

# Why This Book

Many textbooks on English language curriculum design tend to separate curriculum design components from teaching activities. As a result, textbooks either focus exclusively on the teaching of language skills without considering the specific teaching environment or they detail curriculum design but do not emphasize application of these principles in varied teaching situations. With this book, we propose a deliberate integration of the TESOL curriculum and teaching activities that allows L2 educators to utilize our textbook in a way that takes them from needs analysis to course design and application to teaching and assessment. This approach covers curricular and instructional elements that make a language course successful, including but not limited to theoretical knowledge, goal setting, syllabus writing, lesson planning, instructional techniques, activity creation, and inclusive assessment. It also offers a current perspective of knowledge that is needed to address the challenges and opportunities of the contemporary L2 classroom. Throughout the book, important terms and concepts appear in running text in boldface with definitions. Readers should note, however, that boldface is also used for design and display purposes.

## Audience

This book has been designed to reach English language teachers at all levels, from beginning teachers who want to teach or are teaching overseas to practicing English language instructors who want to know more about TESOL course design and implementation in depth, to pre-service teachers pursuing a master's in TESOL. This book assumes readers have a basic knowledge of English grammar to understand grammar concepts such as parts of speech or tense. All theoretical or pedagogical concepts and principles presented in this book are accompanied by enough detail to make them comprehensible for students who have not yet taken Applied Linguistics or Second Language Acquisition classes. The book may also be used in Methods courses or combined Curriculum Design/Methods courses (Principles and Practices).

## Principal Features/Structure

Following an introductory chapter presenting the framework of the book, Part 1 discusses the primary language acquisition theories and their influence on teaching practices.

Building on these theories and their influence on L2 teaching practices, Part II focuses on establishing a needs analysis plan, setting goals in the classroom, creating a syllabus, putting together a lesson plan, and choosing a textbook.

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Part III focuses on teaching and assessing language skills, including listening, speaking, reading, writing, grammar, and culture. All skills are discussed in terms of important theories and concepts, followed by specific teaching and assessment activities for the L2 classroom.

The final section of the book discusses global trends in language course design. Covering programs from Europe to Asia, this section discusses the drive toward standards in North America and Europe, current teaching practices in Asia, and the influence of technology in contemporary L2 courses.

### How to Use the Instructional Activities

Chapters 7–12 feature activities that reflect the theoretical perspectives presented. These activities are designed to be used by students in teacher preparation programs as a way to connect theory to teaching practice through role-playing or modeling during class time. The activities are directly linked to the theory and pedagogy of language teaching explored in each chapter and organized around sound curricular components: the rationale and objectives, pre-planning, methodology/procedures, evaluation, and follow-up practice. The activities are also included so that practicing teachers can use or adapt them for their own classrooms.

The activities follow a consistent pattern for ease of use. For each activity, readers will first find the **Objectives** listed, which is followed by: a **Pre-Planning** section, which details the student knowledge necessary to engage in the activity, the materials needed, and the level/age for which the activity is designed; the **Procedures** section, which explains exactly how to implement the activity in the classroom; and the **Evaluation** piece, which provides information to ensure effective evaluation of the activity and what the students have learned. The **Homework** piece of the Evaluation section offers ideas for student work outside the classroom.

For each activity used as a role-play in class, we recommend that pre-service teachers read the chapters and role play the activity. Then, they should discuss how the activity relates to the concepts in the chapters and how it can be adapted to other levels and age groups.

### Summarizing Statements/Reflection and Application

Each chapter concludes with **Summarizing Statements** and **Reflection and Application** questions. The summarizing statements serve as a quick review of the larger themes and issues. The reflection questions are designed for the reader to reflect on what was presented in the chapter and apply it to real-life teaching situations. The reflection questions are often geared toward pairs and groups, so the class can share their experiences and pool their collective knowledge about the chapter and its application to the L2 classroom.

Our hope for this book is that we present teachers with not only a valuable course text but an effective pedagogical resource that can be used in current or future classroom situations. We hope that the material has immediate applicability for those who are currently teaching and offers inspiration for future teachers. We hope this book helps to answer the question, “What do I do on Monday in my class?” with practices that can be adapted to a variety of language teaching situations.