Mohammed Seddik Ben Yahia University – Jijel

Faculty of Letters and Languages

Department of English

Teacher : *Mrs.* **BOUHALI** Salma

Department of English

Master 1

Syllabus Design and Curriculum Development

2024

Teacher : **BOUHALI** Salma

Everyday is special
If you THINK so,
Every moment is memorable
If you FEEL so,
Everyone is unique
If you SEE so,
Life is beautiful
If you LIVE so,
Think positively and live happy...
Celebrate life!

One small positive thought in the morning can change the whole day.

From
Syllabus Design
to
Curriculum Development

Outline

- The Quest for New Methods

- Communicative Language Teaching

- Changing Needs for Foreign Languages in Europe

- English for Specific Purposes

- Needs Analysis in ESP

- Difference between ESP and EGP

The Quest for New Methods

- Huge demands for EFL learning

- Searching for new teaching methods ("scientific based teaching" methods)

- The traditional approach → grammar & vocabulary → form & structure of language → reading & writing

- A new approach → Oral Approach

The Quest for New Methods

- 1950's - Situational Approach
  →Britain, Australia, Malaysia, India, Hong Kong

- 1960's - Audio-lingual Method
  →United States

- 1978 - Audiovisual Method
  →Europe

The Quest for New Methods
Situational Language Teaching in Britain

- A structural syllabus with graded vocabulary levels

- Meaningful presentation of structures in contexts

- PPP method- Presentation/ Practice/ Production

The Quest for New Methods
Audiolingual Method in US

- Habits are strengthened by reinforcement

- Foreign language habits are formed most effectively by giving the right response

- Language is behaviour

The Quest for New Methods

◆World War II → immigrants, refugees and foreign students → UK, Canada, US, Australia

◆There was much greater mobility of peoples due to developments in air travel, international trade and commerce.

The Quest for New Methods

Whites (1988,9) comments:

◆ The emergence of the USA as an English-speaking superpower

◆ The industrial and technological developments of the nineteenth and twentieth centuries.

Communicative language teaching

1. The work of the Council of Europe

2. The interval between 1960's and 1970's:

   =>A replacement for structural situation and the
      audio-lingual method.

2. The shift:

   =>Grammatical ➜ Communicative

Communicative Language Teaching in Europe

◆Whole context of teaching and learning

◆ The need of society

◆The need of learners

◆The emergence of ESP

Changing Needs for Foreign Languages in Europe

◆ The upsurge in English language teaching (since the mid-1950s~1960s)

→ A Language Teaching Revolution

a) Introduce new methods and materials
b) WHY/ HOW people learn a foreign language
c) Evaluation results
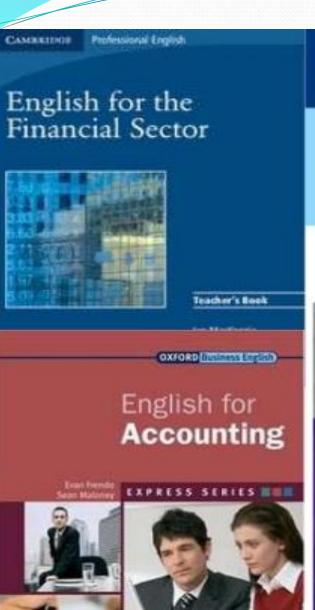
Changing Needs for Foreign Languages in Europe

→ Reevaluation of language teaching policy in Europe

In 1969, the Council of Europe decided that:

- Language barriers must be removed.

- Linguistic diversity, through the study of modern languages, should provide a source of intellectual enrichment.

- If the study of modern Europe languages becomes general, mutual understanding and cooperation will be possible.
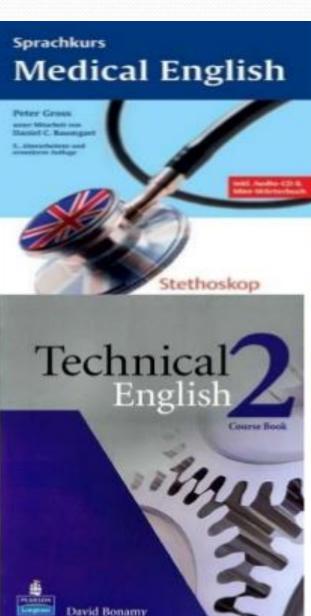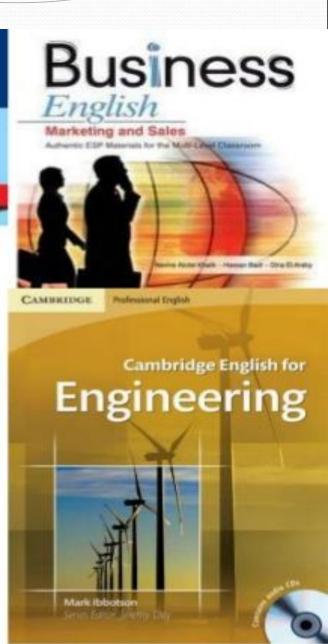
Changing Needs for Foreign Languages in Europe

1. Does the community consider it important that all its members know a foreign language, or is this considered necessary only for certain professional domains?

2. How many languages, and which languages, are felt to be necessary?

3. How great is the demand for each individual language? Does everyone need the same skills, or the same level of command per skill?

4. Is there a stable needs pattern?

Changing Needs for Foreign Languages in Europe

→ Societal and learner needs are starting point in reevaluation of language teaching.

English for Specific Purpose

◆To make the courses relevant to learners' needs.

◆ The Language for Specific Purpose Movement.

◆The ESP approach concerns:
   a) the need for Non-English background
   students.
   b) the need for employment.
   c) the need for business purpose.
   d) the need for migrants.

English for Specific Purpose

The concern to make language courses more relevant to learners' needs also led during this period to the emergence of the Languages for Specific Purposes (LSP) movement, known in English-language teaching circles as ESP (English for Specific Purposes).

English for Specific Purpose

University of Michigan
→ language patterns and vocabulary
(Darian, 1972)

"for learners in situations such as these, what was needed was not more and more lessons in "advanced English" or "colloquial English" but training in the kinds of English learners would use or encounter in their specific occupations and situations".

Needs Analysis in ESP

A number of approaches were suggested to determine the learner's needs.

1. Who can determine learner's needs?

⇨ Richterich and Chanceril (1978), working within the Council Europe framework proposed that *learners*, *teachers*, and *employers* could all determine.

2. How could they collect the information (learner's needs)?

⇨ It could be collected from the resources of the teaching institution, objectives, the methods of assessment used.

Difference between ESP and EGP

English for Specific Purposes	English for General Purposes
❶ ESP learners are usually adults, who are familiar with the English language.	❶ The age of EGP learners varies from children to adults and learning the English language is the subject of the courses.

Difference between ESP and EGP

English for Specific Purposes	English for General Purposes
❷ They are learning the language in order to communicate professional information and to perform some particular, job-related functions.	❷ EGP courses are mostly focused on grammar, language structure and general vocabulary.

Difference between ESP and EGP

English for Specific Purposes	English for General Purposes
❸ The learners are highly motivated as they are aware of their specific purposes for learning English. (cf. Chris Wright, 1992)	❸ EGP helps students to cope with any subject-matter course. It gives them the ability to generate more language. EGP learners, if well-taught, can use English to cope with the language in any undefined tasks.

Difference between ESP and EGP

English for Specific Purposes	English for General Purposes
❹ In ESP course, it is needs analysis that determines which language skills are useful for the learners to be able to accomplish certain professional tasks. ESP courses are centered on the context. The English language is usable immediately in the employment context.	❹ EGP courses deal with many different topics and each of the four skills is equally treated. Due to the general nature of these courses no needs analysis is conducted. EGP courses are responsible to the general language acquisition and, for the vast majority of learners

Hutchinson et al. (1987, p53)

"*in theory* nothing, *in practice* a great deal"

English for Specific Purposes	**English for General Purposes**