



School of Education

EDST5441

Advanced TESOL Curriculum Design and
Assessment

Term 3 2021

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STUDENT LEARNING OUTCOMES

Outcome

Assessment/s

1

Identify, describe, and critique the underlying principles of TESOL curriculum development and assessment practice

12.28 753.06W*nBT/eSgl254 26.46 reW*r

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	

6. COURSE CONTENT AND STRUCTURE

Week	Overview	Lecture Topic
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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

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

Council of Europe 2001 (website), Common European Framework of Reference for Languages: Learning, Teaching, Assessment, www.coe.int/t/dg4/linguistic/cadre_en.asp

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 (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>Paper is 2,400 (+/- 10%) words excluding unit of work Paper includes the analysis and evaluation of a unit of work from chosen syllabus</p>					
<p>Depth of analysis and/or critique in response to the task</p> <p>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.</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Uses a range of research and professional literature to support rationale and selected activities</p>					
<p>Structure and organization of response</p> <p>Appropriateness of overall structure of response Clarity and coherence of organization</p>					
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <p>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</p>					
GENERAL COMMENTS					

Lecturer:

