

Chapter 1

An Introduction to the Integrated Nature of Teaching and Curriculum Design in TESOL

This first chapter provides an introduction to a **TESOL** (Teaching English to Speakers of Other Languages) course design model, which integrates teaching with curriculum design. This chapter begins by defining what the TESOL profession is, how someone becomes a TESOL professional, and who the second language learners we teach are. Then our focus turns to this textbook and how it pertains to programs of study for TESOL students and teachers. In addition, the text explains how to integrate teaching with language curriculum design. **Curriculum design**, a critical aspect of teaching at any level, involves planning and creating the purposes, objectives, content, and timeline of what students will learn over a period of time. Chapter 1 includes four scenarios related to TESOL curriculum and teaching to highlight the textbook chapters where information on curriculum design and teaching is located.

The TESOL Profession

TESOL is the general name of the field encompassing teaching English in various circumstances and environments. When English is taught to young adults and adults in a post-secondary setting, the discipline identifies this teaching environment as English as a Second Language (**ESL**) (even if the language is actually a third or fourth language). In the case of learners of all ages learning English as a Foreign Language in a foreign country, the acronym **EFL** applies. For young learners in the K–12 schools in the United States, the field has assigned the English to Speakers of Other Languages (**ESOL**) identifier and often refers to students as English language learners (**ELLs**) or English learners (**ELs**). In this textbook, we use the terms **L2 learner** and

language learner to refer to any student in an ESL/EFL/ESOL environment who is studying English, which is not their first, or native, language.

Graduate, undergraduate, and private TESOL programs across the world are housed in different departments and colleges. For example, at the University of Central Florida (UCF), the Master's of Arts in TESOL is located in the Department of Modern Languages and Literatures in the College of Arts and Humanities. Additionally, the College of Education and Human Performance has an ESOL program within the School of Teaching, Learning, and Leadership and employs faculty that primarily focus on ensuring that pre-service teachers are prepared to work with English learners in K–12 schools in the United States. As a result of the successful collaboration between the TESOL and the ESOL programs, UCF has started a TESOL track within the existing PhD in Education offered by the College of Education and Human Performance.

The TESOL profession encompasses many types of teaching around the world. Many TESOL programs prepare students for one of four general job markets:

1. teaching English to young English learners who are non-native English speakers in the public or private school systems
2. teaching English to non-native adult English learners in community colleges; adult education centers; English Language Institutes (**ELIs**), where students take English for Academic Purposes (**EAP**) courses focused on preparing learners for higher education classes; Intensive English Programs (**IETPs**) focused on developing critical language skills for different purposes, including college courses; or English for Specific Purposes (**ESPs**) programs focused on very specific types of English including legal, medical, or business
3. teaching English in a country where English is not the native language used
4. teaching TESOL-specific courses such as Applied Linguistics, Curriculum Development, or Assessment

Some of the courses in these TESOL programs often include Grammar, Applied Linguistics, Assessment, Second Language Acquisition, Materials and Methodology, and Curriculum and Instructional Development. Our book is designed to be used in courses with a focus on integrating curriculum design with teaching activities. How does our language course design integrate the two? To better understand the benefits of using this book and the language course design it proposes, let's look at four possible scenarios that a TESOL professional may face.

Four Scenarios in TESOL

Scenario 1: EFL in Turkey

After graduating from the university with a master's degree in TESOL, Emily has moved to Turkey to take the position of EFL instructor in a university English language program. The English program is brand new so there is no formal curriculum in place. The director of the program has asked Emily to develop and design the English language curriculum for the entire program.

In this scenario, Emily has to create an entire language course curriculum. A language course curriculum is defined as all subject matter to be studied within that area. Curriculum design activities include needs analysis, goals and objectives, materials, teaching, and assessment (Brown, 1995). This book defines all of these concepts of design, discusses them in detail, and integrates concrete examples. To learn how to conduct a student-based needs analysis, Emily can read Chapter 5, which discusses how to conduct a needs analysis (a process of determining the goals and content of a course) (Macalister, 2012) for all levels of students. Chapter 5 provides Emily with a well-defined blueprint to conduct her student-based needs analysis. The chapter identifies three types of needs for language students, as well as provides needs analysis instruments for different proficiency levels. She can also turn to Chapter 12, which provides activities on culture, because she knows it will be critical for her to understand the place of the target language and culture on the Turkish culture before she designs activities and chooses material appropriate for her audience.

Scenario 2: ESL in the United States

José is teaching English at a language school affiliated with a state college in the United States. His institution has received a technology grant to upgrade the language lab. José has been asked to review and revise the language school's existing curriculum to ensure that technology will be utilized consistently throughout the curriculum.

One of his first steps will be to use the needs analysis format from Chapter 5 to determine what technologies teachers and students view as important to the educational process. The chapter presents different types of needs analysis formats and also advises how the analysis can be adapted for varying levels of English learners. The information presented can be used to determine the needs of a school, of teachers, and particularly of L2 learners. José can utilize Chapter 15, Technology-Transformed Language Learning, to assist him in choosing technology that is appropriate for his particular school. This chapter uses the SAMR (Substitution, Augmentation, Modification, Redefinition) Model to show how various types of technology can be adapted effectively into the language classroom. José can use some of the specific language activities listed in the chapter to help him determine what technologies would best meet the school needs as determined by his needs analysis survey.

Scenario 3: ESOL in the United States

Lindsey is a lead teacher for ESOL at her middle school, which is adapting new ESOL standards required by the state. Lindsey's responsibility is to create a new syllabus for the ESOL classes offered to English learners as well as to choose the accompanying textbook and supplementary materials. She also has to update every lesson plan to integrate the new standards.

In this scenario, Lindsey needs to design a new syllabus for all the ESOL classes her middle school offers to ESOL learners. This book helps Lindsey understand what a syllabus is and provides her with several options. Chapter 6 is dedicated entirely to syllabus design and gives examples for the different approaches. We define a syllabus as a document that describes the order and the selection and progression of what will be studied in the language classroom. Syllabi are also a reflection of language acquisition theories, which are the organizing principle and focus of syllabi and teaching activities. Chapter 13 also provides Lindsey with essential information that will make her syllabi effective. According to this chapter, one of the global trends in language teaching that is also reflected in the United States is communicative language teaching, defined as an approach that focuses on language that occurs while communicating in real-life situations. Therefore, her design choices may include syllabi associated with communicative language teaching: situational-topical, notional-functional, skills-based, or task-based approaches. Chapter 6 gives Lindsey definitions and examples of these syllabi, so that she can select the one that best addresses the needs of her students and is aligned to the new language standards.

Scenario 4: EFL in South Korea

At his South Korean university, Hoyoung has been asked to teach a Listening class for one of his colleagues who had to leave suddenly. He has never taught a Listening class before, and the class starts in two days. He not only has to prepare a lesson plan but also has to lead two teaching and assessment activities for that day.

The first thing Hoyoung needs to do is to prepare a lesson plan for that day. If Hoyoung is a teacher with a great deal of experience, he probably knows what a lesson plan looks like and what it should contain. For teachers with little or no experience regarding lesson plan creation, they can use the information presented in Chapter 6, which offers an opportunity to learn about the components of a lesson plan. The same chapter also provides an actual example of a lesson plan.

In addition to creating a lesson plan, Hoyoung has to have two teaching and assessment activities for a class he has never taught before. Chapter 7 provides Hoyoung with a framework for creating two listening activities where teaching and assessment components are embedded. The chapter also provides Hoyoung with concrete examples of activities based on that framework so he could either adopt or adapt those existing activities for his class.

Now, let's compare a typical language course design sequence with the approach used in this book.

Integrating Teaching with Curriculum Design

TESOL professionals often find themselves at the forefront of language curriculum design for their own classrooms, which can include selecting textbooks, writing lesson plans, setting objectives, and creating assessments. Many curriculum design projects or language teaching course books have followed a four-step process of design for language curriculum (Nation & Macalister, 2010). Taking into account learners' aims for studying English, the first step of the process is represented by identifying the goals and objectives for each lesson in the course. Next, language curriculum designers decide on the content as well as the sequence of the language content to be covered in the course. The next step involves format and presentation and covers instructional activities, materials, and lesson plans. The final step is assessment, where assessment instruments for goals and objectives are designed and implemented. This cascading process of language book course design is illustrated in Figure 1.1.

This book takes a different approach to English language course design by putting teaching at the forefront and integrating it more with curriculum design. We believe this approach is more effective for TESOL professionals because it includes teaching strategies at the early stages of

Figure 1.1: A Cascading Model of Curriculum Design

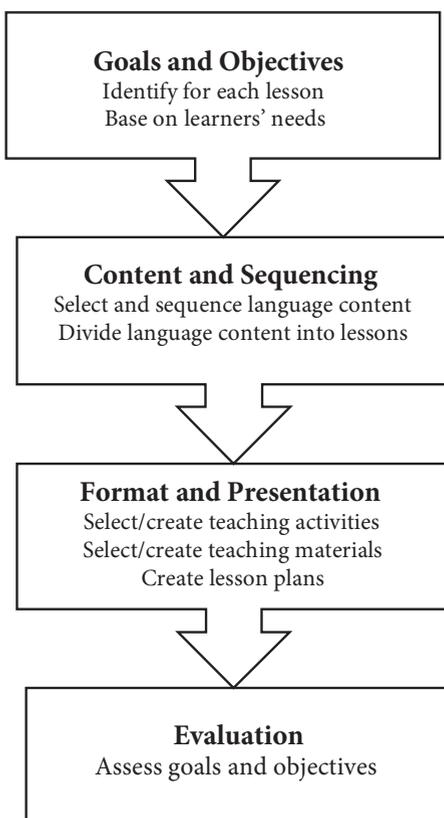
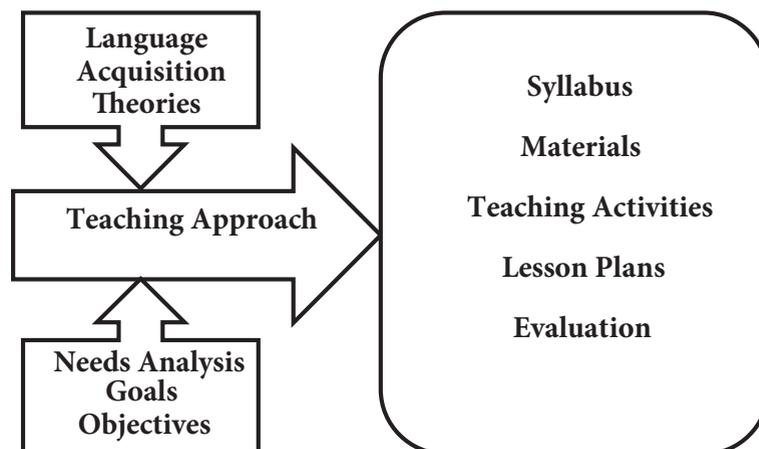


Figure 1.2: An Integrated Model of Language Course Design



curriculum planning, thus making the end product more effective. In this approach, instructors and curriculum designers start with language acquisition theories to provide an essential understanding regarding how languages are learned. Language teaching is based on language acquisition theory so instructors and curriculum designers need to know it to select the best teaching approach that addresses the needs of their learners, which can be determined by a needs analysis, a process of determining the goals and content of a course. The information gathered through needs analysis is filtered through language acquisition theories. For the direction in language course design proposed in this textbook, the teaching approach based on goals and objectives stemming from learners' needs and on language acquisition theory is central. It determines the goals and syllabus design of the language course as well as the selection and creation of teaching and assessment materials and activities. This integrated approach is shown in Figure 1.2.

Organization of This Textbook

This textbook deliberately promotes the understanding of the interconnectedness of language, curriculum, and instruction (Wette, 2009) in the L2 classroom. Part I, Chapters 2–4, begins by concentrating on second language acquisition theories and pedagogy. The second chapter emphasizes behaviorism and the audiolingual method (ALM), the third chapter addresses input theory and communicative language teaching, and the fourth chapter discusses sociocultural theory and task-based learning. These three theories are not the only second language acquisition theories in the field, but they are the ones with the most prevalent influence in language teaching (Lightbown & Spada, 2013). These chapters will help you understand the language-related foundation of the TESOL curriculum and instructional design resources presented in Parts II and III of the book.

In Part II, Chapter 5 defines a needs analysis for the English language classroom, explains the importance of this instrument in curriculum design, and shares various examples of needs analysis documents that you can adapt to your own language classroom. Special attention is paid to setting goals and objectives. Chapter 6 offers examples of various approaches to syllabus design, another critical component in the language curriculum development, as well as a template for lesson plans. The ability to design an effective syllabus and lesson plans for various levels and ages of learners is a vital skill that every TESOL professional needs, as this provides the framework for how to conduct and deliver content in the classroom. Chapter 6 will help readers understand the most effective approaches to syllabus and lesson plan design based on sound pedagogical theory.

The teaching of language skills presented in Part III, Chapters 7–12, is based on the research and theory in language acquisition presented in Part I. This theoretical groundwork provides the background for presenting sound pedagogical suggestions to teaching listening, speaking, reading, writing, grammar, and culture in the ESL/EFL classroom. Each of these chapters defines the targeted language skill, discusses varying approaches to teaching the language skill, shares model activities based on sound theory and pedagogy, and presents important information on assessment techniques. The connections among language acquisition theory, curriculum, teaching, and assessment will be evident throughout the chapters. The goal is for readers to understand the essential language skills for L2 learners and have some tools and strategies so that they feel more comfortable teaching those skills for various ages and language levels.

Part IV, Chapters 13–15, takes a global approach to discussing the TESOL profession. Chapter 13 provides a comprehensive look at TESOL from around the world, including a discussion of two curricular instruments utilized in Europe and the United States: the Common European Framework of Reference for Languages (CEFR) and the TESOL PreK–12 English Language Proficiency Standards. Chapter 14 continues this global focus by presenting the history and current state of EFL in two countries with extensive TEFL programs, China and South Korea. Chapter 15 details how technology has transformed the teaching of ESL and EFL in the modern classroom. While these three chapters have very distinct emphases, the overarching goal is to help readers see the global nature of TESOL and how technology has impacted all forms of education.

Summarizing Statements

1. The field of **TESOL** encompasses various teaching environments, such as teaching English abroad (**EFL**), teaching English to adult learners in countries where English is the primary language (**ESL**), or teaching English in K–12 (**ESOL**).
2. Typical TESOL preparation programs include courses in Grammar, Applied Linguistics, Second Language Acquisition, Materials and Methodology, Assessment, and Curriculum and Instructional Development.
3. For Curriculum and Instructional Development courses, we recommend the use of the integrative approach exemplified in this book with teaching at the forefront, instead of a cascading model that considers teaching later in the process.

REFLECTION AND APPLICATION

1. Review the four different job markets listed for TESOL professionals. Does one of the markets describe your current job or one you hope to obtain? Describe your current job or the job you would like to have after studying TESOL. What qualifications do you need for the job that you want?
2. Review Figure 1.2 (see page 6). How important are each of these components in English language curriculum design? Share your own experiences with each of these topics as either a teacher or a student in the classroom. Is any one of them more important than the other?
3. Re-read the four scenarios used to exemplify activities a TESOL professional may engage in while working in this field. Write about what you hope to learn about the profession after reading this book. Share your ideas on how you can gain confidence in teaching through knowledge and practice with your peers in the course.

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