Second Language Curriculum and Pedagogy
Course Profile

Course Summary

This course is designed for Applied Linguistics/TESOL students at postgraduate level. It equips them with knowledge and skills in the analysis, design and development of second language curriculum as well as pedagogical strategies.

Drawing upon current literature, curriculum documents, excerpts from classroom teaching, teaching videos and other digital resources, the course covers foundational aspects of language curriculum, processes involved in curriculum design, development and evaluation, as well as the relationship between curriculum, teaching materials, and learning assessment. It includes recent theories of second language acquisition (SLA) and teaching methods to provide students with a comprehensive understanding of a global second language pedagogy for the 21st century characterised by post-method pedagogy and topics such as translanguaging, plurilingualism, English as a lingua franca, and the incorporation of digital technologies into language teaching and learning. The course offers prospective teachers with a solid understanding of the learner dimension and classroom dynamics to assist them to teach in a wide range of settings. It also tackles pedagogical basics such as lesson planning, classroom management and scaffolding, as well as strategies of classroom discourse and various techniques to successfully teach the macro-skills (listening, speaking, reading, writing) and the micro-skills (grammar, vocabulary, pronunciation).

Assumed Background

The course makes no assumptions about previous training in linguistics, education studies, or curriculum studies. Knowledge of one or more languages other than English is an advantage, but it is not essential.

Delivery Mode

Lecture (2 hours) and tutorial (1 hour)

Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:
1. Critique second language-related materials and curriculum documents
2. Design and develop a language curriculum
3. Critically analyse teaching practices and reflect upon them
4. Develop a comprehensive understanding of the connections between second language curriculum and pedagogy
5. Reflect on processes involved in own's professional development and relate it to others
6. Demonstrate digital, critical and collaboration skills pertinent to professional development

Learning Activities

Week	Topic	Content
1	Introduction to the course	- Objectives - Learning activities - Study requirements - Assessments - Introduction to second language curriculum and pedagogy

Readings:
- Course Profile
- Richards, J. C. (2015). *Curriculum development in language teaching (2nd ed.)*. Cambridge: Cambridge University Press – Chapter 1 (The origins of language curriculum development)

Week	Topic	Content
2	Foundation of second language curriculum	- Contextual analysis (language policy, ideology, linguistic culture, learning culture, the institution) - Needs analysis (lacks, wants, necessities) - Administering contextual and needs analyses - Language learning theories and curriculum

Readings:
- Ellis, R. (2005). Principles of instructed language learning. *System, 33,* 209-224.
- Graves, K. (2008). The language curriculum: A social contextual perspective. *Language Teaching, 41*(2), 147–181.
- Richards, J. C. (2015). *Curriculum development in language teaching (2nd ed.)*. Cambridge: Cambridge University Press. – Chapter 3 (Needs analysis)

Week	Topic	Content
3	Curriculum design and development	- Aims, goals, learning outcomes - Curriculum content and sequencing - Curriculum coherence and progression - Content division and syllabus

Readings:
- Graves, K. (2016). Language curriculum design: Possibilities and realities. In G. Hall (Ed.), *Routledge handbook of English language teaching* (pp. 79-94). London: Routledge.
- Macalister, J., & Nation, I. S. P. (2020). *Language curriculum design (2nd ed.).* New York, NY: Routledge. – Chapter 5 (Goals, content, sequencing)

Week	Topic	Content
4	Curriculum and teaching materials	- Curriculum and materials alignment - Using and adopting authentic materials - Using and adopting coursebooks - Using digital materials - Developing materials

Readings:
- Richards, J. C. (2015). *Curriculum development in language teaching (2nd ed.).* Cambridge: Cambridge University Press. – Chapter 8 (The role and design of instructional materials)
- Tomlinson, B. (2003). Developing principled frameworks for materials development. In B. Tomlinson (Ed.), *Developing materials for language teaching* (107-129). London: Bloomsbury Collections.

5	Curriculum evaluation and learning assessment	- Curriculum evaluation: Purpose, type, audience - Evaluation procedures - Language testing - Formative and summative assessments - Portfolio assessment

Readings:
- Brown, J. D. (2008). Testing-context analysis: Assessment is just another part of language curriculum development. *Language Assessment Quarterly, 5*(4), 275-312.
- Purpura, J. (2016). Second and foreign language assessment. *The Modern Language Journal, 100,* 190-208.
- Richards, J. C. (2015). *Curriculum development in language teaching (2nd ed.).* Cambridge: Cambridge University Press. – Chapter 9 (Approaches to evaluation)

6	Current trends in second language pedagogy	- Intercultural language teaching - Translanguaging - Plurilingualism - English as a lingua franca

Readings:
- Lin, A. (2013). Toward paradigmatic change in TESOL methodologies: Building plurilingual pedagogies. *TESOL Quarterly, 47*(3), 521-545.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca.* Oxford: Oxford University Press. – Chapter 1 (What is this thing called English?)
- Wei, L. (2018). Translanguaging as a practical theory of language. *Applied Linguistics, 39*(1), 9-30.

7	Post-method second language pedagogy	- Maximising learning opportunities - Facilitating negotiated interaction - Fostering language awareness - Integrating language skills - Contextualising linguistic input - Promoting learner autonomy

Readings:
- Kumaravadivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. New haven: Yale University Press. – Chapter 2 (Understanding post-method pedagogy)
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly, 40*(1), 59-81.

8	Pedagogical basics	- Lesson planning - Building rapport

		• Classroom management • Scaffolding

Readings:
- Kayi-Aydar, H. (2013). Scaffolding language learning in an academic ESL classroom. *ELT Journal, 67*(3), 324-335.
- Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom.* Cambridge: Cambridge University Press.
- Wright, T. (2005). *Classroom management in language education*. London: Palgrave. – Chapter 5 (Concerns and practices in classroom management)

9	Classroom discourse	• Control of interaction • Speech modification • Elicitation • Repair

Readings:
- Ellis, R. (2012). *Language teaching research and language pedagogy*. Hoboken, NJ: John Wiley & Sons. – Chapter 4 (Second language classroom discourse)
- Walsh, S. (2013). *Classroom discourse and teacher development*. New York, NY: Routledge. – Chapter 2 (Classroom discourse: An overview)

10	The learner and classroom dynamics	• Learners' motivation and autonomy • Learners' styles and strategies • Teaching mixed-level classes • Teaching large classes • Teaching linguistically diverse learners

Readings:
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education. – Chapter 5 (Agency in language learning)
- Shamim, F. (2012). Teaching large classes. In A. Burns & J. C. Richards (Eds.). *The Cambridge guide to pedagogy and practice in second language teaching* (pp. 95-102). Cambridge: Cambridge University Press.

11	Teaching listening and speaking	• The oral language • Bottom up vs. Top-down processes in listening • Intensive and extensive listening • Information gap, surveys, and role-play • Integrating listening and speaking • Digital technologies for listening & speaking (e.g., *Ello* and *English L & S*)

Readings:
- Bygate, M. (2010). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 14-20). Cambridge: Cambridge University Press.
- Harmer, J. (2010). *The practice of English language teaching.* Harlow: Longman. – Chapter 18 (Listening)

12	Teaching reading and writing	- The written language - Interactive, purposeful and critical reading - Intensive and extensive reading - Genre-based approach - Integrating reading and writing - Digital technologies for reading & writing: (e.g., *Skybraries* and *Grid Diary*)

Readings:
- Harmer, J. (2004). *How to teach writing.* Harlow: Longman. – Chapter 6
- Reid, J (2010). Writing. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching Englishto speakers of other languages* (pp. 28-33). Cambridge: Cambridge University Press.
- Wallace, C. (2010). Reading. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 21-27). Cambridge: Cambridge University Press.

13	Teaching micro-skills (grammar, vocabulary, pronunciation)	- Focus on Forms vs. Focus on Form - Denotative and connotative meanings - Online concordances - Pronunciation models - Holistic and atomistic approach - Digital technologies for micro-skills

Readings:
- Carter, D. (2010). Vocabulary. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 42-47). Cambridge: Cambridge University Press.
- Harmer, J. (2010). *The practice of English language teaching.* Harlow: Longman. – Chapter 15 (Teaching pronunciation)
- Larsen-Freeman, D. (2010). Grammar. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 34-41). Cambridge: Cambridge University Press.

Assessments

Curriculum Development Project: 40%
Teaching Analysis: 20%
Collaborative Digital Reflection: 40%

1. Curriculum Development Project
Weighting: 40%
Mode: Individual work
Description:
Students are required to develop a curriculum for second language teaching, focusing on English or other languages. This is a mini curriculum (around 3,500 words) which only covers a short teaching period (16 weeks). The curriculum may be used in a particular teaching context in a given country; for example, primary or secondary schooling, tertiary

education, private language courses, etc., either in Australia or overseas. The curriculum document must contain three parts, as follow:

PART A (around 1,000 words)
This part focuses on description of contextual analysis, needs analysis, and language learning theories. Students must describe the context of the curriculum in terms language policy, linguistic culture, learning culture and the institution where the curriculum is going to be used. Attention must be paid to needs analysis of the student population and how the needs analysis is administered. Students must also discuss language learning theories which underpin the design and development of the curriculum as well as the teaching practice involved.

PART B (around 1,200 words)
This part focuses on curriculum development. Students must describe the aims, goals, and learning outcomes of the curriculum in consideration of Part A. They must elaborate the contents of the curriculum and how they are sequenced. They must also identify how the contents are divided and organised into a syllabus. Students also need to include description of teaching materials and assessments tasks/procedures.

PART C (around 1,300 words)
This part connects Part A and Part B. It focuses on justification of the choices made in Part B on the basis of the description in Part A. Students must highlight the relevance of the curriculum design for the curriculum context and the targeted student population. They must justify the goals, aims, learning outcomes, curriculum contents, teaching materials and assessment tasks/procedures in light of the description in Part A and relevant literature. They also need to demonstrate how the contents cohere and logically progress.

Submission: Blackboard
Length: 3,500 words (excluding references)
Due date: Week 10
Criteria and marking: Available on Blackboard.

2. Teaching Analysis
Weighting: 20%
Mode: Pair work
Description:
Students are to work in pairs to analyse two teaching videos and submit a Teaching Analysis Form (1,500 words). They are given the option to choose one from 3 pairs of videos (Pair 1, Pair 2, Pair 3) that are available on Blackboard.

Students must complete the Teaching Analysis Form to compare and contrast the two teaching videos in the selected pair. They must comment on an aspect of pedagogical interest such as classroom management, rapport, teaching materials, elicitation, repair, etc. Analysis must be made as to whether the chosen aspect contributes to teaching efficacy or lack thereof, and why. Reflection on what could have been done differently, and why, are encouraged. Incorporation of relevant concepts and theories is compulsory. Detailed teaching analysis procedures are available on Blackboard.

Submission: Blackboard
Length: 1,500 words

Due date: Week 7
Criteria and marking: Available on Blackboard.

3. Collaborative Digital Reflection

Weighting: 40%
Mode: Group work
Description:
Students are required to work in groups to create a twenty-minute digital reflection based on their work in Assignment 1 (Curriculum Design) and Assignment 2 (Teaching Analysis). The digital reflection may be developed in any range of narratives (e.g., web-based stories, interactive stories, hypertexts). Any form of digital tools such as iMovie, Microsoft Photos and WeVideo may be used. Students will be divided into groups of four based on their cultural backgrounds. Attempts will be made to ensure good representation of cultural diversity, so that where possible, a group consists of people of four different cultural backgrounds, or at least people of two different cultural backgrounds.

Group members must record the processes involved in working on the two assignments. They must select aspects of the assignments which they think are important and have shaped their understanding of second language curriculum and pedagogy. These may be recorded in the form of photos or short videos, and they may be added with drawings, sketches, writings, etc. These components are all then combined as videos of individual members. The individual members' videos are then merged to make up a video of the whole group reflection.

In reflecting on the processes, students should not just describe, but they must explain why and to what extent working on the assignments has been useful in the development of their theoretical knowledge and practice. They must also indicate how the processes could impact their future work as language teaching professionals. While the bulk of the assignment is allocated to individual reflections, a final section is devoted to conclusion. Students must show how their reflections differ and in which areas they are similar. They need to draw a common thread which unites the reflections of all group members.

Students are encouraged to be creative and engaging in their work, however, they must ensure that all members of the group have their equal share of reflection within the allocated time. Reasonable time should also be devoted to the concluding section.

Incorporation of relevant concepts and theories is compulsory. A transcript must be submitted along with a video format of the reflection. Technological assistance may be provided by the ICT Unit of the University.

Submission: Submit the transcript to Turnitin and the digital story in a video format via a link in the assessment folder.
Length: 20 minutes
Due date: Week 13
Criteria and marking: Available on Blackboard.

Recommended sources:

Adam, H., & Harper, L. (2016). Assessing and selecting culturally diverse literature for the classroom. *Practical Literacy, 21*(2), 10-13.

Borg, S. (2014). Language teacher education. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 215-228). New York: Routledge.

Burns A., Richards, J. C. (Eds.). (2009). *Cambridge Guide to second language teacher education.* Cambridge: Cambridge University Press.

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education.

Buchanan, H., & Timmis, I. (2019). Classroom management: Art, craft or science? In S. Walsh & S. Mann (Eds.), *The Routledge handbook of English language teacher education* (pp. 319-334). New York, NY: Routledge.

Cameron, L. (2002). Measuring vocabulary size in English as an Additional Language. *Language Teaching Research, 6*(2), 145–173.

Carter, N., Angelo, D., & Hudson, C. (2019). Translanguaging in the curriculum: A critical language awareness curriculum for silenced Indigenous voices. In P. Mickan & I. Wallace (Eds.), *The Routledge handbook of language education curriculum design* (pp. 144-174). New York, NY; Routledge.

Canale, G. (2021). The language textbook: Representation, interaction & learning: Conclusions. *Language, Culture and Curriculum, 34*(2), 199-206.

Cook, V. (2016). *Second language learning and language teaching (5ᵗʰ Ed.).* New York: Taylor and Francis Group.

Coronel-Molina, S. M., & McCarthy, T. L. (2012). Language curriculum design and evaluation for endangered languages. In P. K. Austin & J. Sallabank (Eds.), *The Cambridge handbook of endangered languages* (pp. 354-370). Cambridge: Cambridge University Press.

Day, R. R. (2004). A critical look at authentic materials. *The Journal of Asia TEFL, 1*(1), 101-114.

Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly, 38,* 78–103.

Ene, E. (2013). Technology and teaching language for specific purposes. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-7). Malden, MA: Wiley/Blackwell.

Freeman, D. (2002). Second language teacher education. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (72-79). Cambridge: Cambridge University Press.

Freeman, D., Webre, A-C., & Epperson, M. (2019). What counts as knowledge in English language teaching? In S. Walsh & S. Mann (Eds), *The Routledge handbook of English language teacher education* (pp. 13-24). New York, NY: Routledge.

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford, England: Wiley-Blackwell.

Gibbons, P. (2009). *English learners academic literacy and thinking: Learning in the challenge zone*. London: Heinemann.

Gibbons, P. (2018). *Bridging discourses in the ESL classroom: Students, teachers and researchers*. London: Bloomsbury Academic.

Hardman, J., & A-Rahman, N. (2014). Teachers and the implementation of a new English curriculum in Malaysia. *Language, Culture and Curriculum, 27*(3), 260-277.

Harris, R. (1999). Integrational linguistics and the structuralist legacy. *Language and Communication, 19*(1), 45-68.

Harmer, J. (2010). *The practice of English language teaching.* Harlow: Longman.

Hilgendorf, S. (2013). History of language teaching methods. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-4). London: Blackwell Publishing.

Honan, E. (2019). Using digital texts to engage students. In R. Henderson (Ed.), *Teaching literacies: Pedagogies and diversity* (pp. 160-178). Oxford: Oxford University Press.

Jean, M., & Geva, E. (2009). The development of vocabulary in English as a second language children and its role in predicting word recognition ability. *Applied Psycholinguistics, 30*, 153–185.

Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly, 40*(1), 157–181.

Jenkins, J. (2007). *English as a lingua franca: Attitudes and identity*. Oxford: Oxford University Press.

Kern, R. (2014). Technology and language learning. In J. Simpson (Ed.), *The Routledge handbook of applied linguistics* (pp. 200-214). New York: Routledge.

Kinsella, B. (2018). 'Neither here nor there': An examination of language curriculum and ideology in a New Jersey public school. *Language, Culture and Curriculum, 31*(1), 21-38.

Kramsch, C. (2010). Intercultural communication. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 201-206). Cambridge: Cambridge University Press.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford: Oxford University Press.

Lavrenteva, E., & Orland-Barak, L. (2015). The treatment of culture in the foreign language curriculum: an analysis of national curriculum documents. *Journal of Curriculum Studies, 47*(5), 653-684.

Llinares, A. (2015). Integration in CLIL: A proposal to inform research and successful pedagogy. *Language, Culture and Curriculum, 28*(1), 58-73.

Li, Z., & Harfitt, G. J. (2017). An examination of language teachers' enactment of curriculum materials in the context of a centralised curriculum. *Pedagogy, Culture & Society, 25*(3), 403-416.

Lin, A. M. Y. (2015). Conceptualising the potential role of L1 in CLIL. *Language, Culture and Curriculum, 28*(1), 74-89.

Liu, W., & Wang, Q. (2020). Walking with bound feet: Teachers' lived experiences in China's English curriculum change. *Language, Culture and Curriculum, 33*(3),242-257.

May, S. (2011). The disciplinary constraints of SLA and TESOL: Additive bilingualism and second language acquisition, teaching and learning. *Linguistics and Education, 22,* 233-247.

Mickan, P. (2019). Transformative curriculum design: Functional linguistics applied in text-based teaching. In P. Mickan & I. Wallace (Eds.), *The Routledge handbook of language education curriculum design* (pp. 193-202). New York, NY; Routledge.

Nation, P. (2013). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

O'Keefe, A., McCarthy, M., & Carter, R. (2007). *From corpus to classroom: Language use and language teaching.* Cambridge: Cambridge University Press.

Padilla, L. V., & Vana, R. (2019). Ideologies in the foreign language curriculum: Insights from textbooks and instructor interviews. *Language Awareness, 28*(1), 15-30.

Richards, J. C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal, 44,* 5-33.

Richards, J. C. (2015). *Curriculum development in language teaching (2ⁿᵈ ed.).* Cambridge: Cambridge University Press.

Richards J. C., & Rodgers T. S. (2015). *Approaches and methods in language teaching. (3ʳᵈ ed.).* Cambridge: Cambridge University Press.

Rose, H., Syrbe, M., Montakantiwong, A., & Funada, N. (2020). *Global TESOL for the 21st century: Teaching English in a changing world.* London: Palgrave.

Rodgers, E. M. (2004). Interactions that scaffold reading performance. *Journal of Literacy Research, 36*(4), 501-532.

Rowland, L., Canning, N., Faulhaber, D., Lingle, W., & Redgrave, A. (2014). A multiliteracies approach to materials analysis. *Language, Culture and Curriculum, 27*(2), 136-150.

Shieh, J-J., & Reynolds, B. L. (2020). The origin and impact of an ESL teacher's beliefs on curriculum design. *Asia Pacific Journal of Education.* doi: 10.1080/02188791.2020.1832043

Turner, M. (2019). Knowledge about (English) language across the curriculum in EAL and CLIL contexts. In P. Mickan & I. Wallace (Eds.), *The Routledge handbook of language education curriculum design* (pp. 90-105). New York, NY; Routledge.

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* London: Harvard University Press.

Walsh, S. (2011). *Exploring classroom discourse in action.* New York, NY: Routledge.

Walsh, S. (2013). *Classroom discourse and teacher development*. Edinburgh: University of Edinburgh Press.

Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for the language classroom.* Cambridge: Cambridge University Press.