

Curriculum development

The SESP project

SESP = Saudi Electrical Services
Polytechnic

SECTI = Saudi Electricity Company
Training Institutions

PINZ = Polytechnics and Institutes NZ

TVTC = Technical and Vocational
Training Corporation

SESP – the brief

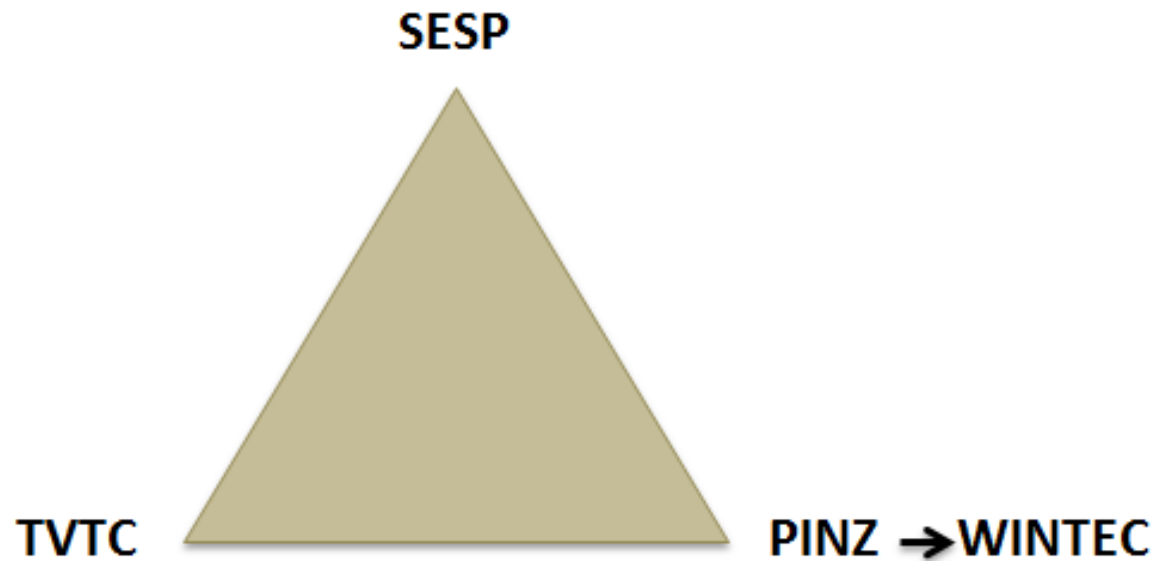
Write a one year English Language programme that will get students to a level of English high enough to understand and be assessed on their Trades lectures in year 2, and be able to carry out their work in English when they graduate.

Strategic steps

1. Identifying stakeholders
2. Needs analysis
3. Situation analysis
4. Planning goals and learning outcomes
5. Course planning and syllabus design
6. Choosing/designing instructional materials
7. Evaluating

Richards, J.C. (2001). *Curriculum development in language teaching*.
Cambridge: CUP.

1. Identify stakeholders





Identify stakeholders (cont'd)

- PINZ
- TVTC
- SECTIs – current trainers and trainees, plus Head of English
- SEC staff
- Chief Executive SESP
- Wintec Trades tutors

2. Needs Analysis

Training Needs Assessment (TNA) took place in June.

- 4 week visit to KSA
- Team of 8 including 4 Wintec Trades tutors, SESP HoD English, SESP HoD Technical Bridging and a PINZ staff member
- 8 SEC sites across KSA
- Questionnaires developed and results compiled
- 3 SECTIs
- Extensive meetings with SESP management team



3. Situational Analysis

‘An analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project. These factors may be political, social, economic or institutional’. (Richards, 2001:91)

Situational analysis (cont'd)

Took place with the needs analysis in this project.
Included factors such as:

1. Location of SESP
2. Regional demographics
3. Timetabling constraints
4. Desired teacher profiles
5. Sandstorms



A brief pause ...



4. Planning goals and learning outcomes

- Worked with Trades staff to identify achievable graduate profile of a trainee at the end of year 1 English: approximated to a pre-intermediate level of English
- Adapted Learning Outcomes from our own programme with Trades staff for each level

Assumptions made:

- Trainees will be a beginner/pre-beginner level
- Trainees will have same issues our KSA students have in NZ but this will be intensified by the EFL context



5. Course planning and syllabus design

- First two trimesters general English, with a heavy focus on vocabulary development and extensive reading skills, with an 200 Electrical word list to get them started
- Blended learning component (Moodle) to begin the journey of being an independent learner
- Separate programme on personal wellness and responsibility (at behest of CE)
- Speaking skills and even writing skills are low priority
- Final trimester to be based on 'pre-Trades' programmes, taking a level lower than the trainees will be studying in year 2 and turning them into ESL materials

6. Instructional materials

1. Is there a textbook available that will fit the syllabus we have designed?
2. Is there a textbook we can adapt?
3. Do we have the time and in-house expertise to write our own materials?

Time constraints meant that we used New Headway Plus for the first two trimesters with supplementary materials and Moodle site, but developed our own materials for T3.



7. Evaluation

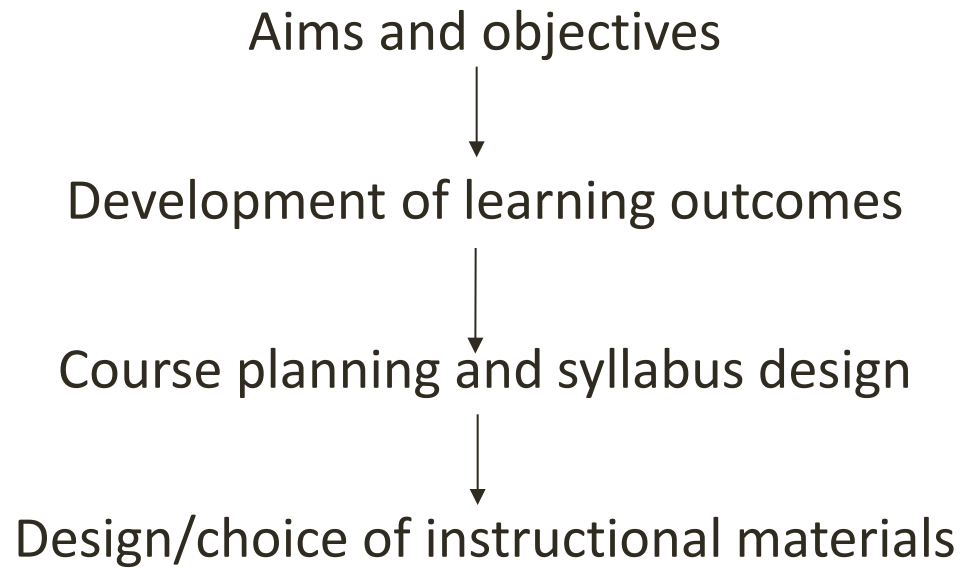
Two months after SESP opened, Richard Lawrence and I were invited to 'redo' the TNA.

- With Trades tutor, revisit SEC sites and SECTIs
- Spend 10 days at SESP interviewing tutors and management, and observing classes

Results

- Far richer data gathered from SEC sites that has been fed into the T3 syllabus
- Greater understanding of the level and skillset of the trainees
- Opportunity to conduct a true situational analysis now that SESP is up and running
- Amended brief

TROQ



Further reading

- Basturkmen, H. (2010). *Developing courses in English for Specific Purposes*. Basingstoke, Hampshire: Palgrave Macmillan.
- Basturkmen, H. (2005). *Ideas and options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum Assoc Inc.
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- Nation, I.S.P. & Macalister, J. (2009). *Language curriculum design*. New York: Routledge.
- Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: CUP.