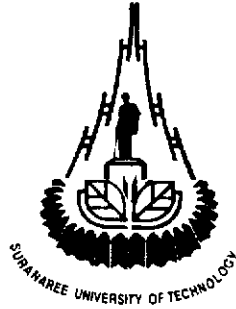


**CONTRIBUTION**



เอกสารประกอบการบรรยาย

## **Curriculum Development**

อาจารย์ ดร.จิตพนัส สุวรรณเทพ

สาขาวิชาภาษาอังกฤษ

สำนักวิชาเทคโนโลยีสังคม

**THE CENTER FOR LIBRARY RESOURCES AND EDUCATIONAL MEDIA**  
**SURANAREE UNIVERSITY OF TECHNOLOGY**

ผลงานในโครงการหนึ่งอาจารย์หนึ่งผลงาน

203533  
Curriculum Development  
and  
Instructional Design

by

*Dr. Jitpanat Suwanthep*

1

## Introduction

*Curriculum-based approach*

VS

*Method-based approach*

to language teaching

2

Q: What are examples of the methods  
used in language teaching?

3

## Answers

- Grammar Translation Method
- Direct Method
- Structural Method
- Reading Method
- Audiolingual Method
- Situational Method
- Communicative Method

4

## Method-based approach

Emphases:

1. Methods have often been regarded as the most important factor in determining the success of a language program.
2. Advances in language teaching are sometimes dependent on the adoption of the latest method.

5

## Method-based approach

- Shortcomings:

It does not include other factors concerning the teaching-learning process.

6

## Curriculum-based approach

Curriculum-based approach fulfills the perspectives of such missing factors as:

- How do methods interact with other factors in the teaching-learning process?
- Who are the learners and the teachers?
- What expectations do they have for the program?
- What learning and teaching styles do they bring to the program?

7

- For what purposes is the language needed?
- What goals does the program have, and how are these goals expressed?
- In what setting will teaching take place, and what organizational structure is in place to support and maintain good teaching?

8

- What resources will be used, and what are their roles?
- What is the role of textbooks and other materials?
- What measures will be used to determine the success of the program?

9

## Conclusion

- Hence, successful language program is also dependent upon the activities of curriculum development

10

- Q: What are activities of curriculum development?

11

## Answer

- They are the use of a variety of planning and implementation processes involved in developing or renewing a language program.

12

Those processes includes:

- determining learners' needs
- analysis of the context for the program and consideration of the impact of contextual factors
- the planning of learning outcome
- the organization of a course or set of teaching materials

13

- the selection and preparation of teaching materials
- provision and maintenance of effective teaching
- evaluation of the program

14

### Goals for curriculum-based approach

- Effective planning and decision making in language program development, implementation and review

15

The practices in curriculum-based approach reflect:

- ongoing theories and development in language teaching pedagogy
- second language acquisition theory
- educational theory
- related fields

16

## Unit 1

### Overview

This course aims at

- examining the processes of review and reflection on language curriculum;
- addressing the issues that arise in developing and evaluating language programs and language teaching materials

17

Language curriculum development deals with the following questions:

- What procedures can be used to determine the content of a language program?
- What are learners' needs?
- How can learners' needs be determined?
- What contextual factors need to be considered in planning a language program?
- What is the nature of aims and objectives in teaching and how can these be developed?
- What factors are involved in planning the syllabus and the units of organization in a course?

18

- How can good teaching be provided in a program?
- What issues are involved in selecting, adapting, and designing instructional materials?
- How can one measure the effectiveness of a language program?

19

### Curriculum development focuses on determining:

- what knowledge, skills, and values students learn in schools,
- what experiences should be provided to bring about intended learning outcomes
- how teaching and learning in schools or educational systems can be planned, measured, and evaluated

20

- In brief, curriculum development describes an interrelated set of processes that focuses on
  - 1) designing;
  - 2) Implementing;
  - 3) Evaluating language programs

21

### Historical Background

- 1960s
- Syllabus design
  - one aspect of curriculum development
  - BUT
  - not identical

22

Q: What is a syllabus?

Answer: Definition

A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.

23

Example:

The syllabus for a speaking course specifies:

- kinds of oral skills to be taught and practice during the course
- functions
- topics
- other aspects of conversation to be taught
- the order to be appeared in the course

24

Q: What is syllabus design?

Answer:

Syllabus design is the process of developing a syllabus

25

## Syllabus Design VS Curriculum Development

26

### Curriculum Development

- ◆ Curriculum development is a more comprehensive process than syllabus design.
- ◆ It includes the processes that are used to:
  - 1) determine the needs of a group of learners;
  - 2) develop aims or objectives for a program to address those needs;
  - 3) determine an appropriate syllabus, course structure, teaching methods, and materials;
  - 4) carry out an evaluation of the language program that results from these processes

27

### Approaches to syllabus design in 20<sup>th</sup> century

- Approaches to language teaching came from changes in teaching methods.
- Definition: method in teaching  
the notion of a systematic set of teaching practices based on a particular theory of language and language learning

28

### Methods in language teaching

- Grammar Translation Method (1800-1900)
- Direct Method (1890-1930)
- Structural Method (1930-1960)
- Reading Method (1920-1950)
- Audiolingual Method (1950-1970)
- Situational Method (1950-1970)
- Communicative Approach (1970-present)

29

- Although a particular method has been a preference at different time, methods often continue in some form after they have fallen out of favor  
e.g., grammar translation
- Common to each method is the belief that the teaching practices it supports provide a more effective and theoretically sound basis for teaching than the methods that preceded it.

30

### Direct Method

- oral-based target-language-driven methodology
- prescribes the way a language should be taught
- emphasizes on the exclusive use of the target language

31

### Direct Method (cont.)

- intensives question-and-answer teaching techniques
- demonstration and dramatization to communicate meanings of words
- prescribes vocabulary and grammar to be taught and the order in which it should be presented

32

### Principles of Structural Method (Harold Palmer, 1922)

- Initial preparation—orienting the students towards language learning
- Habit forming—establishing correct habits
- Accuracy—avoiding inaccurate language
- Gradation—each stage prepares the student for the next
- Proportion—each aspect of language given emphasis

33

### Principles of Structural Method (cont.) (Harold Palmer, 1922)

- Concreteness—movement from the concrete to the abstract
- Interest—arousing the student's interest at all times
- Order of progression—hearing before speaking, and both before writing
- Multiple line of approach—many different ways used to teach the language

34

## Chapter 2

From Syllabus Design to  
Curriculum Development

1

## English for No Specific Purpose (General English) before 1950s

Characteristics:

- use of materials graded for vocabulary level and linguistic difficulty
- being taught through structure and vocabulary

2

### Disadvantages

- random selection of sentences  
(no relation between sentences chosen for exercises)
- students cannot generate utterances different from controlled responses from practices

3

## 1950s-1960s

### Methodological excitement

Oral Approach

(Situational/ Structural-situational approach)

- structural syllabus w/ graded vocabulary levels
- meaningful presentation of structures in contexts through different situations
- PPP method (Presentation, Controlled Practice, free Production)

4

## 1960s TESL/TEFL Approach

(Structural Syllabus and situational drill based methodology)

1958-1964 Audiolingual Method (US)

Characteristics:

- repetition/reinforcement => automatization
- emphasis on right response NOT mistakes
- language is behavior

5

## Changing needs for foreign languages in Europe

1960s-1970s Language Teaching  
Revolution

-- concerns

- 1) to which extent teaching methods addressed learners' needs
- 2) how people learn and what language is
- 3) which foreign languages should be taught in school

6



- 4) at what years languages should be introduced into the curriculum
- 5) with what intensity languages should be introduced (2 or 4 or 6 class periods a week)
- 6) Status of the teaching of classical languages

7

#### New Direction for Language Teaching

=

- Communicative Language Teaching (CLT)
- reexamination of basic assumptions about goals, nature, and processes of language teaching
  - consideration of the whole context of teaching and learning
  - need to consider societal and learner needs

8

### English For Specific Purposes

Results from:

- the need to prepare growing numbers of non-English background students for study at American or British universities
- the need to prepare materials to teach students who had already mastered general English but not needed English for use in employment such as doctors, nurses, engineers and scientists

9

- the need for materials for people needing English for business purposes
- the need to teach immigrants the language needed to deal with job situations

10

- ESP students study English to carry out a particular role such as foreign student, flight attendant, mechanic or doctor
- ESP is for the training in the kinds of English learners would use or encounter in their specific occupations and situations such as English for science, business, medicine, engineering or manufacturing

11

- There were specialized varieties of English:
  - scientific English
  - business English
  - technical English

12

- The characteristics of ESP Englishes could be identified through
  - word frequency counts
  - discourse analysis

13

- Throughout 1970s, the ESP approach in language teaching drew on
  - Register analysis
  - Discourse analysis
    - to determine the linguistic characteristics of such different disciplines as medicine, engineering, or science

14

### Register Analysis

- **A register** is a variety of language determined according to its use
- **Register analysis** is a study of the language at the word/sentence level to examine distinctive patterns of occurrence of vocabulary, verb forms, noun phrases and tense usage.

15

- Example:  
Business Communication Courses
  - attach, enclose, appreciate, refer, forward, request, advice, thank

16

### Discourse Analysis

- Identify the linguistic structure of longer samples of speech or text
- Based on the analysis of units of organization within texts such as
  - Narratives, instructions, reports, business letters
 or speech events and examines patterns of rhetorical organization such as
  - definition, identification, comparison

17

- Jordan (1997)
  - Discourse analysis examines the communicative contexts that affect language use as well as the relationship between the discourse and the speakers and listeners, and the relationship between utterances

18

- The focus of the discourse analysis approach is on identifying patterns of text organization

19

- The main directions of the ESP approach  
--the development of language courses and materials that taught the registers and discourse features of such specific fields as science, business or medicine

20

- Also, the focus in ESP on the purposes for which learners need a language prompted the development of approaches to needs analysis.

21

## Needs Analysis in ESP

- An ESP approach starts with an analysis of the learner's needs.  
(not with the analysis of language as in general English approach)
- **Underlying Assumption:** Different types of students have different language needs and what they are taught should be restricted to what they need.

22

- Levels of restriction determining ESP course content (Stevens, 1977):

1. restriction
2. selection
3. themes and topics
4. communicative needs

23

### 1. *Restriction*

- Only the basic skills (understanding speech, speaking, reading, writing) are included which are required by the learner's purposes

### 2. *Selection*

- Only those items of vocabulary, patterns of grammar, functions of language are included which are required by the learner's purposes

24

### 3. Themes and topics

- Only those themes, topics, situations, universes of discourse are included which are required by the learner's purposes.

### 4. Communicative needs

- Only those communicative needs are included which are required by the learner's purposes.

25

### ESP

- Learners' needs are often described in terms of performance
- = what the learner will be able to do with the language at the end of a course of study.
- **Goal** = to prepare the learners to carry out a specific task or set of tasks
  - The student of ESP studies to perform a role, e.g. English for hotel waiters, English for food technology

26

### General English

- **Goal** = Overall mastery of the language that can be tested on a global language test

27

### Considerations in determining learners' needs

- learners, teachers, and employers
- resources of the teaching institution, objectives, the methods of assessment used
- different kinds of activities the learner would be using the language for
- the language functions involved
- the situation
- which of the four language skills would be needed

28

- It is to be noted that the needs analysis should be an ongoing process throughout a course.
- Procedures for conducting needs analysis = **questionnaires, surveys, interviews.**

29

### Munby (1978)

- A systematic approach to needs analysis in ESP course design with focuses on two dimensions of needs analysis
  - 1. the procedures used to specify the target-level communicative competence of the student
  - 2. the procedures for turning the information gathered into an ESP syllabus

30

Profile of the learner's communicative needs  
(Schutz and Derwing, 1981)

1. Personal
2. Purpose
3. Setting
4. Interactional variables
5. Medium, mode and channel
6. Dialects
7. Target level
8. Anticipated communicative events
9. Key

31

1. Personal  
Culturally significant information about the individual such as language background
2. Purpose  
Occupational or educational objective for which the target language is required
3. Setting  
Physical and psychosocial setting in which the target language is required
4. Interactional variables  
Such as the role relationships to be involved in the target language use

32

5. Medium, mode and channel  
Communicative means
6. Dialects  
Information on dialects to be utilized
7. Target level  
Level of competence required in the target language
8. Anticipated communicative events  
Micro- and macro-activities
9. Key  
The specific manner in which communication is actually carried out

33

Example  
A profile of restaurant staff's needs  
(pp. 34-35)

34

- The needs profile is then translated into a statement of the list of specific language skills the students will need based on the skills taxonomy Munby provided.
- Examples:
  - Understanding relations between parts of a text through lexical cohesion devices of: repetition, synonymy, lexical set
  - Understanding relations between parts of a text through grammatical cohesion devices of: reference, comparison, substitution

35

- Advantages of Munby's model (beginning)
  - A systematic and objective set of processes for arriving at a specification of students needs
- Disadvantages of Munby's model (later)
  - Subjective, arbitrary judgments and decisions

36

## Communicative language teaching (1960s-1970s)

- A replacement for the structural-situational and audiolingual methods
- A broad approach to teaching that resulted from a focus on communication as the organizing principle for teaching rather than a focus on mastery of the grammatical system of the language.

37

- CLT was a response to
  1. Changes in the field of linguistics in 1970s that moved away from a focus on grammar as the core component of language abilities to a consideration of how language is used by speakers in different contexts of communication

38

## 2. The need for new approaches to language teaching in Europe

39

## Communicative competence

--capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of the transaction

VS

## Grammatical competence

--the knowledge people have of a language that underlies their capacities to produce and recognize sentences in the language

40

## Curriculum approach in language teaching

- A very broad field of inquiry that deals with what happens in schools and other educational institutions, the planning of instruction, and the study of how curriculum plans are implemented
- The whole body of knowledge that children acquire in schools.
- Definition p. 39

41

- Tyler's (1950) model (p. 39)
- Lawton's (1973) model
- Inglis' (1975) model (p. 40)
- Nicholls and Nicholls' (1972) cyclical model/ends-means model

42

## Conclusion

- Curriculum development consists of interlinked processes.
- Curriculum development is the range of planning and implementation processes involved in developing or renewing a curriculum.

43

- Those processes focus on a network of interacting systems of needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation.
- It is to be noted that change in one part of the system has effects on other parts of the system.
- Curriculum development deals with a lot of planning and decision-making processes.

44

## Chapter 3 Needs Analysis

1

### Needs Analysis

- The goal of need analysis is to collect information that can be used to develop a profile of the language needs of a group of learners in order to be able to make decisions about the goals and content of a language course.

2

- Approaches to needs analysis
- Purposes of needs analysis
- Nature of needs
- Who needs analysis is intended for
- Who the target population is
- Who collects information
- What procedures can be used
- How the information collected can be used

3

- The purposes of needs analysis
- What are needs?
- The users of needs analysis
- The target population
- Administering the needs analysis

4

- Procedures for conducting needs analysis
  - Sources
  - Procedures/tools

5

- A variety of processes can be used in conducting needs analysis
- The kind of information obtained is often dependent on the type of procedure selected
- A triangular approach (collecting information from two or more sources)

6



## Example

- Context: Conducting of needs analysis of the writing problems by foreign students enrolled in American universities
- Sources: information can be obtained from different sources (p. 59)
- Procedures can be selected from the list on page 60-63

7

## Designing the needs analysis

- select the procedures from the proposed list
- use the ones that provide the most comprehensible view and different stakeholder
- emphasis on the practicality of the procedures
- only information that will actually be used is collected.
- can be done in both large or small scale
- Example: New Zealand university (pp. 63-64)

8

## Making use of the information obtained

- Summary of obtained information in the form of ranked lists of different kinds.
- Example: pp. 64-65
- Example of long-term needs analysis (pp. 68-69)
- Example of short-term needs analysis (pp. 70-71)

9

## Example: Appendices (72-88)

- Designing a questionnaire
- Needs analysis questionnaire for Cantonese learners
- Needs analysis questionnaire for non-English-background students

10

## Chapter 4 Situation Analysis

1

### Situation Analysis

- The goal of situation analysis is to identify key factors that might positively or negatively affect the implementation of a curriculum plan.
- It is also known as a SWOT analysis because it involves an examination of "a language program's internal *strengths* and *weaknesses* in addition to external *opportunities* and *threats* to the existence or successful operation of the language program (Klinghammer, 1997)

2

- Analysis and appraisal of the potential impact of such factors as societal factors, project factors, institutional factors, teacher factors, learner factors and adoption factors at the initial stages of a curriculum project can help determine the kinds of difficulties that might be encountered in implementing a curriculum change.

3

- It is important to identify what these factors are and what their potential effects might be when planning a curriculum change.
- Practice 1: **Situation Analysis**
- Analyzing of context of innovation (to clarify the importance of situation analysis in curriculum planning)
- Examples (91-92)
- Look at the context and identify its causal factors on the success or failure of the program.

4

- Societal factors (93-95)
- Project factors (95-97)
- Institutional factors (97-99)
- Teacher factors (99-101)
- Learner factors (101-103)
- Adoption factors (103-105)

5

- Profiling the factors identified in the situation analysis
  - can be summarized in the form of a list and the profile developed for discussion within the project team, ministry, funding body, or institute for estimating the difficulty of implementing new programs in order to address
    - 1) the negative factors and
    - 2) goals of a project that are needed to be modified to reflect the realities of the situation in which the curriculum will be implemented.

6

- Situation analysis serves to help identify potential obstacles to implementing a curriculum project and factors that need to be considered when planning the parameters of a project.

7

- The next step in curriculum planning involves using the information collected during needs analysis and situation analysis as the basis for developing program goals and objectives

8

## Appendices

- Appendix 1: Situation analysis profile (108)
- Appendix 2: Matrix for identifying factors in curriculum renewal process (108-110)
  - Examine difficulties of implementing new program

9

## Planning goals and learning outcomes

1

## Introduction

General English => the goal of a course is to teach English

ESP => it is necessary to find answers to more specific questions

2

## Questions for goal planning (ESP)

- What kind of English?
- At what level of proficiency?
- An for what purposes?

3

- Needs analysis is used to find answers to the questions.
- Situational analysis is used to identify the role of contextual factors in implementing curriculum change.

4

- Therefore, determining the goals and outcomes of a program is another crucial dimension of decision making in curriculum planning.

5

## Key assumptions about goals

- People are generally motivated to pursue specific goals.
- The use of goals in teaching improves the effectiveness of teaching and learning.
- A program will be effective to the extent that its goals are sound and clearly described.

6

- Most language programs describe their goals in terms of aims and objectives.
- The nature of aims and objectives is not necessarily straightforward because they refer to knowledge, skills and values that educational planners believe learner need to develop.

7

- Hence, formulating goals needs a judgment call.

8

### Five curriculum ideologies

- Academic rationalism
- Social and economic efficiency
- Learner-centeredness
- Social reconstructionism
- Cultural pluralism

9

- Those five curriculum ideologies shape the nature of the language curriculum and the practices of language teaching in different ways

10

- Curriculum planners draw on
  1. Their understanding both of the present and long-term needs of learners and of society
  2. The planners' beliefs
  3. Ideologies about schools, learners and teachers

11

- Each of five curriculum emphasize a different approach to the role of language in the curriculum

12

## Academic rationalism

- Stresses the intrinsic value of the subject matter and its role in developing the learner's intellect, humanistic values and rationality
- Believes to develop mental discipline (or classical humanism)

13

- That is "to promote broad intellectual capacities such as memorization and the ability to analyze, classify, and reconstruct elements of knowledge so that these capacities can be brought to bear on the various challenges likely to be encountered in life.

14

- Academic rationalism is sometimes used to justify the inclusion of certain foreign languages in school curricula
- They are taught as an aspect of social studies.

15

- The curriculum aimed at maintaining the high status of English-medium education.
- Such curricula were gradually replaced with more functional and practically oriented ones as English-medium education became more widely available.

16

## UK academic rationalism (Clark, 1987)

- Is concerned with
  - The maintenance and transmission through education of the wisdom and culture of previous generations.
    - The creation of a two-tier system of education
      - one to accord with the higher cultural traditions of an elite
      - the other to cater for the more concrete and practical lifestyles of the masses.

17

- The development for the elite of generalizable intellectual capacities and critical faculties.
- The maintenance of standards through an inspectorate and external examination boards controlled by the universities.

18

## Social and economic efficiency

- Emphasizes on the practical needs of learners and society and the role of an educational program in producing learners who are economically productive.
- Social, economic, and other needs of society can be identified and planned for by task analysis, by forming objectives for each task and by teaching skills as discrete units.

19

- It is an ends-means approach
- Bobbitt (1918) –curriculum development was seen as based on scientific principles.
- Its practitioners were educational engineers whose job was to discover the total range of habits, skills, abilities, and forms of thought.
- Curriculum development is like the factory and production

20

- Leads to an emphasis on practical and functional skills in a foreign or second language
- Stresses the economic needs of society as a justification for the teaching of English.

21

- In many countries where English is a foreign language, over the past two decades there has been a move away toward one based more on a socioeconomic efficiency model.

22

- Example: Clark's (1987)

A research, development, and diffusion model

--It is generally involves the setting up of a central committee of selected experts to develop a new curriculum product. The committee conducts initial research into what is required, produces draft materials,

23

(cont.)

--obtains feedback from classroom teachers who use the draft material in a number of designated pilot areas chosen to be representative of a range of contexts, and finally revises the materials for publication

24

### Criticism on the ideology

- Such a view is reductionist and presupposes that learners' needs can be identified with a predetermined set of skills and objectives.
- Knowledge is seen as something external to the learner that is transmitted in pieces.
- It is a banking model (education = an act of depositing, students = depositories, teachers = depositors)

25

### Advocate's view

- The curriculum should above all focus on knowledge and skills that are relevant to the learner's everyday life needs.
- The curriculum should be planned to meet the practical needs of society.

26

### Learner-centeredness

- Stresses
  - the individual needs of learners,
  - the role of individual experience,
  - and the need to develop awareness, self-reflection, critical thinking, learner strategies, and other qualities and skills that are believed to be important for learners to develop.

27

- Reconceptualists = emphasize the role of experience in learning
- Constructivists = emphasize that learning involves active construction and testing of one's own representation of the world and accommodation of it to one's personal conceptual framework.

28

- All learning is seen to involve relearning and reorganization of one's previous understanding and representation of knowledge.

29

- Dewey (1934)
  - There is no intellectual growth without some reconstruction and some reworking.

30



- Robert (1998)

- Constructivism has a strong influence on language curriculum design.
- Ex: Reading and listening comprehension are taught with an emphasis on the prior knowledge, beliefs and expectations that learners bring to listening and reading

31

- Progressivism (Clark, 1987)

- It involves seeing education as a means of providing children with learning experiences from which they can learn by their own efforts
- Growth through experience is the key concept

32

- Marsh (1986)—issue of child-centered or learner-centered curricula can refer to as

- Individualized teaching
- Learning through practical operation or doing
- Laissez faire—no organized curricula at all but based on the momentary interests of children
- Creative self-expression by students
- Practically oriented activities directed toward the needs of society
- A collective term that refers to the rejection of teaching-directed learning

33

- It leads to an emphasis on process rather than product, a focus on learner differences, learner strategies, and learner self-direction and autonomy

34

## Social reconstructionism

- Emphasizes the roles schools and learners can and should play in addressing social injustices and inequality.
- Curriculum development is not a neutral process but reflects the general inequalities in society.

35

- Schools must engage teachers and students in an examination of important social and personal problems and seek ways to address them.
- It is known as "empowerment" process.
- Teachers must empower their students so that they can recognize unjust systems of class, race, or gender and challenge them.

36

- **Morris (1995)**

- The curriculum focuses on developing knowledge, skills and attitudes which would create a world people care about each other, the environment, and the distribution of wealth. Tolerance, the acceptance of diversity and peace would be encouraged. Social injustices and inequality would be central issues in curriculum.

37

- **Kincheloe and McLaren's (1994)**  
**Critical Theory and Critical Pedagogy Movement (p. 118)**

Freire (1972)

- Teachers and learners are involved in a joint process of exploring and constructing knowledge.

38

- Students must find ways of recognizing and resisting various forms of control.
- Auerbach (1992) –teaching must seek to empower students and help them to bring about change in their lives.

39

### Critics

- Teachers and students may not be able to change the structure of the systems in which they work and that other channels are often available to address such changes.

40

### Cultural Pluralism

- Schools should prepare students to participate in several different cultures and not merely the culture of the dominant social and economic group

41

- **Bank (1988)**—Students in multicultural societies (ex: US) need to develop cross-cultural competency or intercultural communication.
- One cultural group is not seen as superior to others.
- Multiple perspectives representing the viewpoints of different cultural groups should be developed within the curriculum.

42

- 3 dimensions to intercultural competence in foreign language programs:
  - The need to learn about cultures
  - The need to compare them
  - The need to engage in intercultural exploration

43

- The importance of valuing learners' language knowledge

44

## Chapter 6

### Course planning and syllabus design

1

- A part of developing a course or set of instructional materials based on the aims and objectives

2

- Other dimensions of course development
  - Developing a course rationale
  - Describing entry and exit levels
  - Choosing course content
  - Sequencing course content
  - Planning the course content (syllabus and instructional blocks)
  - Preparing the scope and sequence plan

3

- Those processes do not necessarily occur in a linear order.
- They are subject to ongoing revision.

4

### The course rationale

- A description of the course rationale  
= a starting point in course development

5

- It is a brief written description of the reasons for the course and the nature of it.
- Seeks to answer the following questions
  - Who is this course for?
  - What is the course about?
  - What kind of teaching and learning will take place in a course?

6

- It is normally a two-three paragraph statement.
- Developing a rationale helps provide focus and direction

7

- Rationale serves the purposes of:
  - Guiding the planning of the various components of the course
  - Emphasizing the kinds of teaching and learning the course should exemplify
  - Providing a check on the consistency of the various course components in terms of the course values and goals.

8

- In order to develop a course rationale, planners need to give careful consideration to
  - The goals of the course
  - The kind of teaching and learning they want the course to exemplify
  - The roles of teachers and learners in the course
  - The beliefs and principles the course will reflect

9

- Example of a course rationale (146)

10

### Describing the entry and exit level

- It is necessary to know the level at which the program will start and the level learners may be expected to reach at the end of the course.
- Generally used: elementary, intermediate, advanced (too board)

11

- More detailed descriptions are needed of students' proficiency levels before they enter a program and targeted frequency.

12

- Entry level test: TOEFL, IELTS or special designed test
- Use of band levels or points on a proficiency scale—describe what a student can do at different stages in a language program
- Examples (147)

13

- See
  - Appendix 1 Proficiency guideline
  - Appendix 2 Performance levels
  - Appendix 3 Band descriptors

14

## Choosing course content

- Decisions about course content reflect
  - The planners' assumptions about the nature of language, language use and language learning
  - What the most essential elements or units of language are
  - How these can be organized as an efficient basis for second language learning

15

- Examples 148

16

- The choice of a particular approach to content selection will depend on
  - Subject-matter knowledge
  - Learners' proficiency levels
  - Current views on second language learning and teaching
  - Conventional wisdom
  - ConvenienceBy using Information gathered during needs analysis

17

- Additional sources of ideas:
  - Available literature on the topic
  - Published materials on the topic
  - Review of similar courses offered elsewhere
  - Review of tests or exams in the area
  - Analysis of students' problems
  - Consultation with teachers familiar with the topic
  - Consultation with specialists in the area

18

- Use of group brainstorming to initiate ideas
  - List of ideas (example 149)
  - Review and refine by using the questions on 149

19

- The content of the course often depend on the type of syllabus framework

20

### Determining the scope and sequence

- The distribution of content throughout the course.
- Scope is concerned with the breadth and depth of coverage of items in the course
  - What range of content will be covered?
  - To what extent should each topic be studied?
  - How much will be included in relation to the topic?
  - Which content is needed early in the course?
  - Which provides a basis for things that will be learned later?

21

- Criteria of sequencing (See 150)
  - Simple to complex
  - Chronology
  - Need
  - Prerequisite learning
  - Whole to part or part to whole
  - Spiral sequencing

22

### Planning the course structure

- Mapping the course structure into a form and sequence that provide a suitable basis for teaching.
- Two aspects of the process:
  - Selecting a syllabus framework
  - Developing instructional blocks

23

- Selecting a syllabus framework
  - Provides a basis for its instructional focus and content
  - Example: a course on speaking skills (152)

24

- Influential factors on choosing syllabus framework
  - Knowledge and beliefs about the subject area
  - Research and theory
  - Common practice
  - trends

25

1. Grammatical (structural) syllabus (153)  
--Example: Appendix 4 (178)
2. Lexical syllabus (154)
3. Functional syllabus (155)
4. Situational syllabus (156)
5. Topical or content-based syllabus (157)
6. Competency-based syllabus (159)
7. Skills syllabus (159) (See Appendix 6)

26

8. Task-based syllabus (161)  
--pedagogical tasks (162)
9. Text-based syllabus (163)  
--(See Appendix 7, 185-186)
10. Integrated syllabus

27

### Developing instructional blocks

- A course needs to be mapped out in terms of instructional blocks or sections.
- It is a self-contained learning sequence that has its own goals and objectives and reflects the overall objectives for the course

28

- It represents the instructional focus of the course and may be very specific (single lesson) or more general (a unit of work)
- Selecting appropriate blocks and deciding on the sequence seeks to
  - Make the course more teachable and learnable
  - Provide a progression in level of difficulty
  - Create overall coherence and structure for the course

29

- Two commonly used instructional blocks
  - **Modules** (self-contained and independent learning sequence with its own objectives with assessment at the end of each module)
    - Advantages—flexible organization, give learners sense of achievement because objectives are more immediate and specific
    - Disadvantages—fragmented and unstructured
  - **Units** (longer than a single lesson but shorter than a module, planned around a single instructional focus)

30



- Factors for a successful unit are
  - Length (sufficient, not too long)
  - Development (one activity effectively leads to the next)
  - Coherence (sense of coherence)
  - Pacing (moves at a reasonable pace)
  - Outcome (Students should be able to know or do a series of things that are related.)

31

- Criticisms (166)
- Example: See Appendix 8 (187)

32

- Two types of coherence
  - Horizontal coherence (creates through a linked sequence of activities within each unit)
  - Vertical coherence ( created through the sequence running from the top of each page the bottom)

33

### Preparing scope and sequence plan

- See Appendix 9 (195)

34