

The College of New Jersey
School of Education
Department of Special Education, Language and Literacy

ESL 587 Curriculum, Methods, & Assessment for ESL/Bilingual Education
(ESLM587M2)

Course Syllabus, Mallorca 2nd Session 2013
Session II: July 8-17

June 25

Course Credit: 1 Unit (3 credits)
Class Format: Lecture/discussion/activities
Instructor: Joan Wink, Ph.D., joan@joanwink.com, wink@tcnj.edu,
Office Hours: By appointment

Course Description

This course is designed to develop the student's competency in the application of theoretical foundations of L2 learning and acquisition in teaching multilingual populations. It incorporates *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS* in curriculum design and lesson planning and prepare candidates for field practice. It enables candidates to practice ESL and bilingual methodologies, to design and implement appropriate instructional strategies and activities, to develop curricula and select materials, and to perform proper evaluation procedures for teaching ESL at K-12, higher education and other adult ESL settings as well as bilingual education.

Course Objectives:

The course readings, assignments, activities are in conformity with *The New Jersey Professional Teaching Standards*, *TESOL standards*, *NJ standards for ESL/bilingual certification* and *NJ CCCS*. After successfully completion of this course, students will acquire, clarify, enhance, and utilize knowledge, skills and dispositions related to these standards and will be able to fulfill the following objectives.

Resources, Texts, Internet Resources, & NJPT Standards

No hardcopy text is required for this class, as multiple sources will be made available through SOCS, www.JoanWink.com, and other internet citations.

Syllabus is available at SOCS and

<http://www.joanwink.com/scheditems/587M2-0713.pdf>

www.JoanWink.com

TCNJ

<http://www.tcnj.edu/>

Mallorca, Global Programs <http://www.tcnj.edu/%7Egraduate/global/europe.html>

<http://www.tcnj.edu/~graduate/global/europe.html>

2012 Off Site Graduate information

<http://offsitegrad.pages.tcnj.edu/programs/locations/europe/europe-palma-de-mallorca-spain/>

SOCS, <http://socs.tcnj.edu/>

PAWS <http://www.tcnj.edu/~it/paws/>

<https://cas1.tcnj.edu:443/cas/login?method=POST&service=https://paws.tcnj.edu/psp/paws/?cmd=start>

<http://www.tcnj.edu/%7Eeducat/ncate/exhibit10/index.html>

Semester-at-a-Glance ESLM 587 13 M2

<p>Day 1, Monday, July 8 Introductions Instructor presents: The Big Ideas to Standards to Curriculum to Methods to Assessment Discussion of all assignments and organization of class processes. Due Day 2. http://www.joanwink.com/charts/WriteanIAmPoem.pdf Students/instructor dialogue: Assignments/expectations See Day Three Assignment description (group activity -> standards, curriculum, methods, assessment)</p>
<p>Day 2, Tuesday, July 9 Instructor begins: Bilingual Basics, http://www.joanwink.com/sched.php Big Ideas to Standards to Curriculum Due: I Am Poem Due Day 3: vita, http://www.joanwink.com/about.php (an example) Dialogue Topic: Final two 25 pt. assignments. Day 5: Topics due/approved. Group activity: standards, curriculum, methods, assessment</p>
<p>Day 3, Wednesday, July 10 Instructor presents: Big Ideas to Standards to Curriculum to Methods Bilingual Basics continues. Due: 1-2 pg. vita OR autobiography Group activity – standards, curriculum, methods, assessment Group Sharing Day.</p>
<p>Day 4, Thursday, July 11 Instructor presents: Big Ideas to Standards to Curriculum to Methods to Assessment Methods assignment due in class. Bilingual Basics continue. Group activity – standards, curriculum, methods, assessment</p>
<p>Day 5, Friday, July 13 Bilingual Basics continues. In class: Instructor/individual students: 25 pts. for Attendance/participation/preparation. Due: Standards or Curriculum or Methods or Assessment Due: Final Project must be approved/accepted. Group activity – standards, curriculum, methods, assessment</p>
<p>Saturday, July 13, no class Sunday, July 14, no class</p>
<p>Day 6, Monday, July 15 Instructor presents: Sugata Mitra, Cummins' multiliteracies, Sir Ken Robinson, Ellen Bialystok ½ of class: Student preparation</p>
<p>Day 7, Tuesday, July 16 Individual Written Assignments Due DUE: Individual written projects.</p>
<p>Day 8, Wednesday, July 7 – final day of class Final presentations by students.</p>

Evaluation of Student Performance
See descriptions below this chart.

Points

Attendance/participation/preparation daily (See SSS below.)	25
1. I Am Poem, due Day 2, T	5
2. 1 to 2 page vita or autobiography, due Day 3, W	5
3. Standards, or Curriculum, or Methods, or Assessment assignment due Day 5, F	10
4. Individual Written Assignment, 3 pp./6 APA citations, Due Day 7	30
5. Final project: Due Day 8 – final day	25
a) Karaoke	
b) Slam poetry, art, music	
c) Autophotography	
d) Current annotated bib	
e) ESL/Bilingual Curriculum proposal (3 pp.)	
f) Partnership with other teachers proposal (3 pp.)	
g) Family Engagement proposal (3 pp.)	
h) Local Literacy Engagement (3 pp.)	
i) Any focus on Standards, Curriculum, Methods, or Assessment	
Topics list is open for other options.	

Total Points	100

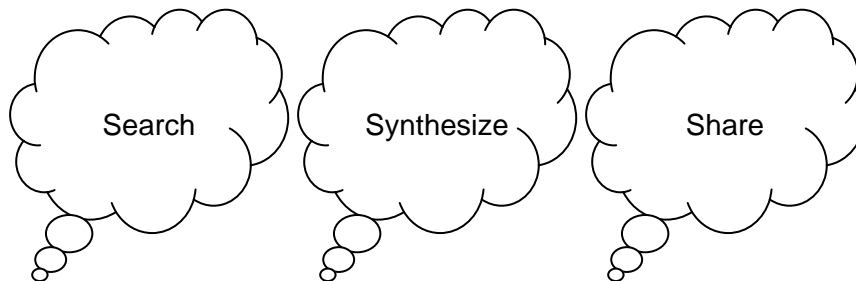
Grading

- 96-100 A
- 95-90 A
- 89-88 B+
- 84- 80 B
- 87-85 B
- 79-78 C+
- 77-75 C
- 74-70 C-

Assignments Guide:

Daily Participation Project (20 pts. of the total 25 pts. under Attendance/participation/preparation)

SSS: *Search.Synthesize.Share*



Collaboration and sharing is encouraged daily in class. In addition, students will be asked to *search* on the net after each class for more information; *synthesize* the new learning; and *share* in class the following day. The last hour of class daily will serve as collaborative communities; group membership will

change daily the first 5 days of class. Each member of each group will share individually, and each community will share ONE consensus statement of the group's learning.

I Am Poem, 5 pts. Day Two

1-2 pp. vita or autobiography, 5 pts. Day Three

Group Sharing of Standards, Curriculum, Methods, or Assessment Day Three Assignment – Day Three in class – 10 pts.

4 groups will be created Day One in class. Each group will focus on standards, curriculum, methods, or assessment. Each group will do an oral share in class Day 3. Each member of each group will do a 1-2 minute share of their unique contribution AND each must also turn in one index card of their individual share in their group. Sometime during Day 2, the group must build consensus on the ONE standards or curriculum or methods or assessment.

STANDARDS > CURRICULUM > METHODS > ASSESSMENT: Guidance for the Group Sharing daily in class.

Review Professional Standards – Review the following professional Standards:

- NJ CCCS (Core Curriculum Content Standards)
- NJ Standards for Teachers and INTASC Standards
- NJ ESL Standards
- TESOL/NCATE Standards for P-12 Teacher Education Programs
- TESOL Standards for P-12
- WIDA
- NCLB and RTTT

This list is not all-inclusive. If you have other standards, which affect you, please discuss with instructor. Your assignment: What are the pros and cons (benefits and disadvantages) of these standards in your life now? Ways of sharing: narrative, bullets, images, or integrated with technology, etc. The purpose of this assignment is to make meaning of one set of standards.

and

Curriculum:

Ways to begin your discussion and sharing: What curriculum guide do you use? Which incorporates NJ CCCS, NJ Standards for Teachers, TESOL/NCATE Standards for P-12, and NJAC 6A:9-11.5 and NJAC 6A:9-11.

and

Methods:

One way to begin your dialogue: Review the various methods listed on the syllabus. Focus on the needs of either early, middle, or later language learners; choose one. Choose one group of learners (early, middle, or later) language learners. Demonstrate one example of the use of storytelling, scaffolding, sheltered, or TPR. Various styles of sharing are encouraged: traditional or be creative. Media format is your choice. Simplicity and clarity are essential. The use of media and new technologies is highly encouraged.

and

Assessment: Consider connecting the philosophies (The Big Ideas) learned in this class with the mandated standards and the required assessment and at your school. Demonstrates your understanding of one set of standards and one form of testing.

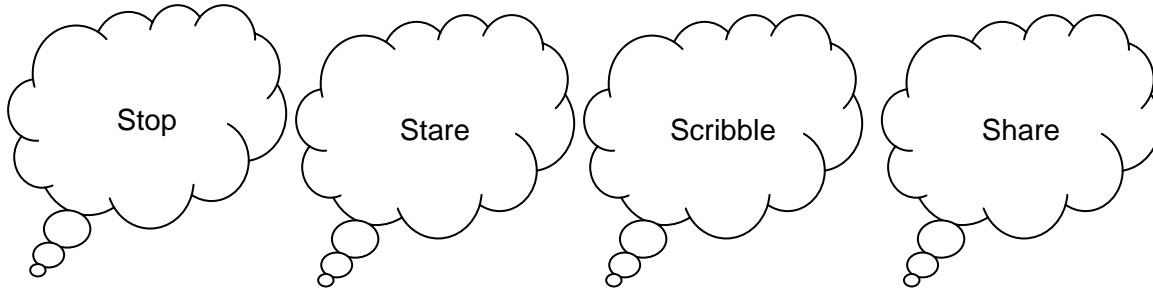
Final Written (30 pts.) and Oral (25 pts.) Sharing

Suggested topics: This list is not all-inclusive.

- Focus on standards, curriculum, methods, or assessment of students who speak additional languages.
- Each project (individual and group) must be approved by Day 5.
- The influences of The Big Ideas on all of teaching/learning
- How do The Big Ideas affect teaching/learning in the international context?
- *How do The Big Ideas affect students acquiring a new languages?
- How can technology be used with scaffolding?
- What is the role of poverty in literacy development?
- What role do libraries play in literacy development?
- Create an overview of a 9 month ESL/bilingual curriculum guide.
 1. Identification of the program for which your curriculum is designed
 2. Needs and situational analysis
 3. Objectives/goals
 4. Organization of major components of the curriculum: courses/units/tasks
 5. Summary tables of major components of the curriculum
 6. Major learning tasks/skills
 7. Instructional materials/ resources
 8. Assessment methods and instruments
 9. A sample lesson
- Which three methods are most effective in the context where you teach?
- Assessment: Which three assessments drive the instruction in your own context?
- Common Core Curriculum: What are the pros and the cons, and how do each affect teaching and learning in your own context?
- What are the benefits of being bilingual? What is the bilingual advantage? Who is Bialystok?
- Professional development: Capture the pros and cons of professional development today in the US and in the context where you teach.
- Why do stories matter? What is the power of the narrative?
- Yong Zhao
- Ken Robinson
- Sugata Mitra
- Ellen Bialystok
- Cummins' Multiliteracy Framework
- What is sheltering? How/why do we do it?
- What is heritage language? How can you link the concept to students, families, and teachers?
- Funds of knowledge
- Diane Ravitch
- Academic and Conversational Language
- Steve Krashen's latest letter-writing campaign

Ways to begin thinking about starting your final project.

- One short story/vignette, which captures the essence of your idea. This syllabus is filled with stories, which capture the praxis (theory and practice) of language acquisition. Your story must be one or two typed pages.
- One primary image, which captures the essence of your idea.
- *One ppt (10 slides) or video presentation (5 minutes)
- Two or three page (single-spaced) of an overview of your presentation.
- One page bulletese overview, which could be shared in your own context.
- Three to five references from the internet.



Class Agenda

Dates	Topics	Readings/Resources	Class Activities
<p>Day 1 7.8.13 Mon.</p>	<p>Overview: Philosophy: The Big Ideas</p> <p>Curriculum Methods Assessment</p>	<p>2 pts. of view http://www.joanwink.com/newsletter/2007/perspective1.pdf</p> <p>3 pts. of view http://www.joanwink.com/cp3/3perspectives.php</p> <p>History Helps: 3 perspectives http://www.joanwink.com/cp3/cp3_pgs72-79.pdf</p> <p>5 pts. of view (See Maaria's 5 ISMs on SOCS) or http://www.joanwink.com/research/maaria-5isms.pdf</p> <p>100 Years in a 1000 Words http://www.joanwink.com/scheditems/100Years.pdf</p> <p>Nicastro Philosophy on SOCS (a good discussion of philosophy) http://www.joanwink.com/scheditems/JWink-Nicastro_Theory.pdf</p> <p>These are generic curriculum websites, which will be used for reference:</p> <p>ASCD www.ascd.org McRel, www.mcrel.org http://www.mrbriggs.com/marzano/index.html NWREL, www.nwrel.org www.nwrel.org:80/request/2003may/general.html</p>	<p>1st hour: Introductions <i>Open Letter to Students</i> http://www.joanwink.com/openletter.php P&P One Thing I am Good at IN and OUT of school What do we know about language acquisition? K W L (Free to a good home) Four Corners http://www.joanwink.com/cp3/cp3_pg134.php WinkWorld May 2012</p> <p>Whirlwind, http://www.joanwink.com/charts/whirlwinds.pdf</p> <p>2nd hour Bilingual Basics The syllabus/how it is organized/what matters The assignments</p> <p>3rd hour Who reads what when? Reflective Cycle in Class</p> <p>Looking Forward. Class rep - Stuart's forms! Tonight. Read. Think. Download.</p> <p>Personal information on your name cards, please. Email address. Your home address.</p> <p>www.JoanWink.com For Day 2 of class Read URLs (web sites) for Days One and Two – Be ready to discuss and share in class. http://www.joanwink.com/sched.php</p>
<p>Day 2 7.9.13</p>	<p>Philosophy to Programs to</p>	<p>From Curriculum to Methods to Assessment</p>	<p>Looking Back</p>

<p>Tues.</p>	<p>Practices Methods</p>	<p>Bilingual Basics: What is ESL? Sheltered Content? Bilingual Education? Scaffolding</p> <p>SD to Mallorca http://www.joanwink.com/love/love-sdtomallorca.php</p> <p>Bilingual Basics http://www.joanwink.com/research/bilingualbasics.pdf</p> <p>M, M, & M http://www.joanwink.com/love/love-mamas.php</p> <p>My People http://www.joanwink.com/love/love-mypeople.php</p> <p>Defining Bilingual Ed http://www.joanwink.com/love/love_pgs97-101.php</p> <p>Expanding the ZPD http://www.joanwink.com/vov/vov_pgs102-112.php</p> <p>What is ZPD? Mumbo Jumbo Story from Mallorca http://www.joanwink.com/vov/vyg-zpd.php</p> <p>Left Brain/Right Brain http://www.joanwink.com/scheditems/rt-left_brain_descriptors.pdf</p> <p>http://www.joanwink.com/scheditems/rt-left_brain_dancingwoman.pdf</p> <p><i>Voice of America: Learning English</i> http://learningenglish.voanews.com/StoryCorps www.storycorps.org</p> <p><i>Books in the Public Domain</i> www.librivox.org</p> <p>7 Strategies: A good overview http://www.bham.wednet.edu/learning/documents/7strategies.pdf</p>	<p>1st & 2nd hour Bilingual Basics</p> <p>3rd hour Review syllabus and assignment</p> <p>4th hour Discussion final oral and written projects</p>
<p>Day 3 7.10.13 Wed.</p>	<p>Methods</p>	<p>10 Things Mainstream Teachers Can Do www.joanwink.com/scheditems/10things.pdf</p>	

		<p>What is ESL and Sheltered Content http://www.joanwink.com/scheditems/EL-D-ESL_SDAIE0509.pdf</p> <p>SDAIE, SIOP</p> <p>Differentiation Cycle http://www.joanwink.com/charts/reflective_cycles_differentiation.pdf</p> <p>Preview/Review http://www.joanwink.com/charts/preview-review.pdf</p> <p>Dual Language http://www.joanwink.com/charts/duallang.pdf http://www.joanwink.com/charts/duallang.pdf</p>	
<p>Day 4 7.11.13 Thurs.</p>	<p>Lesson Planning & Methods</p>	<p>Academic Language Proficiency http://www.joanwink.com/newsletter/2007/Krashen-Brown-ALP.pdf Lesson Plan Resources posted on SOCS</p> <p>Hunter's or 5/7 Step http://www.joanwink.com/newsletter/2005/hunter.pdf</p> <p>Sheltered or SDAIE http://www.joanwink.com/scheditems/ld-sdaie-0208.pdf</p> <p>http://www.joanwink.com/charts/Questioning_Lesson_Plan.pdf</p> <p>Alma Flor Ada Creative http://www.joanwink.com/scheditems/creativediag.pdf</p> <p>Lesson Plan ideas–Mary Borba</p> <p>Scaffolding TPRS – Teaching Proficiency through Reading and Storytelling http://en.wikipedia.org/wiki/TPR_Storytelling www.LessonPlan.com www.WordSift.com</p>	<p>Looking Back.</p> <p>www.LessonPlan.com www.WordSift.com www.mimcc.com (look under bib)</p> <p>Messenger/Scribe http://www.joanwink.com/cp3/cp3_pg136.php</p>
<p>Day 5 7.12.13 Fri.</p>	<p>Assessment</p>	<p>Assessment Overview http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels</p>	<p>Looking Back.</p> <p>Comprehending/Comprehension http://www.joanwink.com/cp3/cp3_pg137.php</p>

		<p>http://www.joanwink.com/scheditems/levels_lang_acq-0509.pdf</p> <p>Overview of Levels http://www.joanwink.com/charts/assessmentoverview.pdf</p> <p>Levels & Descriptors http://www.joanwink.com/scheditems/descriptors_lang_acq-0509.pdf</p> <p>Intro/Through/Beyond http://www.joanwink.com/newsletter/2005/into.pdf</p> <p>Perspectives on Assessment http://www.joanwink.com/scheditems/LA0509.pdf</p> <p>Classroom Observation Form http://www.joanwink.com/scheditems/gillette-ideas.pdf</p> <p>http://www.joanwink.com/scheditems/WinkDropIn.pdf</p> <p>Drop In Observation Form http://www.joanwink.com/scheditems/observational-tool-jw1108.pdf</p> <p>Qualitative/Quantitative http://www.joanwink.com/scheditems/qualt-compare.pdf</p> <p>25 Reasons To Worry about High-Stakes Tests Marion Brady in the Orlando Sentinel< June 24, 2012 http://articles.orlandosentinel.com/2012-06-24/opinion/os-ed-fcat-worries-myword-062412-20120622_1_standardized-tests-fcat-scores</p>	<p>What is language proficiency? How do you measure it?</p>
7/13/13 FREE DAY			
7.14/13 FREE DAY			
Day 6 7/15/13 Mon.			
Day 7 7/16/13 Tue.			Final written projects due at the end of class.
Day 8			Students share final oral projects.

7/17/13 Wed.		
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Historical Overview of Methods

Grammar Translation
Audiolingual Method
Direct Approach
Oral Approach/situational language teaching
Total Physical Response (TPR)
The Silent Way
The Natural Approach
Suggestopedia
Community Language Learning
Communicative Approach
Task-Based Language Teaching
Competency-Based Language Teaching
The Lexical Approach
Neurolinguistic Programming
Cognitive Code Method
CALLA
Bilingual Education Approach
Content-Based Instruction
Whole Language
Phonics
Cooperative Language Learning
Multiple Intelligences (MI)
English for Special Purpose (ESP)
Computer Assisted Language Learning (CALL)
Differentiated Instruction (DI)
Story Telling
Drama
Music Approach
Games
Rassias Method (DILM)

Assessment Rubric for Projects

Criteria	Unacceptable (1)	Acceptable (2)	Competent (3)	Exemplary (4)	Score
Knowledge	Lack of understanding of the importance of collaboration between ESL teachers and content area teachers and parenting.	Somewhat Understand the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction.	Know the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	Good understanding of the importance of collaboration between ESL teachers and content area teachers and parenting, and realizes the impact on ESL instruction and acquisition of content knowledge.	
Content	Did not advocate and serve as resource for families of learners and their community and demonstrate the intention to conduct collaboration with teachers including those in the content areas.	Somewhat advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Effectively advocated and served as resource for families of learners and their community and demonstrated the intention to conduct collaboration with teachers including those in the content areas.	Especially adept in advocating and serving as resource for families of learners and their community and demonstrating the intention to conduct collaboration with teachers including those in the content areas.	
Organization	The project activities were not organized and have problems in scheduling and procedures.	The activities were organized to meet the parents or teachers schedule to promote the partnership.	The activities were organized with a proper schedule and some strategies to make the partnership effective.	The activities were well organized with right strategies and procedures to make the partnership effective.	
Supporting Details	The objectives of the activities were not stated and not supported with any resources available for parents and teachers.	The objectives of all the activities were described and supported with limited educational resources available for parents and teachers.	The objectives of the activities were described and supported with some educational resources available for parents and teachers.	The objectives of all the activities were stated clearly and were supported with various educational resources available for parents and teachers.	
Deliverable Presentation	Materials are dull/repetitive and	Effort was made to make the	Some of the materials are	Materials are very parent-	

	not engaging or of little/no interests to parents, and no home language support	materials intelligible to parents but without home language support	parent-friendly with some home language support and at appropriate level	friendly with home language support, at appropriate level and geared toward issues faced by parents	
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Internet Resources:

www.JoanWink.com

Free To A Good Home

<http://www.joanwink.com/charts.php>

Joan's Schedule

http://www.joanwink.com/scheditems/4150-bib-F08_S09.pdf

WinkWorld Archive

<http://www.joanwink.com/newsletter/archive.php>

Larry Ferlazzo: A terrific website for language acquisition

<http://larryferlazzo.com/>

<http://larryferlazzo.edublogs.org/>

The Electronic Village Online (EVO)(10 great examples)

<http://larryferlazzo.edublogs.org/2011/01/07/fabulous-professional-development-opportunity-for-eslefl-teachers/>

Institute for Language and Education Policy

<http://www.elladvocates.org/>

An Equity Agenda for English Language Learners

A Seven-Point Plan by the Institute for Language and Education Policy

http://www.elladvocates.org/documents/ESEA/Equity_Agenda_for_ELLs.pdf

Fact Sheet on English Language Learners: Who are ELL students?

http://www.elladvocates.org/documents/ESEA/Factsheet_on_ELLs.pdf

TESOL/NCATE Standards for P-12 Teacher Education

http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689

Internet Resources for Partnerships

Center for Educational Partnerships, UC Irvine <http://www.cfep.uci.edu/>

National Network of Partnership Schools <http://www.csos.jhu.edu/p2000/index.htm>

A Guide to Promising Practices in Educational Partnerships

<http://www.ed.gov/pubs/PromPract/index.html>

U.S. Department of State Bureau of Educational and Cultural Affairs -

Educational Partnership Program <http://exchanges.state.gov/education/partnership/>

The Arts Education Partnership (AEP) <http://www.aep-arts.org/>

Business/Education Partnerships – ERIC Digest <http://www.ericdigests.org/1996-1/business.htm>

The Kennedy Center for the Performing Arts Partners in Education Program

<http://www.kennedy-center.org/education/partners/>

National Council for Community and Education Partnerships <http://www.edpartnerships.org/>

Rural Community College Alliance <http://www.ruralccalliance.org/>

Science Education Partnership Award Program <http://www.ncrrsepa.org/>

Urban Education Partnerships <http://www.laep.org/>

NJPT Standard 1: Subject Matter Knowledge; NJAC 6A:9-11.5 V and VI, 11.4 II and V; TESOL: 1a 1-2; 5c 2-4; 3a 1-4; 3b 1-8; 3c 1-5

Students in this course will understand theories and practice related to language curriculum development and the history of language teaching shift from *Chomsky* through *Hymes* to the present with an emphasis on major contributions and limitations. Upon successful completion of this course, students will be expected to

- Know and understand the framework and procedures to develop effective ESL/Bilingual programs at different levels;
- Able to compare and contrast the conceptual and operational similarities between K-12 ESL and College and adult ESL programs
- Select and apply appropriate instructional strategies and approaches in ESL/Bilingual settings.

NJPT Standard 3: Diverse Learners, TESOL a 1-4; 2b 1-5

Students in this course will understand the practice of linguistically and culturally responsive teaching. Upon successful completion of this course, students will be expected to

- Know and understand individual difference in terms of learning style, social class, gender, race, ethnicity, language, age, and special needs
- Respect for individual differences and adapt appropriate instructional strategies in lesson planning and curriculum design.

NJPT Standard 4: Instructional Planning and Strategies; NJAC 6A:9-11.5 VI; 11. IV; NJ CCCS 3.1-3.5 , TESOL: 3a 1-4; 3b 1-8; 3c 1-5

Students in this course will learn how to design appropriate instructional plans and choose adequate instructional strategies to meet the needs of different populations in ESL/bilingual settings. Upon successful completion of this course, students will be expected to

- Know and understand procedures for instructional planning and management
- Describe, compare, and evaluate the effectiveness of the traditional and current instructional approaches.
- Know how to design a lesson plan that meets the needs of target language populations
- Focus on the teaching and acquisition of the discrete language skills in integrated ways.
- Understand the social and cultural contexts of language acquisition and recognize the influences of societal, motivational and personal factors, age in particular, upon that acquisition.
- Select and develop appropriate instructional materials for different programs and age learners.
- Develop curriculum or curriculum guides for use in ESL and bilingual instructional settings.
- Know and apply instructional strategies to promote literacy development and content area knowledge of ESL/bilingual students

NJPT Standard 5: Assessment; TESOL: 4 Assessment: 4a 1-4; 4b 1-5; 4c 1-3

Students in this course will understand theories and practice related to language assessment. Upon successful completion of this course, students will be expected to

- Know and understand the concept and rationale of variety of assessment.
- Know and understand various assessment instruments
- Select and apply different assessment for different tasks, purpose and settings including students of special needs