ESL Curriculum and Assessment
Terms

• Syllabus
  – Content of a course
  – How it is organized
  – How it will be tested

• Curriculum
  – Broader term, process
  – Describes *what will be taught, in what order will it be taught, and how will it be assessed*
Curriculum Design

• You have been asked to teach an ESL class to for workers in a local Chinese restaurant.
• You need to design a curriculum.
• Where do you start?
• Gathering information
1. Needs Analysis

• Things that you do to collect information about the learners’ needs

• What kind of information might be useful?

• With your partners, write down different types of information you might want to get
Types of information

- What level of English do they already have?
- What do they need to do in English in their job?
- What are some problems they believe they have with English? (perceived needs)
- What are some problems they do have with English? (objective needs)
- With your partners, discuss how you could get this information? What could you do?
Needs Analysis – how will you get this information?

- From the students themselves (your target group), if possible
- Speaking with managers, owners
- Speaking with customers
- Speaking with former restaurant employees
- Observing what restaurant employees do
- Go back to your list – would you add anything?
Administering the Needs Analysis

1. Questionnaires
2. Interviews
3. Observations
4. Meetings
5. Level testing
6. Task Analysis
7. Research: journals, books
8. With your partners, what would you do to get the information you need for your course?
• With your partners, decide on 3 questions you would ask your target group.
• Report back to the large group.
Prioritizing needs

• Large amount of information
• Prioritize
  – Which ones are critical?
  – Which ones are important?
  – Which ones are desirable?

Now what? What else do we need to know?
Situation Analysis

• What other information will we need to develop the course?
• What other factors could affect your course?
• Brainstorm with your partners.
Situation Analysis

- What are factors that could affect the implementation of a course?
  1. Societal Factors
  2. Project Factors
  3. Institutional Factors
  4. Teacher Factors
  5. Learner Factors
  6. Adoption Factors

Which of these might be factors in the development of your course?
Planning Goals and Objectives/ Learning Outcomes

• Goals/Aims Statements
  – What *general change* do we want to see in the learners at the end of the course?
  – This comes from needs analysis

Examples from a course in English in Tourism course:

*Students will be able to write effective business letters for use in hotel and tourist offices.*

*Students will be able to answer handle problems that tourists encounter during their stay*
Objectives/Learning Outcomes

• More specific
• Describe changes in the learners
• “By the end of the course, learners will be able to…”
• Why?
  – Planning
  – Assessing
• Course aim: *To prepare students to communicate in English at a basic level for purposes of travel and tourism.*
Objectives

• The student will have a reading vocabulary of at least 300 common words
• The student can understand simple written notices, signs and menus
• The student can understand simple greetings, statements, and directions.
• NOT: The student will listen to dialogs about everyday situations with tourists.
Your turn

- Write one goal for your course
- Break it down into 2 or more measurable objectives
Course planning and syllabus design

• Course Rationale
  – Who is the course for?
  – What is this course about?
  – What type of learning will take place?

• ESL Curriculum and Assessment is designed for graduate students who will teach English (or another language) as a second or foreign language. The course will introduce students to the elements involved in planning and implementing language programs; it will familiarize students with the concepts behind needs analysis and language course planning. The class will also familiarize students with both formal and informal assessments in language programs and language courses. The course will consist of in-class discussions on assigned readings, quizzes and assignments where students will be required to develop their own needs analysis, syllabus and assessment tools.
• Describe Entry and Exit Level
• Choosing course content - 
  What
  – Grammar
  – Functions
  – Topics
  – Skills
  – Processes
• Selecting a syllabus framework – How will it be organized?
Syllabus Framework

• How will you choose and organize?
• Grammatical (structural)
• Content based
• Situational
• Functional
• Skills
• Process
• Task based
• Which one(s) will you choose for your course?
Curriculum Evaluation

• Assessment is on-going:
  – Needs analysis
  – Goals and objectives
  – Teaching
  – Teaching materials
  – Learning

• Assessing students’ performance
Types of Assessments

• Proficiency Tests
  A. TOEFL/TOEIC
  B. IELTS
  C. Cambridge Exams (KET, PET, FCE, CAE, BEC, etc.)

• Diagnostic Tests

• Placement Tests
  – TOEFL itp
Student Course Assessments

• Formal vs. Informal
• Formative vs. Summative
Alternative Types of Assessment

• Projects/Group Projects
• Portfolios
• Journals
• Conferences
• Self-assessment
• Peer assessment
• Observations
Brown’s Principles of Language Assessment

1. Practicality
2. Reliability
3. Validity
4. Authenticity
5. Washback/Backwash