



# ENG519

**Treasure for Final-Term**

## ABSTRACT

*This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.*

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### **Topic-123: Decisions in Materials Design**

- ❖ Developing aims
- ❖ Developing objectives
- ❖ Developing a syllabus
- ❖ Organizing the course into units
- ❖ Developing a structure for units & Sequencing units

### **Topic-126: Monitoring the Use of Materials**

No matter what form of materials teachers make use of, whether they teach from textbooks, institutional materials, or teacher-prepared materials, the materials represent plans for teaching. They do not represent the process of teaching itself. As teachers use materials, they adapt and transform them to suit the needs of particular groups of learners and their own teaching styles. These processes of transformation are at the heart of teaching and enable good teachers to create effective lessons out of the resources they make use of. It is useful, therefore, to collect information on how teachers use course books and other teaching materials in their teaching. **The information collected can serve following purposes:**

- ❖ To document effective ways of using materials.
- ❖ To provide feedback on how materials work.
- ❖ To keep a record of additions, deletions, and supplementary materials teachers may have used with the materials.
- ❖ To assist other teachers in using the materials.

#### **Monitoring may take the following forms:**

- ❖ Observation: classroom visits to see how teachers use materials and to find out how materials influence the quality of teaching and interaction that occurs in a lesson.
- ❖ Feedback sessions: group meetings in which teachers discuss their experience with materials.
- ❖ Written reports: the use of reflection sheets or other forms of written feedback in which teachers make brief notes about what worked well and what did not work well, or give suggestions on using the materials.
- ❖ Reviews: written reviews by a teacher or group of teachers on their experiences with a set of materials and what they liked or disliked about them.
- ❖ Students' reviews: comments from students on their experience with the materials.

### **Topic-128: Preplanned Materials – Usefulness**

**Possible negative aspects of preplanned materials are given below:**

- ❖ Each group of students is unique so pre-made material cannot meet the needs of another group of students.
- ❖ Text books reduce teachers' role.
- ❖ There are cultural prejudices.
- ❖ Some materials fail to present appropriate and realistic language examples.

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- ❖ The teacher will follow material exclusively and not pay attention to student's needs.

### **Possible positive aspects of preplanned materials are as follows:**

- ❖ Source of information and support
- ❖ Suggestions for teachers
- ❖ An agent of change
- ❖ Convenient method of structuring the learning systems
- ❖ Collaboration among teachers

### **Topic-129: Effective Teachings Materials**

Effective materials are likely to reflect the following:

- ❖ Language is functional and must be contextualized: materials must contextualize the language they present.
- ❖ Language development requires learners' engagement in purposeful use of language: Some explicit discussion of language at the whole-text level is presumably useful.
- ❖ The language should be realistic and authentic: the problem is to find authentic materials.
- ❖ Classroom materials will usually seek to include an audio visual component.
- ❖ In our modern technologically complex world, second language learners need to develop the ability to deal with written as well as spoken genres.

### **Topic-130: Adopting and Adapting an Existing Course Book**

- ❖ **Add or omit content:** The teacher adds exercises to give extra practice to items that are frequently used in the language or which require extra time to learn. The teacher skips over confusing or unimportant parts of a lesson, for example teaching only one item in pairs of words that might interfere with each other.
- ❖ **Change the sequencing of the content:** The teacher introduces some items earlier in the course because they are needed at that stage.
- ❖ **Change the format:** Instead of beginning the lesson with a dialogue, the teacher puts it towards the end of the lesson and uses the other exercises in the lesson to prepare for it.
- ❖ **Change the presentation:** The teacher uses different techniques than those used in the book. For example a 4/3/2 fluency activity is used to practise some of the dialogues. The activity involves the students usually to be paired with one half as listeners and the other half as speakers. It involves three rounds. In the first round the speaker is given four minutes to talk about the given subject. Then after a short pause where the listeners are changed the speakers talk again on the same subject for three minutes. In the third round the procedure is repeated and the speaker is given two minutes to talk again about the same subject.
- ❖ **Add or omit monitoring:** The teacher encourages the learners to make tests to check each other's learning of what is in the lesson (Clarke, 1989).
- ❖ **Add or omit assessment:** The teacher introduces weekly tests to encourage learners to do homework or to let them see their progress. An example of the teacher adding content may be through the addition of an extensive reading component to the course. The teacher may decide

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to do this because she does not feel the course book is applying principles that the teacher believes are important. In this case the principles are:

- **Comprehensible input:** There should be substantial quantities of interesting comprehensible receptive activity in both listening and reading.
- **Fluency:** A language course should provide activities aimed at increasing fluency with which learners can use the language they already know, both receptively and productively.
- **Time on task:** As much time as possible should be spent focusing on and using the second language.

### **Topic-134: Models of Curriculum**

<b>Graves Model</b>	<b>Murdoch's Model</b>
Monitoring and assessment and evaluation in the Language Curriculum Design model are included in one part of the Graves Model (2000) i.e. designing an assessment plan. In her book, Graves distinguishes evaluation from assessment, but deals with both in the same chapter. Clearly, there is a great deal of similarity between the two models. When looking at other models of curriculum design, it is worth doing such a comparison to see where the similarities and differences lie.	Principles, monitoring and assessment, and evaluation are not included in Murdoch's Model (2010). These are possible weaknesses of his model. However, in his discussion of his model, it is clear that he intends that principles should be considered when dealing with several of the parts of his model. There are numerous other models of curriculum design and it is interesting to compare them to see where their strengths and weaknesses lie.

### **Topic138: The Process of Curriculum Design: A Focused Opportunistic Approach**

In a focused opportunistic approach, the format and presentation part of the curriculum design process is typically done first. That is, material is gathered or prepared to teach the course. Then, with each re-teaching of the course, one part of the curriculum design process is done thoroughly. Thus, it might be that a proper needs analysis is not carried out until the third or fourth reteaching of the course. Tessmer and Richey (1997) warn against this approach, mainly from the point of view of efficiency in that working thoroughly on one aspect of curriculum design may result in wasted effort because the findings may not be able to be used in the other lesselaborated parts of the curriculum design process. The attractiveness of this model is that it allows a concentrated focus with possible high-quality improvements in a course. For example, if during one presentation of a course, assessment was focused on or there was a careful needs analysis done, then the improvements could be done well.

#### **Five step of necessity layer**

- ❖ Decide on the most severe environmental constraint on the course and how it will affect the curriculum design.
- ❖ Decide on the most urgent necessity that learners have to meet at the end of the course.
- ❖ Make a short list of items to cover.

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- ❖ Decide on a simple lesson format that will make use of available material.
- ❖ Gather the material for the course.
- ❖ Decide on a simple form of assessment

### **Topic-140: Introduction to Curriculum Approaches in Language Teaching**

<b>Central Design</b>	<b>Backward Design</b>	<b>Forward Design</b>
Central design begins with classroom processes and methodology. Issues of syllabus and learning outcomes are not specified in detail in advance and are addressed as the curriculum is implemented. Many of the innovative methods of the 1980s and 90s reflect central design.	Backward design starts from a specification of learning outcomes and decisions on methodology and syllabus are developed from the learning outcomes.	Forward design starts with syllabus planning, moves to methodology, and is followed by assessment of learning outcomes. Resolving issues of syllabus content and sequencing are essential starting points with forward design, which has been the major tradition in language curriculum development.

### **Topic-149: Backward Design**

Backward design starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning. This is a well-established tradition in curriculum design in general education, and in recent years has re-emerged as a prominent curriculum development approach in language teaching. It was sometimes described as an ‘ends-means’ approach, as seen in the work of Tyler (1949) and Taba (1962), who viewed instruction as the specification of ends as a pre-require to devising the means to reach them. The process consists of seven steps:

- ❖ Step 1: diagnosis of needs
- ❖ Step 2: formulation of objectives
- ❖ Step 3: selection of content
- ❖ Step 4: organization of content
- ❖ Step 5: selection of learning experiences
- ❖ Step 6: organization of learning experiences
- ❖ Step 7: determination of what to evaluate and of the ways of doing it

### **Topic-150: Significance of Needs Analysis within Backward Design Approach**

Needs Analysis (identifying learning outcomes or objectives) is often seen to depend upon a systematic analysis of the learners’ communicative needs. It emerged in the 1960s as a part of the systems approach to curriculum development – an aspect of the prevalent philosophy of educational accountability from which the use of objectives was also derived (Stufflebeam, 1985). Informal needs assessment deals with the informal negotiation that takes place between class teachers and students in the form of chats with either individual students, groups of students or the whole class in order to select a focus for the class. It is a necessary component of information

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retrieval on students' learning needs and should be recorded. It can subsequently be used as input for aims and objective setting and for devising course outlines (Shaw and Dowsett, 1986). The steps involved are:

- ❖ Identify learner's communicative needs.
- ❖ Develop statements of learning objectives.
- ❖ Identify linguistic content and skills needed to attain the objectives.
- ❖ Prepare course plans.
- ❖ Select materials and teaching methods.

### **Topic-153: Subject-centered Design**

The main focus is on curriculum development (not human development) with subject specialists developing —high standards| for student uniformity. The main goal and purpose is to standardize students, to make them alike with a — core curriculum. Subject-centered curriculum design revolves around a particular subject matter or discipline. For example, a subject-centered curriculum may focus on math or biology. In particular, this form of curriculum design is constructed without taking into account the specific learning styles of the students. The main goal and purpose is to standardize students, to make them alike with a “core curriculum.

### **Topic-154: Learner-centered Design**

The concept of learner-centeredness has been invoked with increasing frequency in recent years. The philosophy of learner-centeredness has strong links with experiential learning, humanistic psychology and task-based language teaching. This approach places the learner at the center of the pedagogic process and sees education not as a matter of receiving information but of intelligent inquiry and thought (Gibbons, 2002). A learner-centered curriculum will contain similar elements to those contained in traditional curriculum development, that is, planning (including needs analysis, goal and objective setting), implementation (including methodology and material development) and evaluation. However, the main difference between learner centered and traditional curriculum development is that in the former the curriculum is a collaborative effort between teachers and learners. Therefore, learners need to be systematically taught in order to implement a learner- centered approach to pedagogy. In other words, language programs should have dual goals: language content goals and learning process goals. Learner-centered curriculum will allow students to participate more fully in the arrangement of their own learning experiences in such a way that two key objectives are realized. One, students will participate in the shaping of curriculum thereby addressing the imperatives of many contextual issues that include a new situational/personal culture. Two, student involvement is arranged so that students engage in meta-learning i.e. providing them the opportunity to learn about design and construction of purposeful learning activities.

### **Topic-156: ELT Curriculum: Content Model**

The central focus of the curriculum in this model is the content of what is to be learned by, or transmitted to the learner. In the Classical Humanist tradition, the content is a valued cultural heritage, the understanding of which contributes to the overall intellectual development of the

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learner and from the point of view of epistemological objectivism. The content is knowledge which has been identified and agreed to be universal, unchanging and absolute. This model has been the dominant philosophy underlying the history of the Western educational system for centuries, derived from theories of knowledge going back to Aristotle and Plato.

### **Topic-157: ELT Curriculum: Objectives Model**

Reconstructionism's main purpose of education is to bring about some kind of social change. Its origins lie in the movement for scientific management of education and the work of behavioral psychologists in the first half of the twentieth century, who defined learning as a process of observable changes in behavior which could be measured.

#### **Essential characteristics of Behavior Objectives**

- ❖ They must unambiguously describe the behavior to be performed.
- ❖ They must describe the conditions under which the performance will be expected to occur.
- ❖ They must state a standard of acceptable performance (the criterion).

#### **Write the two advantages of objective model 3**

- ❖ Clarity of goals: The objectives of learning program are clear to both the teacher and the learners, which facilitates the selection of learning materials and activities.
- ❖ Ease of evaluation: Where there are clearly specified objectives, the success of the learners and of the program can easily and accurately be evaluated to the extent that the objectives have been fulfilled.
- ❖ Accountability: In both formal and business sectors, the model provides clear methods for needs identification, establishing learning purpose and providing measurable "products" of the educational program.

### **Topic-158: ELT Curriculum: Process Model**

The purpose of education from the point of view of the process model is to enable the individual to progress towards self-fulfillment. It is concerned with the development of understanding learning process, and not just the passive reception of knowledge or the acquisition of specific skill. The goals of education are not defined in terms of particular ends or products, but in terms of the process and procedures by which the individual develops understanding and awareness and creates possibilities for future learning. Content is based on principles derived from research into learning development, and the overall purpose of the educational process is to formulate the objectives related to the procedural principles.

### **Topic - 160: Tyler's and Wheeler's Models**

The model is linear in nature, starting from objectives and ending with evaluation. In this model, evaluation is terminal. It is important to note that:

- ❖ Objectives form the basis for the selection and organization of learning experiences.
- ❖ Objectives form the basis for assessing the curriculum.
- ❖ Objectives are derived from the learner, contemporary life and subject specialist.

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- ❖ Evaluation is a process by which one matches the initial expectation with the outcomes.

### **Topic-162: Spiral Model**

Bruner hypothesized that human cognition occurred in three relatively discreet stages

- ❖ Enactive
- ❖ Iconic
- ❖ Symbolic

### **Topic-163: Structural Syllabus**

#### **Breen (1987) rationale of the formal syllabus**

- ❖ The first argument is that it is well established and it is informed by a long tradition of linguistic analysis.
- ❖ The second major justification for the formal syllabus is that it presents learners with a subject matter which is systematic and rule-governed. When we learn something new, we can begin to see patterns and regularities within it and that will reduce the 'learning load' it (i.e. new learning) demands of us.
- ❖ A third justification for the formal syllabus is that because the linguistic system is analysable in certain ways, these analytical categories or schemas can be incorporated in a plan for teaching the system, and further it may be that the same analytical categories or schemas make it easier for the learner to uncover how the new language works.

### **Topic-164: Situational Syllabus**

#### **types of situational syllabus**

- ❖ Limbo Situation: In this type, the information of the specific setting is of little importance, for example, the topic of introducing someone at the setting of a dialogue taking place at the stadium. It can be said that the setting is considered irrelevant, i.e. unimportant, because the main important thing is the language focus.
- ❖ Concrete Situation: The information is about the specific and concrete setting and the language associated with it, for example, the topic of ordering a meal at a restaurant.
- ❖ Mythical Situation: The information depends on fictional story line, frequently with a fictional cast characters in a fictional place.

### **Topic-166: Skill-based Syllabus**

The skill-centered approach to course design has widely been applied in a number of countries, particularly in Latin America. Students in universities and colleges in Latin America have the limited but important need to read subject texts in English, because they are unavailable in their mother-tongue. As Richards (2001) puts it, in a "skillbased syllabus", the content of the language teaching is a collection of specific abilities that may play a part in using language. Skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on. The primary

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purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language learning. Krahnke (1987) defines a skill as a specific way of using language that combines structural and functional ability but exists independently of specific settings or situations.

### **5 merits of skill-based syllabus**

- ❖ They focus on behavior or performance.
- ❖ They teach skills that can transfer to many other situations.
- ❖ They identify teachable and learnable units.
- ❖ Skills-based syllabuses have the advantage of focusing on performance in relation to specific tasks and therefore provide a practical framework for designing courses and teaching materials.
- ❖ Krahnke thinks that (1987) skill-based content is most useful when learners need to master specific types of language uses, either exclusively or as part of broader competency.

### **Topic-167: Content Based Syllabus**

#### **Drawbacks of Content Based Syllabus**

- ❖ Ellis (2003) believes that content-based courses might not result in learners achieving high levels of grammatical and sociolinguistic accuracy.
- ❖ Brown (2007) argues that teachers can be easily deterred by the demands of content knowledge and discouraged by the amount of preparation they must do. Furthermore, they do not feel that they are qualified to teach content area.
- ❖ Short (1993) mentions that the difficulty with assessment centers on isolating the language features from the content objectives in order that one do not adversely influence the other.

### **Topic-174: Negotiating Assessment**

Several of the reports focus on negotiation of assessment and evaluation, largely because this has direct effects on goals and ways of achieving these goals. Breen and Littlejohn (2000) point out that there are four major factors affecting feedback through assessment:

- ❖ The extent to which students are aware of the criteria being used.
- ❖ The relative emphasis given to what they have achieved as compared with what they have failed to achieve.
- ❖ The coincidence between what the feedback focuses upon and what the students themselves have recognized as particularly difficult for them.
- ❖ Whether or not they believe they can act on the basis of the feedback in a way that solves a recognized problem.

This is a very insightful list and the teacher needs to keep these factors in mind when negotiating assessment. Smith (2000) describes a very effective way of negotiating assessment. The assessment is seen as including not only the results of tests and assigned tasks, but also participation in class, homework, and class projects. The idea of a negotiated syllabus raises

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questions about the role of the teacher and the role of the commercially produced text book (Richards, 1993).

### **Topic-175: Disadvantages and Advantages of a Negotiated Syllabus**

The **disadvantages** of a negotiated syllabus are of two major types. The first is the result of a lack of knowledge or experience with such a syllabus. Learners may be reluctant to negotiate or to let their classmates negotiate because they feel it should be the teacher's expertise guiding the course. Gradual introduction of a negotiated syllabus can provide learner training to help overcome this problem. Learners may also not know enough of the range of options they could choose from and thus may make unimaginative choices. Teachers may feel that using a negotiated syllabus removes too much of their power and status. Learners may find it difficult to reach agreement about what they should be doing. The second major disadvantage is that a fully negotiated syllabus requires considerable teacher skill and time in accessing and producing resources. Where there are several teachers with similar classes, this load can be partly shared.

The **advantages** of a negotiated syllabus come largely from its responsiveness to the "wants" and the involvement of the learners. Breen (1987) argues strongly that all courses have to adjust in some way to the reality of the teaching situation and the negotiated syllabus gives clear recognition to this. Involving the learners in shaping the syllabus has a strong effect on motivation, satisfaction and commitment to the course. It changes from being the teacher's course to the learners' course. The actual negotiation process has its benefits. If the negotiation is carried out in English, then this may be some of the most involving meaning-focused activity in the program. The negotiation also develops learners' awareness of the goals of language learning activities and how these goals can be achieved. This understanding may then make them better learners.

### **Topic-176: Appropriate Design: Internal Organization of Course Units**

**Material designers are interested in two things:**

- 1) What sort of activities are likely to promote effective performance and learning in language classroom?
- 2) How such activities might be constrained or elaborated, and organized in terms of a plausible course?

### **Topic-179: Appropriate Design: Criticism on Materials**

The second approach that is used to sequence the activities of a unit is a storyline situation. If the students are unable to identify strongly with the characters or the emotions, then it is important to use creative exploitation techniques or role-play exercises.

### **Topic-180: Appropriate Design: Coherence of Course Units**

Coherence is a systematic approach to aligning and sequencing specific ideas and the depth to which those ideas are examined, in order to help the development integrated understanding in learners. Coherence among course units while designing material is very important. Designing a balance between units is not straightforward; however, it is a blend of imagination, insight,

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understanding and analytical reasoning. A material designer has to be very critical and practical while designing material for a language course. Coherence among course units ensures more involvement of the students. A coherent curriculum should build ideas across time and disciplines by connecting ideas between relevant topics and by aligning the development of instructional materials, instruction, and assessment.

### **Topic-183: Beyond Language Learning: Perspectives on Materials Design and Topic-184: Beyond Language Learning: Subject Knowledge**

<b>Carrier content</b>	<b>specialist content</b>
One of the most obvious ways in which materials may offer opportunities for additional learning is in the 'carrier content' that is used as a basis for language work. Most frequently, this carrier content is fictional in nature, involving imaginary characters in imaginary situations.	In the case of 'specialist content', however, there exists a wide selection of 'specific purposes' materials which include texts and tasks concerned with 'professional topics'. They generally present learners with aspects of their profession with which they are already familiar and therefore offer no opportunities for additional non-language learning.

### **Topic-186: Beyond Language Learning: Role Relations, Opportunities, Values and Attitudes**

The crucial factor is thus not only how learners interpret what is provided in the materials, but also what actually happens in a particular classroom. Nevertheless, since the construction of teaching materials is a deliberate attempt to bring about certain kinds of interaction in the classroom, we believe it is important to consider materials in terms of what they may suggest for the learning of classroom roles. One useful concept with which to examine role relations suggested by materials is Bernstein's (2004) notion of a 'frame'. It refers to the actual relationship between teachers and pupils and the range of choices which they have over what is done between them. Thus a strong frame will 'reduce the power of the pupil over what, when and how he receives his knowledge'.

#### Topic-188: Hidden Curriculum – Definitions

The idea of a 'hidden curriculum' was originally introduced in contrast with the 'formal curriculum' by Jackson (1986) to draw attention to the fact that schools do more than simply help transmission of knowledge between one generation and the next. Jackson (1986) refers a hidden curriculum to learning outcomes apart from those intended in the 'manifest curriculum'.

#### **characteristics of hidden curriculum**

1. What are actually revealed in the hidden curriculum “are all unintended, not part of any teacher’s objectives” and
2. “they all tend to be what one might call ‘social’ learning, about what people expect of you, and how you can best cope with their demands

#### **classroom implementation**

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“Classroom implementation is the final stage in the curriculum development process and also the most important because ultimately, learning acts determine curriculum outcomes” (Johnson 1989). Before 1970, language teaching was method driven, and therefore it was also known as method era. But with the arrival of audiolingualism and cognitivism, it moved towards communicative language teaching and the shift occurred from language teaching to language learning. In this regard, there are three categories of classroom implementation:

- ❖ Teaching strategies: Although it originates from method debate, but it looks at concrete classroom activities. What strategies are being employed by teachers? There is need to adjust teaching strategy according to the students’ desire.
- ❖ Timing strategies: It is under the direct control of the teacher. It happens within the premises of the classroom.
- ❖ Social or interpersonal strategies

### **Topic-189: Hidden Curriculum in Terms of Teachers and Learners**

Teachers convey “socially-approved knowledge” unconsciously or without intending it while he/she is teaching what is required by the official curriculum. Here, socially approved knowledge could indicate social-moral habits, attitudes, informal school rules and beliefs. For example, we often find that teachers teach obedience, conscientiousness, regularity, punctuality, gender identity, and even political awareness. These personal characteristics, attitudes, and social behavior are taught indirectly in school because the school timetable does not have lessons called ‘obedience’ or ‘conformity’. Like teachers’ academic qualifications, their previous teaching experience, their preferred teaching strategies, as well as their proficiency in the target language may also influence the teaching acts and lead to the occurrence of the hidden curriculum. For example, where the teachers’ own beliefs, previous teaching experience or proficiency in the target level differ radically from the official curriculum, they may insist on using the grammar-translation method instead of the communicative approach and refuse to use group work or pair work, even if this curriculum is designed for it.

### **Topic-191: Hidden Agendas: Role of Learner in Program Implementation**

Curriculum implementation involves the dissemination of the structured set of learning experiences, provision of resources to effectively execute the plan, and the actual execution in the classroom setting where teacher-learner interactions take place. Therefore, curriculum implementation is that stage of the curriculum process where the learner, through the guidance of a teacher, interacts with a variety of learning experiences so as to make learning process fruitful. Hence, both the learner and the teacher bear a reasonable amount of responsibility during curriculum implementation and program management. The learners are critical element in the entire process of curriculum implementation, since learners hold the key to what is actually being translated and adopted from the official designed curriculum that is meant for them. Learners influence the teacher in the selection of learning experiences because the school consists of many levels and class grades, calling upon the teacher to prepare for the disparities among the learners, for instance, individual differences between the slow learners and the quick learners. Therefore, a teacher selects the suitable learning methods and teaching aids to suit each category of learners.

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The learner plays the role of exhibiting desirable discipline, both in and outside the classroom, through maximum obedience to the school rules and regulation and attending the class work and the entire school program. For example, doing all assignments, tests and examinations yield into some level of desirable learning. For the implementation of curriculum to be effectively done, the learner should be physically, mentally and emotionally available to the teacher for instruction, so that the planned program can be implemented.

### **Topic-192: Hidden Agendas: Practical Implications**

Hidden agendas help teachers to bridge the gap between planning, teaching and learning objectives. It is important to explicitly state to students the goals and objective of the language course. Also, teachers need to be aware of the fact that what sort of perceptions and preconceptions learners are bringing in the classroom. It is a teacher's duty to strike a balance between what students already know and new learning methods. The curriculum should not be followed slavishly; rather, if there is need to redefine LCD then language teachers should take charge and bring that change. When teachers become aware of the hidden agendas, the curriculum does not become the only set agenda, but there is some room for creativity. One thing to remember is that there is no direct equation between planning and implementation of hidden curriculum. It is not always taught what is planned, but sometimes we need to adjust our teaching according to the needs, situations and hidden agendas as well.

### **Topic-194: Evaluation Cycle for Language Tasks**

#### **3 phases of task**

- ❖ Task as a work plan allows the teachers to make some ground work to know some of the preconceptions and past learning experiences of the students. It gives an opportunity to see what students want in the classroom.
- ❖ Task in process creates the relationship between teacher and student during the processing of task.
- ❖ Task outcomes help to analyze what has already been learnt.

### **Topic-197: Limitations of Classroom Research**

The classroom research is limited in terms of looking at teacher at grass root level. In order to contextualize this discussion about the limitations of classroom research, Stern believes that it can be seen in the perspective of some of the changes and emphasis on language teaching analysis. For example, the method era paved the way for audiolingualism and cognitivism. This shifted the focus from language teaching to language learning. The researcher believes that very few efforts have been made in the field of implementing curriculum at classroom level, and it is the teacher who can be trusted with responsibility to ensure this implementation. He believes that the findings of classroom research can be related to:

- ❖ Policy specifications
- ❖ Theoretical approach

### **Topic-201: Characteristics of Tests**

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One of the **disadvantages** of written tests compared with oral ones is that students complain about the results of written tests far more and often ask for another go. In written tests, students tend to cheat a lot and have warped results because of the pressure of the situation. It's fairly rare that someone in the school can find time to watch a student take the test so the student is likely to sneak a look at the dictionary or ask a friend for help. Sometimes students don't understand the instructions but this only becomes evident later when the marker notices how badly they messed things up.

### **Topic-202: Testing to Establish the Best Course**

#### **Purpose of Progress test**

- ❖ Providing motivation for the students to study
- ❖ Providing a standard level for the class
- ❖ Highlighting gaps in your teaching – or the course materials

### **Topic-205: Placement Assessment**

Placement assessment is used to decide what level of the course a learner should enter, what class the learner should join, and whether the learner should join the course at all. Placement assessment usually occurs under environment constraints. It often has to be done just before a course begins. The results have to be available quickly. The learners are largely unknown and may be confused about the course they wish to do. The learners may not perform their best on a placement test because they are unfamiliar with some of the test formats, because their knowledge of the language is “rusty” through lack of opportunity to use it, or because they are anxious about the test. The assessment may be the learners' first meeting with the teachers and course and could affect their attitudes to the course. The time available for assessment may be limited. The assessment needs to be reasonably accurate because it often proves difficult to move learners to other groups once they have joined a group. This means that placement assessment needs to be:

1. familiar, friendly and relaxed,
2. reasonably brief and easy to mark and interpret, and
3. focused on gathering the most relevant information.

### **Topic-206: Observation of Learning**

Monitoring learners' progress in a course can occur at the level of the learning activity. This monitoring does not assess the learners but is directed towards the tasks that they do. The purpose of the monitoring is to see if it is necessary to make changes to the learning activities in order to encourage learning. For example, in a spoken fluency development activity, the following learning conditions need to occur. The learners are focused on the meaning of the task. The task involves very limited language demands, i.e. all the language needed to do the task is familiar to the learners. There is some kind of pressure to perform at a higher than normal level of performance. The signs that the teacher should look for when monitoring the activity are an involvement in communicating with a partner, a reasonably high speed of speaking with a small number of hesitations, and some signs of comprehension by the listener. The design features include opportunity for preparation, a

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chance to repeat the task several times to different listeners, a familiar topic and an involved listener, and time pressure. Monitoring can occur in other ways. Learner diaries or logbooks written for the teacher are a useful source of information (Savage and Whisenand, 1993). Learners' talking, in small groups to provide feedback for the teacher, is another way.

### **Topic-208: Diagnostic Assessment**

Diagnostic assessment is used to find the gaps and weaknesses in learners' knowledge so that something can be done about them. More positively, it is used to find what learners know well so that time is not wasted on teaching that. Diagnostic assessment is thus a very important part of needs analysis, both before a course begins and during the course. The findings of diagnostic assessment are used to determine what goes into a course. So good diagnostic assessment is accurate and easy to interpret in terms of what should be done as a result. Diagnostic information can often be obtained from assessment intended for other purposes, such as proficiency tests, achievement tests or placement tests. However, there are tests designed especially for diagnosis.

### **Topic-211: Good Assessment: Reliability, Validity and Practicality**

#### **Validity**

A valid test measures what it is supposed to measure. A valid achievement test measures what has been learned on the course. A valid listening test measures skill at listening. The most practical ways for a teacher or curriculum designer to check the validity of a test are to look at its face validity and content validity.

#### **face validity**

Face validity simply means that if the test is called a reading test, does it look like a reading test? If it is called a vocabulary test, does it look like a vocabulary test? There is nothing very scientific about deciding on face validity, but face validity is important because it reflects how the learners and perhaps their parents, and other teachers will react to the test. For example the Eurocentric Vocabulary test presents words in isolation without a context. It does not ask for the learner to give a meaning, and it does not require the learners to use the vocabulary. This could affect learners' reaction to the test and their acceptance of its results. Similarly a test of speaking which does not require the learners to speak (Brown, 1983) has low face validity. A deeper understanding of how these two tests work and how they have been validated shows that these are valid tests, but their face validity, their appearance of being a certain kind of test, is still low.

### **Topic-213: Purpose and Audience of the Evaluation**

Weir and Roberts (1994) distinguish between two major purposes for language program evaluation; one is program accountability and other one is program development. Accountability refers to the extent to which those involved in a program are answerable for the quality of their work. Accountability-oriented evaluation usually examines the effects of a program or project at significant end points of an educational cycle and is usually conducted for the benefit of an external audience or decision maker. On the other hand development-oriented evaluation is designed to improve the quality of a program as it is being implemented. It may involve staffs who are involved

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in the program as well as others who are not and may have a teacher development focus (Weir and Roberts 1994). The different purposes for evaluation are referred to us: formative, illuminative, and summative evaluation.

### **Topic-214: The Type and the Focus of the Evaluation**

A distinction is made between formative evaluation and summative evaluation. A summative evaluation has the purpose of making a summary or judgment on the quality or adequacy of the course so that it can be compared with other courses, with previous summative evaluations, or judged as being up to a certain criterion or not. The formative/summative distinction is important when informing the people who are the focus of an evaluation about the purpose of the evaluation, in helping the evaluator decide what kind of information will be most useful to gather, and in using the information gathered. Stenhouse (1975) stressed the importance of “illuminative evaluation” where evaluation helps those involved understand what is going on in the program, and this necessarily requires teachers to be active program evaluators. An evaluation can focus on the process of learning and teaching and it can focus on the product or result of learning and teaching. It is better to have a small amount of relevant data than a large amount of data that do not address the main concerns of the evaluation.

### **Topic-218: Illuminative Evaluation**

Another type of evaluation can be described as illuminative evaluation. This refers to evaluation that seeks to find out how different aspects of the program work or are being implemented. It seeks to provide a deeper understanding of the processes of teaching and learning that occur in the program, without necessarily seeking to change the course in any way as a result.

**Example:** A teacher is teaching a course on reading skills and has developed a course which focuses on a wide variety of reading skills, such as skimming, scanning, reading for details, surveying a text, critical reading and vocabulary development. All of the skills receive regular focus throughout the course. The teacher is interested in finding out what the students perceive to be the main point of the course. Students complete a short questionnaire at different times during the course in order to describe their perceptions of what the course is seeking to achieve. At times there is a different perception on the part of students as to the purpose of different activities, or even of whole lessons. After reflecting on this phenomenon, the teacher comes to understand that learners' perceptions of a course may reflect what they are most interested in or what they feel they need most help with at a particular point in time.

### **Topic-223: Language Program Evaluation: Approaches**

There are many approaches for language program evaluation:

- ❖ Product oriented: This approach focuses on the goals and objectives of a curriculum that match with the instruction objectives.
- ❖ Process oriented: It deals with the LCD change, innovation and improvement in implementing the curriculum.

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- ❖ Static characteristic: It deals with looking at the perspective of external agency. It looks at the institute in terms of its overall standing and ranking.
- ❖ Decision facilitation: It is a cyclic process that continuously gathers information about needs, environment and situation analysis.

These approaches lay emphasis on becoming aware of parameters of accessing worth of a language program.

### **Topic-224: Language Program Evaluation: Dimensions**

- ❖ **Formative vs summative:** Given throughout the learning process, formative assessments seek to determine how students are progressing through a certain learning goal. Given at the end of the year or unit, summative assessments assess a student's mastery of a topic after instruction.
- ❖ **Process vs product:** Product deals with the goals of the course achieved. On the other hand, process deals with how the goals are achieved. The dynamics or methodologies are involved in achieving these goals.
- ❖ **Quantitative vs qualitative:** Quantitative deals with the collection of descriptive data with the help of some questionnaires or textual analysis. Qualitative evaluation, on the contrary, deals with the general observation.

### **Topic-225: Mastery Decisions in Program Evaluation: Student Performance**

The mastery decision in evaluation of a program is not only based on cognitive development of the students but it can also be judged through their behavior. This approach helps teachers to analyze: How to know and what to know? How to view and what to teach? It is another tool to make informed judgment about the evaluation of the program.

### **Topic-229: Tailoring the Evaluation to Fit the Context: Principles**

Tailoring the evaluation process is not an easy task. It requires certain principles that an evaluator should know. A typical evaluation exercise is to take decision about tools which can be used for the process like questionnaire, interview sample or textual analysis. It is important to know about the evaluator (teacher, administrator or some external agent).

**Attempts to introduce change are not always successful, of course. One reason for this is that the change may be** viewed as culturally inappropriate, perhaps imposed by an outsider. Adamson and Davison (2008) describe how a curriculum introduced in Hong Kong was seen as a Western import and was reinterpreted by teachers to accommodate to the local culture. Another reason why attempts to introduce change may not succeed is that the process of introducing the change to teachers is flawed

### **Topic-232: Steps in Introducing Change**

1. Make sure that the change is really needed
2. Plan the type of change so that it is not too great and not too small
3. Make sure that enough people see that the kind of change is possible

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4. Use a wide range of change strategies
5. Be prepared for the change to take a long time

### **Topic-233: Seeing the Need for Change and Deciding on the Size of the Change**

Stoller suggests six scales for describing the size of the change, the best size being in the middle area of each scale. The scales are

- ❖ explicitness,
- ❖ visibility,
- ❖ originality,
- ❖ compatibility with past practices,
- ❖ difficulty/complexity and
- ❖ flexibility.

### **Topic-234: Realistic Change**

The people involved in the implementation of the change need to see that there will be benefits from the change, that it can be achieved, and that eventually it will not make them more over-worked than they are at present. If their involvement in curriculum change can be shown to add to their professional development through publication, official recognition, and gains in status for them or their institution, then this favors change (Kennedy, 1987). The people who will receive the ultimate benefit of the change, usually the learners, are often not negotiators in the change process. At the very least, it must be clear to those involved that the learners will benefit from the change and be more satisfied as a result of it. Most curriculum change has the aim of producing better learning, and teachers will usually get involved in innovation which results in considerable work for them if they see that there are substantial benefits for the learners. Learners may also be directly involved in curriculum change. The ideas behind the negotiated syllabus stress the benefits of learner involvement in such change.

### **Topic-235: Teacher Beliefs**

The old-fashioned notion that a teacher's role is to transmit knowledge from the curriculum to the learners has been replaced by recognition that teachers have complex mental lives that determine what and how teachers teach (Freeman, 2002). These complex mental lives – often called teacher cognition – are “the hidden side of teaching” (Freeman 2002) and multiple factors, which could loosely be described as teachers' knowledge, beliefs and personal histories, contribute to them.

One of the factors that can contribute to teacher cognition is professional development, and it is through professional development opportunities that change is often introduced to teachers. As teacher cognition is not static, changing beliefs is possible. Both pre-service and in-service training are intended to introduce change. It is important, therefore, to recognize that participants arrive at both forms of training with pre-existing beliefs. Trainee teachers who enter a pre-service course already have well developed ideas about teaching based on their experiences as learners. Practicing teachers who attend an in-service course arrive with well-developed ideas based on their

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experiences as teachers and their understanding developed through their own pre-service training as well as beliefs based on experiences as learners.

### **Topic-238: Introduction and Significance**

First, short in-service courses represent a small-scale exercise in curriculum design. That is, planning a short in-service course involves very similar decisions to planning a language course, and the model of curriculum design used in this book is relevant. Second, in-service courses are a major way of bringing about innovative curriculum change.

### **Topic-239: Features of an Effective Workshop**

- ❖ Understanding and remembering new ideas
- ❖ Experiencing and evaluating exercises
- ❖ Producing material or exercises,
- ❖ Planning units of work,
- ❖ Problem solving

### **Topic-240: Procedures and Activities for Reaching the Goals**

Ellis (1986) distinguishes between experiential practices for teacher training and awareness raising practices for teacher training. Experiential practices involve actual teaching, either real or simulated. Awareness-raising practices involve conscious understanding of principles, techniques and issues. The goals of gaining teaching experience and developing a conscious awareness of teaching options can be achieved in the same teacher training activity.

### **Topic-241: Understanding and Remembering Ideas**

Lamb found the following range of effects on the participants a year after the workshop:

- ❖ **No uptake** – most of the information was not remembered.
- ❖ **Confusion** – information incompletely and inadequately remembered.
- ❖ **Mislabelling** – a term introduced during the workshop was used to incorrectly label their usual practice.
- ❖ **Appropriation** – an idea from the course was used to justify a change that was not anticipated by the course tutors.
- ❖ **Assimilation** – techniques were incorporated into the participants' teaching without really understanding the rationale for them. These were usually just "a slight elaboration of [an] existing routine".

### **Topic-248: Developing Internet-Based Lessons: Towards a Sound Pedagogical Rationale and Design**

The internet as a resource can enrich and expand language instruction. There are numerous reasons in favor of integrating the Internet into a language curriculum Chun and Plass (2000) mention general capabilities of features of the WWW that have the potential to enhance language learning. These are

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- a) the universal availability of authentic materials,
- b) the communication capabilities through networking,
- c) the multimedia capabilities, and
- d) the nonlinear (hypermedia) structure of the information.

The most compelling reason is definitely the convenience in accessing and obtaining an endless supply of authentic materials in target languages. The WWW has brought the world to the fingertips of each learner. Applying the WWW to foreign language teaching also provides the opportunity to meet the standards in several ways (Walz, 1998): "Competence in more than one language and culture enables people to gain access to additional bodies of knowledge; ... all students learn in a variety of ways and settings; ... language and culture education incorporate effective technologies; and using the web is consistent with learning theories about learning to read authentic materials".

### **Topics-255: Background to English Language Curriculum Policies in Pakistan**

The curriculum is supposed to present a blueprint of what is to be taught and has to be followed by schools as general guidelines. In Pakistan, theoretically the public schools follow the national curriculum, while the private schools are free to either adopt the national document or devise their own curricula. In addition, individual schools are expected to follow specific syllabi. The textbooks are presumed to be based on the relevant subject curriculum/syllabus.

### **Topic-256: Evaluation of the Pakistani National English Language Curriculum 2006: Grades I-XII -I**

In the current scenario, English is the language of international communication, higher learning and better career options. It should, therefore, reach the masses so that there is no discrimination amongst the rich and poor in Pakistan in terms of opportunities for personal, professional and economic development. With this perspective, teaching of English has been introduced as a language from grade one and would be used as a medium of instruction across the curriculum for various subjects (2006).

### **Topic-260: Review of the Reading Goals in the National Curriculum of English Language in Pakistan**

Though situation has changed in private educational institutes, Pakistani mainstream educational system still severely lacks critical thinking because of conservative teaching and learning methodologies in classroom. Asghar and Al-Bargi (2014) highlight that in order to bring a sense of learning ownership and to encourage autonomous learning, critical thinking skills are essential at tertiary level.

#### **standard through benchmark**

**Standard 1:** All students will search for, discover and understand a variety of text types through tasks which require multiple reading and thinking strategies for comprehension, fluency and enjoyment.

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**Benchmark I:** Evaluate patterns of text organization, and function of various devices used within and beyond a paragraph in a text. **Benchmark II:** Analyze, synthesize and evaluate events, issues, ideas and viewpoints, applying reading comprehension and thinking strategies.

**Benchmark III:** Analyze and synthesize information from a visual cue or a graphic organizer to summarize while highlighting the key areas and main trends. **Benchmark IV:** Gather, analyze, evaluate and synthesize information to use for variety of purposes including a research project using various aids and study skills.

**Standard 2:** All students will read and analyze literary text to seek information, ideas, enjoyment, and to relate their own experiences to those of common humanity as depicted in literature.

**Benchmark I:** Analyze and evaluate short stories, poems, essays and one-act plays; relate how texts affect their lives and connect the texts to contemporary / historical ideas and issues across cultures

### Topic-263: Needs Analysis

Teachers themselves are very good sources of needs analysis information because they typically know their learners well, have seen them perform various tasks and have seen the results of those tasks. Teachers' intuitions can be reliable, valid and practical. It is always good in research and in needs analysis however to draw on more than one source of information. There are now many web-based tools that can be used in needs analysis. It is now possible to run texts through a vocabulary-level checker to see what the vocabulary load is going to be. A very good example of this can be found on Tom Cobb's website ([www.lex Tutor.ca](http://www.lex Tutor.ca)); on the same website there are various tests that can be used to measure where learners are in their vocabulary knowledge. It is important that teachers keep checking their own intuitions of learners' language knowledge against the results of tests and careful observation of the learners using language.

### Topic-265: Goals

**Difference b/w productive and receptive generative use of the target items for the learners.**

If the questions require the learners to think about the information in the text in relation to other information, then this could encourage productive generative use of the language items in the answers to the questions. If the questions contain the target items and the questions are not an exact copy of the wording in the text, then this provides receptive generative use of the target items for the learners.

### **Inner circle**

Goals are represented in the small inner circle of the curriculum design diagram. This is because the whole purpose of the language course is centered on what the learners need to learn. Goals are central to any curriculum design.

**Q. Enlist three different phases of language? Language levels are generally divided into three main stages:**

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- 1) Beginner.
- 2) Intermediate.
- 3) Advanced.

### **Q. Define "Task"**

A usually assigned piece of work often to be finished within a certain time

### **Q. Define Corpus Analysis**

A linguistic approach to analyzing a corpus – a set of systematically or randomly collected and electronically stored ‘real-life’ language samples such as speeches, magazine articles, and texting messages – with a goal to discern certain rules of language use, grammatical or lexical patterns. Corpus analysis has revealed the importance of units beyond the level of vocabulary (e.g. phrases, multiword units and collocations) and provides information that can be used to update or replace the earlier generations of lists that have been used in syllabus design.

- ❖ **Proficiency test:** proficiency tests are not dependent on particular class content, course materials, or language software programs. Instead, a proficiency test is intended to measure your command of a language regardless of your background in that language.
- ❖ **Diagnostic test:** A diagnostic procedure is an examination to identify an individual's specific areas of weakness and strength in order determine a condition, disease or illness.
- ❖ **Placement test:** A placement test is a test given by a school to determine the academic or skill level of a student, especially a new student, in order to place them in the correct class. Students are required to take placement tests before registering.

**BS English**

<https://whatsapp.com/channel/0029VaazKAVBfxoDMH419U0u>

*Compilation*