

# Course Design for TESOL

A GUIDE TO INTEGRATING CURRICULUM AND TEACHING

Florin M. Mihai and Kerry Purmensity



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**Florin M. Mihai**

*University of Central Florida*

**and**

**Kerry Purmensky**

*University of Central Florida*

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# Why This Book

Many textbooks on English language curriculum design tend to separate curriculum design components from teaching activities. As a result, textbooks either focus exclusively on the teaching of language skills without considering the specific teaching environment or they detail curriculum design but do not emphasize application of these principles in varied teaching situations. With this book, we propose a deliberate integration of the TESOL curriculum and teaching activities that allows L2 educators to utilize our textbook in a way that takes them from needs analysis to course design and application to teaching and assessment. This approach covers curricular and instructional elements that make a language course successful, including but not limited to theoretical knowledge, goal setting, syllabus writing, lesson planning, instructional techniques, activity creation, and inclusive assessment. It also offers a current perspective of knowledge that is needed to address the challenges and opportunities of the contemporary L2 classroom. Throughout the book, important terms and concepts appear in running text in boldface with definitions. Readers should note, however, that boldface is also used for design and display purposes.

## **Audience**

This book has been designed to reach English language teachers at all levels, from beginning teachers who want to teach or are teaching overseas to practicing English language instructors who want to know more about TESOL course design and implementation in depth, to pre-service teachers pursuing a master's in TESOL. This book assumes readers have a basic knowledge of English grammar to understand grammar concepts such as parts of speech or tense. All theoretical or pedagogical concepts and principles presented in this book are accompanied by enough detail to make them comprehensible for students who have not yet taken Applied Linguistics or Second Language Acquisition classes. The book may also be used in Methods courses or combined Curriculum Design/Methods courses (Principles and Practices).

## **Principal Features/Structure**

Following an introductory chapter presenting the framework of the book, Part I discusses the primary language acquisition theories and their influence on teaching practices.

Building on these theories and their influence on L2 teaching practices, Part II focuses on establishing a needs analysis plan, setting goals in the classroom, creating a syllabus, putting together a lesson plan, and choosing a textbook.