TSL704 TESOL CURRICULUM DEVELOPMENT T326 BRIEF

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.
Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Graduate Diploma TESOL Master of Arts TESOL Master of Arts TESOL (Professional)	1 trimester	Postgraduate	Dr Syed Zaidi Syed.zaidi@koi.edu.au P: +61 (2) 9283 3583 L: 7-11, 11 York Street. Consultation: via Moodle or by appointment

1.2 Core / Elective
This is a core subject for the above courses.

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	GD TESOL 32; MA TESOL 48; MATESOL PRO 64

1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week plus supplementary online material	7 hours/week	10- 15 hours/week

* Total time spent per week at lectures and tutorials
** Total time students are expected to spend per week in studying, completing assignments, etc.
*** Combination of timetable hours and personal study.

1.5 Mode of Delivery Face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

1.6 Pre-requisite Nil

1.7 General Study and Resource Requirements:

- Students are expected to attend classes with the required textbook and to read specific chapters prior to the tutorials. Students should read this material before coming to class to improve their ability to participate in the weekly activities.
- Students will require access to the internet and their KOI email and should have basic skills in word processing software such as MS Word, spreadsheet software such as MS Excel and visual presentation software such as MS PowerPoint.
- Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.

Resource requirements specific to this subject: There are no specific resources for this subject.

*AUSTRALIAN INSTITUTE OF BUSINESS AND MANAGEMENT PTY LTD © ABN: 72 132 629 979 CRICOS 03171A

1.8 Academic Advising:

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.

Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.

Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.

Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.

Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2. Academic Details

2.1 Overview of the Subject

This core subject focuses on developing programs for teaching English to speakers of other languages in a variety of settings. Students will critically evaluate different approaches to syllabus design, including the process syllabus, communicative syllabus, content and language integrated learning and task-based syllabus design. Students will learn how to conduct a needs analysis in order to address the learners' needs and design English language programs for a specific learning and teaching context. Social issues around curriculum design will also be explored and students will further develop their professional communication skills as they collaborate with their peers to evaluate and discuss their course plans.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of the *Graduate Certificate of TESOL,* the *Graduate Diploma of TESOL* and the *Master of Arts (TESOL)* courses from King's Own Institute will achieve the graduate attributes expected from successful completion of a Master's degree under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply an advanced body on knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a master's level degree are summarised below:

	KOI Master's Degree Graduate Attributes	**Detailed Description**
	Knowledge	Current, comprehensive and coherent knowledge, including recent developments and applied research methods
	Critical Thinking	Critical thinking skills to identify and analyse current theories and developments and emerging trends in professional practice

	Communication	Communication and technical skills to analyse and theorise, contribute to professional practice or scholarship, and present ideas to a variety of audiences
	Research and Information Literacy	Cognitive and technical skills to access and evaluate information resources, justify research approaches and interpret theoretical propositions
	Creative Problem Solving Skills	Cognitive, technical and creative skills to investigate, analyse and synthesise complex information, concepts and theories, solve complex problems and apply established theories to situations in professional practice
	Ethical and Cultural Sensitivity	Appreciation and accountability for ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Leadership and Strategy	Initiative, leadership skills and ability to work professionally and collaboratively to achieve team objectives across a range of team roles Expertise in strategic thinking, developing and implementing business plans and decision making under uncertainty
	Professional Skills	High level personal autonomy, judgement, decision-making and accountability required to begin professional practice

Across the course, these skills are developed progressively at three levels:

- **Level 1 Foundation –** Students learn the skills, theories and techniques of the subject and apply them in stand-alone contexts
- **Level 2 Intermediate –** Students further develop skills, theories and techniques of the subject and apply them in more complex contexts, beginning to integrate the application with other subjects.
- **Level 3 Advanced** – Students have a demonstrated ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

2.3 Subject Learning Outcomes

Listed below, are key knowledge and skills students are expected to attain by successfully completing this subject:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Critically evaluate approaches to TESOL curriculum and syllabus design	
b) Demonstrate knowledge of how sociocultural context and learner needs impact on course development and apply it to syllabus design	
c) Integrate the knowledge of syllabus design principles and theories and design language programs/curricula for specific contexts and learners, organising and sequencing content logically to promote learning	
d) Select, evaluate and adapt teaching and learning materials suitable for the learning and teaching context and the learners' needs.	

2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
Week 1 26 October	Introduction to Curriculum Design	Richards, J.C., 2021. Curriculum Development in Language Teaching. 2nd ed. Cambridge Professional Learning. (R) Ch.1	Tutorial activities
Week 2 02 November	Different Approaches to Syllabus Design	(R) Ch. 2 Kostka, I., and Bunning, L. 2017. *Curriculum Design in English Language Teaching.* (K) Ch 2 & 3	Tutorial activities
Week 3 09 November	The Communicative Syllabus	(R) Ch. 7 & 8	Tutorial activities
Week 4 16 November	Needs Analysis	(R) Ch.4, (K) Ch.3	Tutorial activities
Week 5 23 November	The sociocultural context and the curriculum	(R) Ch.5	Tutorial activities
Week 6 30 November	Curriculum and social change; Decolonialised curriculum	To be supplied in Moodle	Tutorial activities **Assessment 2: Needs Analysis**
Week 7 07 December	Designing course aims and outcomes	(R) Ch.6	Tutorial activities
Week 8 14 December	Selecting & Sequencing Content & Syllabus Implementation	(K) Ch.4	Tutorial activities
Week 9 04 January	Materials selection and evaluation	(R) Ch.10	Tutorial activities **Assessment 3: Part1: Syllabus Design**

Week 10 11 January	Curriculum as Process	(R) Ch.9	**Assessment 3: Part 2: In**
Week 11 18 January	Approaches to Syllabus Evaluation	(R) Ch.11, (K) Ch.5	Tutorial activities
Week 12 25 January	Subject Review & Class Discussions on Syllabus Evaluation		**Assessment 4: Critical Evaluation**
Week 13 01 February	Study review week and Final Exam Week		
Week 14 08 February	- Final Exam Week - Continuing students - enrolments for T127 open	Please see the exam timetable for the exam date, time and location	
Week 15 15 February	- Student Vacation begins - New students - enrolments for T127 open		
Week 16 22 February	• Results Released • Review of Grade Day for T326 – see Sections 2.6 and 3.2 below for relevant information. • Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T127 01 March 2027			
Week 1 01 March	Week 1 of classes for T127		

2.5 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

- *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.
- *Tutorials* (1 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.
- *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester
- *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

2.6 Student Assessment

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

Type	When assessed	Weighting	learning outcomes Assessed
Assessment 1: Tutorial Exercises	Weekly	10%	a, b, c & d
Assessment 2: Needs Analysis (1500+- 10% words)	Week 6	30%	a & b
Assessment 3: Part 1: Syllabus Design (1500+- 10% words) Part 2: Presentation	Week 9	Part 1:20% Part 2: 20%	a, b, c & d
Assessment 4: Critical Evaluation (Class discussion- 5 minutes per student)	Week 12	20%	a, b & c

Requirements to Pass the Subject:

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

2.7 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Text:

Kostka, I., and Bunning, L. 2017. *Curriculum Design in English Language Teaching.* TESOL Press, Chicago. Available from: ProQuest Ebook Central. [Accessed 26 September 2022].

Richards, J.C., 2021. Curriculum Development in Language Teaching. 2nd ed. Cambridge Professional Learning. Cambridge: Cambridge University Press.

Recommended Readings:

Bower, K., Coyle, D., Cross, R. and Chambers, G.N., eds., 2020. *Curriculum Integrated Language Teaching : CLIL in Practice.* Cambridge University Press, Cambridge. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Carabantes, L., 2019. Creativity and Innovations in ELT Materials Development: Looking Beyond the Current Design. DatBao (Ed.). Bristol, England: Multilingual Matters, 2018. Pp. xii + 237*", TESOL quarterly*, 53 (1), pp. 281-283.

Churchill, R., 2018. *Teaching: Making a Difference*. 4th ed., John Wiley & Sons, Incorporated, Melbourne. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

Fang, F., Yuan, L., Xu, H. et al., 2022. Global Englishes and translanguaging in textbook design and curriculum development for universities in the Greater Bay Area of China. *Asian. Journal of Second and Foreign. Language Education* 7, 35. https://doi.org/10.1186/s40862-022-00162-5 [Accessed: 25 November 2024].

Garcia-Ponce, E.E, 2022. English Across the Curriculum: Voices From Around the World. *TESOL journal,* 13 (3).

Guardado, M., and Light, J. 2020. *Curriculum Development in English for Academic Purposes : A Guide to Practice*. Springer International Publishing AG, Cham. Available from: ProQuest Ebook Central. [Accessed 26 September 2022].

Mahmoud, S.S. and Alaraj, M.M., 2019. Integrating Multiple Intelligences in the EFL Syllabus: Content Analysis. *Theory & Practice in Language Studies* 9(11), pp. 1410–1417. doi:10.17507/tpls.0911.06.

Melrose, R., 2015. *The Communicative Syllabus: A Systemic-Functional Approach to Language Teaching.* Bloomsbury Publishing Plc, London. Available from: ProQuest Ebook Central. [Accessed 26 September 2022]

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Sabbah, S.S. 2018. English Language Syllabuses: Definition, Types, Design, and Selection. *Arab World English Journal* 9(2), pp. 127–142. doi:10.24093/awej/vol9no2.9.

Samuda, V., Van, D.B.K. and Bygate, M. eds., 2018. *TBLT As a Researched Pedagogy*. John Benjamins Publishing Company, Amsterdam/Philadelphia. Available through: ProQuest Ebook Central. [Accessed 1 September 2022].

Schmitt, N., and Rodgers, M.P.H. eds., 2019. *An Introduction to Applied Linguistics*, Taylor & Francis Group, Milton. Available through: ProQuest Ebook Central. [Accessed 6 September 2022].

Sundari, H., Febriyanti, R. H., and Saragih, G. 2018. A proposed syllabus for English as a Foreign Language writing class at university. *Lingua Cultura*, 12(1), pp.15-23. https://doi.org/10.21512/lc.v12i1.3176

Macalister J and Nation ISP., 2020. *Language curriculum design*, 2nd edition., Routledge, New York, NY.

Macalister J and Nation ISP., 2013. *Case Studies in Language Curriculum Design Concepts and Approaches in Action Around the World*., Taylor and Francis, Hoboken.

Sun, Y. 2021. 'Designing an EAL Syllabus for Young Learners in a Bilingual or International School', *International Journal of TESOL Studies*, 3(4), pp. 166–180. Available at: https://doi.org/10.46451/ijts.2021.12.11 [Accessed: 25 November 2024]

Utami, A.A. & Bram, B. 2022. 'Backward Design Implementation in English as a Foreign Language (EFL) Context', *Journal of Education and Teaching*, 4(1), pp. 110–118. Available at: https://doi.org/10.51454/jet.v4i1.211 [Accessed: 25 November 2024].

Useful Websites:

The following websites are useful sources covering a range of information useful for this subject. However, most are not considered to be sources of Academic Peer Reviewed theory and research. If your assessments require academic peer reviewed journal articles as sources, you need to access such sources using the Library database, EBSCOhost, or Google Scholar. Please ask in the Library if you are unsure how to access EBSCOhost. Instructions can also be found in Moodle.

o http://www.elllo.org/english/Scenes/035-Interview.htm

This site has many spoken excerpts with transcripts and could be used by students to test their own or their students understanding of spoken English.

o http://www.bbc.co.uk/worldservice/learningenglish/

This is a very complete site with exercises on English for special purposes, serials showing everyday life and many blogs both from teachers and students.

o https://www.teachers.cambridgeesol.org/ts/

This site is very useful for MA (TESOL) students as well as for teachers. The monthly newsletter has valuable lessons on how to teach English as a Second or Other Language.

o http://faculty.edfac.usyd.edu.au/projects/usp_in_tesol/

University of Sydney papers in TESOL Contains recent classroom based action research articles on curriculum

development.

https://www.linguahouse.com/

Suggested Conference/ Journal Articles:

Suraweera, D. 2022. Plurilingualism in a Constructively Aligned and Decolonized TESOL Curriculum. TESL Canada journal, 38 (2), pp. 186-198.