

Course Design and Material Evaluation

Summer 2010 ETMA, National Chengchi University

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Class Time: 13:30~16:40 Mondays and 9:00~12:10 Thursdays

Office Hour: 13:00~15:00 Tuesdays or by appointment

Course Description:

In this course, the instructor will familiarize students with the basic principles, major approaches, as well as past and recent developments of course and curriculum design. A number of criteria/models on material selection, evaluation, and adaptation will also be discussed. Students will read and reflect on important concepts, discuss and share relevant teaching experiences with class members, and apply the learnt knowledge in a simulated or real scenario where they collaboratively design an EFL course and prepare the needed materials. In addition, it is hoped that students will acquire the ability to conduct a small-scale empirical research on topics related to the course. A few more recently published articles from top-tier journals are therefore also included in the reading list, providing students with real examples of how to identify meaningful research questions, perform critical literature review, collect and analyze data, and draw conclusions based on research findings. An individual research proposal is thus required of students to practice such research abilities. Throughout the course, students are expected to participate actively in class discussions to demonstrate understanding of materials read and critical thinking on research topics.

Materials:

1. Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
2. A reading packet with a collection of journal articles and book chapters

Requirements:

1. Attendance and participation: 10%
2. Summary and discussion of assigned readings: 25%

Students will take turns leading class discussions on assigned reading materials. In order to make sure discussions are prepared beforehand, all discussion leaders are required to present an outline or summary of the assigned reading, give a 15-minute oral presentation with visual aids, and propose 5~10 discussion

questions to elicit participation from other participants.

3. Group project on course design and material evaluation: 30%

In groups of about 3, students identify a specific learner population and relevant course requirements, investigate contextual factors and conduct needs analysis, survey and choose materials, then propose a syllabus with course objectives, course outline, tentative schedule, requirements and grading scheme, plus a sample unit with detailed lesson plan. A 1~2 page written plan and a 15-minute oral report is due in the 8th class meeting, in the hope that the plan will invite discussion and comments from other class members and that the group will make necessary modifications before they proceed to plan the details. In the final two class meetings, each group has about 30 minutes to present their final course package and provide necessary justifications.

4. Individual Research Proposal: 35%

On the last class meeting day, each student is to submit a written research proposal on a topic of his/her choice related to the course. The proposal will include a list of 1~4 research questions, justification for the significance and necessity of the RQs, an annotated bibliography of 10~20 entries in the reference list, and the proposed research method (including data collection and analysis). A 10-minute oral report in the 10th class meeting is expected to help students plan ahead, think more reflexively and critically, consider challenges from other class members, and improve the quality of the final written proposal.

	Date	Topics and Issues	Materials	Assignment
1	7/8 Thu.	Introduction to the Course Reflection on Course Design and Material Evaluation Experiences	Richards 1	
2	7/12 Mon.	Origins and evolution	Richards 2 Markee 2, 3	
3	7/15 Thu.	Needs and situation analysis	Richards 3 Richards 4	
4	7/19 Mon.	Planning and design	Richards 5 Richards 6	
5	7/22 Thu.	More on needs analysis	Dubin & Olshain 1 Holme & Chalauisaeng, 2006	
6	7/26 Mon.	Frameworks	Graves 2 Yalden 9, 10, 11	

7	7/29 Thu.	CBI/PBL/task-based	Nunan 2, 3 Cammarata, 2009	
8	8/2 Mon.	ESP/EOP/EAP	Hutchinson & Waters 7, 8 Dudley-Evans & St. John, 7	Oral Reports on Group Presentation Plans
9	8/5 Thu.	Integrating technology Using videos and its effects	Cunningham & Redmond, 2002 Herron, et al., 2002	
10	8/9 Mon.	Guest Speaker: Professor Brian Yeh from National Taiwan Normal University	Curriculum Guidelines for Junior and Senior High School	Oral Reports on Individual Research Proposal
11	8/12 Thu.	Material selection/evaluation	Cunningsworth 1, 2 Grant 9 Richards 7	
12	8/16 Mon.	Material selection/evaluation	Richards 8 Richards 9	
13	8/19 Thu.	Evaluation	Moreno-Lopez, et al., 2008	
14	8/23 Mon.	Authenticity	Breen, 1985; Spence-Brown; 2001	
15	8/26 Thu.	Group Presentations		Research Proposal Due

References:

- Alan, B., & Stoller, F. L. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching Forum*, 43, 10-21.
- Breen, M. (1985). Authenticity in the language classroom. *Applied Linguistics*, 6, 60-70.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
- Dubin, F., & Olshtain, E. (1986). *Course design: Developing programs and materials for language learning*. Cambridge: Cambridge University Press.
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Grant, N. (1987). *Making the most of your textbook*. New York: Longman.

- Graves, K. (Eds.) (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
- Jordan, R. R. (1997). *English for Academic Purposes: A guide and resource book for teachers*. Cambridge: Cambridge University Press.
- Markee, N. (1997). *Managing Curricular Innovation*. Cambridge: Cambridge University Press.
- Nunan, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- Spence-Brown, R. (2001). The eye of the beholder: Authenticity in an embedded assessment task. *Language Testing*, 18, 463-481.
- Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.
- 普通高級中學必修科目「英文」、選修科目「英語聽講」、「英文閱讀與寫作」、「英文作文」、「英文文法」課程綱要
97 年國民中小學九年一貫課程綱要英文科
http://www.edu.tw/eje/content.aspx?site_content_sn=15326

More recent empirical studies in professional journals:

- Cammarata, L. (2009). Negotiating curricular transitions: Foreign language teachers' learning experience with content-based instruction. *The Canadian Modern Language Review*, 65(4), 559-585.
- Cunningham, A. C., Redmond, M. L. (2002). Influencing the instructional design strategies of new teachers: Foreign language and technology teacher education. *Foreign Language Annals*, 35(1), 43-60.
- Herron, C., Dubreil, S., Corrie, C., & Cole, S. P. (2002). A classroom investigation: Can video improve intermediate-level French language students' ability to learn about a foreign culture? *Modern Language Journal*, 86(i), 36-53.
- Holme, R., Chalauisaeng, B. (2006). The learner as needs analyst: The use of participatory appraisal in the EAP reading classroom. *English for Specific Purposes*, 25, 403-419.
- Moreno-Lopez, I., Saenz-de-Tejada, C., & Smith, T. K. (2008). Language and study abroad across the curriculum: An analysis of course development. *Foreign Language Annals*, 41(4), 674-686.