

GC6206 Language Curriculum Development  
Elfrieda Lepp-Kaethler

Providence Theological Seminary  
Mon-Fri, 9:00 – 4:00  
January 3-7, 2011

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CBS (current best shot)

## **SYLLABUS**

**Course Description:** The course offers an exploration of the issues involved in the development, maintenance and evaluation of effective language programs. The stages of curriculum development will be examined: needs and situation analysis, setting of goals and objectives, designing program plans and syllabi, materials development and program evaluation.

- I. Course Objectives:** upon completion of this course, students will
- a. understand the processes involved in language curriculum development
  - b. develop tools and conduct needs and situational analysis
  - c. select content and develop materials to address specific situational needs.
  - d. work in cooperation with other teachers
  - e. develop a program plan for an EAL program.
  - f. develop an evaluation tool to ensure quality programming.

**II. Course Text:**

Required Texts:

Graves, Kathleen, *Designing Language Courses: A Guide for Teachers*, Boston: Heinle & Heinle, 2000.

*Canadian Language Benchmarks 2000: English as a second language for adults.* Citizenship and Immigration Canada, 2000. (available for FREE from the course instructor)

Recommended:

Tiessen, Gail & Elfrieda Lepp-Kaethler *Faith Portraits II The Acts of the Apostles.* Providence Bookstore Publishing, 2010.

**III. Course Requirements and Grading:**

- a. Readings and Participation.....10%
- b. Program Plan for an EAL Program.....40%
- c. One unit for an English Language curriculum.....40%
- d. Evaluation Plan for effective program management.....10%

**Course outline, Readings and Assignment due dates:**

Date	Topics	Readings and <b>Assignments</b>
Day 1 Jan 3	Introducing the course Fundamental issues and factors in the teaching learning process Articulating Beliefs ***** Defining the Context Analyzing the Situation Conceptualizing Content	Graves 1,2,3,4
Day 2 Jan 4	Conceptualizing Content cont'd Assessing Needs and Levels ***** Planning Goals and Learning Outcomes	Graves 5,6,
Day 3 Jan 5	Course Planning and Syllabus Design Organizing the Course ***** Task-based Language Teaching (TBLT)	Graves 7
Day 4 Jan 6	Selecting and Developing Materials ***** Competencies, Skills, Ways of teaching and learning Tools of the Trade Adapting Textbooks	Graves 8,9 <b>1<sup>st</sup> draft of Program Plan</b>
Day 5 Jan 7	Designing a Program Evaluation Plan Effective Teaching Freedom and Constraints Putting it all together	Graves 10 <b>1<sup>st</sup> draft of Unit</b>
<i>April 8</i>		<b><i>Final Draft of Program Plan and Unit. Program Evaluation Plan</i></b>

## **VI. SPECIFICS ON COURSE TASKS**

### **1. Attendance and Readings**

Class participation is an important part of the learning process. Read the chapters from Graves before each class.

### **2. Program Plan for an EAL Program**

You will be provided with a scenario of an EAL program in need of an overall Program Plan. (You may also come up with your own scenario or real life situation in consultation with your instructor). Your task is to create a plan for needs and situation analysis, setting of goals and objectives, identifying course outcomes and designing syllabi. Be prepared to share drafts of your work with the class/groups. Your finished plan will be a document ready to implement in an EAL Program.

### **3. Curriculum materials for one unit.**

You will develop one task-based, text-based, integrated unit with 12 language learning tasks that cover all areas of communicative competence and all four macro-skills. Be prepared to share drafts of your work with the class/groups. Submit all 12 tasks for your unit in the final format in electronic form to the instructor. Your finished unit will be a document ready for teaching.

### **4. Program Evaluation Plan**

Design a plan for effective program management. Include the following in your program evaluation plan:

1. audience for the evaluation
2. participants in the process
3. procedure used for conducting evaluation
4. manner of documentation
5. implementation

A+ 100-98 A 97-94 A- 93-90 B+ 89-87 B 86-83 B- 82-80 C+ 79-77 C 76-73 C- 72-70 D+ 69-67  
D 66-63 D- 62-60

## **Bibliography**

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- Canadian Benchmarks, Citizenship and Immigration Canada, 2005.*
- Deller, Sheelagh and Christine Price. Teaching Other Subjects Through English. Oxford University Press. 2007.
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- Dubin, F. Course Design: Developing Programs & Materials for Language Learning. NY: CUP, 1986.
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Willis, Dave and Jane Willis. Doing Task-based Teaching, OUP 2007.

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Yalden, Janice. Principles of Course Design for Language Teaching, Cambridge: CUP, 1995.