Module 8

Developing English Courses for Upper Secondary Education Level

by
Jutarat Vibulphol, Ph.D.
jutarat.v@chula.ac.th

Faculty of Education
Chulalongkorn University

Objectives

- Explain the processes of course development based on the Basic Education Core Curriculum B.E. 2551

- Analyze background information for course development purposes

- Determine course components: the learning outcomes, assessment, and instructional activities, when designing an English course for upper secondary school students

Content

Principles for course development in the Basic Education Core Curriculum B.E. 2551
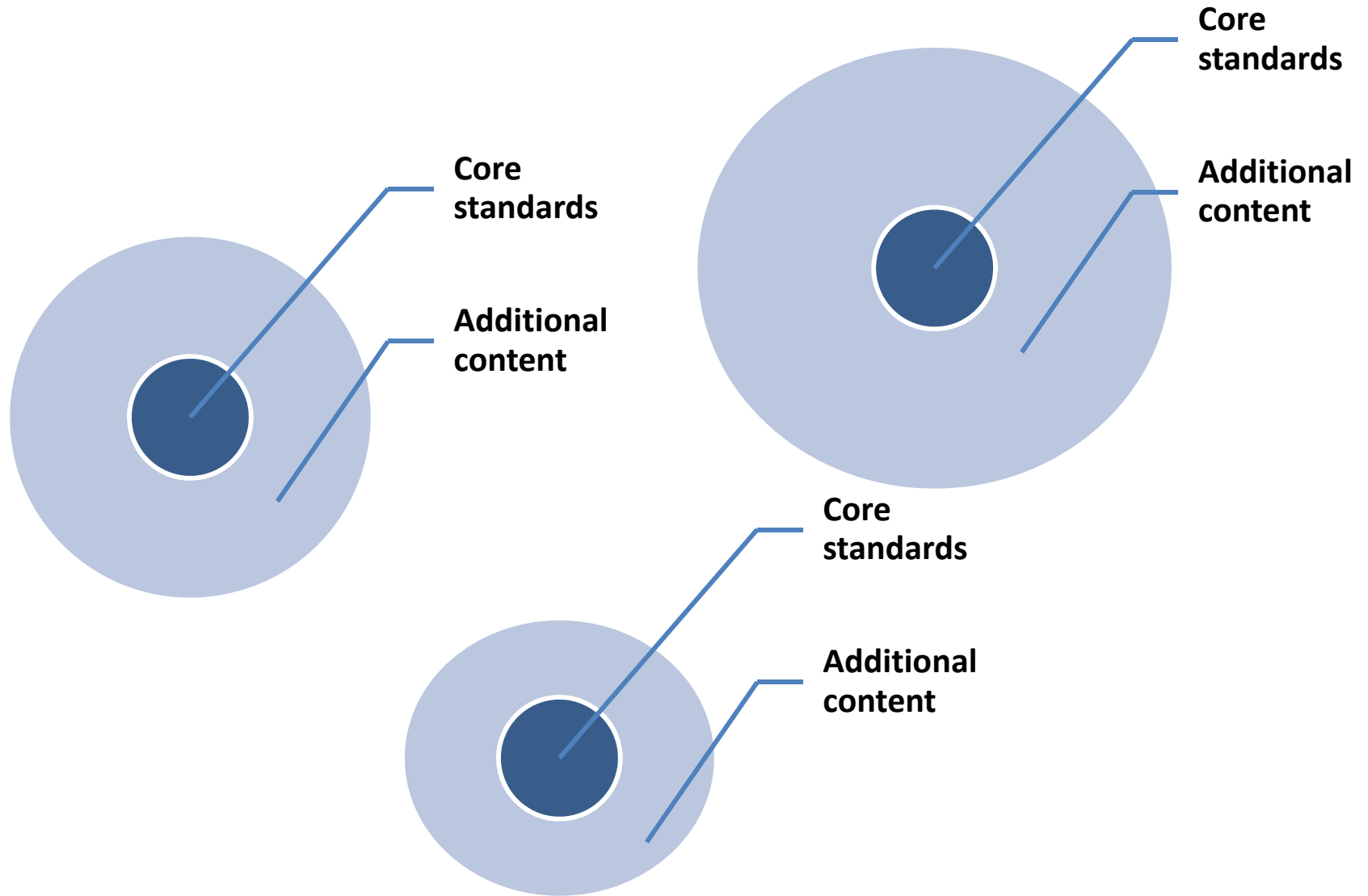
Course development processes

Course components

Module 8

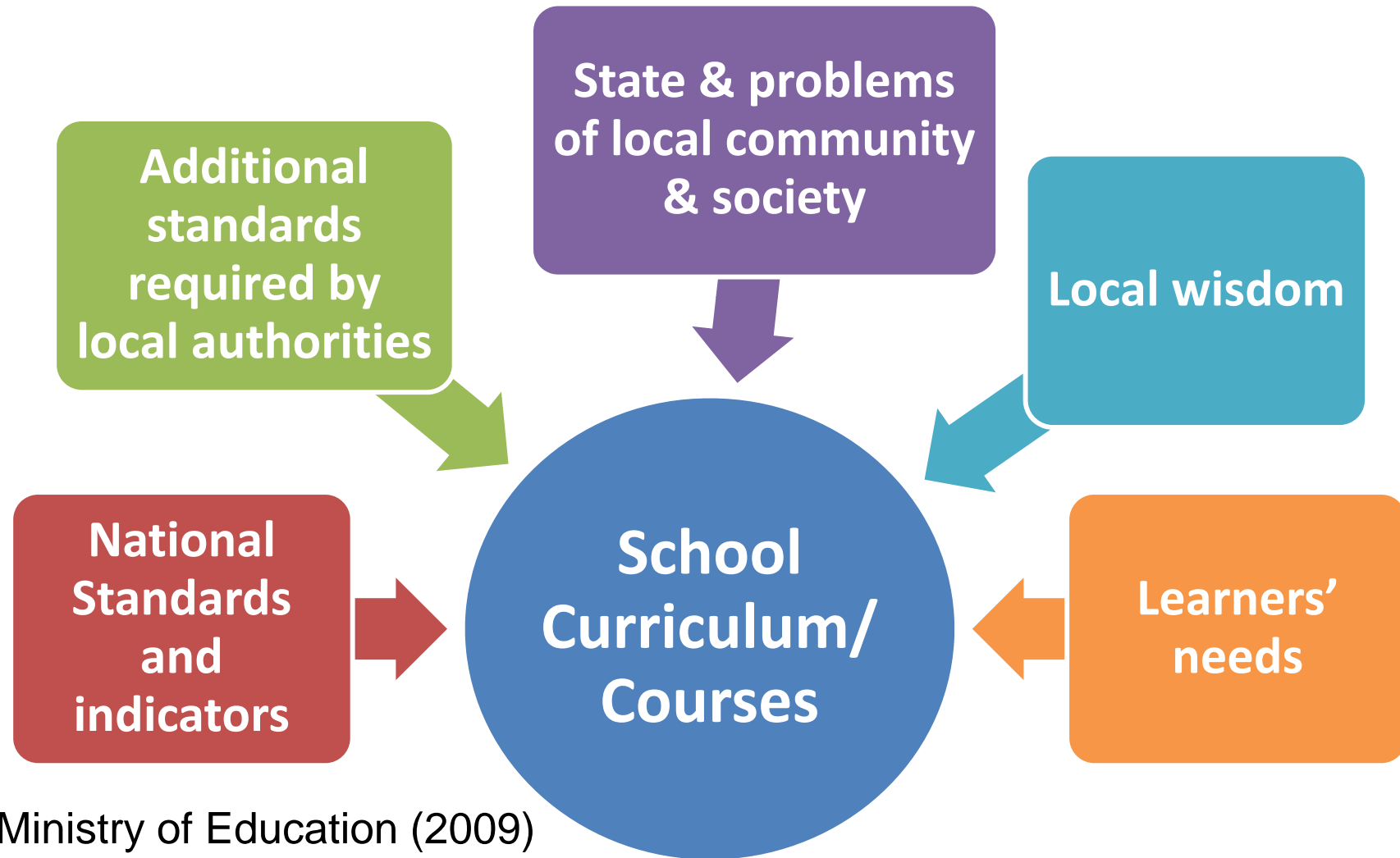## *Developing English Courses for Upper Secondary Education Level*

ACTIVITY 8.1

PRINCIPLES FOR COURSE DEVELOPMENT IN THE BASIC EDUCATION CORE CURRICULUM B.E. 2551

Basic Education Core Curriculum B.E. 2551

Core standards

Additional content

Core standards

Additional content

Core standards

Additional content

Principles of Developing School Curriculum and Localized courses

Additional standards required by local authorities

State & problems of local community & society

Local wisdom

National Standards and indicators

School Curriculum/ Courses

Learners' needs

Ministry of Education (2009)

Curriculum Structure

School Curriculum

Basic Courses	Learner Development Activities	Additional Courses
Core standards	Specified	Localized

Use of English in Thailand

Most people do not use English for daily communication.

English can be used for various purposes.

- Academic purposes
- Entertainment
- Social relationship
- Functional or work-related purposes

English in the ASEAN Community

English is the working language for ASEAN.

English is an Asian lingua franca (Kirkpatrick, 2010)

- Thai people will need to use English in daily communication more than nowadays after the integration of the ASEAN Community in 2015 .

Courses for Upper Secondary School Students

Prepare students for future living and higher education

Provide specific knowledge and skills in line with capacities, aptitudes, and interests of the learner

Prepare Ss for ASEAN workforce and develop global citizenship

Ministry of Education (2009, p.24)

Upper Secondary School Students

English language skills

communication purposes

academic purposes

Other skills

High-level thinking

Technological skills

Self-development ability

Leadership

Social service skills

Intercultural competency

Worksheet 8.1

1. What are the goals your students may have in learning English?

2. What English courses may respond to these goals?

Pair up with someone.

- Share your answers
- Explain how the courses proposed will help your students to achieve their goals.
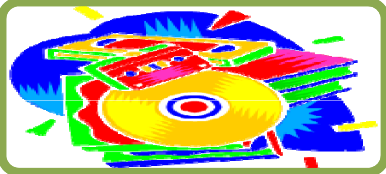
English for Daily Learning and Communication

Everyday Conversations

Writing as Self Expression

Discovering the World through English

Entertaining English

English for Further Study

English Academic Writing

Presenting in English

Learning Skills in English
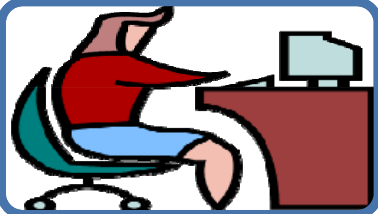
Research Projects

English for Future Career

Conversations in Workplaces

Writing for Future Career

English Projects

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ACTIVITY 8.2
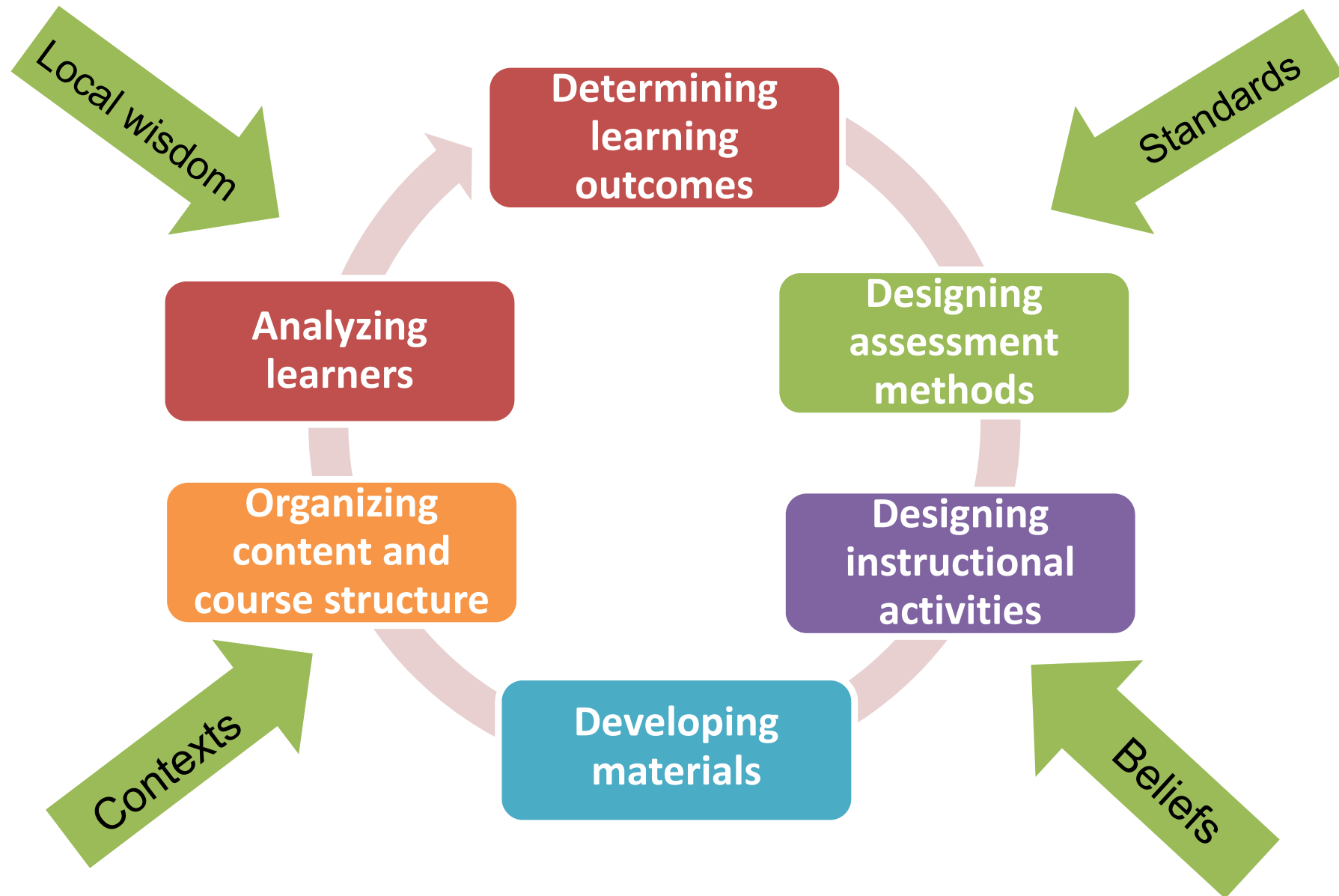
COURSE DEVELOPMENT PROCESSES

Brainstorming

Have you ever developed an English course?

What are the processes that teachers take when developing a course?

Processes of Developing English Courses

Local wisdom

Standards

Determining learning outcomes

Analyzing learners

Designing assessment methods

Organizing content and course structure

Designing instructional activities

Contexts

Developing materials

Beliefs

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Principles of Course Development System

An Interconnected system

No fixed starting points

Contexts, Teachers' beliefs, standards, and local wisdom provide a foundation for decision making

An evolving process requiring continual evaluation

Teachers' reflection during the process is vital

Modifying the course

Teaching the course

Developing the course
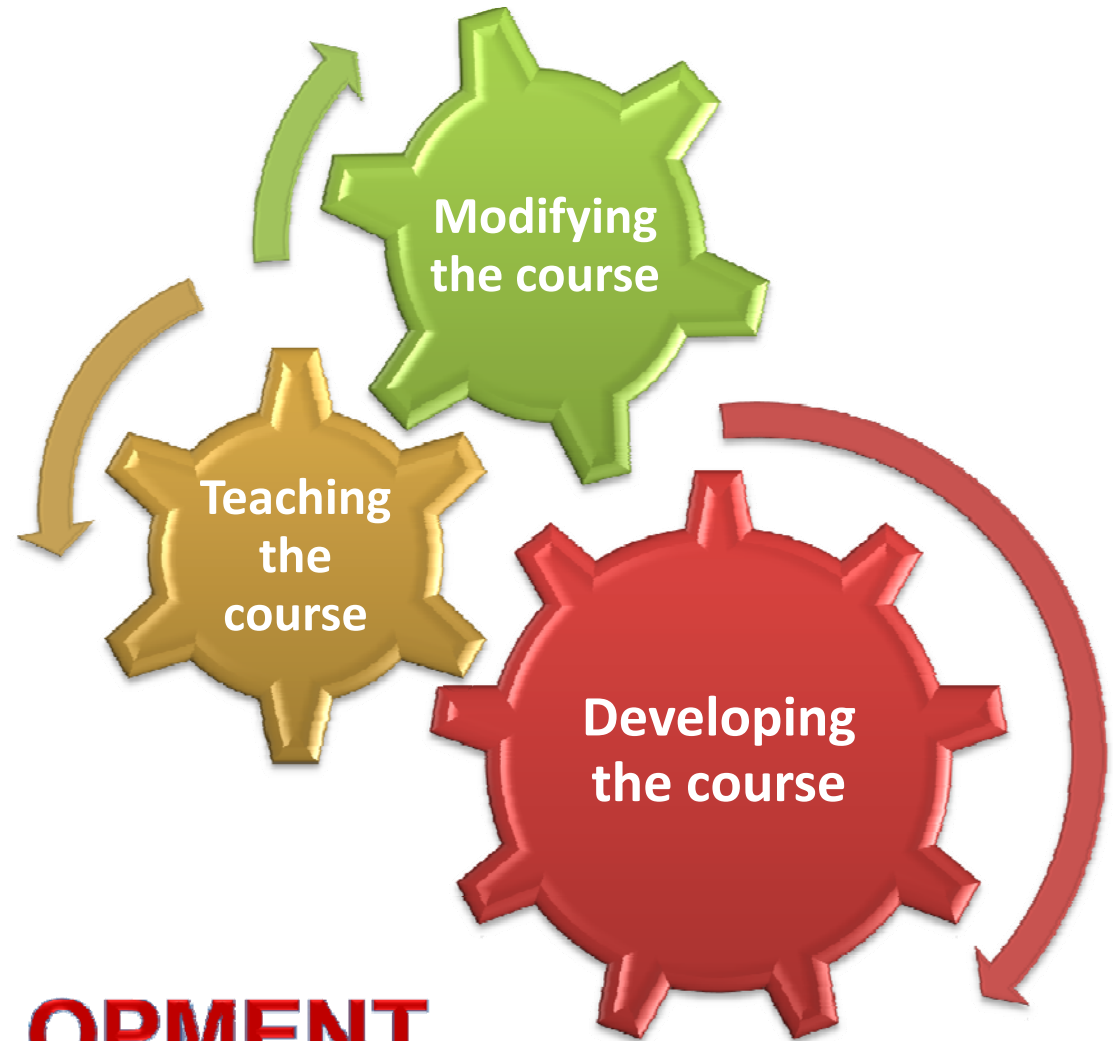
COURSE DEVELOPMENT IS AN ON-GOING PROCESS

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ACTIVITY 8.3

ANALYZING BACKGROUND INFORMATION

Understanding curriculum | **Defining contexts** | **Articulating beliefs** | **Analyzing learners**

Analyzing Background Information

Understanding Curriculum

Basic Education Core Curriculum B.E. 2551	School Curriculum	Additional standards
• Learner's key competencies • Desirable characteristics • Standards	• Goals • Desirable characteristics	• Goals • Desirable characteristics

SET DIRECTIONS & SCOPE

Course 1

Course 2

Course 3
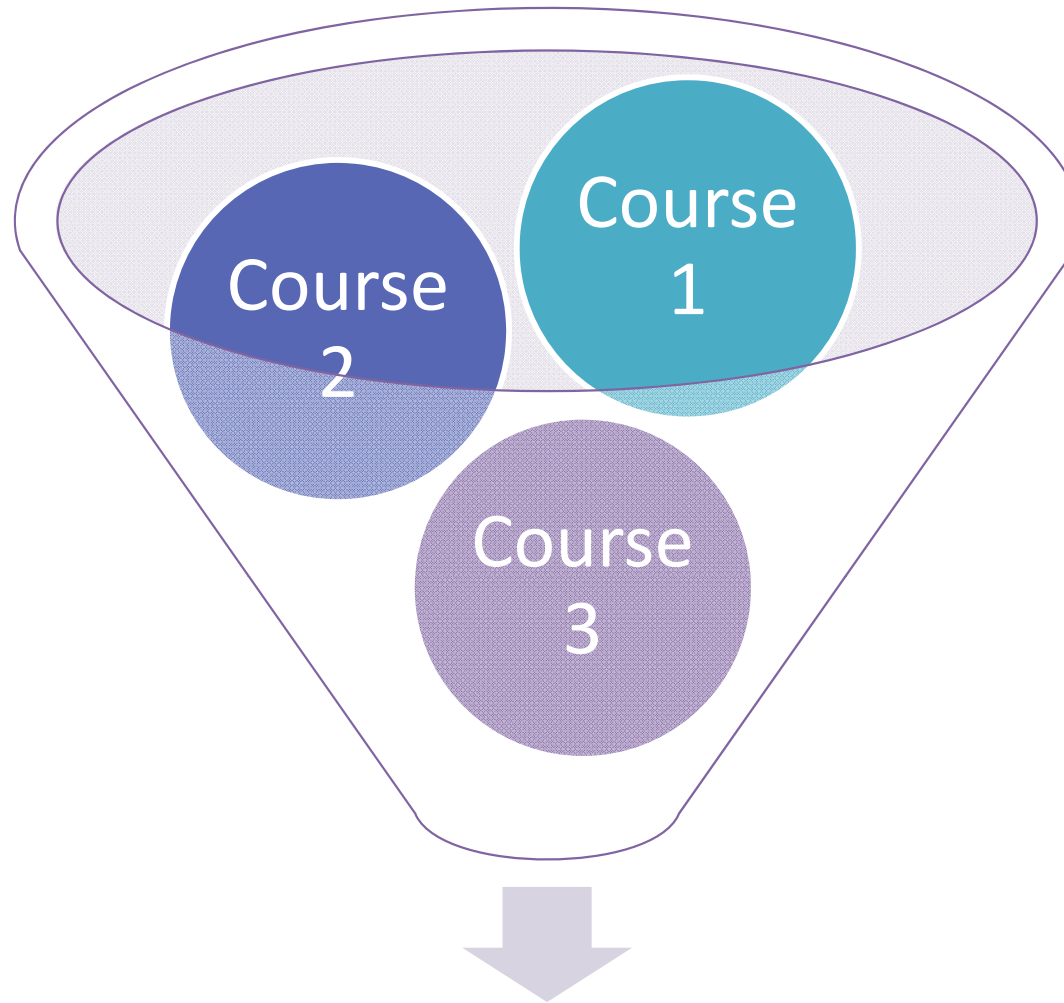
Key Competencies & Desirable Characteristics

Key Competencies

- Communication
- Thinking
- Problem-solving
- Life skills
- Technological Application
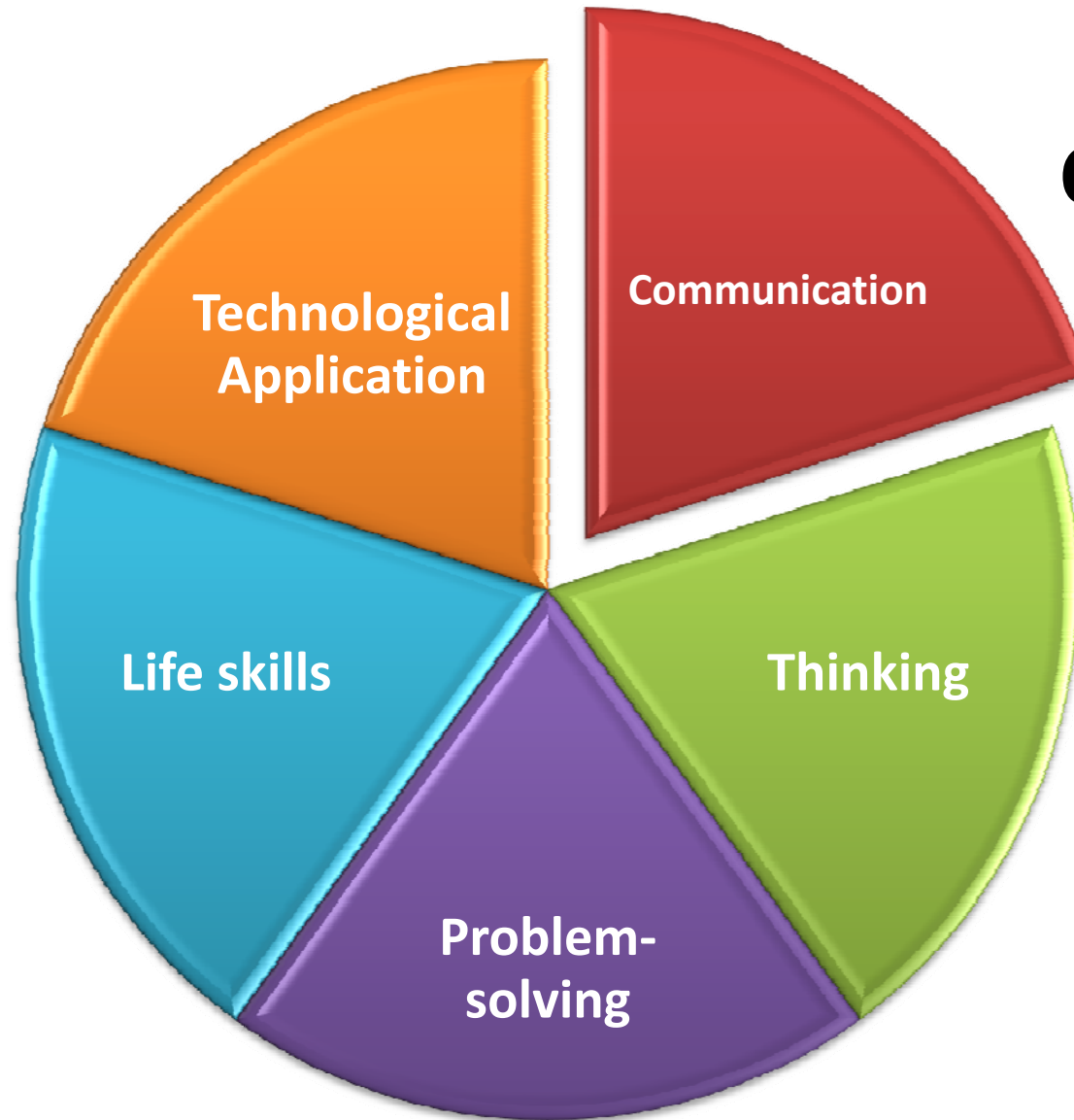
Ministry of Education (2009, p. 6-7)

Desirable Characteristics

Love of nation, religion and king

Honesty and integrity

Self-discipline

Avidity for learning

Observance of principles of Sufficiency Economy Philosophy in one's way of life
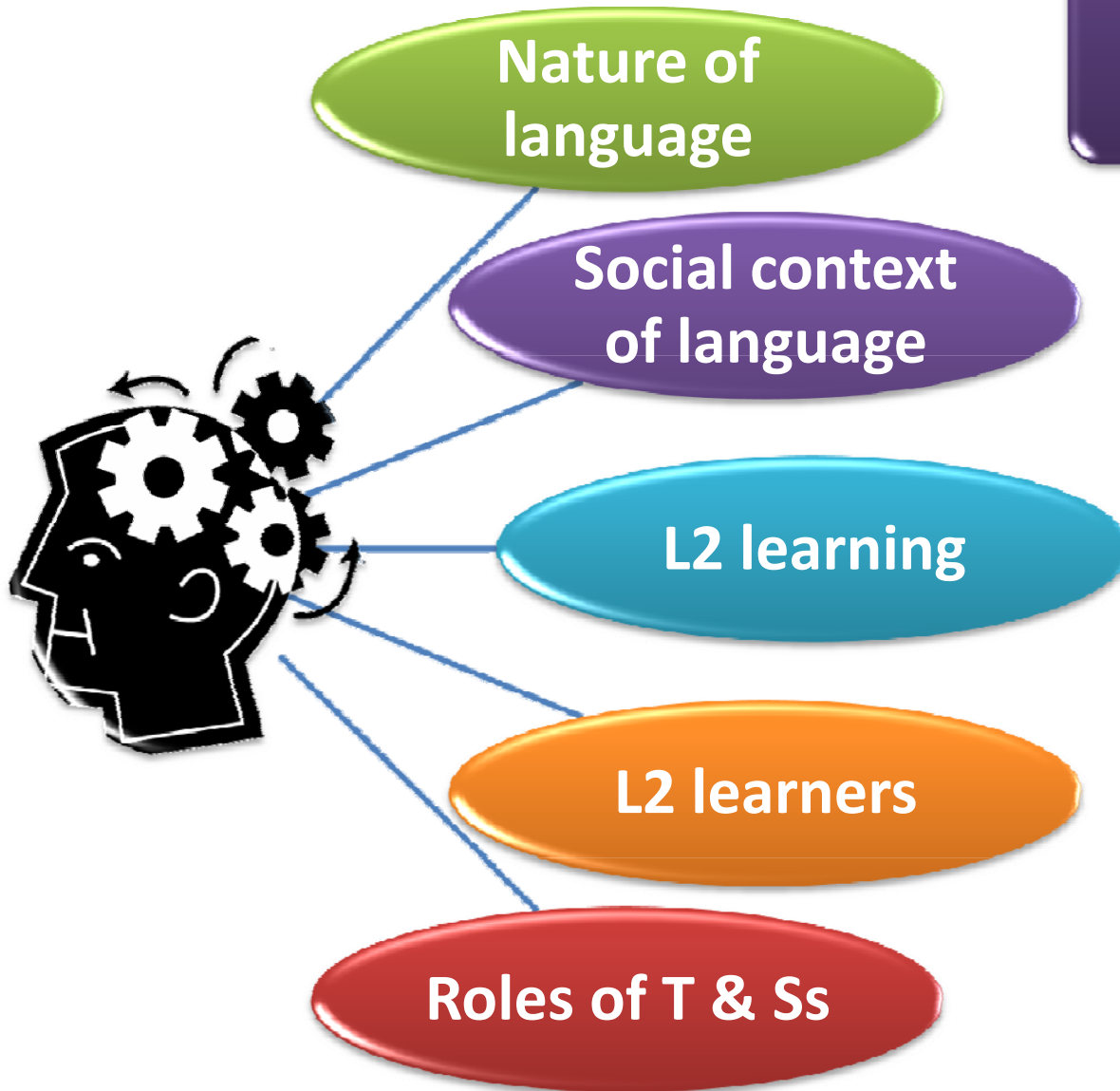
Dedication and commitment to work

Cherishing Thai-ness

Public-mindedness

Ministry of Education (2009, p.7)

Adapted from Graves (2000, p.16)

Nature of language

Social context of language

L2 learning

L2 learners

Roles of T & Ss

Articulating Beliefs

UNDERSTAND UNDERLYING PRINCIPLES

Worksheet 8.2

Form a group with 5-6 teachers.

Choose ONE school

- *School A: Fah Sai Wittayalai School*
- *School B: Witchaya Suksa School*

Review the information of the selected school

List important information learnt about the school

- people, physical settings, and local wisdom

Identify opportunities and challenges for course development

School A: Fah Sai Wittayalai School

- Fah Sai Wittayalai School is a public secondary school located in one of the provinces in Northeastern Thailand. The province is famous for its historical sites and natural parks. The local community is rich with diverse cultures of ethnic groups. The city is visited by Thai and foreign tourists almost all year round; therefore, tourism business brings major income to this province. People with English ability have a good chance to earn high income from running small business of their own or working in big hotels and resorts in the province. Since the province is located near the borders with Laos and Cambodia, people from the two countries are also looking for jobs in this province.

- The school goal is to prepare students for the workforce in the province as well as for higher education. Also, the school aims to provide education for the sustainability of the community by promoting the local culture of the ethnic groups, preserve the historical sites and environment, promote the wellbeing of people, and ensure financial security.

- The school is located in the central area of the province, so the students are from several villages. It serves approximately 1,000 students each year. At each level (M1 – M6), there are three classes of about 40-45 students.

- The students are from various socio-economic backgrounds. Most parents and students speak Thai, their own ethnic language, and the local dialect of Thai. Some of them can also speak English to communicate with tourists. The students' background in English varies. Some have the ability to understand and interact in everyday English but others cannot. Since after graduation most students will not continue their study at the university level, they need necessary skills for living including English communication ability for career purposes.

School B: Witchaya Suksa School

- Witchaya Suksa School is a public secondary school that offers classes from M1 to M6. It is located in one of the big cities in Thailand. The city is the main business area of the province. The school receives good support from the government as well as from parents for its educational reputation. The school is running under the World-Class Standard School' project and aim to prepare students for international programs of higher education study as well as for international workforce, especially in the ASEAN countries.

- The school serves approximately 2,000 students in the province and from other neighboring provinces. The class size is rather big with students up to 50.

- The students come from a wide range of economic backgrounds. The language ability of the parents also differs. About twenty percent of the parents are well literate in both Thai and English while others cannot use English at all.

- Most students plan to continue their study in regular and international programs in prestigious universities in Thailand. Some students have high English competency but others struggle with basic English communication.

Analyzing Background Information

Contexts	Information	Opportunities	Challenges
1. People			
1.1 Learners			
1.2 Parents			
1.3 Administrators			
1.4 Funders			
2. Physical Settings			
2.1 Location			
2.2 Classroom			
3. Local Wisdom			

People

Learners

Number

Age

Gender

Cultural background

Language background

Goals in learning

Educational background

Language learning experiences

Stakeholders

Vision and policies of school administrators

Parents' expectations

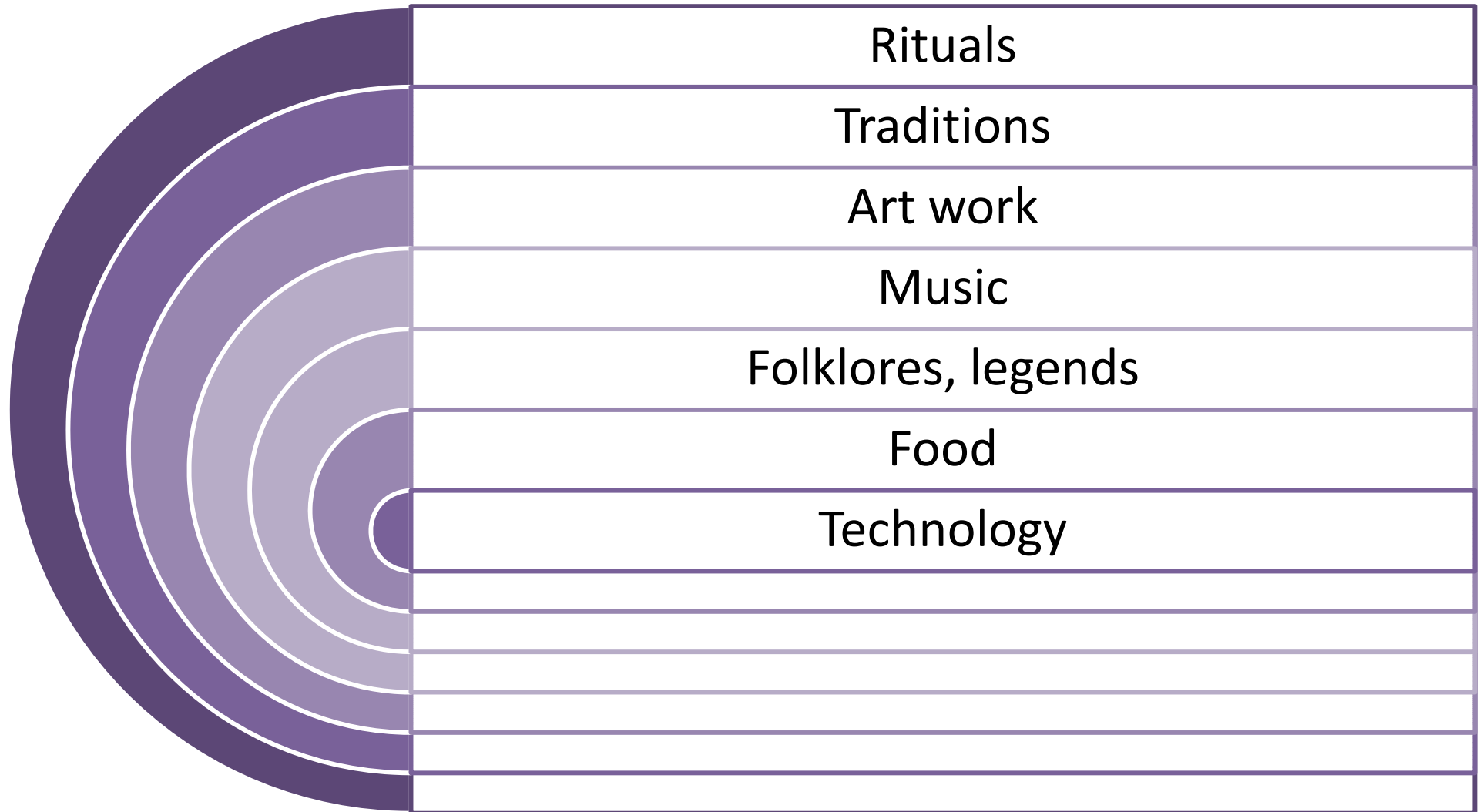Community's needs and problems

School funders' interests

School Location

- Convenience
- Setting

Classroom

- Size
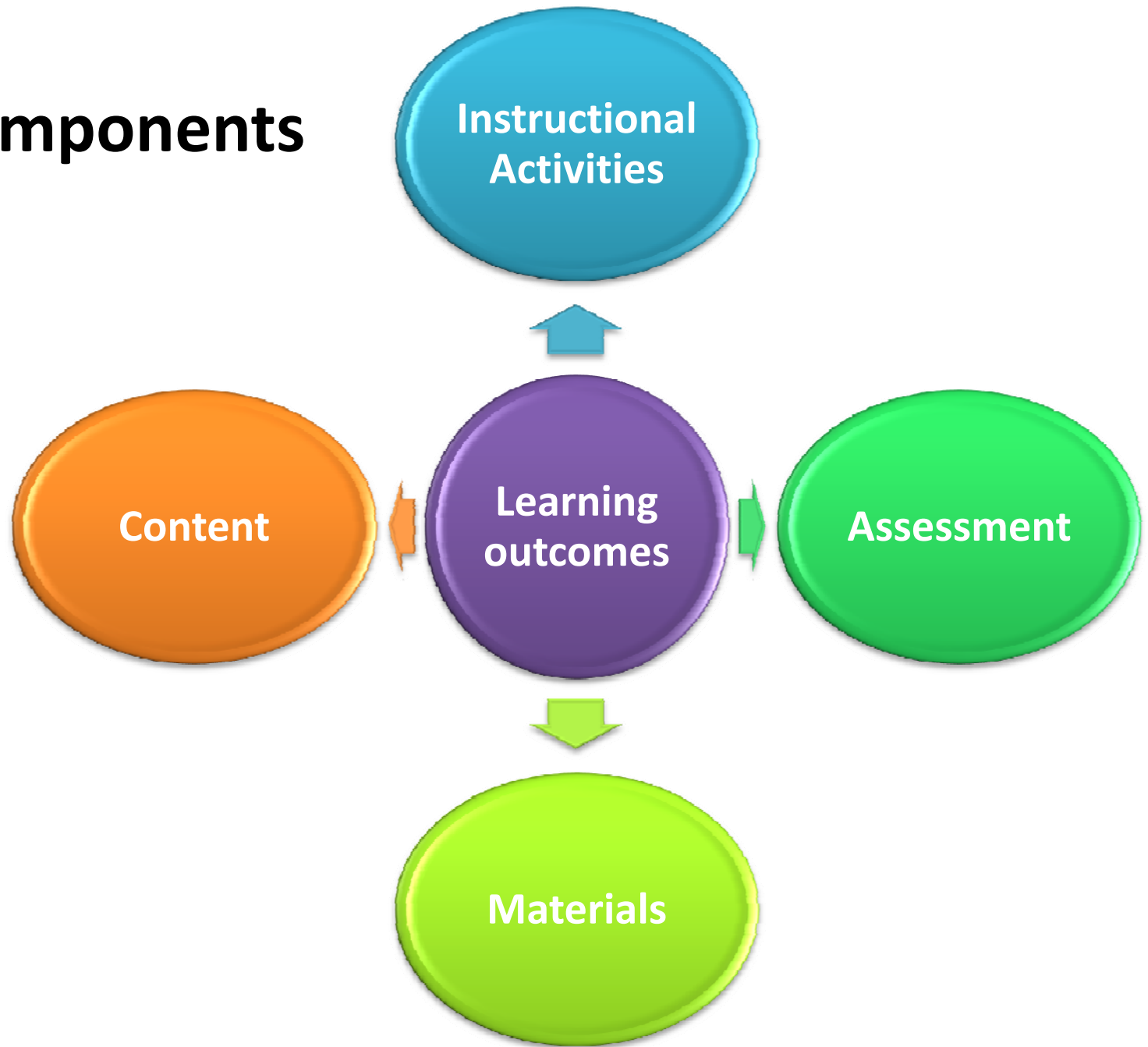- Furniture
- Light
- Noise
- Fixed/ Changed

Physical Setting

Local Wisdom

Rituals

Traditions

Art work

Music

Folklores, legends

Food

Technology

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ACTIVITY 8.4
DESIGNING COURSE COMPONENTS

Course Components

- Instructional Activities
- Content
- Learning outcomes
- Assessment
- Materials

Learning Outcomes

What to know
- Culture and traditions
- Vocabulary & Expressions
- Linguistic rules

What to be able to do
- Interpret messages
- Write paragraphs
- Express opinions

- Linguistic
- Culture
- Other learning areas
- Local wisdom

Knowledge

- Attitudes
- Appreciation
- Morals
- Respect

Attitudes and values

- Learning
- Communication

Strategies

Skills

- 4 skills
- Thinking
- Problem-solving
- Life

Outcomes
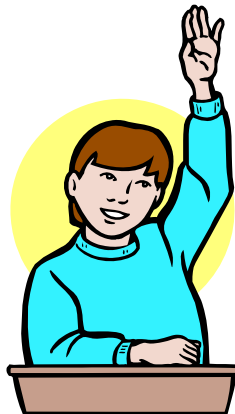
Outcomes for Basic and Additional Courses

Basic Courses

Standards

Indicators

Additional Courses

Learners' needs
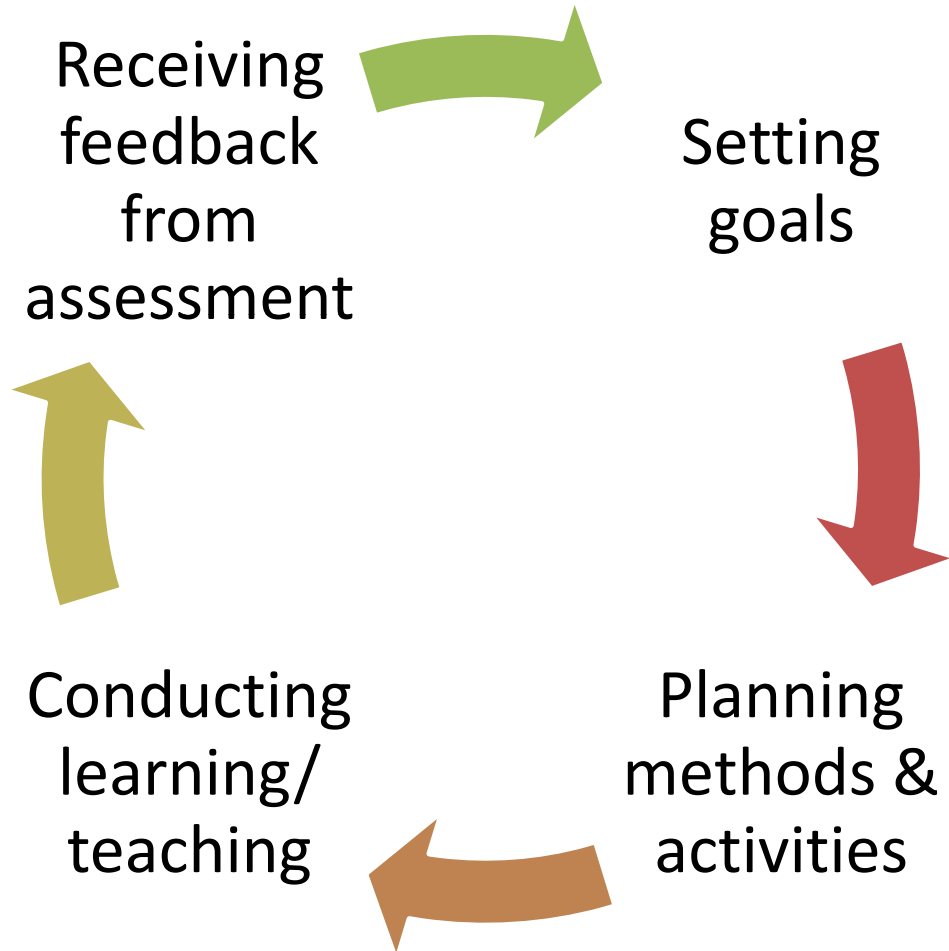
Local contexts

Designing assessment

Assessment and Learning Outcomes

Learning outcomes	Evidence of learning	Assessment
Use appropriate body language when giving a presentation	Body language	Presentation
Make a reasonable argument over an idea in a text	An argument	Argumentative essay writing task
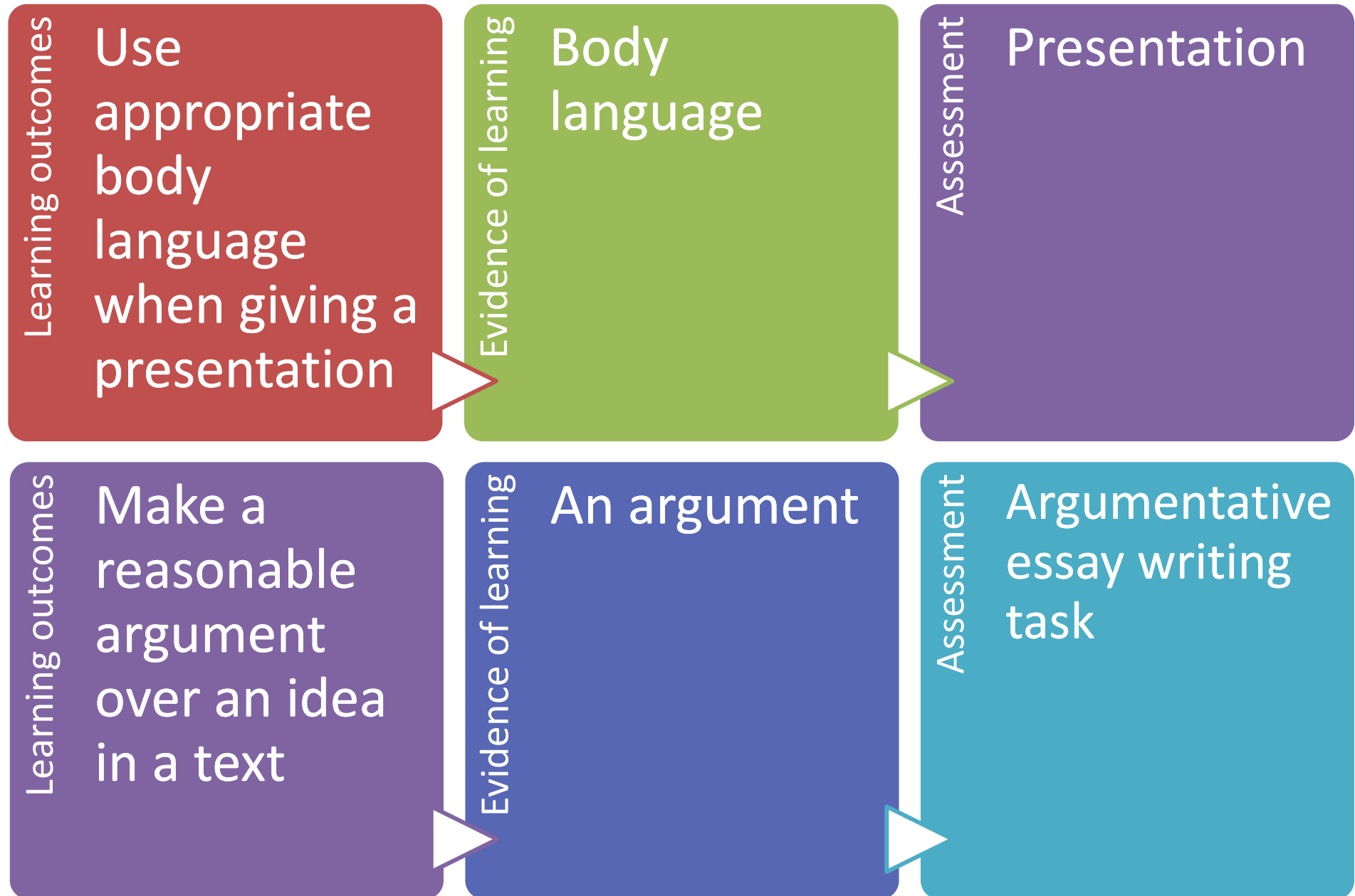
Benefits of Assessment for Learners & Teachers

Receiving feedback from assessment

Setting goals

Planning methods & activities

Conducting learning/ teaching

Assessing Listening

Listening tasks (identify sounds/sentences heard, finding paraphrased phrases/sentences, finding pictures, filling missing information)

Cloze dictation

Dictation

Comprehension questions

Note taking

Editing information

Interpreting a text heard

Retelling a story

Assessing Speaking

Imitative speaking

Read aloud task

Sentence/dialogue completion task

Describing pictures

Giving instructions/directions

Paraphrasing

Interview

Role play

Discussions

Presentations

Story telling

Retelling story/news

Translation

Assessing Reading

Matching tasks (pictures, words, phrases, sentences)

Cloze

Editing tasks

Fill-in

Comprehension questions

Ordering tasks

Summarizing and responding

Note-taking/outlining

Assessing Writing

Imitative writing (copying, completing sentences with given words)

Dictation and dicto-comp

Grammar tasks (transformation, constructing sentences)

Describing pictures

Sentence completion

Paraphrasing

Questions and answers

Paragraph writing

Summarizing and responding

Note-taking

Essay writing

Report writing

Assessing Attitudes and Values

Observation

Discussions

Journals

Logs

Projects

Role play

Simulations

Assessing Thinking skills

Discussions

Reflections

Problem-solving tasks

Creative tasks

Projects

Research projects
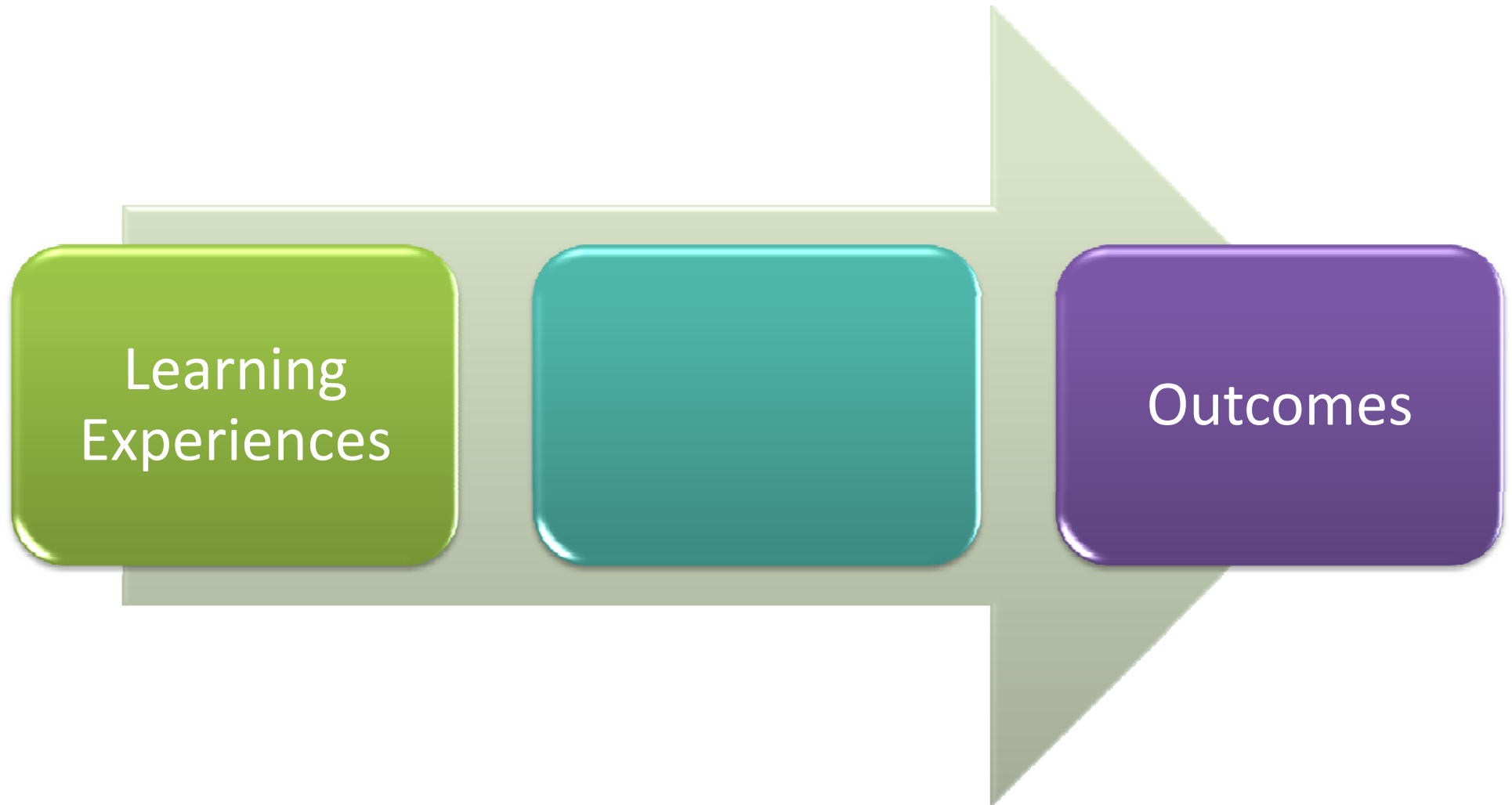
Assessing Content Subject Knowledge

Quizzes/tests

Reports

Presentations

Discussions

Projects

Designing Instructional Activities

Learning Experiences

Outcomes

Enhancement of Knowledge

Receiving information

Associating with background knowledge

Connecting with other ideas

Learning through senses

Observing the procedures

Learning details in each step

Practicing the procedures

(Kaemmanee, 2003)

Possible Instructional Activities: Knowledge

Facts	Concepts	Procedure
Lecture	Lecture	**Demonstrations**
Discussion	Discussion	
Case studies	Simulations	Projects
Field trips	Role plays	

Enhancement of Attitudes and Values

Learning from cases, challenging questions, role plays

Sharing experiences & opinions with others

Trying out ideas/concepts in real life

Reflecting on own experiences

(Krathwohl, Bloom, & Masia, 1956 cited in Huitt , 2001)

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Enhancement of Skills and Strategies

Observing a demonstration

Copying models

"trial and errors"

Learning tips/techniques

Practicing

Performing

(Simpson, 1972 cited in Huitt, 2003)

Possible Instructional Activities: Attitudes & Skills

Attitudes and Values
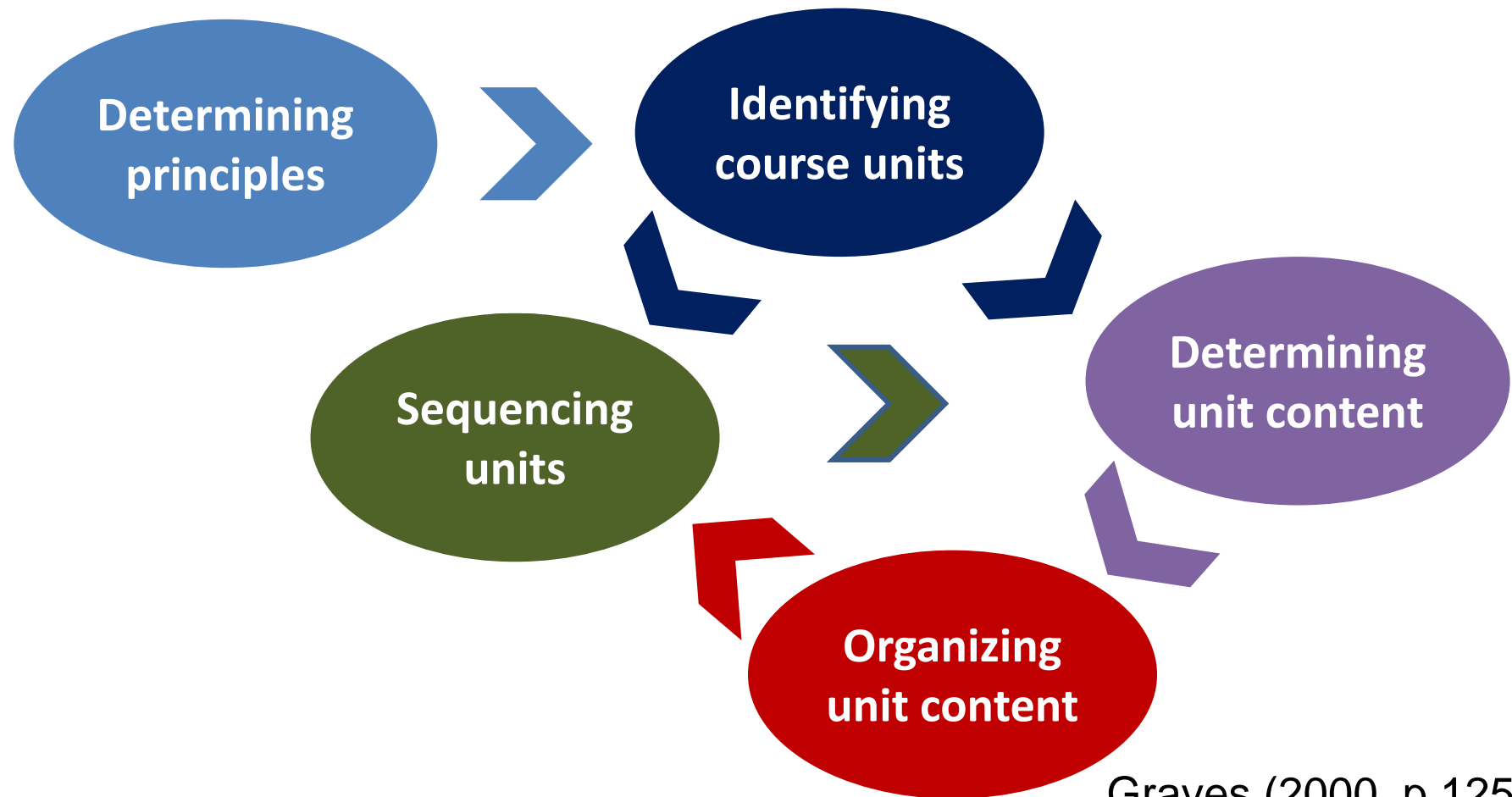
- Case studies
- Role plays
- Simulations
- Fieldwork

Skills and Strategies

- Demonstrations
- Projects
- Tasks

Organizing Content and Course Structure

Determining principles

Identifying course units

Sequencing units

Determining unit content

Organizing unit content

Graves (2000, p.125)

Syllabus Structure

Grammatical / Structural Syllabus	Lexical syllabus	Situational syllabus	Topical/ Content-based syllabus
Competency-based syllabus	Functional syllabus	Skill-based syllabus	Task-based syllabus
	Text-based syllabus	Integrated syllabus	

Sequencing Units

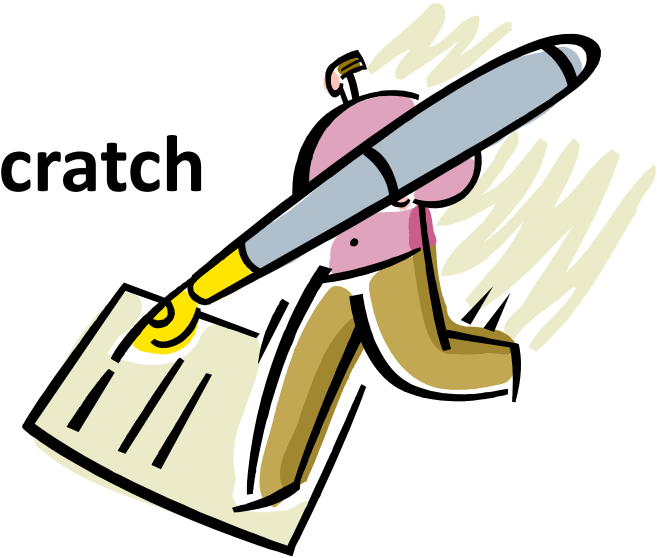Simple to complex

Close to distant

Chronological

Learners' needs

Recycling

Developing Materials

Starting from scratch

Completely designed

Worksheet 8.4

In the same group, design an English course for M.5 students in the selected school.

- Choose whether to design a basic course or an additional course
- Create a title for the course
- Determine one learning outcome to be covered
- Plan how to assess the students' outcome, and
- Specify one instructional activity for this course.

Course title:
☐ **Basic course**   ☐ **Additional course**
Grade level indicators covered:

Learning Outcome	Assessment	Instructional Activity

References

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Richards, J.C. (2001). *Curriculum Development in Language Teaching.* Cambridge, UK: Cambridge University Press.

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