



Course Design Template Sample

Part I: Select & Review a Learner

In part I, select one of the learners to use in your analysis (in this example, we only offer one). Access their assessments below and review all text and videos in the document.

	<p>Name: Rowena</p> <p>Nationality: Filipino</p> <p>Profession: Nanny</p> <p> Rowena's Assessments</p>
--	--

Part II: Answer Questions

In Part II, you will critically evaluate your selected learner through a series of targeted questions. Use or recreate the Course Design Template to write out your answers (the same questions are provided below). Be sure to address all parts of the prompts and cite according to your instructors' preferences

1. Review the **needs analysis of your selected learner. Explain 2 areas where you would follow up with your learner for more information about their needs that is not provided in the responses. Write between 50-200 words.**

I would follow up with Rowena on the types of reading (online, books, magazines, etc.) that she likes to do to ensure that I bring in the right kind of texts to help motivate her to practice her English. I would also have a conversation with her about her use of the phone to order food and determine if it is the process or the modality that she struggles with and would like to practice more. I know phone conversations can be very difficult in a second language.

2. Review the **reading test for your selected learner. Take note of their performance on these tests. Using the [CEFR Self-Assessment descriptors](#), explain what **level reading** you believe is**

best suited for using in a class with your selected learner. Reference the learner's assessment and the CEFR self-assessment descriptions to support your answer. Write between 100-300 words.

I believe that Rowena is at the A2 level for reading. She is able to answer very specific and predictable information from the reading like "Sherman loves to go for walks." but has difficulty when answering prompts that aren't found identically in the reading. Based on her performance on the diagnostic test, I do not think she is able to successfully navigate a longer or more difficult type of text that has more difficult vocabulary or a different genre than an explanatory article. I do think she has more skill than an A1 level learner as she is able to understand beyond very familiar words and phrases and she has the reading skills to address a variety of formats - tables & longer texts.

3. Review the **listening test** for your selected learner. Then, review their needs analysis responses with regards to their **listening goals**. Describe one topic or content theme that you would use when working with your selected learner to improve their listening skills. Explain why you chose that topic. Write between 100-200 words.

Based on her diagnostic tests results, I do not think Rowena has a strong grasp of vocabulary generally used to discuss employment and job related tasks. I would like to speak with her about what she does during the day to determine what work related vocabulary she need to have. However, she indicates she is interested in topics about jobs/work, as well as shopping and cooking. I would create a unit of study on jobs and job vocabulary for those that work as retail associates and cooks. By learning work vocabulary for these two industries, I can motivate her learning by connecting it to her interests. The unit would include customer service vocabulary and conversation skills, as well as recipes and food/clothing handling words. It would also include phrases to indicate politeness and engagement in the conversation.

4. Analyze the results of the **Speaking & Writing tests**. Using the four **diagnostic assessment results**, assign a CEFR level to your selected learner. Use the [the CEFR Global Scale](#). Support your level assignment with evidence from their diagnostic tests and the descriptors. Write between 100-200 words.

Rowena is likely an A1 learner that needs to be pushed to fully move into the A2 level. Her diagnostic results indicate that she is able to use basic phrases within topics she is used to speaking and writing in. Her writing and speaking shows that she knows and uses vocabulary to describe areas of her life that she ineracts with in English but not in a way that expands to

areas outside of her English use. Her interactions are simple and require a reduction of speaking speed and a willingness to read into her responses. With that she does have some responses well practiced for familiar and routine matters and so is getting closer to the A2 level.

5. Review the **3 textbooks below** and select the **most suitable textbook for your selected learner**, their goals in learning English, and their diagnostic results. Explain why you picked the selected book. Use the sample textbook evaluation checklist to support your rationale. Write between 100-300 words.

Book Options	Brief Description	Link to Sample
Option # 1: Step Forward Level 4 (B1+)	A course equipping adult learners with the English that they need to work or study in the USA. Step Forward Second Edition provides the essential language, skills and rigorous content Adult English Language Learners need to move confidently toward their work and academic goals.	Look Inside!
Option #2: Grammar in Context Level 3 (B2+)	Grammar in Context brings grammar alive through engaging and informative readings that are relevant to learners' lives. National Geographic photography and stories deliver real-world content to improve grammar awareness and retention. Students learn more, remember more, and use language more effectively when they learn grammar in context.	Sample Unit PDF
Option #3: Q: Skills for Success Level 3 (B1+)	Q: Skills for Success Third Edition builds on its question-centered approach to help students achieve academic success. 90% of teachers believe that Q: Skills for Success has played a significant part in improving the skills their students need for academic study.	Look Inside!

None of these texts will work for Rowena, as she is at a level beneath these. However, I would select the Grammar in Context Basic text for her as she needs to work on her grammar and basic skills within it to progress in her study of English. Furthermore, the textbook has units that fall into the interest areas from her needs analysis. These unit topics will encourage her motivation to read, watch, and practice the grammar & vocabulary that is being taught like making friends, shopping, eating at restaurants. There is one unit on school which she indicated she wasn't interested in discussing much in class, so we can find ways to supplement the grammar and vocabulary that is taught there.

Each chapter has a balance between teaching and practicing grammar along with watching, discussing, and engaging with the themes presented. The book is balanced in activity types (fill in the blank, error correction, writing, matching, etc.) that can be adjusted to work with just the two of us. The pages are also balanced between images, charts, call outs, and activities which make it easy to navigate for both of us. There is also guidance provided in the instructions and teacher's copy to help guide me in using it best within our learning goals.