Richards & W. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press. (Chapter 7) Richards, J. (2001). *Curriculum development in language teaching*, Cambridge: Cambridge University Press. (Chapter 1)
Week 2: 30 July - 5 August	Lecture	**Selecting a curriculum framework:** Curriculum vs syllabus. The concept of curriculum frameworks, Curriculum ideologies. Participatory approaches to curriculum development, Curriculum outcomes. **Recommended Readings** Hurst, D. & Davison, C. (2005). Collaboration on the curriculum: Focus on secondary ESL. In J. Crandall. & D. Kauffma. (Eds.), *Case studies in TESOL: Teacher education for ESL and content area teachers* (pp. 41-66). Alexandria: TESOL Leung, C. (2007). Integrating school-aged ESL learners into the mainstream curriculum. In J. Cummins & C. Davison (Eds.),. *International handbook of English language teaching.* Springer, NY.

		Richards, J.C. (2013). Curriculum approaches in language teaching: Forward, central and backwards design. *RELC Journal 44*(1), 5-33.
		Background curriculum reading:
		Australia:
		The Australian Core Skills Framework. Australian Government http://www.innovation.gov.au/Skills/LiteracyAndNumeracy/AustralianCoreSkillsFramework/Pages/default.aspx
		The Certificate of Spoken and Written English. AMES NSW http://www.staff.vu.edu.au/language andliteracy/content/links1c.htm
		The NSW Board of Studies (website), K-10 Languages syllabuses www.boardof studies.nsw.edu.au/syllabus_sc/
		International:
		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
		Council of Europe 2001 (website), Common European Framework of Reference for Languages: Learning, Teaching, Assessment www.coe.int/t/dg4/linguistic/cadre_en.asp
Week 3: 6 August - 12 August	Lecture	**Needs analysis in TESOL curriculum development** different types of ESL learners. Strategies for identifying and selecting ESL leaenres. Objective vs subjective needs. Factors to cosnider in determining needs. Different approaches to needs analysis. Learning vs language needs. **Recommended Reading** CAELA (2008) Needs assessment and learner self-evaluation. *CAELA Toolkit.* http://www.cal.org/caela/tools/program_development/elltoolkit/Part2-5NeedsAssessment&LearnerSelf-Evaluation.pdf Fatihi, A.R. (2003). The role of needs analysis in ESL program design. *South Asian Language*

		Review. Vol. XIII, Nos 1&2
		Warrington, S. (2005). The what, why and how of needs assessment for adult ESL learners. *Asia TEFL Journal*, *2*(4), 1-16.
		Richards, L (2001). *Curriculum development in language teaching*. Cambridge: CUP (chapter 3: Need Analysis)
Week 4: 13 August - 19 August	Lecture	**Rich tasks design and implementation in multilingual classrooms** Guest lecturer **Recommended reading** Michell, M. (2005). Collective instructional scaffolding in English as a second language classrooms. *Prospect: An Australian Journal of TESOL*, 20, (1), 31-58.
Week 5: 20 August - 26 August	Lecture	**Designing a syllabus** Differerent models of syllabus designe the course rationale, selectng course content, selectign scope and sequence of content, planning the course structure. Recommended Reading Breen, M.P. (2001). Syllabus design. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press. Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed). Boston, MA: Heinle and Heinle. Richards, J. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. (Chapter2)
Week 6: 27 August - 2 September	Lecture	**Designing a unit of work:** Selecting and sequencing curriculum elements. 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.
		Recommended Readings Graves. K. (2001). Chapters 5 and 6. *Teachers as course developers.* Cambridge: Cambridge University Press. McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teacher's guide*. NY: Blackwell Tomlinson, B. (2012). Materials development. In A. Burns & J. Richards. (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching.* Cambridge: Cambridge University Press.
Week 7: 3 September - 9 September	Lecture	**Assessment** The goals of assessment, different types of assessment, issues in program evaluation, conducting assessments and program evaluation. **Recommended Reading** Nunan, D. (2007). Standards-based approaches to the evaluation of ESL instruction. In J. Cummins & C. Davison. *International Handbook of English Language Teaching, 11*. NY: Springer. McNamara, T. (2007). Interaction in second language performance assessment: Whose performance. *Applied Linguistics*, *18*(4), 446-466. Davison C. (2007). Different definitions of language and language earning. In: J. Cummins & C. Davison (Eds.), *International handbook of English language teaching*. Springer International Handbooks of Education. Boston: Springer. Marshall, B., & Jane Drummond, M. (2006). How teachers engage with Assessment for Learning: Lessons from the classroom. *Research Papers in Education, 21*(2), 133-149. doi:10.1080/02671520600615638
Week 8: 10 September - 16 September	Lecture	**Assessment for Learning** **Recommended Reading** 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 Davison, C., & Leung, C. (2009). Current Issues in English Language Teacher-Based Assessment. *TESOL Quarterly, 43*(3), 393-415. McKay, P. & Brindley, G. (2007) Educational reform and ESL assessment in Australia: New roles and new tensions. *Language Assessment Quarterly*, *4*(1), 69-84.
Week 9: 17 September - 23 September	Lecture	**Teaching young learners** Background to teaching young learners; the role of the teacher; characteristics of young learners' learning; the role of the young learner. **Recommended Reading** Nicholas, H.,& Lightbown, P. M. (2008). Defining child second language acquisition, defining roles for L2 instruction. In J. Philip, R. Oliver, & A. Mackey (Eds.), *Second language acquisition and the young learner: Child's play?* (pp.27-52*) Language learning and language teaching*. Amsterdam: John Benjamins. Penate Cabrera, M., & Bazo Martinez. P. (2001). *The effects of repetition, comprehension checks and gestures on primary school children in an EFL situation. ELT Journal,* 55 (3), 281 – 288. Pinter, A. (2012). Teaching young learners. In A. Burns & J. Richards, (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching.* Cambridge: Cambridge University Press
Break: 24 September - 30 September		
Week 10: 1 October - 7 October	Lecture	**Teaching Teenagers** **Recommended Reading** Harklau, L. (2007). The adolescent English language learner: Identities lost and found. In J.

		Cummins & C. Davison. *International handbook of English language teaching*. Springer, NY. Legutke, M. (2012). Teaching teenagers. In A. Burns & J. Richards (.Eds.), *The Cambridge guide to pedagogy and practice in second language teaching.* Cambridge: Cambridge University Press. Templeton, A. (2007) Teaching English to Teens and Preteens: A guide for language teachers. http://englishidea.net/book_elektro.pdf
Week 11: 8 October - 14 October	Lecture	**Teaching Adults** **Recommended Reading** Burns, A., and de Silva Joyce, H. (2007). Adult ESL programs in Australia. *Prospect 22* (3), 5-17. Murray, D. E. (2005). ESL in adult education. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 65-84). *Mahwah, NJ: Lawrence* Erlbaum. Orem, R. (2012). Teaching adults. In A. Burns. & J. Richards, (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching.* Cambridge: Cambridge University Press. Pavlenko, A. & Norton, B. (2007). Imagined communities, identity and English language learning. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching*). NY: Springer.
Week 12: 15 October - 21 October	Lecture	**Learner diversity in the TESOL classroom** Differernt types of learners, learner strategies and learner motivation. **Recommended reading** De Courcy, M. (2010). Linguistic and cultural diversity. In M. Hyde, L. Carpenter & R. Conway, (Eds.), *Diversity and inclusion in Australian schools*, Vic Oxford University Press: Melbourne. Dornyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.) *International handbook of English language Teaching (pp.719-731), Vol.11*. Springer, NY.

Resources

Prescribed Resources

Recommended Resources

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/

Copies available in UNSW library

Course Evaluation and Development

I will be teaching this course for the first time. Please share your feedback with me during the course in the MyExperience evaluation.

Image Credit

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