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Edited by Kathleen Graves
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School for International Training

Based on the accounts of Maria del Carmen Blyth,
Pat Fisher, Maria Estela Pinheiro Franco,
Barbara Fujiwara, Laura Hull, and Johan Uvin



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Series editor's preface

Teachers as Course Developers presents an insider's view of what course development involves. The contributors are classroom teachers, and each presents a different though complementary story about the kinds of problems faced in designing a course and how those problems can be solved.

Graves uses a framework of course design processes in setting the schema for the book and effectively uses that framework to show how these teachers responded to specific issues in course design and the kind of decision making they used to resolve problems. What is likely to be of most interest to readers, therefore, is not the specific solutions described or the details of the particular course developed, but the information the contributors give about framing the problem they faced, posing questions, gathering information and resources, and drawing on theory and experience, as well as the processes of syllabus development, teaching, and evaluation they used. The teachers' stories emphasize that course design is not necessarily the orderly linear process which is often described in textbooks of curriculum theory. Different teachers begin the process of curriculum development from various starting points, problematize their task in different ways, and use different strategies to achieve their goals.

Teachers and teacher educators will therefore find this book to be a valuable complement to existing texts on course design in language teaching. It presents a personal view of course design and illustrates the kind of thinking and planning teachers use – thinking which often goes unreported but which is a crucial dimension of teaching. Such thinking involves the teachers' personal values and experience, their beliefs and knowledge, as well as their interactions with colleagues and students in the contexts where they work. Like other titles in this series, *Teachers as Course Developers* aims to broaden our understanding of language teaching through an examination of the processes of second language teaching. Thus, teachers and teacher educators will find this book to be a source of rich and interesting data for analysis and discussion of curriculum design in language teaching.

Jack C. Richards

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Preface

Teachers as Course Developers is designed to help teachers understand how to develop courses or modify existing ones using their own experiences as well as the experiences and theories of others. It attempts to capture that process in action through the stories of six teachers who, themselves, have developed courses.

Chapter 1 discusses teachers as course developers in a general sense. Chapter 2 describes a framework of components in course development – assessing needs; determining goals and objectives; conceptualizing content; deciding on materials, activities, and techniques; organizing content and activities; evaluating; and considering resources and constraints – as well as issues for teachers to consider in the process. Chapters 3 through 8 are the accounts of six experienced teachers who describe the process of developing a course. Each account is followed by an analysis and a set of questions and tasks that ask the reader to consider a particular aspect of the framework discussed in Chapter 2. A list of suggested readings appears at the end of the book for those interested in learning more about curriculum theory and course design processes.

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Acknowledgments

This book is the result of collaboration and discussion among many teachers. Its main purpose is to give teachers' voices and experiences a central place in the literature on second language curriculum design. Thus the heart of the book is the stories of the six teachers who describe the ins and outs and ups and downs of developing a course.

Other teachers also contributed during the field-testing of the material. Thanks to the thirty teachers who first used the material in my course design class at the School for International Training, and a special thanks to my "focus group" – Sistie Moffit, Jeanie Levesque, Beth Edwards, Holly Hahn, Joe Krupp, and Carolyn Layzer – for their suggestions and enthusiasm.

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