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| <b>Subject Code</b>                            | FH6103   |
| <b>Subject Title</b>                           | Curriculum and Assessment  |
| <b>Credit Value</b>                            | 3  |
| <b>Level</b>                                   | 6  |
| <b>Pre-requisite / Co-requisite/ Exclusion</b> | N/A  |
| <b>Objectives</b>                              | This subject aims to build on students' existing knowledge of issues relating to curriculum and assessment in second language education in order that they are able to critically examine and evaluate current practice.   |
| <b>Intended Learning Outcomes</b>              | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Articulate an understanding of fundamental concepts and theories related to second language curriculum and assessment</li> <li>b. Demonstrate awareness of how relevant theoretical frameworks are applied in a variety of second language educational settings</li> <li>c. Critically evaluate the literature in the area of curriculum and assessment</li> <li>d. Critically evaluate instances of innovation and change management in curriculum and assessment</li> </ol> |
| <b>Subject Synopsis/ Indicative Syllabus</b>   | <ol style="list-style-type: none"> <li>1. The Curriculum: Traditions, perspectives and approaches</li> <li>2. Curriculum design and development</li> <li>3. Curriculum management</li> <li>4. Curriculum evaluation</li> <li>5. Purposes of testing</li> <li>6. Language assessment policy</li> <li>7. Ethics in language assessment</li> <li>8. Technology in language assessment</li> <li>9. Factors affecting test performance</li> <li>10. Assessment standards and frameworks</li> </ol>  |
| <b>Teaching/Learning Methodology</b>           | <p>The subject will utilize a lecture and seminar approach to help students to achieve the learning outcomes. A variety of hard-copy, online and multimedia materials will be employed and referred to.</p> <p>Teacher input will be designed to stimulate students on a range of topics designed to familiarise them with relevant concepts and perspectives, and to enable them to critically examine these with reference to their own professional contexts.</p>   |

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|---|-----------------------------------|-------------|--|---|---|----------|
| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |          |
|   |                                   |             | a  | b | c | d        |
|   | Attendance and participation      | 20%         | ✓  |   |   |          |
|   | 1. Review paper                   | 40%         | ✓  | ✓ | ✓ | ✓        |
|   | 2. Case study                     | 40%         | ✓  | ✓ |   | ✓        |
|   | Total                             | 100 %       |  |   |   |          |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The first assessment requires students to review and critique one or more the various approaches to curriculum development and/or management that have been presented in the course, and reflect upon how these are applied in an educational context with which they are familiar.</p> <p>The second assessment requires students to carry out a case study relating to assessment. They will be expected to examine the case from the perspective of topics covered in the course, and to carry out both primary and secondary research to gather data.</p> |                                   |             |  |   |   |          |
| <b>Student Study Effort Expected</b>  | Class contact:                    |             |  |   |   |          |
|   | ▪ lecture/seminar                 |             |  |   |   | 39 hrs.  |
|   | Other student study effort:       |             |  |   |   |          |
|   | ▪ private study                   |             |  |   |   | 39 hrs.  |
|   | ▪ assignments                     |             |  |   |   | 39 hrs.  |
|   | Total student study effort        |             |  |   |   | 117 hrs. |

**Reading List and  
References**

**Recommended reading**

Bachman, L. F., & Palmer, A. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford: Oxford University Press.

Carless, D. (2011). *From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings*. New York: Routledge.

Chapelle, C., & Douglas, D. (2006). *Assessing languages through computers*. Cambridge: Cambridge University Press.

Council of Europe (2001). *Common European Framework of Reference for Languages*. Cambridge University Press, Cambridge, UK.

Council of Europe (2018). *Common European Framework of Reference for Languages: Companion Volume with New Descriptors*. [www.coe.int/lang-cefr](http://www.coe.int/lang-cefr).

Kelly, A.V. (1999). *The Curriculum*. London: Sage.

Nation, I.S.P. and Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.

Nunan, D. (1988). *The Learner Centred Curriculum*. Cambridge: Cambridge University Press.

Shohamy, E., Or, I., & May, S. (Eds.), (2017). *Language Testing and Assessment*. Cham: Springer International Publishing

Tsagari, D., & Banerjee, J. (Eds.). (2016). *Handbook of Second Language Assessment*. Berlin, Boston: De Gruyter Mouton.

White, R.V. (1988). *The ELT Curriculum*. Oxford: Blackwell.

Wiles, J.W. and Bondi, J.C. (2011). *Curriculum Development: A guide to practice*. Boston: Pearson.

**Recommended journals**

*Assessment in Education*, Taylor & Francis

*International Journal of Testing*, Taylor & Francis

*Journal of English for Academic Purposes*, Elsevier

*Language Assessment Quarterly*, Routledge

*Language Teaching*, Cambridge University Press

*Language Testing*, Sage

*TESOL Quarterly*, TESOL