Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Starfield</td>
<td><a href="mailto:s.starfield@unsw.edu.au">s.starfield@unsw.edu.au</a></td>
<td>Please contact me by email.</td>
<td>110 Goodsell</td>
<td>(02) 9385 2524</td>
</tr>
</tbody>
</table>

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
</tr>
<tr>
<td>1.3.2</td>
<td>Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Organise content into coherent, well-sequenced learning and teaching programs.</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</td>
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<tr>
<td>5.1.2</td>
<td>Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</td>
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<tr>
<td>5.3.2</td>
<td>Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</td>
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<tr>
<td>5.4.2</td>
<td>Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</td>
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</table>
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

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

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 words. Students 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 submission. This is the final assessment.
### UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

**EDST5441**

Assessment Task: Developed unit of work

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>(-)</th>
<th>(+)</th>
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</thead>
<tbody>
<tr>
<td>Understand of the question or issue and the key concepts involved</td>
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</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
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</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
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<td></td>
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<tr>
<td>Structure and organization of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, subject 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

<table>
<thead>
<tr>
<th>Specific Criteria</th>
<th>(-)</th>
<th>-&gt;(+)</th>
</tr>
</thead>
<tbody>
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Lecturer

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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, subject 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/](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](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

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
</tr>
</thead>
</table>
| 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


| 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


**Background curriculum reading:**

**Australia:**


The Certificate of Spoken and Written English. AMES NSW http://www.staff.vu.edu.au/languageandliteracy/content/links1c.htm

The NSW Board of Studies (website), K-10 Languages syllabuses www.boardofstudies.nsw.edu.au/syllabus_sc/

**International:**


<table>
<thead>
<tr>
<th>Week 3: 6 August - 12 August</th>
<th>Lecture</th>
<th>Needs analysis in TESOL curriculum development</th>
</tr>
</thead>
</table>

- 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.

**Recommended Reading**


Fatihi, A.R. (2003). The role of needs analysis in ESL program design. *South Asian Language*
<table>
<thead>
<tr>
<th>Week 4: 13 August - 19 August</th>
<th>Lecture</th>
<th>Rich tasks design and implementation in multilingual classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Guest lecturer</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended reading</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5: 20 August - 26 August</th>
<th>Lecture</th>
<th>Designing a syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Different models of syllabus design the course rationale, selecting course content, selectign scope and sequence of content, planning the course structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Recommended Reading</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6: 27 August - 2 September</th>
<th>Lecture</th>
<th>Designing a unit of work:</th>
</tr>
</thead>
</table>
### Methodological principles.

**Recommended Readings**


### 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**


### Week 8: 10 September - 16 September

**Lecture**

**Assessment for Learning**

**Recommended Reading**

<table>
<thead>
<tr>
<th>Week 9: 17 September - 23 September</th>
<th>Lecture</th>
<th>Teaching young learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Background to teaching young learners; the role of the teacher; characteristics of young learners' learning; the role of the young learner.</td>
</tr>
</tbody>
</table>

**Recommended Reading**


<table>
<thead>
<tr>
<th>Break: 24 September - 30 September</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 10: 1 October - 7 October</th>
<th>Lecture</th>
<th>Teaching Teenagers</th>
</tr>
</thead>
</table>

**Recommended Reading**

### Week 11: 8 October - 14 October

**Lecture**

**Teaching Adults**

**Recommended Reading**


### Week 12: 15 October - 21 October

**Lecture**

**Learner diversity in the TESOL classroom**

Different types of learners, learner strategies and learner motivation.

**Recommended reading**


Resources

Prescribed Resources

Recommended Resources


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

Sue Starfield

CRICOS

CRICOS Provider Code: 00098G