

Syllabus

Course: Studies on Course Design and Materials Evaluation (Fall 2011)

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Course Description

This course aims to provide students with a general understanding of the major approaches, theories, and issues of language curriculum and materials development. The following topics will be discussed:

Curriculum Development

1. Definition of curriculum
2. Evolution of second/foreign language curriculum
3. Needs, situation, and rights analysis
4. Different types of syllabus designs (Goals, content, & sequencing)
5. Curriculum enactment, evaluation, (theorizing, & renewal)
6. Using English as a medium of instruction & academic literacy (General or specific academic purposes)
7. Teaching English as a lingua franca/an international language

Materials Development

1. Principles of effective materials development
2. Materials selection, analysis, evaluation, and (adaptation)
3. Materials for the language syllabus
4. Content analysis of materials
5. Research on effects and effectiveness of materials

These concepts will be taught by a discussion-based and task-based teaching method; that is, we will discuss the above abstract topics by connecting them to our own experiences, conducting research projects on our interests, and examining different English language syllabus/curriculum/course designs and various kinds of English teaching materials. By so doing, this course aims to equip students with the ability to critically analyze, design, and evaluate a language program/course and/or teaching materials.

Goals

1. Students are able to critically analyze language curricula/syllabi/course and teaching materials.
2. Students are able to critically select, analyze, and evaluate teaching materials.
3. Students are able to articulate their own theories/philosophies of language curriculum and materials development.
4. Students can write an academic paper presentable at a national or international conference.

Schedule (The schedule is subject to adjustments based on needs.)

Week One 09/13 Language Curriculum Design/Development: An Overview

Required Reading:

- Macalister, J. & Nation, I. S. P. (2010). *Language curriculum design*. NY: Routledge. (Chapter 1)
- Nation, P. & Crabbe, D. (2011). A survival language learning syllabus for foreign travel. In J. Macalister, & I. S. P. Nation. *Case studies in language curriculum design: Concepts and approaches in action around the world* (pp. 8-20). NY: Routledge.

Week Two 09/20 Needs Analysis

Required Reading:

- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. (Chapter 3)
- Cowling, J. D. (2007). Needs analysis: Planning a syllabus for a series of interview workplace courses at a leading Japanese company. *English for Specific Purpose*, 26, 426-442. (ESP)

 **Discussion: Brainstorm possible topics for your final project**

Week Three 09/27 Situation Analysis & Rights Analysis

Required Reading:

- Julian, K. & Foster, D. (2011). Design meeting context: A general English course for Burmese adults. In J. Macalister, & I. S. P. Nation. *Case studies in language curriculum design: Concepts and approaches in action around the world* (pp. 21-39). NY: Routledge. (EAP) (A)
- Benesch, S. (1999). Rights analysis: Studying power relations in an academic setting. *English for Specific Purposes*, 18, 313-327. (B)

Week Four 10/04 Syllabus Design (1): Process- (Negotiated) & Product-oriented Syllabus

Required Reading: (C)

- Nunan, D. (1993). *Syllabus design*. Oxford: Oxford University Press. (Chapter 3 & 4)
- Lewis, M. (2001). Lexis in the syllabus. In D. R. Hall, & A. Hewings (eds.), *Innovation in English language teaching: A reader* (pp.46-54). London: Routledge.

 **Discussion: Discuss the initial design of your final project**

Week Five 10/11 Syllabus Design (2): Communicative & Discourse Syllabus

Required Reading: (D 、 E)

- Yalden, J. (1987). *The communicative syllabus: evolution, design and implantation*. U.K.: Prentice-Hall. Chapter 6 & 7: Communicative syllabus

- McCarthy, M. & Carter, R. (2001). Designing the discourse syllabus. In D. R. Hall, & A. Hewings (eds.), *Innovation in English language teaching: A reader* (pp.55-63). London: Routledge.

Week Six 10/18 Syllabus Design (3) Task-based Instruction (F)

Required Reading:

- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press. (Chapter 7: Designing task-based language courses)
- Chaudron, C., Doughty, Y. K., Kong, D., Lee, J., Lee, Y., Long, M. H., et al. (2005). A task-based needs analysis of a tertiary Korean as a foreign language program. In M. H. Long (Ed.), *Second language needs analysis* (pp. 225-254). Cambridge: Cambridge University Press.

Week Seven 10/25 Syllabus Design (4) Content-based Instruction

Required Reading:

- Lyster, R., & Ballinger, S. (2011). Content-based language teaching: Convergent concerns across divergent contexts. *Language Teaching Research*, 15(3), 279-288.

Choose one from the following three articles:

- Tan, M. (2011). Mathematics and science teachers' beliefs and practices regarding the teaching of language in content learning. *Language Teaching Research*, 15(3), 325-342.
- Short, D. J., Echevarría, J., & Richards-Tutor, C. (2011). Research on academic literacy development in sheltered instruction classrooms. *Language Teaching Research*, 15(3), 363-380.
- Whittaker, R., Llinares, A., & McCabe, A. (2011). Written discourse development in CLIL at secondary school. *Language Teaching Research*, 15(3), 343-362.

Week Eight 11/01 Academic Literacy & Genre Analysis

Required Reading:

- Lea, M. R., & Street, B. V. (2000). Student writing and staff feedback in higher education: An academic literacies approach. In M. Lea and B. Steiner (Eds.), *Student writing in higher education: New contexts*. Milton Keynes: Open University Press. (G)
- Hewings, A. & Hewings, M. (2001). Approaches to the study of disciplinary variation in academic writing Implications for syllabus design. In D. R. Hall, & A. Hewings (eds.), *Innovation in English language teaching: A reader* (pp. 71-86). London: Routledge. (H)

Discussion: Update the progress on your final project

Week Nine 11/08 Teaching English as a Lingua Franca?!

Required Reading: (I)

- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, 23(1), 83-103.

- Kuo, I.-C. (2006). Addressing the issue of teaching English as a lingua franca. *ELT Journal*, 60(3), 213-212.

Week Ten 11/15 Curriculum Enactment and Evaluation

Required Reading:

- Graves, (2008). The language curriculum: A social contextual approach. *Language Teaching*, 41(2), 147-181.
- Kiely, R. (2009). Small Answers to the Big Question: Learning from Language Programme Evaluation. *Language Teaching Research*, 13(1), 99-116.

Group Assignment: Decide the collaborator(s) and potential topics for your group project

Week Eleven 11/22 Principles of effective materials development & Materials evaluation

Required Reading:

- Tomlinson, B. (2010). Principles of effective materials development. In N. Harwood (ed.). *English language teaching materials: Theory and practice* (pp. 81-109). Cambridge: Cambridge University Press. (J)
- Mukundan, J., & Ahour, T. (2010). A review of textbook evaluation checklists across four decades. In B. Tomlinson, & H. Masuhara (Eds.). *Research for materials development* (pp. 336-352). NY: Continuum Press. (K)

Week Twelve 11/27 Linguistic and cultural content analysis

Required Reading:

- Barbieri, F. & Eckhardt, S. E. B. (2007). Applying corpus-based findings to form-focused instruction: The case of reported speech. *Language Teaching Research*, 11(3), 319-346. (L)
- Chan, C. S. C. (2009). Thinking out of the textbook: Toward authenticity and politeness awareness. In L. Savova (Ed.). *Using textbooks effectively* (pp. 9-20). Alexandria: TESOL. (pragmatics) (M)
- Gray, J. (2002). The global coursebook in English language teaching. In D. Block, & D. Cameron (Eds.). *Globalization and language teaching* (pp. 151-167). London: Routledge. (N)

Week Thirteen 12/06 Materials for the language syllabus

Required Reading:

- Evans, N. W., Hartshorn, K. J., Anderson, N. J. (2010). A principled approach to content-based materials development for reading. In N. Harwood (ed.). *English language teaching materials: Theory and practice* (pp. 131-156). Cambridge: Cambridge University Press. (O)
- Goh, C. (2010). Listening as process: Learning activities for self-appraisal and self-regulation. In N. Harwood (ed.). *English language teaching materials: Theory and practice* (pp. 179-206). Cambridge: Cambridge University Press. (P)

Week Fourteen 12/13 Research on the effects and effectiveness of materials

Required Reading:

- Park, H. (2010). Process Drama in the Korean EFL secondary classrooms: A case study of Korean middle school classrooms. In B. Tomlinson, & H. Masuhara (Eds.). *Research for materials development* (pp. 155-172). NY: Continuum Press. (Q)
- Juangqiong, Q. & Tin, T. B. (2010). Cultures of learning in three language coursebooks in China: 'Read with your heart', 'Listen and check,' and 'Fill in the blank' and 'Use the language.' In B. Tomlinson, & H. Masuhara (Eds.). *Research for materials development* (pp. 273-290). NY: Continuum Press. (R)

Week Fifteen 12/20 Individual/Group Conference

Week Sixteen 12/27 Group Presentation and Discussion: An Analysis of Materials (暫訂)

Week Seventeen 01/03 Guest Speaker's Lecture (暫訂)

Week Eighteen 01/10 Final Oral Presentation & Wrap-up

Course Requirements

1	Attendance & Participation Your attendance, participation, and contributions are highly valued by all of us. We'll miss you if you miss the class. So, please notify me in advance if you are going to be absent from class. Also, please attend class ON TIME. You will NOT pass the course if you are absent over THREE times. Also, you are required to contribute to the weekly discussions by being a leader or a participant. The prerequisite is to actively read the assigned readings and bring your comments and questions to class.	10%
2	Leading Discussion (2-3 times) This class relies heavily on cooperative learning with proactive attitudes. You are required to lead discussion two to three times a semester. The reading assigned to you will form a basis for the discussion. As a leader, you are also required to read additional papers to facilitate your understanding of the key concepts in the assigned reading. In the discussion, you will briefly summarize the important points for the class and pose a few questions for class discussion. Power Point slides or handouts are required and should be uploaded to Moodle. As to discussion methods, you are encouraged to be creative.	20%
3	Group Project: An Analysis of Materials Deadline: 12/27 This is a group project that requires two to three students to critique two volumes of teaching materials by conducting a content analysis. An oral presentation with a paper no longer than six pages is required.	25%
4	Individual Project (Final Term Paper & Oral Presentation) Deadline: 01/15 This final research project is like a capstone for your learning. In particular, it aims to cultivate your professional thinking and writing skills on a topic that intrigues you pedagogically. You are required to write a term paper (approximately 20 pages) on one	45%

	of the following topics: ● Conduct a needs/rights analysis with a particular group; ● Design a research-informed language program/workshop/course for a particular group of students; ● Evaluate a language program; ● Conduct action research, a case study, or a narrative inquiry on your experiences in curriculum and materials development; ● Conduct a linguistic or cultural content analysis of materials (different from your group project); ● Examine authors' or publishers' perspectives on materials development ● Other topics. In order to help you write a scholarly paper, you will need to ... (1) submit an outline of your term paper with references (2 pages) Deadline: 10/02 (Sunday Midnight) (2) regularly participate in discussion with your peers about your questions or concerns regarding the term paper.	
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Important Notes:

1. Plagiarism will not be tolerated.
2. All papers should be double spaced and written in APA style.
3. All assignments should be uploaded to Moodle. No late work will be accepted unless an emergency indicates otherwise. Notification in advance is expected.
4. For any technical problems, please email my teaching assistant and cc me.
5. Begin thinking about your final term paper project from the first week of class. Consult with the instructor constantly to discuss the progress of your project. Do request my permission before entering a research site or starting to collect data.
6. No data obtained from your previous classes, work, or projects can be used.
7. Data collected in this class can be used in other courses, when you earn the permission from those instructors and notify me. Yet if you share data with your classmates as you conduct a pair research project, then you will also need to earn your partner's permission whenever data are used.
8. Doctoral students will be expected to mentor M.A. students and incorporate more/deeper theoretical frameworks in their papers and discussion.