School of Linguistics and Applied Language Studies

LALS 515 Language Curriculum Development
2008 Trimester 2

Course Outline

1   Teaching staff and contact details

Teacher	David Crabbe
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Website	http://www.vuw.ac.nz/lals
E-mail for assignments	lals-515@vuw.ac.nz

2   Class time

This course is offered on-campus and by distance.
For students enrolled in the on-campus course, there will be a weekly meeting in 24KP, Room 103.
For students enrolled in the distance programme, course materials and the opportunity to contribute to discussion are available on *Blackboard* (see below) at any time.

3   Announcements

Significant announcements about this course will be made both on *Blackboard* and in class.

4   LALS main office   VZ210, 2nd floor, von Zedlitz Building, Kelburn Parade

5   Course Administrator   Sarah Dunstan.
Tel: (04) 463 5600.
E-mail : sarah.dunstan@vuw.ac.nz

6   Web contact

This course uses *Blackboard,* a University-wide, web-based course software for providing course information, course notes and interaction among teachers and course members. *Blackboard* is the principal means of interaction for distance students, but it is also an important source of information and course materials for on-campus students.

Blackboard access to the course is available at http://blackboard.vuw.ac.nz. When you enrolled, you will have been automatically been given a computer user name. This will be on your Confirmation of Study Form. Usually it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name will be *camerorobe.* Your password will be your student ID number. For help with this or other student computing services, contact its-service@vuw.ac.nz, phone 463 5050. A useful website is http://www.vuw.ac.nz/scs/index.aspx.

For international students, there is specific information at http://www.victoria-international.ac.nz/.

7 Course aim

To provide opportunities for participants to develop the skills and knowledge to manage the complexity and effectiveness of organised language learning in specific contexts.

8 Learning objectives, learning opportunities and assessment of learning

The course will provide standard opportunities including readings, guided discussion, feedback on assignments or on specific questions you raise. You are expected to create and manage further opportunities, such as those outlined below.

Learning objective *What you should be able to do*	Learning opportunities *What you can do to achieve the objective*	Assessment.
1 Relate specific instances of curriculum design to historical and current perspectives on language, language learning and teaching. (Topic 1.1)	• Read relevant published material and course notes on trends in language teaching. • Clarify information by: making verbal or diagrammatic summaries, raising questions in class or on Blackboard. • Relate your own experience to various trends in language teaching. • Seek feedback from peers and tutors on your understanding.	
2 Critically assess claims relating to specific instances of language curriculum development and indicate sources of evidence to support the claims. (All topics)	• Read relevant published material and course notes about formulating research questions. • Become practised at identifying claims in paragraphs from articles and establish whether they are empirical or evaluative in nature. • Explore ways of establishing evidence for the claims.	
3 Interpret information needed to define the task of language learning and justify a set of goals and suitable learning opportunities for specific learners. (Topics 1.2, 1.3, 1.4)	• Read relevant published material and course notes about needs analysis, motivation and goal theory. • Practise describing the learning needs of individual learners and how goals might capture these needs. • Practise analysis of goals including their specificity, relevance and measurement.	Task 1 (40%)
4 Set up procedures for the evaluation of the process and the outcomes of specific curricula in action. (Topics 3.1, 3.2).	• Read relevant case studies of the evaluation of language curricula. • Practise identifying answers to wh-questions in relation to specific instances of curriculum, including from your own experience.	
5 Fully represent a curriculum problem and evaluate options for organising learning opportunities for learners in specific contexts (All topics)	• Read relevant published case studies of curriculum design. • Keep a field notebook relating to your own curriculum and identify important variables affecting the curriculum in action • Work with a framework of learning outcomes and opportunities to analyse case studies of curricular problems to identify all the dimensions and suggest possible solutions.	Task 3 (60%)

9   Course description and content

The course offers a critical study of the practice and principles of developing curricula for second language learning. It treats curriculum development as a complex problem-solving process in specific educational contexts.

The course will be organised as opportunities for analysis and interpretation through reading, discussion and assignment work. The reading in the course is based on a number of set readings for each topic. These readings are available on-line as pdf files. You are expected to read beyond the set texts using the range of bibliographic tools available.

The following broad topics will be covered.

1   **The ends and means of learning**

    1.1   Approaches to language learning.
    1.2   Defining a learner's task: needs analysis.
    1.3   Setting targets and content: goals and linguistic syllabuses
    1.4   Exploring process: opportunities for language learning, task-based syllabuses

2   **The social context of language learning and teaching**

    2.1   The role of the teacher and the learner
    2.2   Getting to understand social contexts

3   **Organizing learning**

    3.1   Evaluating curricula
    3.2   Setting standards for quality
    3.3   Designing materials for language learning
    3.4   Fostering learner autonomy

10   Reading

There is no set text for this course but there are books on curriculum development that are a useful reference (see under References, section 13 below). There are comprehensive notes for each topic and a list of set readings (see the attached schedule). Both the notes and the readings will be available in pdf format on the Blackboard site under Course Notes and Course Readings. Copies of the notes will also be available in class for those enrolled in the on-campus course.

Language Teaching is an abstracting journal that is an invaluable guide to the literature. You should also become familiar with the ERIC and LLBA databases available on-line through the library (go to http://www.vuw.ac.nz/library/research/databases/index.aspx).   There are useful survey articles in each issue of *Language Teaching*. Other journals that have useful articles relating to language learning and teaching include *TESOL Quarterly, Language Teaching Research, Applied Linguistics.*

11   Assessment

This course is internally assessed: there is no final examination. The assessment tasks for this course are outlined below. If you have a problem with meeting the deadlines, please talk with the course lecturer as early as possible. You are advised to read the School's MA Programme Handbook for information on doing assignments.

In all assignments, the assessment will recognise the following qualities:

    Quality of the argument
        The task is undertaken systematically.
        You include your own ideas and interpretations of information.
        Relevant ideas, concepts and findings from published literature are used to clarify the topic and support your argument.

Ideas from different sources are acknowledged and well synthesised.
Questions for further research are identified in your discussion, with an indication of how they could be answered.

Quality of the writing
The argument is coherently expressed.
Sections are numbered and labelled to signal the development of the argument.
The style is appropriate.
Appropriate bibliographic conventions are used in the citing of references.
The presentation is tidy.

Please prepare your work on A4 paper size, with page numbering and appropriate section headings and numbers. You may submit the assignment electronically to lals-515@vuw.ac.nz. If you are handing in a hard copy, there is no need to put it in plastic covers; a simple staple in the top left corner makes the assignment easier to handle for reading and marking. The hard copy of your assignment will not be returned – feedback will be provided on a separate sheet.

Assessment Task 1   (40% of final grade)
Due date   8 September 2008
Length   2000 words

This assignment asks you to engage in initial problem-solving by setting language learning goals for your own learning. The outcome of the task is a report which is graded. You should pay particular attention to the quality of your discussion of the task and the amount of information you can get from published literature on goals.

The problem solving task:

1.   Choose a personal experience of second language learning, preferably a real experience, you have had or are currently having. If this experience is lacking, it can also be learning that might happen in the future. Think about the context in which you will be learning.

2.   Collect data in the form of introspective notes about your language learning covering themes such as: motivation, communicative needs, time available, past experience, expectations of success, difficulties that you might encounter. You might like to do this over several days.

3.   Make a decision about some of the learning goals that you should be aiming at. Four goals will be sufficient. Justify those goals with reference to the data you have collected about yourself and the literature on goals. Are they at the right level of specificity? How motivating are they? Can they be used to assess progress?

4.   Decide in general terms what learning opportunities are needed in order to achieve the goals.

5.   Identify the claims or assumptions that you have made in your decision making and decide what evidence you would look for to evaluate those claims or assumptions.

The report:

Summarise the outcome of the task above by writing a report under the following headings:

1.   The context of learning (brief)
2.   A summary of introspective data (clear and comprehensive).
3.   The goals (a short list)
4.   Discussion of the goals (the justification for the choice of goals)
5.   Indicative learning opportunities (a brief statement of which learning opportunities would be appropriate to achieve the goals)
6.   A summary of the claims or assumptions and how they would be tested (discussion).

Assessment Task 2   **(60% of final grade)**
Due date   **17 October 2008**
Length   **2500 words**

The topic for this larger assignment will be established by negotiation with individual course members. An informal topic proposal of about 100 words is due on **13 September 2008.** The proposal is not assessed – it is simply a way for you to get feedback and approval for the topic. In choosing a topic, you must avoid replication of previous assignment material from this or other courses. It is useful to focus on an area of language curriculum development that relates to your past or intended experience.

You should think of this assignment as a 'real-world' curriculum problem for which you are seeking a solution. For example, you might decide to take on the problem of how to ensure that the quality of teaching in an institution is uniformly good. This is the sort of problem that a Director of Studies has. You would discuss the context of the problem (facts about the teachers, the students, the time available for learning and teaching….) and then propose an approach to solving the problem. You might, for instance, take the view that a set of opportunity standards would be the preferred solution. You would justify that approach with regard to the specific context and at the same time point out some disadvantages. You would then provide some examples of opportunity standards and describe a procedure for evaluating whether or not your proposed solution was going to solve the problem. Thus your assignment would typically consist of: the problem and the context; the proposed solution; some concrete examples; and a plan for evaluating whether or not the solution does in fact solve the problem. You would refer to published literature to support your discussion and decisions.

12   Course schedule and set readings

The course begins in Week 2 of the second trimester to accommodate a preceeding MA intensive course. The readings are available as pdf files on *Blackboard.* There may be some changes to the set readings as the course proceeds but this will be communicated clearly on Blackboard and in class.

Note that there is no meeting or formal blackboard requirement in the week beginning 1 September, immediately after the lecture break.

1 INTRODUCTION TO THE ENDS AND MEANS OF LEARNING		
14 July	1.1 Approaches to language learning and curriculum design	Kumaravadivelu 1994. Swan, Michael 2005. [*Optional :* Celce-Mercia et al 1997]
21 July	1.2 Defining a learner's task: needs analysis	Benesch 1996 Ferris 1998
28 July	1.3 Setting targets	Dörnyei 1998 Cumming 1986
4 August	1.4 Exploring process: opportunities for language learning.	Long and Crookes 1992 Skehan 1998 Swain 2000
2 THE SOCIAL CONTEXT OF LANGUAGE LEARNING AND TEACHING		
11 August	2.1 The role of the teacher and the learner	Littlewood 1999 Spratt et al 2002
8 September *8 Sept: Task 1 due* *13 Sept; Task 3 proposal due*	Getting to understand social contexts	Coleman 1988 Coleman 1992

3	MANAGING LEARNING AND TEACHING	
15 September	3.1 Evaluating curricula	Kiely 2002 Beretta 1990 (+Prabhu's reply) Ellis 1997
22 September	3.2 Setting standards for quality	Cumming 2001 Crabbe 2003
29 September	3.3 Designing materials for language learning	Biber and Reppen 2002 Littlejohn 1997
6 October *17 Oct: Task2 due*	3.5 Fostering autonomous language learning	Rees-Miller 1993 Gremmo and Riley 1995

13   Workload

The average workload on this course is assumed to be 12 hours a week, including course meetings and/or time logged on to Blackboard.

14   Mandatory Course Requirements (Terms)

'Terms' are the mandatory course requirements that you must meet in order to be assessed on the course. To keep terms in this course, local participants must participate in at least 8 of the class meetings and distant participants must participate in at least 8 of the discussions on the Discussion Board (by making at least one substantive contribution to the discussion) and complete all set work. You will be informed if you are in danger of not keeping terms.

15   References

The literature in language curriculum development is very large and diverse and the general education literature on curriculum even larger. The set readings are intended to be representative but hardly comprehensive. They are starting points for further reading and for class discussion. The edited volumes in this list all contain interesting additional reading and further readings will be suggested as the course develops.   You are expected to follow up interesting references independently.

There is no set text for the course but the book by Richards (2001) is a useful coverage of some of the issues in course design (an earlier one is White 1988) and the collections of papers by Johnson (1989) and Graves (1996) include useful source material for issues and case studies. Howatt (1984, second edition 2004) provides a very good historical overview of language teaching.

Alderson J.C. 1992. Guidelines for the evaluation of language education. In Alderson and Beretta 1992: 274-304.

Alderson J.C. and A. Beretta (eds) 1992. *Evaluating Second Language Education.* Cambridge University Press.

Barkhuizen, G. 1998. Discovering learners' perceptions of ESL classroom activities in a South African context. *TESOL Quarterly*, 32,1.

Benesch S. 1996. Needs analysis and curriculum development in EAP: an example of a critical approach. *TESOL Quarterly* 30,4: 723 - 738

Benson, P. and P. Voller 1997. *Autonomy and Independence in Language Learning.* Longman

Beretta A. and A. Davies. 1985. Evaluation of the Bangalore Project *English Language Teaching Journal* 39: 121-7.

Beretta A. 1990. Implementation of the Bangalore Project. *Applied Linguistics* 11,4: 321-337.

Beretta A. 1992a. Evaluation of language education: an overview. In Alderson and Beretta 1992: 5-24.

Beretta A. 1992b. What can be learned from the Bangalore evaluation? In Alderson and Beretta (eds) 1992: 250-273.

Berwick R. 1989. Needs assessment in language programming: from theory to practice. In Johnson 1989:48-62.

Bhatia, V.K. 1991. A genre based approach to ESP materials. *World Englishes*. 10,2.

Biber, D. and R. Reppen. 2002. What does frequency have to do with grammar teaching? *Studies in Second Language Acquisition* 24, 2: 1999-208.

Breen M. 1987. Contemporary paradigms in syllabus design, Parts I and II. *Language Teaching* 20,2 and 20,3.

Breen M. and C.N. Candlin 1980. The essentials of a communicative curriculum in language teaching. *Applied Linguistics* Vol 1 No 2: 89-112.

Brindley G. 1989. The role of needs analysis in adult ESL programme design. In Johnson 1989: 63-78.

Brown J. Dean, 1994. Problems in language program evaluation. *University of Hawai'i Working Papers in English as a Second Language* 13,1: 1-22.

Canale M. and Swain M. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1,1.

Celce-Murcia, M., Z. Dörnyei and S Thurrell 1997. Direct approaches in L2 instruction: a turning point in communicative language teaching? *TESOL Quarterly*, 31,1: 141-152

Checkland P. and J. Scholes. 1990. *Soft Systems Methodology in Action*. John Wiley.

Clarke D.F. 1989. Communicative theory and its influence on materials design. *Language Teaching* 22,2: 73-86.

Clarke D.F. 1991. The negotiated syllabus: what is it and how is it likely to work? *Applied Linguistics* 12,1:13-28.

Coleman H. 1988. Analyzing language needs in large organisations. *English for Specific Purposes* Vol 7: 155-169.

Coleman H. 1992. Moving the goalposts: project evaluation in practice. In Alderson and Beretta 1992: 222-249.

Cotterall, S. and D. Crabbe (eds). 1999. Learner Autonomy in Language Learning: Defining the Field and Effecting Change. Frankfurt:Peter Lang.

Crabbe, D. 1993. Fostering autonomy from within the classroom : the teacher's responsibility. *System* 21,4.

Crabbe, D.A. 2003. Quality in second language education: outcome and opportunity. *TESOL Quarterly* 37,1: : 9-34

Crabbe, D.A. 2007 Learning opportunities: adding learning value to tasks. *English Language Teaching Journal,* 61,2: 117-125

Crookes G. 1993. Action research for second language teachers: going beyond teacher research. *Applied Linguistics* 14,2: 130-144.

Cumming, A. 1986. Intentional learning as a principle of ESL writing instruction: a case study. *TESL Canada Journal*, Special Issue 1: 69-83.

Cumming, A. 2001. The difficulty of standards, for example in L2 writing. In T. Silva and P. Matsuda (eds) On Second Language Writing. Erlbaum.

Dörnyei, Z. 1998. Motivation in second and foreign language learning. *Language Teaching*, 31,3:117-135

Dubin, F. and E. Ohlshtain. 1986. Course Design: Developing Programs and Materials for Language Learning. Cambridge University Press.

Ellis, R. 1997. The evaluation of communicative tasks. In B. Tomlinson (ed) 1997.

Ferris, D. 1998. Students' views of academic aural/oral skills: a comparative needs analysis. *TESOL Quarterly 32,2.*

Graves, K. 1996. *Teachers as Course Developers*. Cambridge University Press.

Gremmo M-J. and P. Riley. 1995. Autonomy, self-direction and self-access in language teaching and learning: the history of an idea. *System* 23,2:151-164.

Holliday A. 1999.Small cultures. *Applied Linguistics* 20,2: 237-264.

Howatt, A.P.R.2004. *A History of English Language Teaching*. Oxford University Press.

Johnston B. and S. Peterson 1994. The program matrix: a conceptual framework for language programs. *System* 22,1:63-80.

Johnson R.K. (ed) 1989. *The Second Language Curriculum*. Cambridge University Press.

Jones, F. 1998. Self-instruction and success: a learner profile study. *Applied Linguistics* 19,3: 378-406.

Kiely, R. 2001. Classroom evaluation – values, interests and teacher development. *Language Teaching Research* 5, 3: 241-261.

Kumaravadivelu B. 1994. The postmethod condition: (e)merging strategies for second/foreign language teaching. *TESOL Quarterly* 28,1: 27-48.

Kumaravadivelu B. 2001. Toward a Postmethod Pedagogy. *TESOL Quarterly* 35,4: 537-559.

Littlejohn, A. 1997. The analysis of language teaching materials: inside the Trojan horse. In B. Tomlinson (ed) 1997.

Littlewood, 1999. Defining and developing autonomy in East Asian contexts. *Applied Linguistics* 20,1:71-94.

Long M. and G. Crookes 1992. Three approaches to task-based syllabus design. *TESOL Quarterly.* 26,1: 27-56

Lynch B. 1992. *Evaluating a programme inside out.* In Alderson and Beretta 1992.

Lynch B. and F. Davidson 1994. Criterion-referenced language test development: linking curricula, teachers and tests. *TESOL Quarterly* 28,4: 727-743.

Mackay, R, S Wellesley, D Tasman and E Bazergan 1998. Using institutional self-evaluation to promote the quality of language and communication training programmes. In P. Rea-Dickens and K. Germaine 1998.

McGrath, I. 2002. *Materials Evaluation and Design for Language Teaching.* Edinburgh: Edinburgh University Press.

Mitchell, R. 2000. Applied linguistics and evidence-based classroom practice: the case of foreign language grammar pedagogy. *Applied Linguistics,* 21,3:281-303

O'Connor di Vito N. 1991. Incorporating native speaker norms in second language materials. *Applied Linguistics* 12,4:383-396.

Pearson, P. David 1993. Standards for the English language arts: a policy perspective. *Journal of Reading Behaviour* 25,4: 457 - 475

Prabhu N.S. 1987. *Second Language Pedagogy*. Oxford University Press.

Prabhu, N.S. 1990. Comments on Alan Beretta's paper: 'Implementation of the Bangalore Project'. *Applied Linguistics* 11,4: 338-340.

Rea-Dickens, P. and K. Germaine. 1998. *Managing Evaluation and Innovation in Language Teaching: Building Bridges*. New York: Longman

Rees-Miller J. 1993. A critical appraisal of learner-training: theoretical bases and teaching implications. *TESOL Quarterly* 27,4: 679-689.

Richards J.C. 1985. Planning for proficiency. *Prospect* Vol 1 No 2.

Richards J.C. 2001. *Curriculum development in language teaching.* New York: Cambridge University Press.

Richards J.C. and T.Rodgers 1982. Method: approach design and procedure. *TESOL Quarterly* 16,2.

Riley, Philip. 1997. The guru and the conjuror: aspects of counselling and self-access. In Benson and Voller 1997.

Sheen R. 1994. A critical analysis of the advocacy of the task-based syllabus. *TESOL Quarterly* 28,1: 127-149.

Skehan P. 1996. A framework for the implementation of task-based instruction. *Applied Linguistics* 17,1: 38-62

Skehan P. 1998. Task-based instruction. In W. Grabe (ed) *Annual Review of Applied Linguistics* 18 Cambridge:Cambridge University Press.

Spolsky, B. 1989. *Conditions for Second Language Learning.* Oxford:Oxford University Press.

Spratt, M., G. Humphreys and V. Chan. 2002. Autonomy and motivation: which comes first? *Language Teaching Research* 6, 3: 245-266.

Stenhouse L. 1975. *An Introduction to Curriculum Research and Development*. Heinemann

Stern H.H. 1981. Communicative language teaching and learning: toward a synthesis. In J.E. Alatis, H.B. Altman and P.M. Alatis (eds), *The Second Language Classroom: Directions for the 1980s.* Oxford University Press.

Swain M. 2000. The output hypothesis and beyond: mediating acquisition through collaborative dialogue. In J. Lantolf (ed) *Sociocultural Theory and Second Language Learning.* Oxford: Oxford University Press.

Swan, Michael. 2005. Legislation by hypothesis: the case of task-based instruction. *Applied Linguistics* 26,3: 376-401.

Tomlinson, Brian (ed) 1997. Materials Development in Language Teaching. Cambridge: Cambridge University Press

Trim, J. (ed) 1998 . European perspectives on modern language learning: contributions to the Modern Languages Project of the Council of Europe. *Language Teaching* 31,3.

Wenden A. 1998. Metacognitive knowledge and language learning. *Applied Linguistic*s 19,4:515-537.

West R. 1994. Needs analysis in language teaching. *Language Teaching* 27,1: 1-19.

White R.V. 1988. *The ELT Curriculum: Design, Innovation and Management*. Basil Blackwell.

Wilhelm, K.H. 1999. Building an adult ESL knowledge-base: an exploratory study using an expert system. *Applied Linguistics* 20,4:425-459

Williams M. 1988. Language taught for meetings and language used in meetings: is there anything in common? *Applied Linguistic*s 9,1:45-58.

Woods D. 1991. Teachers interpretations of second language curricula. *RELC Journal* 22,2

16   University policies and statutes
Please read carefully the following University Policy statements.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – in simple terms, it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

> The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words. It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria, as at all Universities. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning

- cancellation of your mark for an assessment or a fail grade for the course

- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

GENERAL UNIVERSITY STATUTES AND POLICIES

***Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the VUW homepage at* www.vuw.ac.nz**

Information on the following topics is available electronically at:

http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances

- Student and Staff Conduct

- Meeting the Needs of Students with Impairments

- Student Support