

TEAC 3029 TESOL CURRICULUM DESIGN

Credit Points 10

Legacy Code 102477

Coordinator Milena Ilisevic ([https://directory.westernsydney.edu.au/search/name/Milena Ilisevic/](https://directory.westernsydney.edu.au/search/name/Milena%20Ilisevic/))

Description This subject explores issues, approaches and stages in the TESOL curriculum design process within a range of contexts. It assists students to identify and implement effective strategies for planning, designing and evaluating language learning programs relevant to the needs of the learners and the contexts of learning.

School Humanities & Comm Arts

Discipline English as a Second Language Teaching

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Undergraduate Level 3 subject

Assumed Knowledge

Sufficient knowledge about teaching international English and English language teaching methodology.

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Understand concepts and issues relating to the development of English as a foreign/second language curriculum;
2. Explore English language curriculum design in current Australian and international contexts;
3. Critically analyse approaches to curriculum design;
4. Analyse a range of language learning contexts and the implications for planning, programming and evaluating learning;
5. Analyse the equity issues in developing and evaluating programs;
6. Examine and critique various needs analysis approaches;
7. Develop skills in designing English language teaching syllabi;
8. Develop skills in planning, designing, evaluating programs for diverse groups of learners;
9. Develop skills in developing teacher skills and knowledge for planning and managing the materials design process; and
10. Enhance intercultural awareness in selecting teaching materials and teaching international English.

Subject Content

1. Explore the concept of curriculum in language learning settings-the historical background, underlying assumptions, current issues in adult learning and teaching and constraints
2. Understand contexts of language curriculum design in Australia and internationally
3. Discuss and model the curriculum design process, including
 - needs analysis
 - situation analysis
 - planning goals and learning outcomes
 - course planning and syllabus design

- selecting, sequencing and organising content
- selecting teaching and learning strategies
- role and design of instructional materials
- methods of student assessment
- evaluating programs

4. Understand key Issues in curriculum design
 - Approaches to analysing needs
 - Ideology, objectives, language and non-language outcomes
 - Effective teaching- the institution, the teacher, the teaching and learning process
 - Intercultural awareness in selecting and using resources and materials
 - Managing resources and material development
 - Approaches to curriculum evaluation

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task
Critical Review	2,000 words	30	N	Individual
Applied Project	2,500 words	50	N	Individual
Presentation	10 minutes	20	N	Individual

Prescribed Texts

- Christison, M., & Murray, D.E. (2014). What English language teachers need to know. Volume iii: Designing curriculum. Taylor and Francis. (online)
- Nation, I. S. P., & Macalister, J. (2010). Language curriculum design. New York, NY: Routledge. (online)

Teaching Periods

Autumn (2024)

Parramatta City - Macquarie St

On-site

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3029_24-AUT_PC_1#subjects)