

Language Curriculum Design

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Curriculum Development

- Develop a Program Rationale:
- Describe a beginning and an end goal
- Choose Course Content
- Determining the Scope and Sequence (what you will teach & in what sequence)
- Preparing the Scope and Sequence Plan
- Planning the Course Structure

The Program Rationale

- Why the program exists; the objective of the program
- Who is the course for?
- What is the course about?
- What kind of teaching and learning will take place in the course?

Overall Program Rationale

- Shows how various components of the course and how they fit together
- Gives an overview of the kinds of teaching and learning the course will provide
- Provides a consistent path, goals, and approach to language teaching

Describing the beginning & end goals

- To plan a language course:
 - know the level at which the learner will start the program
 - describe the level learners may be expected to reach at the end of the course

ACTFL

Ex: The American Council on the Teaching of Foreign Language published proficiency guidelines
—Example for *speaking*

1. The levels from Novice, Intermediate, Advanced, to Superior Level
—12 Stages
2. Detail description of language proficiency level in five skills—
listening, speaking, reading, writing, and culture in a foreign
language

Choosing Course Content

What to teach?

The decisions of course content:

- Where and how will language be used
- What are the essential elements of language learning
- Example: 3 Core Functions of the FNLE
 - Self-Expression
 - Social Interaction
 - Discovery

Specific Skills

Types of Language Skills to be Developed

- Asking questions
 - Specific contexts
- Opening and closing conversations
 - Describing daily routines
- Expressing opinions
 - Recognizing sound/patterns of language
- Dealing with misunderstanding
 - Communication strategies
- Describing experience
- Social talk

Focus on core skills

- What are the necessary skills?
- Is there sufficiency time to cover them?

Determining the Scope and Sequence

- Sequence — order of content
- Simple to complex
- Sequence of acquisition

Listening → Speaking → Reading → Writing

Planning the Course Structure

1. The curriculum needs to correlate to the amount of teaching time available
2. Arrange items into a sequence that facilitates learning and supports the learner
3. Identify the range of grammatical items that allows for development of communicative skills

Identify target vocabulary

- Example:
- Elementary level: 1000 words
- Intermediate level: an additional 1000 words
- Upper intermediate level: an additional 500 words

Planning the Content

- ✓ How are themes, topics, and content decided on?
- ✓ What should be the basis for assessment—content or language?



Provides a framework/guide

The advantages of a structured curriculum plan:

- ✓ Provide focus on goals/targets
- ✓ Identifies language skills & sequence for teaching them
- Provides a practical framework for creating teaching materials
- Guides teachers and allows for development of skills from one grade to the next

- **Know where you are**
- **Know where you want to go**
- **Know how to get there**
- **Know how to check whether you're where you are supposed to be**
- **Know how to get back on track or change the track you are on**