

## Tesol Methodology and Curriculum Design

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**Abstract:** In today's rapidly globalizing world, English is still the most commonly used language for international communication. English teaching remains very important in the Chinese education industry. Various foreign language schools and international departments of elementary school face many choices in English teaching materials. For the KET test, the Cambridge Primary Path curriculum is particularly important. Therefore, this paper analyzes the level of demand for the materials in terms of purpose, procedure, and analysis of survey results, and deciphers the scenarios in which the materials are used in order to locate the purpose and target population for their use. Finally, a multifaceted interpretation of the material is presented in order to provide readers with a deeper understanding of the material and the course, and thus to help young English learners.

### 1. Introduction

So far, as “language franca”, English still occupies an important place in international communication in the globalized world. Therefore, learning English as a foreign language is essential for people to succeed in such areas as politics, technology, information, education, business and tourism. Better learning in English can connect learners from around the world with the latest research and materials to build brighter futures together.

Since children can develop a foreign language much easier at the early age than teenagers and adults, foundation learning of English is highly valued. Actually, picture books reading is popular in the EFL countries which is similar to English enlightenment as kids. These books indeed cultivate children's interest and sense of phonics, accumulate vocabulary and sentence patterns. However, such extensive reading ways limit the development of literacy, listening, writing, and speaking in English.

This means there is a need for advanced level of English language learning and teaching. In China, Foreign Language Primary Schools and International Departments in elementary schools are not owned by the state. These schools and departments provide different English courses to increase English language proficiency for the students who need to improve their language in order to pass PET, TESOL, GRE, and IELTS, to enrol in overseas school, to meet criteria for higher ranked schools or to develop English as their advantages in major.

KET test is designed and hosted by UCLES(University of Cambridge Local Examinations Syndicate, which is hosted by National Education Examination Authority in China. It is authorised and specific to assess student's English language competence. In recent years, KET test is popular in the first-rank cities in China. The score and certificate are admitted in the EFL and ESL countries.

*Cambridge Primary Path* is a set of textbooks published by Cambridge Press. As the main course of KET test, this course is introduced into Foreign Language Primary Schools and International Departments in China. The course starts from Foundation Level to the Sixth Level, which corresponds to the levels of KET test. It is recommended to use this course from primary grade 1 to grade 6, which is supposed to improve Chinese students' English language skills and broaden their perspectives with to a better future.

## **2. Needs Analysis**

### **2.1 Purpose**

Needs analysis leads to decision about what will be learned during the course (Hutchinson&Waters, 1987) [1]. The aim of needs analysis is to discover what needs to be learned and what the learners want to learn. Therefore, teacher can specify teaching goals; determine course content, sequences, structure; design course units, assignments, schedules; construct lesson plans.

One of the main purposes of this course will be to increase students' English language skills, communicative competence, and literacy development in EFL countries, such as in China. This course would ideally suit students in EFL and ESL countries in order to faster develop their English language levels as well as increase the pass rate of KET test, and get good preparation of PET, TESOL, GRE, and IELTS. For the implementation of Double Reduction policy in China, advanced English learning courses and resources are becoming less. Thus, this course help students with the rich language resources and learning opportunity.

### **2.2 Procedures**

There are different kinds of procedures which can be used to put needs analysis into effect to collect demographic data of learners, including language ability, interests; needs expressed in terms of proficiency level; language skills to be addressed; target context for English use. Questionnaires, teacher's reports, observations, and interviews of teachers and students are also can be employed to carry on needs analysis.

Starting from the demographic data of learners and interview of students, analysis conducts that 5-6year old learners, no matter boys or girls, from International Kindergarten and Foreign Language Primary School are willing to engage this course. Then, by the entry test and teacher's reports, the learners from international kindergarten and Foreign Language Primary School have the higher pass rate than other learners from state-owned kindergarten and elementary school. Majority of these students have shown their excellent or above-average English language competence. The last procedure is a survey to find out problems that these learners encounter at the initial stage of learning.

### **2.3 Findings**

The need analysis states that students from International Kindergarten and Foreign Language Primary School usually have the following limitations:

- 1)Low writing competence in alphabets,
- 2)Problem to understand classroom rules, ground rules, team rules,
- 3)Problem with listening at normal speed of English native speakers,
- 4)Lack of cognitive of phonics,
- 5)Lack of English books reading,
- 6)Difficulties to identify the known words and sentences in the book.

### **2.4 Situational Analysis**

The course will be running in two classrooms on the first floor for the safety of these kids. Better to carry on the course, one big classroom is equipped by the presenting tools, such as a whiteboard, markers, stickers, flashcards, a computer, a video-projector, and a big globe with internet access. Another small classroom is used for the oracy practice, test, and assessment equipped by a computer and a whiteboard. Just as Graham (2013) [2] and Zhao (2005) [3] state that it is needed to use technical equipment on second language acquisition.

The class has 8-10 students. At the beginning of the course, students are divided into two groups with the mixed English language levels. It is easier for teacher to organize them in the activities. Pair work is also available in the groups. Members of groups will be adapted every week since they can make friends and collaborate with different person. The main teacher must graduate from English major with bachelor's degree, who needs to pass TEM 8 in China. An assistant teacher from English major works with the main teacher in the class to create English communication

atmosphere. Abundant learning resources are great teaching aids to the course.

### **3. Aims and Objectives**

Since the course Cambridge Primary Path is designed for English beginners in EFL countries as well as for migrants' children from non-native English-speaking countries, its main aim is to help English beginning learners with solid foundation knowledge of English and language competence. It is a continuous cycle where teachers' and learners' insights shape content that drives results.

Upon completion of the course, students can obtain these outcomes:

1) Insights

- a) Skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension;
- b) Oracy skills of exceptional communication;
- c) Creative work and multiple perspectives.

2) Content

- a) A literacy-rich environment;
- b) A structured oracy syllabus;
- c) Build creativity.

3) Results

- a) Confident and articulate readers, writers, speakers, and listeners;
- b) Highly effective, confident communicators;
- c) Better thinkers and problem-solvers.

### **4. Course Rationale**

This course is designed for students at the beginning level of English who are in or from the countries, in which English is used as foreign language. The course aims to help young learners become articulate speakers and writers of English, empowering them to make the most of life's opportunities. The course seeks to ensure these young learners become fully literate in English by its comprehensive, literacy-based approach, help them become confident communicators in oracy framework, and become better thinkers and problem solvers with its creativity principles. Additionally, these three pillars are presented in a child-friendly design that emulates children's magazines and storybooks and are complemented by animated and real-world videos to ensure that Cambridge Primary Path offers a rich learning environment for both students and teachers.

### **5. Entry and Exit Level**

The minimum entry level for this course is beginners of English learning in EFL countries from 5 to 6 years old. Before the enrolment in this course, students will have to undertake an entry test to measure their language proficiency. The test seeks to identify basic knowledge including alphabets, numbers from 1 to 10, body parts, farm animals, toys, families, stationary, and food. Students who can pass this test will have to score 60% out of 100%. There is not much need of writing, oral answers, matching, marking, and colouring are required.

In order to identify the exit level at the end of the course after one year's learning, students will take KET (YLE 1) test hosted by Main Site Examinations of Cambridge. However, those students who score 80% out of 100% will pass the test and get the Certificate of KET.

### **6. Structure for Delivery**

This is nine-month (36 weeks) course and includes nine units. Each unit will have 4 lessons. Classes will be run 2 days a week, from 9am to 11am; half a unit per week. Teaching activities will be conducted by formal lectures, group activities, presentations, whole-class discussion, performing, and field trips. Teaching model implies whole-class work, group work, and individual work. Teamwork helps students to understand the Ground Rules and Teamwork Rules well. Learning

teams make them share their experience. Furthermore, it allows students to make friends and present themselves in the group. Students will need to memorize and copy words, sentences, and retell texts at home. Learning process and material will be posted in WeChat groups weekly. Students will be asked to submit their copy works, collection of drawings, and retell texts.

## 7. Syllabus Framework

Since this course mainly designed to make students have strong oracy skills, it will be based on the oracy syllabus. Oracy is the skill of communicating confidently in a variety of situations, from giving presentations in front of an audience to successfully participating in group discussions and collaborative activities. It is also the skill of listening actively, reading group dynamics, and facilitating shared decision-making. *Cambridge Primary Path's* oracy syllabus is based on an oracy skills framework developed with leading oracy experts in the Department of Education at Cambridge University. The framework breaks students' skills down into physical, cognitive, and social- emotional skills.

### 1)Physical

- a)Students can speak up so that others can hear me.
- b)Students can pronounce simple words and phrases clearly.
- c)Students can stand up straight and remain still when speaking in front of others.

### 2)Cognitive

- a)Students can agree and disagree with others using simple words.
- b)Students can express that he/she doesn't understand.
- c)Students can ask basic questions.
- d)Students can recognize the beginning, middle, and end of a story or presentation.

### 3)Social/ Emotional

- a)Students can speak in front of others.
- b)Students can take turns and listen to others.
- c)Students can understand and follow ground rules.
- d)Students can participate actively in pair work and whole-class activities.
- e)Students can listen patiently to others.
- f)Students can give and respond to positive feedback.

All the above frameworks are at the level of foundation(Level 1). After the accomplishment of these, students will step into the level of apprentice (Level 2).

## 8. Teaching Approaches

Literacy develops in the first language when children acquire oral language (listening and speaking) and then learn to read and write. But in a second language, children require much more support to acquire literacy(Brown, 2014) [4]. The course's literacy-based approach provides this essential language support alongside the different aspects of literacy training. First, students learn to read in English, mastering phonics, spelling, and expanding their vocabulary. Then, as they learn to dig deeper and think more critically about texts, students begin to read to learn, or access information about the world in the second language.

Each unit presents a fiction and nonfiction text that focus on a different reading strategy, from comparing to identifying the author's purpose and predicting. These strategies give students a variety of techniques to dig deeper into the text's meaning. These strategies are reinforced in additional texts in the Activity Book. Therefore, the course equips students with a variety of reading and comprehension strategies, so they become better, more confident readers.

There is a rich vocabulary in *Cambridge Primary Path*, from content-specific academic vocabulary in the reading texts and unit opener videos to everyday conversational language in the Speaking Missions. Vocabulary is crucial for reading comprehension and for academic success. Students need to understand many words in a text in order to fully understand it, and they also need a specialized vocabulary to learn content area material.

Phonics instruction helps young readers understand the relationship between graphemes and phonemes. Initially this guides students to decode and read words accurately. As they progress, students become better spellers as they acquire English spelling patterns through guided word study.

Dialogic reading strategies create memorable, interactive reading classes and readers who think critically and engage in dialogues about what they are reading. Dialogic reading prompts are questions that initially come from the teacher. But, as students become more accustomed to the techniques, they start to ask their own questions and develop their own critical thinking when they read independently.

## **9. Materials and Resources**

It is dominant to choose materials and resources for a language course in the construction of curriculum (Cunningsworth,1995) [5]. At the beginning, all students will be provided by Cambridge Primary Path Foundation Student's Book, Activity Book, Creative Journal, class audio, Presentation Plus (a digital resource with real-world videos and oracy animations), and online Extra Practice. More exercises will be available at Cambridge web site [cambridge.Org/primarypath](http://cambridge.Org/primarypath).

Teaching Whiteboard is equipped on the computer of classroom. With it, students can follow the teacher's guide to learn every part of student's book. Activity book is also embedded in Whiteboard. It is helpful for students to do and correct their works. Animated oracy video and cue cards present the target oracy skills and the functional language.

Photo collages are extracted from children's magazines and geographical books. These real pictures connect the kids to the nature and the social world.

The Creative Journal is linked to unit language and topics and encourage students to manipulate them in non-conventional ways. There is no right or wrong way to use the Creative Journal. But these recommendations will maximize its benefits: allow students to personalize and truly own it, praise the process and personal creativity, and adapt the activities.

The entry test, unit test, final test, and grammar test can be downloaded from the online Test Generator by teachers. Furthermore, teachers can choose the test items at random to form a new test, or design personalized test.

## **10. Assessment**

To put it simply, assessment means to discover what the learners know and can do at certain stage of the learning process. Assessment involves the collecting of information or evidence of a learner's learning progress and achievement over a period for the purposes of improving teaching and learning. It is not based on one test or one task, nor is it expressed by a mark or grade, but rather in a report form with scales or levels as well as description and comment from the teacher [6]. The report is written based on samples of the student's work, the student's self-assessment sheets, teacher's observation notes on the achievement of the student's linguistic ability, attitude, participation, cooperation and general cognitive development. Test scores may also be one source of the information. The student's achievement is often measured against his/her own starting point rather than compared against the skills or abilities of other students. Assessments also tell the teacher whether the teaching program eventually leads to success, what has been done and what needs to be done next.

At the beginning of the course, the students will be given an entry test in order to assess student's known knowledge and language skills. Furthermore, after the learning of each unit, students will be asked to do a unit test and a grammar test. Teacher's weekly observations and records of the process of learning, such as attendance rate; classroom performance; oral performance records based on storytelling, picture books reading, interviewing, and dialogue performance; the completion of Activity Book; the collection of student's writings which may contain first draft, second draft, and even third draft to demonstrate improvements.

At the end of the course, students will take KET (YLE 1) test hosted by Main Suite Examinations of Cambridge. With the score of 80% out of 100%, students can pass the test and

obtain certificates to prove their English language competence.

## **11. Evaluation strategies**

As soon as the course is finished, a curriculum evaluation should be carried out. As Richards (2001) [7] states, formative evaluation can promote curriculum and its approaches and summative evaluation can make a summary or judgement on the quality or adequacy of the course. The focus of the evaluation is to check what students have learned, and how much have they learned. In addition, the engagement of learners, the quality of the interaction, and the quantity and quality of English used can be evaluated as well.

There are three ways in evaluation of this course. Firstly, score of each assessment will be summed up to grade the students at the different levels (A, B, C). Secondly, students will fill out a questionnaire and give feedback of the course, teacher, and learning resources with the help of their parents. Thirdly, when students take English test or contest in their regions or countries, feedback on the students' performance on English will be sent back.

## **12. Conclusion**

The main course Cambridge Primary Path Foundation combines the advanced literacy development and the benefit of higher pass rate of international English language test.

In an idea manner, the course meets needs of those whose aim is to study in overseas school with great mastery of English language in EFL countries in the future. Literacy based approach in this course make the students not just learn facts, or lists, or grammatical structures but let them identify, investigate, and find things out for themselves. They will engage with the ideas and become more effective learners, creative problem-solvers. Additionally, it gives teachers plentiful English language resources, advanced technical support, and recent teaching approaches. Furthermore, this course has teachers to keep pace of international English language test.

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