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Master 1

Syllabus Design and Curriculum Development

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IN THE NAME OF GOD, THE MOST
GRACIOUS, THE MOST MERCIFUL



Good morning



*Welcome
to my
lectures*

Mrs. Bouhali Salma

LECTURE TWO

The Origins of Language Curriculum Development

Do you know?

It does not take much strength to do things,
but it requires a great strength to decide what to do.

Tell me and I forget, teach me and I may remember,
involve me and I learn.

Content

- Introduction
- Historical background
- Assumptions underlying early approaches to syllabus design
- A change of focus
- Conclusion

Introduction

The last decade has seen lots of changes in many fields of education. The field of syllabus design in foreign language instruction is no exception. The evolution of syllabus design can be seen as a progression of assumptions about language and language learning.

Historical Background

- The history of curriculum development in language teaching starts with the notion of syllabus design.
- The earliest approaches to syllabus design emerged in the twentieth century and laid to the foundations of more broadly based curriculum approaches that are still used in language teaching today.
- Much of the impetus for changes in the approaches to syllabus design came from changes in teaching methods.

Historical Background (f)

- The 'method' concept in teaching, the notion of 'a systematic set of teaching practices based on a particular theory of language and language learning' is powerful and the quest for better methods has been a preoccupation of many teachers and applied linguists since the beginning of the twentieth century. Many methods have come and gone in the last 100 years in pursuit of the "best method".

Historical Background (f)

- The following chronology illustrates with dates periods of greatest dominance:

Dominant Methods

Grammar Translation Method (1800-1900)

Direct Method (1890-1930)

Audio-lingual Method (1950-1970)

Situational Method (1950-1970)

Communicative Approach (1970-present)

Assumptions Underlying Early Approaches to Syllabus Design

- The basic units of language are vocabulary and grammar.
- Learners everywhere have the same needs.
- Learners' needs are identified, exclusively in terms of language needs.
- The process of learning a language is largely determined by the textbook.
- The context of teaching is English as a foreign language.

A Change of Focus

- Changes in the status of English around the world, and in the purposes for which English was studied from the 1940's on led to the next phase in the development of language curriculum development.
- The teaching of English as a second or foreign language became an increasingly important activity after World War II. Immigrants, refugees, and foreign students generated a huge demand for English courses in the United Kingdom, Canada, the United States, and Australia.

A Change of Focus (f)

- The role of English as a language of international communication had expanded rapidly by the 1950s. There was much greater mobility of peoples as a result of growth in air travel and international tourism. English was increasingly important in international trade and commerce. The role of English was supported by the growth of radio, film, and television.

A Change of Focus (f)

- White (1988, 9) comments:

“Whereas in medieval times English was the language of an island nation and French was the language of a continental one, in the twentieth century English has become the language of the world thanks to the linguistic legacy of the British Empire, the emergence of the USA as an English-speaking superpower and the fortuitous association of English with the industrial and technological developments of the nineteenth and twentieth centuries.”

A Change of Focus (f)

- All of these developments supported the need for a practical command of English for people in many parts of the world rather than an academic mastery of the language as one might acquire in a typical school course.

Conclusion

The initial response of the English-language teaching profession was to explore new directions in methodology. It was assumed that in order to meet the changing needs of language learners, more up-to-date teaching methods were needed that reflected the latest understandings of the nature of language and of language learning.



THANK YOU

