



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5441**

**Advanced TESOL Curriculum Design and  
Assessment**

**Term 3 2020**

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### 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 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Prof Chris Davison  
Office Location: Morven Brown Building, G23  
Email: [c.davison@unsw.edu.au](mailto:c.davison@unsw.edu.au)  
Availability: Email to arrange an appointment.

## 3. COURSE DETAILS

<b>Course Name</b>	EDST5441 Advanced TESOL Curriculum Design and Assessment
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T3.html">http://classutil.unsw.edu.au/EDST_T3.html</a> , 5-6.30 pm

## 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:

- Due to Covid-19 this course will be online only, with eight sessions of the equivalent of three hours each, comprising pre-recorded lectures, guided readings, and activities to be completed by Tuesdays 5pm each week; and synchronous online real-time seminars 5-6.30 pm Tuesdays, Week 1-4, 6-9.

## 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
	<b>Advanced disciplinary knowledge and practices</b>	
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
	<b>Enquiry-based learning</b>	
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
	<b>Cognitive skills and critical thinking</b>	
3	Demonstrate advanced critical thinking and problem-solving skills	2
	<b>Communication, adaptive and interactional skills</b>	
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
	<b>Global outlook</b>	
5	Demonstrate an understanding of international perspectives relevant to the educational field	1,2
	<b>Ethics</b>	
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

## AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

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:

- 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

Week	Lecture Topic
1	<p><b>Overview</b>            Different models of TESOL program organisation and roles of TESOL teachers. Language and content: language-conscious content teaching, English for specific purposes (ESP); content-based instruction. Young, learners, adolescent learners, adult learners. Introduction to TESOL curriculum development.</p> <p><i>Online seminar: Tuesday 15 September, 5-6.30 via Moodle Blackboard Collaborate</i></p>
2	<p>Needs analysis and diagnostic/formative assessment in TESOL curriculum.</p> <p><i>Online seminar: Tuesday 22 September, 5-6.30 via Moodle Blackboard Collaborate</i></p>
3	<p>Different approaches to curriculum development. Setting goals, standards and objectives. Clarifying learning intentions.</p> <p><i>Online seminar: Tuesday 29 September, 5-6.30 via Moodle Blackboard Collaborate</i></p>
4	<p>Selecting/designing content for TESOL curriculum. Designing rich tasks.</p> <p><i>Online seminar: Tuesday 6 October, 5-6.30 via Moodle Blackboard Collaborate</i></p>
5	<p>Flexi-week (Complete Assessment 1)</p>
6	<p>Collecting/ assessing data re progress. Learning progressions, Assessment for, as and of learning. Designing assessment tasks.</p> <p><i>Online seminar: Tuesday 20 October, 5-6.30 via Moodle Blackboard Collaborate</i></p>
7	<p>Engaging students in self/peer evaluation. Building student autonomy.</p> <p><i>Online seminar: Tuesday 27 October, 5-6.30 via Moodle Blackboard Collaborate</i></p>
8	<p>Enhancing feedback and reporting. Involving other key stakeholders. Building assessment literacy.</p> <p><i>Online seminar: Tuesday 3 November, 5-6.30 via Moodle Blackboard Collaborate</i></p>
9	<p>Whole school/institution approaches to TESOL. Evaluating TESOL programs and ensuring improvement. Ensuring professional development.</p> <p><i>Online seminar: Tuesday 10 November, 5-6.30 via Moodle Blackboard Collaborate</i></p>
10	<p>(Complete Assessment 2)</p>

## 7. RESOURCES

Please see reading list in Moodle for required weekly readings

### Background readings

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

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

Davison, C. (2019). Using assessment to enhance learning in English language education. In X. Gao (Ed.), *Second Handbook of English Language Teaching*. Switzerland: Springer Nature.

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

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.

### Selected TESOL curriculum documents:

#### Australia:

Australian Curriculum Assessment and Reporting Authority. (2015). *English as an Additional Language or Dialect Teacher Resource EAL/D Learning Progression: Foundation to Year 10*.

Retrieved from [https://acaraweb.blob.core.windows.net/resources/EALD\\_Learning\\_Progression.pdf](https://acaraweb.blob.core.windows.net/resources/EALD_Learning_Progression.pdf)

New South Wales Department of Education and Training. (2004). *Curriculum framework for intensive English programs (secondary)*. Darlinghurst, NSW: New South Wales Department of Education and Training Multicultural Programs Unit.

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/languageandliteracy/content/links1c.htm>

Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL),

<http://teal.global2.vic.edu.au/>

#### 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](http://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](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)

Ministry of Education. (2008). *The English language learning progressions*. Wellington: Learning Media.

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
<b>Assessment 1 – Unit of work analysis and evaluation</b>	2400 words	40%	1,2,3,4	1,2,4,5	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	Monday 19 October Week 6, by 5pm
<b>Assessment 2 – Compare and contrast assessment</b>	3600 words	60%	1,2,3,4	1-6	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	Monday 23 November Week 11, by 5pm

### 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 (more details and exemplars on Moodle)**

#### **Assumptions:**

1. Satisfactory participation in at least 80% of sessions (recorded by in person attendance and various formative assessment activities)  
(Any absences from seminars should be notified via email to the lecturer before the class concerned)
2. Participation in a range of independent and group activities and completion of set readings on each topic.
3. Active membership of an independent study group, which will interact at regular intervals by email or other means (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.

#### **Formal grade assessment tasks:**

##### **Assessment Task 1**

Analyse and evaluate a unit of work from a syllabus in terms of its approaches to TESOL curriculum design.

##### **Assessment 2**

Compare and contrast three different orientations to assessment and integrate them into a teaching program.



UNSW SCHOOL OF EDUCATION

FEEDBACK SHEET  
EDST5441 ADVANCED CURRICULUM DESIGN AND ASSESSMENT

Student Name: \_\_\_\_\_ Student No.: \_\_\_\_\_  
Assessment Task 1: **Analysis and Evaluation of Unit of Work**

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

**Lecturer:** \_\_\_\_\_  
**Recommended:**        /20    (FL PS CR DN HD)

**Date:** \_\_\_\_\_  
**Weighting:**        40%

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: **Compare and contrast assessment**

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

**Lecturer:**

**Date:**

**Recommended: /20 (FL PS CR DN HD)**

**Weighting: 60%**

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.**