Every English language teacher should know how to construct a course from scratch, develop relevant and interesting materials for it, and select the most appropriate textbooks. These skills, along with related areas such as computer-aided language learning, are important aspects of professionalism in the field of TESOL.

There are two fundamental aspects of this course that you should be aware of as we begin. The perspective of this course is both broad and applied. This means that we will examine some of the broader, more general aspects of English language teaching, such as curriculum design and program administration, rather than more specific areas such as teaching ideas and strategies for the classroom. At the same time, this course is intended to be very practical. You will be asked to take the theory you have learned in other classes (such as INTR 611) and apply it to setting up a curriculum and evaluating textbooks and other instructional materials.

More specifically, by the end of the course you should be able to demonstrate that you

1. understand the various types of curricula in second language teaching and the teaching contexts where these curricula are most appropriate,

2. understand and can apply the process of curriculum development, [E 3]

3. understand the computer-related resources available for ESL/EFL teaching, including CALL software and the Internet, [E 4]

4. have a practical knowledge of the range of texts and supplemental materials available for ESL/EFL classes and the ability to create materials to meet the needs of a particular class, [E 4]

5. have a practical understanding of issues related to ESL/EFL program administration,

6. have a clearly-articulated philosophy for integrating ministry with teaching in the context or contexts in which you anticipate serving. [SE 1]

---

1 See the department’s TESOL mission statement to cross-reference the objectives in brackets.
Department Mission Statement:

Our mission is to develop Christian professionals skilled in theory and practice for cross-cultural service in a dynamically changing world.

TESOL Program Goal:

To develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural service.

TEXTS: The following books are available in the Wheaton College bookstore.


Note: Later in the course, several key articles will be available on electronic reserve.

COURSE REQUIREMENTS:

(1) Reflection papers - 30 %
(2) Group curriculum project - 30 %
(3) Individual project - 40 %

Reflection Papers- On a regular basis, you will be asked to reflect on the class readings and several important topics related to the course. These assignments (which may be collected at the beginning of class and returned the following week) should be kept together in a folder. Most of the assignments will be two to three pages in length (typed, double-spaced). The folder of papers itself will be due on Wednesday, Feb. 27.

These assignments provide opportunities to think through the major issues of the course as you encounter them in the class readings and simulations. The reflection assignments will be evaluated according to two criteria: (1) thoroughness in responding to the topic, and (2) the quality of the ideas expressed. Although you are free from the formal considerations of essay structure, you should avoid superficiality. If you express your thoughts clearly and honestly in these short assignments, you will do fine with them.  

[Reflection paper #1 is required for portfolio.]
**Group Curriculum Project** - After we have discussed curriculum in general, class members will be divided into groups to work on curriculum development for specific contexts. The purpose of this requirement is to simulate the kinds of collaborative situations for curriculum development which exist in the real world. Class time will be set aside for work on this exercise, although groups may wish to arrange to meet outside of class. A readable draft of each group’s curriculum should be turned in on or before Tuesday, Feb. 19 and these projects will be presented to the class on Wednesday, Feb. 20. [Required for portfolio.]

**Individual Project** - The individual project is a 10- to 12-page paper which should be a practical outgrowth of the class readings and discussions of curriculum and materials development. You should choose to

1. **evaluate two textbooks** (and/or other materials) for a particular context and **create materials on your own** to supplement a unit in one of the textbooks;

2. **develop a new set of materials** to be used in a particular context (e.g., materials for a theological English course or for a elementary-level EFL program);

3. **develop a curriculum/course for a particular real context.** This must be different from the context of your group’s curriculum project. This might be a good choice if you are working with a real ESL/EFL program in the U.S. and abroad and need to develop a curriculum while you are in the MA degree program at Wheaton.

One option is to make the textbook/materials evaluation an extension of the curriculum you’ve developed with your group. If you wish to develop a project on another topic related to the course focus, please discuss this with me.

A project proposal will be due at the beginning of class on Wednesday, Feb. 6, and the projects themselves will be due on Thursday, March 6, in Dr. Seaman's mailbox by 5:00 p.m.

**Class Participation** - This class, by nature, will involve a great deal of discussion, workshopping, and group work. Your careful preparation and willingness to participate are vital. Your participation may add a + or a - to your overall grade.

**APPOINTMENTS:** My office hours are posted on my door; generally, I will be available in the afternoon between 3:15 and 4:30 on Mondays and Fridays and between 2:00 and 4:30 on Thursdays. If these times don’t fit your schedule, please contact me by e-mail or leave a phone message with an alternative time. I’m always happy to discuss anything related to this course or any other concerns you have. Feel free to stop by.
### COURSE SYLLABUS: INTR 614

*If possible, please read the articles and chapters in the order presented below.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Reading Assignments</th>
</tr>
</thead>
</table>
| **Week 1**    | **Introduction to the course.**  
General principles of curriculum development.  
An overview of the process.                      |
|               | Brown, Ch. 1  “Overview of curriculum”  
Graves, Ch. 2  “A framework of course development processes”  
Brown, Ch. 2  “Needs analysis”  
Graves, Ch. 3  “Designing workplace ESOL courses for Chinese health-care workers in a Boston nursing home” |
| **Week 3**    | **The Process of Curriculum Development: Part 2.** Program Goals, Philosophy, and Structure.   |
|               | Brown, Ch. 3  “Goals and objectives”  
Graves, Ch. 4  “Designing a seventh-grade social studies course for ESL students at an international school”  
Snow, Ch. 1-3  “A Christian Vocation...” “A Special Role...” “Learning as Witness” |
|               | Brown, Ch. 5  “Materials” (Focus on pp. 139-140, 157-167.)  
Graves, Ch. 5  “Designing an EAP course for postgraduate students in Ecuador”  
Snow, Ch. 4  “English Teaching as Witness” and at least two of the remaining chapters for reflection paper #1 |
|               | ** Individual Project Proposal Due **  
** Reflection Paper #1 Due **                        |
| **Week 5**    | **Textbooks and Materials, Part II: How to Create Your Own Materials.** Adapting Technology to the Classroom: Computer-Aided Language Learning (CALL). |
|               | Sokolik, “Computers in Language Teaching” (reserve)  
Stevens, “Designing a CALL Facility from Bottom to Top” (reserve) (reserve)  
Graves, Ch. 6  “Designing a writing component for teen courses at a Brazilian language institute” |
Week 6

** Turn in Final Draft of Group Curriculum Project. **

---

** GROUP CURRICULUM PRESENTATIONS **

** Reflection Paper #2 Due**

---

** Field Trip to Aurora, Illinois (Computer-Aided Language Learning Center) **

(8:30-noon)

You should plan to go on this trip unless you have a work-related conflict which makes it impossible. The information about computer-aided language learning should be an important part of your professional knowledge base, and this trip will allow you to try out a number of the most widely-used programs.

Week 7

** TESOL Program Administration, Part I **

** Computer-Aided Language Learning **

---

Graves, Ch. 8 “A curriculum framework for corporate language programs”

Choose two of the following to read (on reserve) and include in your reflection paper:

- Isbell and Reinhardt, “Web Integration: A Model for Task-Based Learning”
- Marzio, “Getting Real with Video and CD-ROM”
- Peyton, “Immersed in Writing: Networked Composition at Kendall Demonstration Elementary School”
- Robb, “Teaching Writing with Web Projects: Famous Personages in Japan”

---

** Reflection Paper #3 due**

Week 8

** FINAL SESSION. **

** Guest Speakers: ESL/EFL Program Administrators **

Practical issues related to a program administrator’s job

Cultural differences in educational leadership

---

Brown, Ch. 6 "Teaching"

---

** Individual projects due by 5:00 p.m. in Dr. Seaman’s mailbox **

---

** NOTE: **

---

Illinois TESOL/BE State Convention, Holiday Inn Select Naperville, IL (Recommended, not required.)

The state TESOL Convention is a great follow-up to this course! The convention features representatives from most of the major TESOL publishing houses. They will have samples of current textbooks and computer resources for you to examine, and you can attend a number of presentations related to “curriculum and materials.”
**Specifications for Individual Project: OPTIONS 1, 2, 3**  
PLEASE READ THIS DURING THE FIRST WEEK OF CLASS AND WHEN YOU BEGIN TO DEVELOP YOUR PROJECT

INTR 614

**General Instructions for All Options**

The individual project for this course is intended to be a practical outgrowth of the class readings and discussions of curriculum and materials development. In particular, it should involve critical thinking about textbooks and other materials that might be used for a particular teaching context.

**Setting a Teaching Context or Focus.**

In each case, I would suggest making this project as practical as possible by specifying a teaching situation you might face in the future and locating a set of appropriate materials. If, for instance, for Option 1 you will be teaching basic (survival) level adult ESL in the future, you might wish to examine textbooks that are intended for this purpose. A very different set of textbooks and materials would be appropriate if you were to teach an ESP course to engineers in Korea.

*Try to make your focus as specific as possible.* Either focus on a particular skill or content area (e.g., skills such as listening, reading, conversation or content areas such as American culture or theological education) or focus on a specific class with one proficiency level (e.g., university students in Japan at the intermediate level; adult ESL students in the U.S. at the beginning level). If you have a short, specific existing program in mind, such as a summer "English camp", you may locate materials for several levels.

*Another possibility is to actually create a curriculum or materials* for a specialized ESL/EFL area, such as theological English or medical English, which currently has few published texts. If you are interested in this requirement, look at Options 2 and 3 of this handout. Students who choose this option will turn in a project with a similar number of pages to those who choose to evaluate existing textbooks.

**PROPOSAL:** A proposal for this assignment, outlining the context that you'll be focusing on, is due at class time on ________. This proposal should be 1-2 paragraphs in length (a half page). Go into some detail about the context and the types of books and materials you'll be examining (or creating). Identify where you expect to locate these resources. Be creative as you consider your options.
OPTION 1: *Evaluation of Textbooks and Development of Supplemental Materials*

**TASK:** Evaluate two textbooks (and/or other materials) for a particular context and create materials on your own to supplement a unit in one of the textbooks;

**Step 1. Gathering Materials to Analyze.**

A number of the ESL/EFL textbooks and materials may be found in the curriculum section of the library. These are available for your perusal in the library. For the sake of your classmates, would you please not check out these materials during the duration of the course? Another set of curricular materials is available in the departmental TA office (BGC M233). You may "check out" books from this collection overnight by signing them out on a list which is available on the shelf.

These collections are a valuable place to start, but they aren't comprehensive. To locate other materials you might interview local ESL teachers (such as the teachers at World Relief or COD) and perhaps other veteran teachers who are studying in the graduate school. What texts do (or did) they use in their teaching, and what are the strengths and weaknesses of those texts?

You might also search for materials in one or more of the Chicago area libraries which contain ESL/EFL curricular materials. Nearby libraries include the College of DuPage, National Louis University, and the Illinois Resource Center (IRC) in Des Plaines. Ask the reference librarian where TESOL-related books are located. Even if you cannot check out these books, you can analyze them in the library, take notes, and photocopy certain pages for later reference.

One final source is the collection of ESL catalogs available in Alan's office (BGC M220). You can't, of course, analyze the books described in these catalogues, but you might find titles that would be useful to search for in the BGC or other local libraries.

**Step 2. Evaluating Two Textbooks.**

Once you have selected two textbooks that are appropriate for your context, you will need to do an in-depth evaluation (and comparison) of the two texts.

For this paper, "evaluation" will mean the following:

* Identifying the theoretical and methodological basis of the textbooks (notional-functional, communicative, audio-lingual, etc., or a combination of approaches). Often this is described in

---

2 The TESOL Collection of textbooks is in the basement of Buswell Library

3 The IRC's collection is one of the largest in the world, and is well worth a visit! Directions can be obtained on their website, www.thecenterweb.org. Unless you are working as an ESL teacher in the area, you may not be able to check out books from this library.
the preface to the book or the teacher's guide, but you may also derive it inductively from the
table of contents or from exercises in the book.

* Thinking critically about how culture is presented in the materials. How is American culture
presented? What other cultures are represented, and how are they treated? Would the materials
be appropriate for the students in the context you have chosen? What changes or elaborations
might you have to make as a teacher?

* Thinking critically about the exercises and tasks in the materials. Do they seem appropriate for
the background, learning goals, and level of proficiency of the students in your context? Are
there too many exercises (or too few) for each unit? Which exercises and activities would you
use, and which would be optional or left out of your teaching plans? (You may wish to examine
one chapter or unit for this analysis rather than discussing the entire book.)

* Evaluating the textbook as a whole in terms of layout, visual aids, authenticity of language, and
other global concerns.

**Step 3. Developing Supplemental Materials.**

Select one lesson or unit in one of the textbooks and develop additional materials on your own to
supplement the textbook. To accomplish this, you will need to do the following: (1) Identify the
specific lesson or unit in the textbook that you are supplementing; (2) provide an outline of the
additional materials that you will create; (3) create the materials themselves and include them in
the paper. You should create a minimum of three exercises/activities, and they should appear in
your paper in the format that you would give to your students. These materials may include
controlled, guided, and free activities and tasks. The lecture on Feb. 13 will be especially
helpful as you plan and create these activities.

**Step 4. Writing the Paper.**

Although the above requirements may seem somewhat mechanical, I would urge you not to use
an "outline" format for your paper (i.e., simply "listing" a collection of ideas). Instead, organize
the paper in any way you wish and try to make it flow in a readable fashion. Use paragraphs as
the organizing principle and break the paper into several sections, but don't create too many
subsections.

I'm interested in your thought processes -- the critical thinking you do as you evaluate these
texts. Be sure to allude to concepts covered in this course and in other courses such as INTR 611
as you discuss the features of each book.

**The specific parts of this paper will include:**

A. An introduction, including a description of the teaching context and goals,

B. Evaluation and critical analysis of the two textbooks (and/or other published materials)
   for this context (at least five pages of analysis),
C. An outline of a published textbook lesson or unit which includes the supplemental materials that you will develop,

D. The activities/tasks that you have developed (at least three controlled, guided, and/or free activities),

E. A conclusion to the paper, summarizing the insights you gained from the process of materials evaluation and development,

F. An appendix with photocopies of tables of contents from the two textbooks and a photocopy of the unit or lesson that you focused on for materials development,

The overall paper should be typed and double-spaced, except for the materials development outline and activities, which can be single-spaced. The appropriate length of this paper is about 10-12 pages, double-spaced in 11- or 12-point type.

I'm aware of the fact that you only have about a month to work on this paper. It's important to locate some key materials and treat them in depth, and to get an early start on developing the activities. This process of researching and writing this paper is intended to help you get in touch with the textbooks and materials that are available to you as a teacher, and to give you an idea of how you can adapt these materials to particular contexts. As such, it's a very practical paper -- a paper I hope you'll be able to return to as you teach ESL/EFL.
Specifications for Individual Project: Options 2 and 3
Creating Materials or Developing a Real-World Curriculum

OPTION 2 - Materials Development

TASK: **Develop a new set of materials** to be used in a particular context (e.g., materials for a theological English course or for a elementary-level EFL program).

If you decide to develop new materials (instead of evaluating existing textbooks and materials) for your individual project, you should sign up to see Alan Seaman in his office shortly after you turn in your project proposal. To a certain degree, your individual project will be unique. The demands of a specific context determine the types of materials that must be created. An English course for medical personnel will differ substantially from a course for hotel workers or air traffic controllers. Some courses will involve reading subject-specific texts and completing exercises, while other courses will involve mastery of context-specific oral language functions.

Although Option 2 is somewhat idiosyncratic, there will be a standard pattern for the paper turned in at the end of A Quad. The paper should have the following components:

1. An *introduction* which describes the context of instruction and the specific field of study (e.g., hotel workers in China);

2. A *rationale* for the texts and/or exercises you have written;

3. An *outline of the lessons or units* for which you will develop materials;

4. *Sample texts/exercises for at least two complete lessons* which serve as prototypes for other materials which will be developed;

The overall paper should be typed, with Parts 1-2 double-spaced and Parts 3-4 single-spaced. The appropriate length of this paper is about 10-12 pages in 11- or 12-point type.

Parts 1 and 2 should be written in clear prose and should constitute about half of the paper. Parts 3 and 4 will constitute the other half of the paper. It is important to show that you can not only create materials for a particular context, but that you have a clearly-developed rationale for why and how these materials are created. The chapters on materials development in the two textbooks may be especially helpful in this regard.

One possibility is to create these materials in a web-based format. If you already have this capability, I would encourage you to pursue this option. You will still need to provide a written paper for the project, including print-outs of the web materials you’ve created.
OPTION 3 – *Curriculum Prototype for a Real Context*

**TASK:** Develop a curriculum/course for a particular real context. This must be different from the context of your group’s curriculum project. This might be a good choice if you are working with a real ESL/EFL program in the U.S. and abroad and need to develop a curriculum while you are in the MA degree program at Wheaton.

This option can only be chosen if you are working in an ESL context which needs a curriculum or will be working in the near future in a real context which needs a curriculum. It can be an extension and adaptation of the hypothetical simulation that you have done in your curriculum group. However, you will need to do your own needs analysis and create your own philosophy statement, goals and objectives, scope and sequence, and list of textbooks. It would be wise to begin working on this early in the course, so sign up to talk with Dr. Seaman within the first two weeks, if possible.

The paper should have the following components:

1. An *introduction* which describes the program and context in some detail;
2. A *rationale for the course or program* you are creating, with reference to the ideas covered in INTR 614 (both 1 and 2 are written to the professor as the primary audience);
3. A *program philosophy statement* written to administrators and teachers as an audience (1-2 pages);
4. A list of course or program goals, and objectives for one component of the course or program;
5. A *scope and sequence outline* which shows how these objectives would be structured over a period of time (at least several weeks);
6. A discussion of at least three *textbooks* which would be used in the program, including at least a paragraph description of each book;
7. Evidence of a *needs analysis* which includes at least two forms of data collection with the instruments (surveys, interview notes) and data included in an appendix to the project.
8. The overall paper typed and double-spaced. The appropriate length of this paper is about 10-12 pages, double-spaced in 11- or 12-point type.

The paper will be graded on thoroughness, clarity, appropriateness for the context, and potential for success. You will also receive detailed comments which may be used to revise the curriculum in the future. Please see Dr. Seaman for further instructions.