

TEAC 3029 TESOL CURRICULUM DESIGN

Credit Points 10

Legacy Code 102477

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

Description This unit 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 HECS Band contribution amount 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

Explore the concept of curriculum in language learning settings- the historical background, underlying assumptions, current issues in adult learning and teaching and constraints

Understand contexts of language curriculum design in Australia and internationally

Discuss and model the curriculum design processes, 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

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.

Item	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

- Richards, J. C. (2001). Curriculum development in language teaching. Cambridge: Cambridge University Press.

Teaching Periods

Autumn

Parramatta City - Macquarie St

Day

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View timetable (https://classregistration.westernsydney.edu.au/even/timetable/?subject_code=TEAC3029_22-AUT_PC_D#subjects)