

UNIT 1

DEFINITIONS OF CURRICULUM

GENERAL CURRICULUM

WHAT IS A CURRICULUM?

Here are multiple definitions of curriculum, from Oliva (1997) (4)

Curriculum is:

- That which is taught in schools
- A set of subjects.
- Content
- A program of studies.
- A set of materials
- A sequence of courses.
- A set of performance objectives
- A course of study

It is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships. Everything that is planned by school personnel.

A series of experiences undergone by learners in a school.

That which an individual learner experiences as a result of schooling.

(Wilson 1990) Curriculum is:

Anything and everything that teaches a lesson, planned or otherwise. Humans are born learning, thus the learned curriculum actually encompasses a combination of all of the following the hidden, null, written, political and societal etc.. Since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school — from the janitorial staff, the secretary, the cafeteria workers, their peers, as well as from the deportment, conduct and attitudes expressed and modeled by their teachers.

Many educators are unaware of the strong lessons imparted to youth by these everyday contacts.”

Curriculum is all the learning experiences whether planned or unplanned, structured or unstructured that the learner encounters under the auspices of the school.

Other definitions of Curriculum

A brief answer is hard to give as curriculum can be both written and unwritten. Essentially, curriculum is what the school is attempting to teach, which might include social behaviors as well as content and thinking skills.

A course of study that will enable the learner to acquire specific knowledge and skills.

A curriculum consists of the "roadmap" or "guideline" of any given discipline. Both the philosophy of teaching of the instructors as well as of the educational institution serves as two of the principles upon which a curriculum is based.

A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course.

A detailed plan for instruction set by policy-makers.

A selection of information, segregated into disciplines and courses, typically designed to achieve a specific educational objective.

As applied to education, curriculum is the series of things that students must do and experience by way of developing abilities to do the things well that adults do in life; and to be in all ways the people that they should be as adults.

Curriculum encompasses a variety of technical and non-technical courses that are required to complete a specific degree.

Curriculum includes everything that takes place, and everything that does not take place, within the purview of the school.

Curriculum is a framework that sets expectations for student learning. It serves as a guide for teachers, a roadmap if you will, that establishes standards for student performance and teacher accountability.

Curriculum is a group of courses offered in a particular field of study.

Curriculum is a set of courses (offered by an educational institution) that are required to complete an area of specialization.

Curriculum is a set of courses that comprise a given area or specialty of study. I see curriculum as the framework of content or ingredients that relate to that given area of study. Curriculum often conjures up words such as format, guidelines, content of "what to teach," and "what the student needs to learn." I see curriculum in both formal and informal ways, i.e., as a body of related information that an educator needs to convey, but with latitude in the strategies that an educator may use to convey the information.

Curriculum is all of the courses of study offered (science, math, reading, etc.) and those guidelines for teaching and learning set forth for a particular educational institution.

Curriculum is any criteria, element, aspect, which aids in children's learning.

Curriculum is specifically what you teach within each discipline and at each level. Curriculum is the "floor plan" or blueprint for what is going to be taught/learned/experienced ... in the academic classroom over a period of time.

Curriculum is the delivery component of an institutions' educational mission, values, and theory of learning. It should follow in-depth discussions regarding "what a student should learn" and "how a student can best learn."

Curriculum is the expectations for what will be taught and what students will do in a program of study. It includes teacher-made materials, textbooks, and national and state standards.

Curriculum is the gathered information that has been considered relevant to a specific topic. It can always be changed or added to in order to become relevant to the times.

Curriculum is the goals, assessments, methods, and materials used to teach a particular skill or subject. I include thinking under "skill."

Curriculum is the guidelines by which different content matters are taught and assessed.

Curriculum is the outline of concepts to be taught to students to help them meet the content standards.

Curriculum is what is taught in a given course or subject.

Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. The desired outcome of curriculum is successful transfer and/or development of knowledge, skills, and attitudes.

Everything that is written taught and tested in an educational program of study.

General course design or syllabus, including goals and standards for proficiency.

Guidelines for course instruction with attention to content, teaching style and academic standards.

I feel that curriculum is anything which is planned and designed to sequentially improve students' knowledge and skills.

I guess curriculum represents the courses offered for any educational program. The curriculum's design is based on what past/current educators believe is important for students to know. Importance may be based on content that is covered in the course which is (1) competitive with other institutions (2) usable in the future career, or (3) what the school/faculty feels is an interesting topic to cover. I'm sure there are other reasons for importance but none come to mind at this time.

I suppose that my definition would speak not only to the objectives of the school program and the means by which those goals are to be reached; it would also include the philosophical construct underlying the goals and methods. For example, late in my career as a math teacher I became very interested in having the students "feel" mathematics. I wanted the students to experience the "why's" and "how's" that would build a higher level of understanding. In my view, curriculum is more than just what is done; it's WHY it's done? On a deeper level than just to cover the text or get the kids to pass the DSTP.

I think of curriculum in two ways. One: the organized method of placing nursing and related courses to meet the goal of successful completion of the nursing program competencies. The other view I have about curriculum is organizing courses around a faculty adopted conceptual framework. The faculty develops concepts and sub-concepts. From this framework the course objectives/ competencies and learning activities are developed. There is a logical progression of learning.

In a spectrum from abstract to concrete, curriculum lies in the fuzzy middle. The curriculum is sandwiched between abstract standards (usually content-based) and super-practical lesson plans and activities.

Curriculum embodies the "what" and, explicitly or implicitly, the "how" of teaching. Although usually containing "what" is to be taught, curriculum directly suggests or indirectly implies how it should be taught. For example, a curriculum with an inordinate amount of targets and content to be taught is more likely to be taught in a traditional (discussion or lecture-centered) approach than in a constructivist (pedagogy) approach.

Officially, curriculum is the formal delineation of what is to be taught and how it is to be taught. Beyond that, however, there are lots of questions and caveats regarding the formal, written curriculum as compared to the curriculum as actually delivered in the classroom. Is there, for example, a difference between what a school's official curriculum and another "hidden curriculum" representing what the system or the teacher "really" wants students to learn? If there is no formal curriculum document but students are still learning good things from teachers, is it meaningful to say that there is a de facto curriculum that has somehow come about to fill the void? To what extent is methodology a matter of formal curriculum and to what extent is it a matter of individual teacher academic freedom?

On a concrete level, curriculum is that list of "stuff" we ask students to do to demonstrate learning and outcomes. It's also the list of "stuff" that we want to tell them.

On a less concrete--but even more important--level, curriculum is the philosophy that drives us to create the "stuff" above. That is, I think that curriculum is, at its best, a collection of "stuff" that is derived from carefully thinking about the big picture. What do we want students to know and how will it be relevant to them once they're gone? If it's not relevant to them, then the question is whether they became better thinkers. And if they are better thinkers, then I'd wager that the "stuff" was driven by the principles behind it (and not the other way around)

Personally I think curriculum is a kind of design, setup, offering, or arrangement of subjects and courses.

Scope and sequence or essential concepts and content that required in educational programs. Curriculum includes methods and materials used in delivery of essential content.

Technically "curriculum" may be considered the "what" of an education-however it is I think intertwined with the "how" or the pedagogy/theory (of method) as well.

The course an academic program follows.

The curriculum is the program of instruction. It should be based on both standards and best practice research. It should be the framework that teachers use to plan instruction for their students.

The dictionary definition of "curriculum" is the following: all the courses of study offered at a university or school. I totally don't agree with that. This would be a good definition for someone who is not in education to understand. I believe that it is more specific. In my line of work objectives, performance indicators, philosophies and ways to approach these objectives are all aspects under the scope and sequence of a curriculum.

The structure and/or materials used to convey information to students.

The written curriculum is a plan of what is to be taught. It is a focus for what teachers do. Dr. Fenwick English, Purdue University, believes there are three types of curriculum: written, taught, and tested. They must be the same.

What we teach, both written and in write

Characteristics of a good curriculum

- The **Curriculum** is continuously evolving. ...
- The **Curriculum** is based on the needs of the people. ...
- The **Curriculum** is democratically conceived. ...
- The **Curriculum** is the result of a long-term effort. ...
- The **Curriculum** is a complex of details

TYPES OF CURRICULUM

1. Overt, explicit, or written curriculum

It is simply that which is written as part of formal instruction of schooling experiences. It may refer to a curriculum document, texts, films, and supportive teaching materials that are overtly chosen to support the **intentional instructional agenda** of a school. Thus, the overt curriculum is usually confined to those written understandings and directions formally designated and reviewed by administrators, curriculum directors and teachers, often collectively.

It appears in state and local documents like state standards, district curriculum guides, course of study, scope and sequence charts and teachers' planning documents given to schools.

2. Societal curriculum (or social curricula)

As defined by Cortes (1981). Cortes defines this curriculum as:...[the] massive, ongoing, informal curriculum of family, peer groups, neighborhoods, churches, organizations, occupations, mass media, and other socializing forces that "educate" all of us throughout our lives.

This type of curricula can now be expanded to include the powerful effects of social media (YouTube; Facebook; Twitter; Pinterest, etc) and how it actively helps create new perspectives, and can help shape both individual and public opinion.

3. Hidden Curriculum

Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school. While the "formal" curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills educators intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.

It is an unintended curriculum which is not planned but may modify behavior or influence learning outcomes that transpire in school. The hidden curriculum begins early in a child's education. Students learn to form opinions and ideas about their environment and their classmates. For example, children learn 'appropriate' ways to act at school, meaning what's going to make them popular with teachers and students. They also learn what is expected of them; for example, many students pick up on the fact that year-end test scores are what really matter.

4. Null Curriculum

That which we do not teach, thus giving students the message that these elements are not important in their educational experiences or in our society. Eisner offers some major points as he concludes his discussion of the null curriculum. *The major point I have been trying to make thus far is that schools have consequences not only by virtue of what they do teach, but also by virtue of what they neglect to teach. What students cannot consider, what they don't process they are unable to use, have consequences for the kinds of lives they lead.*

From Eisner's perspective the *null curriculum* is simply that which is not taught in schools. Somehow, somewhere, some people are empowered to make conscious decisions as to what is to be included and what is to be excluded from the overt (written) curriculum. Since it is physically impossible to teach everything in schools, many topics and subject areas must be intentionally excluded from the written curriculum.

Null curriculum refers to what is not taught but actually should be taught in school according to the needs of society. For example, environmental education, gender or sex education, life education, career planning education, local culture and history education courses are still empty in some schools.

5. Phantom curriculum

Media and its uses have become important issues in schools. Exposure to different types of media often provides illustrative contexts for class discussions, relevant examples, and common icons and metaphors that make learning and content more meaningful to the real lives and interests of today's students. In an Information Age media has become a very strong type of curricula over which teachers and parents have little or no control.

This type of learning has a name and definition. It is called the *phantom curricula*. It can be defined as - **"The messages prevalent in and through exposure to any type of media. These components and messages play a major part in enculturation and socializing students into the predominant meta-culture, or in acculturating students into narrower or generational subcultures."**

6. Concomitant Curriculum

What is taught, or emphasized at home, or those experiences that are part of a family's experiences, or related experiences sanctioned by the family. (This type of curriculum may be received at church, in the context of religious expression, lessons on values, ethics or morals, molded behaviors, or social experiences based on the family's preferences.)

7. Rhetorical curriculum

It comes from those professionals involved in concept formation and content changes; from those educational initiatives resulting from decisions based on national and state reports, public speeches, from texts critiquing outdated educational practices.

The rhetorical curriculum may also come from the publicized works offering updates in pedagogical knowledge.

8. Curriculum in Use

The formal curriculum (written or overt) comprises those things in textbooks, and content and concepts in the district curriculum guides. However, those "formal" elements are frequently not taught. The curriculum-in-use is the actual curriculum that is delivered and presented by each teacher.

9. Received curriculum

Those things that students actually take out of classrooms; those concepts and content that are truly learned and remembered.

10. The internal Curriculum

Processes, content, knowledge combined with the experiences and realities of the learner to create new knowledge. While educators should be aware of this curriculum, they have little control over the internal curriculum since it is unique to each student.

11. The electronic curriculum

Those lessons learned through searching the Internet for information, or through using e-forms of communication. (Wilson, 2004) This type of curriculum may be either formal or informal, and inherent lessons may be overt or covert, good or bad, correct or incorrect depending on one's views. Students who use the Internet on a regular basis, both for recreational purposes (as in blogs, wikis, chatrooms, through instant messenger, on-line conversations, or through personal e-mails and sites like Twitter, Facebook, or Youtube) and for personal online research and information gathering are bombarded with all types of media and messages. Much of this information may be factually correct, informative, or even entertaining or inspirational. But there is also a great deal of other e-information that may be very incorrect, dated, passé, biased, perverse, or even manipulative.

12. Supported Curriculum

The supported curriculum continues to have a strong influence on the taught curriculum, especially for elementary teachers, who teach four or five subjects. The textbook is often their major source of content knowledge. It includes all the facilities and materials that will help the teacher in implementing the curriculum for a successful teaching-learning process.

13. Assessed Curriculum

A tested or evaluated curriculum where teachers use paper-and-pencil tests, practical exams, and/or portfolios to assess the student's progress and for them to determine the extent of their teaching during and after each topic they teach. The Assessed curriculum seems to have the strongest influence on the curriculum actually taught. In an era of accountability, teachers are understandably concerned about how their students perform on tests. Much classroom time is spent on developing test-wiseness and on practicing questions similar to those that will appear on district, state, and national tests. And in almost every class, students ask the perennial question: "Will this be on the test?" There is a positive side to this emphasis on tests, when they take the form of performance assessments.

14. Extra Curriculum

The school project programs. An activity at a school or college pursued in addition to the normal course of study

WHAT IS CURRICULUM DESIGN?

Curriculum design is a term used to describe the purposeful, deliberate, and systematic organization of curriculum (instructional blocks) within a class or course. In other words, it is a way for teachers to plan instruction. When teachers design curriculum, they identify what will be done, who will do it, and what schedule to follow.

Purpose of Curriculum Design

Teachers design each curriculum with a specific educational purpose in mind. The **ultimate goal is to improve student learning, but there are other reasons to employ curriculum design** as well. For example, designing a curriculum for middle school students with both elementary and high school curricula in mind helps to make sure that learning goals are aligned and complement each other from one stage to the next. If a middle school curriculum is designed without taking prior knowledge from elementary school or future learning in high school into account it can create real problems for the students.

Types of Curriculum Design

There are three basic types of curriculum design:

- a) Subject-Centered Design
- b) Learner-Centered Design
- c) Problem-Centered Design

Subject-Centered Curriculum Design

Subject-centered curriculum design revolves around a particular subject matter or discipline. For example, a subject-centered curriculum may focus on math or biology. This type of curriculum design tends to focus on the subject rather than the individual. It is the most common type of curriculum used in K-12 public schools in states and local districts in the United States.

Subject-centered curriculum design describes what needs to be studied and how it should be studied. Core curriculum is an example of a subject-centered design that can be standardized across schools, states, and the country as a whole. In standardized core curricula, teachers are provided a pre-determined list of things that they need to teach their students, along with specific examples of how these things should be taught. You can also find subject-centered designs in large college classes in which teachers focus on a particular subject or discipline.

The primary drawback of subject-centered curriculum design is that it is not student-centered. In particular, this form of curriculum design is constructed without taking into account the specific learning styles of the students. This can cause problems with student engagement and motivation and may even cause students to fall behind in class.

Learner-Centered Curriculum Design

In contrast, learner-centered curriculum design takes each individual's needs, interests, and goals into consideration. In other words, it acknowledges that students are not uniform and adjust to those student needs. Learner-centered curriculum design is meant to empower learners and allow them to shape their education through choices.

Instructional plans in a learner-centered curriculum are differentiated, giving students the opportunity to choose assignments, learning experiences or activities. This can motivate students and help them stay engaged in the material that they are learning.

The drawback to this form of curriculum design is that it is labor-intensive. Developing differentiated instruction puts pressure on the teacher to create instruction and/or find materials that are conducive to each student's learning needs. Teachers may not have the time or may lack the experience or skills to create such a plan. Learner-centered curriculum design also requires that teachers balance student wants and interests with student needs and required outcomes, which is not an easy balance to obtain.

Problem-Centered Curriculum Design

Like learner-centered curriculum design, problem-centered curriculum design is also a form of student-centered design. Problem-centered curricula focus on teaching students how to look at a problem and come up with a solution to the problem. Students are thus exposed to real-life issues, which helps them develop skills that are transferable to the real world.

Problem-centered curriculum design increases the relevance of the curriculum and allows students to be creative and innovate as they are learning. The drawback to this form of curriculum design is that it does not always take learning styles into consideration.

Curriculum Design Tips

The following curriculum design tips can help educators manage each stage of the curriculum design process.

Identify the needs of stakeholders (i.e., students) early on in the curriculum design process. This can be done through needs analysis, which involves the collection and analysis of data related to the learner. This data might include what learners already know and what they need to know to be proficient in a particular area or skill. It may also include information about learner perceptions, strengths, and weaknesses.

Create a clear list of learning goals and outcomes. This will help you to focus on the intended purpose of the curriculum and allow you to plan instruction that can achieve the desired results. Learning goals are the things teachers want students to achieve in the course. Learning outcomes are the measurable knowledge, skills, and attitudes that students should have achieved in the course.

Identify constraints that will impact your curriculum design. For example, time is a common constraint that must be considered. There are only so many hours, days, weeks or months in the term. If there isn't enough time to deliver all of the instruction that has been planned, it will impact learning outcomes.

Consider creating a curriculum map (also known as a curriculum matrix) so that you can properly evaluate the sequence and coherence of instruction. Curriculum mapping provides visual diagrams or indexes of a curriculum. Analyzing a visual representation of the curriculum is a good way to quickly and easily identify potential gaps, redundancies or alignment issues in the sequencing of instruction. Curriculum maps can be created on paper or with software programs or online services designed specifically for this purpose.

Identify the instructional methods that will be used throughout the course and consider how they will work with student learning styles. If the instructional methods are not conducive to the curriculum, the instructional design or the curriculum design will need to be altered accordingly.

Establish evaluation methods that will be used at the end and during the school year to assess learners, instructors, and the curriculum. Evaluation will help you determine if the curriculum design is working or if it is failing. Examples of things that should be evaluated include the strengths and weaknesses of the curriculum and achievement rates related to learning outcomes. The most effective evaluation is ongoing and summative.

Remember that curriculum design is not a one-step process; continuous improvement is a necessity. The design of the curriculum should be assessed periodically and refined based on assessment data. This may involve making alterations to the design partway through the course to ensure that learning outcomes or a certain level of proficiency will be achieved at the end of the course.

Importance of Curriculum to Teaching

An effective curriculum provides teachers, students, administrators and community stakeholders with a measurable plan and structure for delivering a quality education. The curriculum identifies the learning outcomes, standards and core competencies that students must demonstrate before advancing to the next level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. An evidenced-based curriculum acts as a road map for teachers and students to follow on the path to academic success.

Developing Curriculum

When developing a curriculum for a school or district, aligning curriculum and instruction through the development process is ideal. Studying and writing curriculum is an ongoing part of curriculum development that may adjust during the process with teacher and district input. Including related

professional development and teacher input is imperative in especially when developing or introducing new curriculum at a site or district level. For the curriculum development process to be successful, site and district leadership need to be available and open to working with teachers and curriculum developers as well.

Impact on Administrators

Administrators follow a detailed curriculum to help students achieve state and national standards of academic performance. Schools can lose public funding if students fall substantially behind peers at higher performing schools. The curriculum ensures that each school is teaching students relevant material and monitoring the progress of students from all types of backgrounds.

Impact on Teachers

A school's curriculum informs teachers what skills must be taught at each grade level to ultimately prepare students for postsecondary education or a job. Understanding the big picture helps teachers align the learning objectives of their own curriculum with the school's curriculum. In the absence of a curriculum, teachers wouldn't know whether students are building a solid foundation to support learning at the next level.

Impact on Students

A curriculum outlines for students a sequence of courses and tasks that must be successfully completed to master a subject and earn a diploma or degree. Students .

Curriculum Planning

Teachers may be evaluated on the use of knowledge of the developmental stage of their students in the planning of classroom curriculum. The Danielson Group's framework for teaching requires the demonstration of content knowledge in the planning of curriculum. Development of instructional objectives, knowledge of resources, construction of assessments and creation of cohesive units may also be evaluated. The North Carolina Professional Teaching Standards also require teachers to demonstrate adaptation of lessons for students' individual needs.

Teacher evaluation criteria are determined at the state or district level. Evaluation goals include determining teacher effectiveness, assessing performance of students and serving as the catalyst for professional development. Teacher performance as an instructor, as a professional and as part of the larger school community appears in professional standards from state to state and district to district.

Classroom Environment

Evaluation standards for the teacher's creation and maintenance of a classroom environment include the way the teacher incorporates the larger school community and environment into the classroom. The Danielson Group recommends evaluation of classroom environment by management of physical space, procedures and classroom behavior.

Teacher evaluation criteria are determined at the state or district level. Evaluation goals include determining teacher effectiveness, assessing performance of students and serving as the catalyst for professional development. Teacher performance as an instructor, as a professional and as part of the larger school community appears in professional standards from state to state and district to district.

Instructional Strategies

Evaluation of instructional strategies includes the teacher's use of self-directed lessons and a demonstration of flexibility and responsiveness to students. A key component of classroom instruction is communication, including providing directions, utilizing questions and discussion, answering student questions and clearly communicating content. Classroom instruction should also include continual assessment throughout a lesson.

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Leadership and Professional Development

Standards for leadership in an educational community include effective communication with colleagues, parents and the larger community. Teachers may also be evaluated for their ability to analyze data from test scores to develop curriculum and to maintain classroom records and resources. Professional growth standards may include goal setting, reflection on personal performance, and participation in a professional learning communication.

What Makes a Good Curriculum?

The educational system and schools in particular have a responsibility to individual children and the society at large to prepare future ready learners for the world.

This is why a standards based curriculum is very important. All good curricula are based on certain requirements and standards usually outlined by a controlling body.

Characteristics of a good curriculum

1. At the heart of a high quality curriculum is the premise that all students are able to learn and are capable of being successful. In effect, a standard curriculum is built on high expectations and should be rigorous to undertake.
2. Because the curriculum prepares learners for life in the society, a curriculum obviously should be dynamic and evolve regularly to meet the needs of learners as well as the society. –
3. A curriculum should gradually build the learning experience. This means that it should allow for continuity of experiences as the learner progresses and grows.

4. Every curriculum should meet the needs of individual learner whether it's for private or public schools, every student's needs should be considered while choosing a curriculum.
5. Because it caters to a wide variety of people, a good curriculum should be developed democratically. This means educators representing all grade levels and disciplines should be included in order to achieve cohesiveness that targets the success of every child.
6. Every aspect of the curriculum should have a clear objective or end goal to achieve.
7. A good curriculum is not rigid-it allows room for flexibility, monitoring and evaluation by administration.
8. It should provide sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations.
9. It should be psychologically sound. It should take into account the theories of learning relevant to the fields of study. As such, a broad range of possible learning styles must also be considered.
10. Lastly, a Curriculum should be responsible for personality development of the learners.

Must be practicable and reproducible.

Good curriculum should caters all aspect and element of the learner

It should meet the needs of the students

Curriculum must be related with tradition and custom of the target society

The Curriculum is effective when it has continuous monitoring and evaluation. It adapts its educational activities and services to meet the need of a modern and dynamic community.

The Good Curriculum is a long hard work developed through the efforts of individuals from different sectors in the society who are knowledgeable about the interests and needs of the learners and the society.

Content-Based Instruction (CBI) is a significant approach in language education (Brinton, Snow, & Wesche, 1989), designed to provide second-language learners instruction in content and language (hence it is also called content-based language teaching; CBLT). CBI is considered an empowering approach which encourages learners to learn a language by using it as a real means of communication from the very first day in class. The idea is to make them become independent learners so they can continue the learning process even outside the class.

Historically, the word content has changed its meaning in second language teaching. Content used to refer to the methods of grammar-translation, audio-lingual methodology, and vocabulary or sound patterns in dialog form.

Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning (linguistic immersion).

Content Based Curriculum

Abstract

The Japanese Ministry of Education's plan to accept the influx of 300,000 international students by the year 2020, along with its vision to further internationalize higher education, calls for universities to provide more content courses taught in English in the near future and creates the need among many universities to find ways to provide content-based instruction in English that is level- and language-appropriate. While an array of commercially made EFL/ESL materials exist for majors such as business, instructors will have much greater difficulty finding level- and content appropriate materials for other majors, such as law or international relations. As a result, many teachers, when faced with teaching a course where no suitable text exists, must create and develop their own content-based curriculum. This paper will address the basic steps needed to effectively design and create a content-based curriculum for a university-level EFL/ESL classroom. It will explore the varying definitions of *content-based course* and examine types of courses integrating language and content, the common challenges faced while writing a content-based curriculum, important guidelines to follow as the curriculum is written, and methods to gather and utilize teacher and student feedback for revision after the course has been taught.

Introduction

The task of developing level- and language-appropriate content based curriculum can be a challenge for both the individual teacher and a university program. The purpose of this paper is to identify and discuss five areas that are essential for designing effective content-based curriculum:

1. Defining Content-Based Instruction (CBI), taking into account the balance between language and content and examining the types of courses on a language-content driven continuum
2. Recognizing the challenges and factors involved prior to writing the curriculum
3. Writing clear, concise, sequential and level-appropriate lesson plans
4. Collecting and incorporating teacher and student feedback into the revision of the curriculum
5. Careful planning, management, implementation, and support by the relevant institution.

Defining of Content-Based Instruction

There are varying views on the definitions of *content* and *content based instruction*. However, a key step in designing an effective curriculum that meets the needs of students, the instructors, and the specific program will be to identify and agree on a working definition of these terms. Chaput (1993) defines *content* as "any topic of intellectual substance which contributes to the understanding of language in general, and the target language in particular." In this view, the goal of utilizing content in a classroom would be learning the

language. Crandall and Tucker (1990) describe *content* as “academic subject matter” while Curtain and Pesola (1994) express *content-based instruction* as “curriculum concepts being taught through the foreign language.” These particular views represent an ambivalent aspect of CBI in which the content itself is emphasized, but in a language learning context. In light of these two perspectives, it will be important for curriculum developers to answer the following questions before designing curriculum: Will the course be a content-driven course in which learning the content is the priority? Will it be a language-driven course in which language learning tasks take precedence? Or will it be a course that aims to emphasize both the language and content? A framework provided by Met (1999), in Table 1, provides curriculum developers a scheme to consider the balance between language and content that is appropriate for each individual context. This continuum can assist teachers in determining overall course objectives as well as the specific language and content goals of each lesson.

Table 1. Continuum of Content and Language Integration

Source: M. Met. (1999)

Content-Driven	Language-Driven
<ul style="list-style-type: none"> ➤ Content is taught in L2. ➤ Content learning is priority. ➤ Language learning is secondary. ➤ Content objective determined by course goals or curriculum. ➤ Teachers must select language objectives. ➤ Students are evaluated on content mastery. 	<ul style="list-style-type: none"> ➤ Content is used to learn L2. ➤ Language learning is priority. ➤ Content learning is incidental. ➤ Language objectives determined by L2 course goals or curriculum. ➤ Students are evaluated on content to be integrated. ➤ Students are evaluated on language skills/proficiency.

At one end of the continuum are content-driven programs, in which student learning of the content is the main focus of the course and language learning is secondary. It is the content that determines the instruction and mastery of the content which is the primary goal. Programs that focus mainly on content are those such as immersion programs in which the focus of instruction is on the content being learned in another language. In these programs, little attention is paid to language instruction. Language emerges from the content and contact with the teacher and other students. Thus, at this end of the continuum, students’ mastery of the content is primary and language learning is incidental.

At the other end of the continuum, there are language-driven courses where content becomes a tool for achieving the language learning objectives. The student is not held accountable for learning the content but rather for learning the language. In this case, foreign language courses reinforce language acquisition. Programs that are language-driven but use content as a means to teach language select content based on its usefulness in meeting targeted language goals. Language learning is primary and content learning is

secondary. However, for most programs, curriculum development and instruction fall in between these two extremes.

**Table 2: Content-Based Language Teaching:
A Continuum of Content and Language Integration, Source: Met, M. (1999)**

Content-Driven				Language-Driven	
<i>Total immersion</i>	<i>Partial immersion</i>	<i>Sheltered courses</i>	<i>Adjunct courses</i>	<i>Theme-based courses</i>	<i>Language classes with frequent use of content for language practice</i>

As mentioned, many programs fall in the middle of the continuum and need to use a blending of definitions to meet their needs. In Table 2, the continuum is further defined. Met (1999) shows that there are three basic approaches to language and content integration that fit in-between the two extremes: theme-based courses, adjunct courses, and sheltered courses. These approaches are all suited to university programs. Theme-based courses are language-driven. The aim of theme-based courses is for students to develop L2 skills and proficiency by selecting functional topics that contribute to language learning. Chaput (1993) defines the content of a content-based course as "...any topic of intellectual substance which contributes to the understanding of language in general, and the target language in particular." This is similar to Met's theme-based definition. An example of such courses are four-skill reading, writing, listening, speaking courses which use topical themes such as sports, food, and directions as language learning vehicles. Instruction is in the target language, with the learner's knowledge and retention of the content purely incidental. Language instructors focus on evaluating L2 learners in terms of language growth rather than mastery of the content. Adjunct courses fall in the middle of the continuum; both language and content are goals. In this type of course, students are expected to learn content and language simultaneously. Students are evaluated on their mastery of both the content material and L2. University level courses which can be considered adjunct courses include Business English, Travel and Tourism, and English for Academic Purposes. In adjunct courses, both the L1 and the L2 can be used as a means of instruction, unlike a theme-based course in which instruction is in the L2. Like adjunct courses, sheltered courses exist in the middle of the continuum. In a sheltered course-based curriculum, courses are content driven, but linguistically sensitive teaching strategies are employed to make content accessible in the L2. The subject matter is taught in the L2 at the language level of the students. Curtain and Pescola (1994) support this by stating "...curriculum concepts [are] taught through the foreign language...appropriate to the grade level of students." Students are evaluated on their mastery of the content while language learning is incidental. All forms of CBI in essence will integrate both language and content. However, one of the greatest challenges in CBI will be achieving the balance that is appropriate to a particular context. Murphey (1997) indicates, "The hardest task for most teachers seems to be in making their content area comprehensible and in avoiding the two extremes

(p.123).” It will be important to consider this balance while establishing course goals and objectives during the lesson writing process.

Recognizing the Challenges and Factors Involved Prior to Writing the Curriculum

When developing curriculum for a content-based course, each teacher will be approaching a different context for writing lessons and course material. Teachers write content-based curriculum for diverse subject matter. Curriculum committees or individual teachers may be writing curriculum for all faculty members who are teaching the same course or may simply be writing curriculum for their own courses. In any situation, the context will dictate much of the style and content included in the curriculum.

There are four areas that present challenges prior to curricular development. These factors include areas related to students, teachers, materials, and external factors.

One of the first challenges facing curriculum writers will be to consider the varying language proficiency levels of the students. If possible, the students should be placed into classes according to their English abilities. Simultaneously, scheduling and class size should be arranged to reflect the overall goals and objectives of the course. Prior content knowledge of the students will be another factor to consider, as the students may or may not have a solid foundation in their first language in the content, let alone their second language. Student interest and motivation should also be taken into account prior to curricular development.

A second area of contextual challenges will relate to teachers and the instruction of content-based curriculum. It will be important for the curriculum developers to recognize the various teaching styles of instructors and their prior knowledge of the content. Some teachers may be intimidated by teaching a content-based course if they have little or no prior knowledge of the subject matter involved. This means it will be vital to orient instructors in both their approach to CBI and in the content that will be taught. It also suggests that lesson plans that are later developed need to be written clearly, concisely, and consistently, so instructors can focus on learning and teaching the content itself.

Locating materials for content-based courses can pose another set of challenges. Depending on what content is going to be taught, it may be difficult to find an appropriate textbook for the course due to difficulty of the text and/or the relevancy of topics within a textbook. Curriculum developers will need to consider multiple factors in selecting what kind of themes or topics to teach.

The final area that needs to be examined will be external factors, such as scheduling, budgeting, how students are organized, and the goals of the university or department that the content is related to. Many of

these influential factors cannot be directly controlled by the curriculum developers. However, it will be important to communicate with the administration about essential needs (e.g., funding, time for curricular development, number of people involved, etc.) and to discuss the goals and objectives of the course.

Guidelines for Writing and Developing Curriculum

The following sections are meant to provide advice for curriculum writing that was applied by the author in his or her previous experience but could be easily adapted and applied to a variety of CBI writing situations.

Before beginning the writing process, creating a set of formatting guidelines to follow will ensure consistency, clarity, and continuity for individual lessons and the overall curriculum. Adopting clear writing guidelines is especially important when lessons are being developed by a committee. Lessons should incorporate a uniform style with clear instructions for any teacher to be able to pick up, review, and teach. The lesson objectives should accompany activities used to achieve those objectives, and sufficient background content information should be included to provide adequate support for teachers.

Students jumping into a content-based course will invariably need vocabulary support for the multitude of content-specific words and terms. While writing content-based curriculum, it is important to identify key vocabulary and create a bank of words that students will need to learn in order to understand each lesson. Kate Kinsella notes, “Instructors in content based classrooms can do their English language learners an immeasurable service by introducing them to a systematic and pedagogically sound method of vocabulary expansion (Kinsella, 1997, p. 64).” Writers should keep in mind that students must learn the essential vocabulary *prior* to the target lesson. Explicitly teaching the students strategies for earning vocabulary, stressing the importance of consistent study and using vocabulary assessment regularly will greatly increase the likelihood that students will be able to understand the content of the lessons.

When writing curriculum for content-based courses it is imperative to limit the amount of material covered in the course. With the guidance of the teacher, this will enable students opportunities for repeated exposure to fully grasp the intended topic. Varying the activities and modes of instruction to cover a single topic helps to keep students engaged. As Stoller and Grabe write, “It is important not to overwhelm students with too much content. There are usually many ways to exploit interesting content for language learning purposes without moving through large sets of resources too quickly (Stoller and Grabe, 1997, p. 93).” For example, one lesson in a unit may include activities that focus on reading and making written responses to a content-based article, while the next lesson asks students to interpret charts and graphs and interact in small groups using the same content from the previous week. The content-specific language written and read in the first class gets “recycled” by the speaking and listening in the second class. Altering the tasks but working with similar content over a series of classes allows students the time necessary to comprehend and use language specific to the content.

Anonymous surveys that ask students and teachers specifically about activities, assignments, and vocabulary and provide space for written comments are helpful for gauging the overall perception of the curriculum and for finding common areas of concern. This type of feedback allows students and teachers to be frank about the curriculum without fear of offending the teachers or curriculum writers. Formal surveys of this type can be done several times over the course of the school year. In addition to the formal, traditional survey format, more informal, but equally valuable, opportunities for feedback exist. Creating a “posting” space for comments online allows teachers to make remarks about lessons immediately after they have taught the lesson while curriculum problems are still fresh in their minds. This also benefits the curriculum writers who can quickly and easily gather feedback about specific lessons. Furthermore, one-to-one interviews or informal questioning with both teachers and students can also provide helpful feedback, but in these situations it is important to make a written record of comments so that they can be easily accessed and not forgotten when the time comes to begin revising the curriculum. Having frequent group meetings with teachers also provides opportunities for valuable discussion and gives opportunities for curriculum writers to collect teacher-generated ideas, which will be helpful for later revision. Regardless of the methods used, it is essential to gather feedback throughout the school year, to listen carefully to both teacher and student suggestions, and to make changes to the curriculum when necessary.

Administrative Considerations for Content-Based Language Programs:

I was previously engaged in writing a content-based curriculum for an introductory international relations course for second-year Japanese students at Asia University in Tokyo, Japan. The curriculum I developed was used by a group of thirteen EFL teachers and was a required year-round course for their students. In this particular context, a textbook that was appropriate for the language level of the students and that covered content specifically relating to their major could not be located. Subsequently, I, as part of a larger curricular development team, helped to design and write materials and lesson plans for the class. Drawing upon previous experience working on a program-wide content-based course, I would like to share some insight into the curriculum development process and make recommendations to any teaching program as well as instructor who may be involved in a similar undertaking.

The process of curricular development, especially in cases which involve a whole department, all students studying a particular major, and/or more than several instructors, will require careful planning, extensive preparation and a long-term commitment from all parties involved. Diagram 2, titled, “The Curricular Development Sequence” (Brooks & Sandkamp, 2006) is one particular model that represents the numerous steps that are involved in the overall process of designing and developing curriculum. A time-frame of two-

to-three years to discuss, plan, prepare, design, pilot, and revise the curriculum will be realistic for completing this type of project.

In developing content-based curriculum, there are several different approaches that can be taken to create materials for a one-semester or yearlong course. One possibility would be to require each instructor to develop all curricular materials for the course individually. In this approach, teachers would have the most flexibility in terms of what content to teach and how to teach it. However, this approach would result in all teachers having to carry an equal load of the curricular development for a subject in which they may have limited knowledge and little or no teaching experience. The creation of this curriculum would need to be done while teaching a full schedule of English courses. Moreover, if twelve teachers are writing individually, there will be twelve different courses being developed—none having the same goals, objectives and content. If the content-based courses are meant to be program-wide, it would be difficult to achieve the intended goals and objectives when each course is unique.

Another approach to developing curriculum would be to ask each instructor involved to write one or two lessons plans that would be used by the rest of the instructors. If there are twelve teaching weeks during the semester and twelve instructors involved, each teacher would only have to write one lesson per semester. This would lighten the load of curricular development for each individual teacher. However, this type of curriculum would lack consistency between lessons, have disconnected themes and activities, and have varying course goals and objectives.

To ensure that the course is consistent, organized, and clear in terms of what is going to be taught, one person could plan, design, implement, and modify the entire curriculum from beginning to end. However, the tasks and responsibilities involved in an immense curricular development project would be too great if handled by a single person, especially if that individual is teaching full-time at the institution. Therefore, I recommend that a team of four to five curriculum writers be formed to collectively work on the project. A group of this size ensures that the workload of curriculum development can be divided so it is not concentrated on a few individuals. A team of this size allows for each member to become an “expert” at the subject matter, and, at the same time, it is small enough for communication to be effective within the group.

I would like to make three recommendations to future administrators involved in the formation of such a project group. First, recruit curriculum writers who are willing to invest the large amount of both time and energy it takes to create a content-based curriculum and are interested in the project’s topic, focus and objectives. Second, make group members aware that the project will be long-term and will need to be revised and regularly maintained once implemented. Ideally, group members should be committed to

participate in the project for two-to-three years. If group members are selected from contract teachers, they should also be of different entry years so that it creates more continuity for subsequent revisions and updating of material. Finally, administrators should make efforts to decrease the teaching load of the teachers involved in such a project. Members of the curriculum team will be required to spend considerable numbers of hours meeting with the administration, professors from other departments of the university, staff members, other teachers in their own programs, and the project team to collectively discuss, plan, clarify, gather information or input, and make decisions about the curriculum. Simultaneously, the project team will need even more time to determine the course topics, decide what is going to be taught, search for materials, write and revise lesson plans, teach the actual content, and gather feedback about the course. Due to the immense amount of work involved in such a project, teaching schedules should be adjusted so the project team has the time to fulfill their project responsibilities without cutting into time to plan for other courses for which the teachers may be responsible. Concurrently, teaching schedules should also be structured so that all of the group members have a shared open time-slot so they can meet together as group.

I would also like to make three other recommendations related to the implementation and management of such content-based language programs. First, I strongly recommend that the initial curriculum writers and members of the project team create documentation and guidelines for future revision and development. If possible, the logic or reasoning behind the incorporation of particular themes into the syllabus, as well as explanations regarding why certain tasks or activities were included in the lessons, should be documented. In an institutional context in which instructors are limited to a finite contract, often newer members of an English language program may be asked to be involved with updating and revision at the beginning of an academic year. With the help of guidelines and/or details regarding content and teaching, this type of documentation can help ensure more continuity and assure the curriculum will be revised constructively. Second, administrators should plan and help organize orientation workshops for both instructors who are new to the course and those who have previous experience teaching the course. This can introduce the concept of CBI to those new to it as well as help remind the other teachers of its benefits and ways to overcome its challenges. This type of workshop could also be used as a forum for the discussion and sharing of teaching ideas, strategies, and materials that were effective. Support meetings during the semester will also be beneficial as a venue to share teaching ideas or opinions. Finally, both the administration and the instructors should take into account the wide range of language proficiencies among students. In a program-wide situation, the disparity between the top and bottom proficiencies could be quite significant. The difficulty of curricular content and language included in the lessons, how much pre-teaching of content and/or language will be needed, and the pace of lessons are elements that need to be accounted for in both curricular development and actual teaching. Whether teachers have the flexibility to alter the curriculum, both content-wise, in what they teach, and in the number of activities presented in a

lesson, and/or have the ability to modify exams or assessment methods will also need to be discussed at length. Both discussions between teachers and the curricular writers and managerial direction within a program will be essential to the success of a content-based program.

Summary

Developing a content-based course can be a challenging and time consuming task for any curriculum writer. Establishing where the course or language program will fit along the content/language continuum and how to balance language and content within should be the first step in this endeavor.

Defining this first step allows teachers to then identify and address the challenges common to most content-based programs, such as the disparity in language proficiencies of students, lack of level-appropriate materials, and varying degrees of prior content knowledge of teachers. Once the writing process begins, curriculum writers would be wise to limit the amount of material presented to students and to find activities that allow students maximum exposure to course vocabulary and content. Lessons should be written clearly and uniformly and include background information so that teachers with less prior content knowledge can feel confident when presenting the curriculum to their students. As the course begins, curriculum writers should collect as much student and teacher feedback as possible to aid in their ongoing revision of the curriculum. Finally, administrators should also take measures to alleviate workloads as well as guarantee the maximum logistical and managerial support to the curriculum writers and teachers.

Curricular and Co-curricular Activities

Curricular activities are the prescribed courses of study. They are undertaken inside the classroom, in a laboratory, workshop or in a library. These activities are integral part of the over-all instructional programme. The curricular activities include classroom activities, activities in the library etc. they are integral part of the overall activities that goes on the school. Eg. Examination, Assessment, Library etc are all part of academic/curricular activities.

Co-curricular activities are those activities which are organised outside the classroom setting/situation. They have indirect reference to actual instruction work that goes on in the classroom. Some types of co-curricular activities include physical development activities, cultural development activities, social development activities, moral development activities, literacy activities etc. They argument the curricular activities.

Importance of Co-Curricular Activities

- a) Reduces boredom in learners
- b) Enhance learners' communication skills
- c) Prepares them to learn new things
- d) Aids in releasing stress
- e) Source of entertainment

- f) Help develops the psychomotor skills of the learner
- g) Promotes socialization
- h) Broaden learners' skills and knowledge
- i) Help showcase individual hidden talents
- j) Helps overcome inferiority complex of learners
- k) Helps learners to tolerate each other.
- l) Enhances self esteem
- m) Useful in physical development of the child
- n) Helpful in social development of the child (co-operation skills, t
- o) Instills leadership qualities in the child
- p) Essential emotional development
- q) Disciplinary value

UNIT 2 THE CONCEPT OF TEACHING

Outline

- ❖ Introduction
- ❖ Concepts of Teaching
- ❖ Features of Teaching
- ❖ Conclusion
- ❖ Assignments

Introduction

- In the previous lesson, we considered the concept of curriculum, assessed some definitions of the term as well as its types. I am sure you are able to define curriculum and explain some key types in your own words. Congratulations!!
- We will continue the discussion in this lesson and focus on another important concept which is closely related to the concept of curriculum: The Concept of Teaching.
- Thus, after discussing the concepts of teaching and learning, we will proceed to deal with other issues that bother on the concept of teaching.
- By the end of this lesson, therefore, students will be able to:
 - Define teaching in their own words,
 - Exemplify traditional and modern concepts of teaching, and
 - Discuss the features of teaching competently

Content

- In education, teaching is the concerted sharing of knowledge and experiences, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.
- Other experts define teaching as preplanned behaviours informed by learning principles and child development theory which directs and guides instruction to ensure desired students outcomes.
- The following are some definitions of teaching by experts:
 - H.C Morrison: - Teaching is an intimate contact between the more mature personality and a less mature one.
 - Jackson: - Teaching is a face to face encounters between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students).
 - “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person” - N.L. Gage (1962) “Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”. -John Brubacher
 - Ryburn: “Teaching is a relationship which keeps the child to develop all his powers.”
 - B.O. Smith: “Teaching is a system of actions intended to produce learning.”
 - Thomas F. Green: “Teaching is the task of teacher which is performed for the development of the child.”
 - Burton: “Teaching is the stimulation, guidance, direction and encouragement of learning.”

Traditional and Modern Teaching

Traditional Teaching

Teaching is the act of imparting instructions to the learners in the classroom situation. The teacher gives information to the students, or one of the students reads from the text-book, while the other students silently follow him in their text-books.

Modern Teaching

Teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.

Features of Teaching

Having gone through the definition of teaching, we will discuss the features of good teaching. Below are some features:

- Begin class promptly and in a well-organized way.
- Treat students with respect and caring.
- Provide the significance/importance of information to be learned.
- Provide clear explanations, holds attention and respect of students and practices effective classroom management.
- Use active hands-on student learning.
- Varies his/her instructional techniques.
- Provide clear, specific expectations for assignments.
- Provide frequent and immediate feedback to students on their performance.
- Praise student answers and uses probing questions to clarify/elaborate answers.
- Provide many concrete, real-life, practical examples.
- Draw inferences from examples/models...and uses analogies.
- Create a class environment which is comfortable for students....allows students to speak freely.
- Teach at an appropriately fast pace, stopping to check student understanding and engagement.
- Communicate at the level of all students in class.
- Have a sense of humor!
- Use nonverbal behavior, such as gestures, walking around, and eye contact to reinforce his/her comments.
- Present him/herself in class as 'real people.'
- Focus on the class objective and does not let class get sidetracked.
- Use feedback from students (and others) to assess and improve teaching.
- Reflect on own teaching to improve it.

What Makes a Good Teacher

❖ Excellent Communication Skills

If a teacher's communication skills (verbal, nonverbal, and visual, which involve speaking, writing, imagery, body language, and the organization of ideas into understandable structures) are good, they can convey knowledge with better skill and results.

❖ Superior Listening Skills

In addition to being good communicators, good teachers also happen to be excellent listeners. When good teachers develop this patient quality in themselves, they start to become great. Great teachers listen hard and then use what they hear to improve the communication.

❖ Deep Knowledge of and Passion for the Subject Matter

Passion is infectious. Love of a subject matter inspires a person to learn more, dig deeper, and think harder about it, so passion inspires deeper knowledge. The best teachers are those that clearly love their subjects and pass that passion and desire to learn more on to their students.

❖ The Ability to Develop Strong Relationships with Students

It's not enough just to know what you're talking about, though, and a great teacher doesn't only teach from the head. In the best classrooms, hearts are involved, as well. In order to create a healthy classroom environment, it's the teacher's job to help students learn, they must be easy to approach.

❖ Preparation and Organization Skills

The best teachers have excellent lesson plans, lectures, and assignments that they continually improve. They have studied extensively and read widely about how to teach and methods to facilitate learning. They structure their days, lessons, and units in a way that fosters maximal understanding and interest.

❖ Strong Work Ethic

Anyone who's done it knows that teaching is one of the hardest jobs there is. The secret that keeps them going is that great teachers really, really want to be great teachers, and they'll stop at nothing do succeed. A great teacher will do almost anything to help their students. They always make time and they're always willing to help. If something doesn't work, they'll work tirelessly until they find a solution.

❖ The Ability to Build Community

The best teachers understand the importance of building supportive and collaborative environments. In addition to forming caring relationships with each student, the best teachers foster healthy mutually respectful relationships between the students. They know how to establish guidelines and assign roles to

enlist every student's help and participation. Every student feels like they are not only accepted by the larger group, but that their presence is a necessary ingredient in the classroom's magic.

❖ **High Expectations for All**

Studies show that a teacher's expectations have a huge impact on student achievement. The best teachers have high expectations for all of their students. They expect a lot from each student, but those expectations are both challenging and realistic. This doesn't mean they hold all students to the same high standard, but instead that they know what each student is capable of individually and strive to help each one attain their personal best.

Professional and Personal Characteristics of Teachers

- God-fearing
- Selfless
- Generous
- Invulnerable
- Personal aspects are stable
- Kind
- Open to learn more and more things
- Joyful

A TEACHER'S JOB: DUTIES AND RESPONSIBILITIES AND ROLES

ROLES:

- ❖ Facilitator
- ❖ Role Model
- ❖ Assessor
- ❖ Planner
- ❖ Information Provider
- ❖ Resource Developer

DUTIES AND RESPONSIBILITIES:

- Meet and instruct assigned classes designated time and place
- Maintain classroom environment conducive to learning within limits of source
- Prepare for classes assigned, show written evidence of preparation
- Assist students in setting and maintaining standards of classroom behavior
- Evaluate student progress on a regular basis

- Maintain accurate, complete, and correct records as required by law
- Assist in selecting books, equipment and other instructional materials
- Establish and maintain cooperative relations with others
- Cooperate with other members of staff in planning instructional goals, objectives and methods

CODE OF ETHICS

Written set of guidelines issued by an organization to its workers and management to help them conduct their actions in accordance with its primary values and ethical standards.

DIFFERENCES BETWEEN TEACHING APPROACH, TEACHING METHOD, TEACHING TECHNIQUE, AND TEACHING STRATEGIES

Teaching Approach is like a description of how we go about teaching our students. This description explains what we do when we teach.

The sorts of teaching and learning activities that we have planned (lecture, tutorial, self-directed learning, case study, workshop, workplace learning);

Ways in which we try to engage students with the subject matter (provide students with basic facts, relate new knowledge to what students already know, build in interaction, be passionate, be enthusiastic);

The ways in which we support our students (encourage questions, set formative assessments, and provide constructive feedback).

The mode or manner we are teaching is very important as well because in that way we notice and measure our students' improvement. Also we can know how to facilitate learning (qualities of the teacher such as passion, principles for good teaching practice such as providing timely and constructive feedback, putting educational theory into practice).

Then, we have the **Teaching Method** which comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of the students.

If we compare the teaching approach and the teaching method, the difference is that the teaching approach is like the form or way we teach, how we do it while the teaching method is what kind of activities we use in order to teach.

Tell me, I forget, Show me, I remember, Involve me, I understand.

Teaching Techniques are such steps we follow when we teach. For example, when we want to help students learn the meaning of new vocabulary words we can use a teaching technique known as Definition Clues. The process works as follows.

The teacher chooses a word and work in different steps.

STEP 1 - Give Definition Clue (an example of the word in a real situation)

STEP 2 - Give the actual definition of the word

STEP 3 - Ask students for the correct answer after each word.

We can easily teach any topic following steps, and it will help us to be more organized and to facilitate and make funny our students' learning process.

Finally, *Teaching Strategies* are the methods we use to allow learners to access the information we are teaching.

For example, we could read the information to them; we could display it pictorially; we could allow them to research the information themselves; we could present it as a PowerPoint presentation. We can use our creativity so as to make every class interesting by using good strategies for teaching.

The Concept of Learning

Learning is the process of acquiring knowledge, skills and values either from a more knowledgeable person or through experience.

People learn in three (3) main ways:

- a) Visually,
- b) Auditory and
- c) Kinesthetically.

Visual learners learn by looking at/seeing something.

Auditory learners learn by hearing it/being told it.

Kinesthetic learners learn by actually doing/experiencing it.

Your teaching strategies should aim to include all types of learner.

Active Learning

Active Learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture.

Clicker Use in Class

Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions they ask of students in class.

Collaborative/Cooperative Learning

Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning.

Critical Thinking

Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

Discussion Strategies

Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

Experiential Learning

Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

Games/Experiments/Simulations

Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

Humor in the Classroom

Using humor in the classroom can enhance student learning by improving understanding and retention. Now, if we compare teaching techniques with teaching strategies, the difference would be that teaching techniques are the steps we use in order to teach our students in an organized way; moreover, It would help us to order better our classes, while teaching strategies are methods we use to teach in order to facilitate our students' learning and also it helps us to teach in a more creative way.

7 Effective Teaching Strategies for the Classroom

The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs.

Whether you've been teaching two months or twenty years, it can be difficult to know which teaching strategies will work best with your students. As a teacher there is no 'one size fits all' solution, so here is a range of effective teaching strategies you can use to inspire your classroom practice.

1. Visualization

Bring dull academic concepts to life with visual and practical learning experiences, helping your students to understand how their schooling applies in the real-world.

Examples include using the interactive whiteboard to display photos, audio clips and videos, as well as encouraging your students to get out of their seats with classroom experiments and local field trips.

2. Cooperative learning

Encourage students of mixed abilities to work together by promoting small group or whole class activities. Through verbally expressing their ideas and responding to others your students will develop their self-confidence, as well as enhance their communication and critical thinking skills which are vital throughout life.

Solving mathematical puzzles, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons.

3. Inquiry-based instruction

Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners.

Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts. Both of which are important life skills.

Inquiries can be science or math-based such as ‘why does my shadow change size?’ or ‘is the sum of two odd numbers always an even number?’. However, they can also be subjective and encourage students to express their unique views, e.g. ‘do poems have to rhyme?’ or ‘should all students wear uniform?’.

4. Differentiation

Differentiate your teaching by allocating tasks based on students’ abilities, to ensure no one gets left behind.

Assigning classroom activities according to students’ unique learning needs means individuals with higher academic capabilities are stretched and those who are struggling get the appropriate support.

This can involve handing out worksheets that vary in complexity to different groups of students, or setting up a range of work stations around the classroom which contain an assortment of tasks for students to choose from.

Moreover, using an educational tool such as [Quizalize](#) can save you hours of time because it automatically groups your students for you, so you can easily identify individual and whole class learning gaps (click [here](#) to find out more).

5. Technology in the classroom

Incorporating technology into your teaching is a great way to actively engage your students, especially as digital media surrounds young people in the 21st century.

Interactive whiteboards or mobile devices can be used to display images and videos, which helps students visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

Mobile devices, such as iPads and/or tablets, can be used in the classroom for students to record results, take photos/videos or simply as a behaviour management technique. Plus, incorporating educational programmes such as Quizalize into your lesson plans is also a great way to make formative assessments fun and engaging.

6. Behaviour management

Implementing an effective behaviour management strategy is crucial to gain your students respect and ensure students have an equal chance of reaching their full potential.

Noisy, disruptive classrooms do not encourage a productive learning environment, therefore developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both you and your students.

Examples include fun and interactive reward charts for younger students, where individuals move up or down based on behaviour with the top student receiving a prize at the end of the week. 'Golden time' can also work for students of all ages, with a choice of various activities such as games or no homework in reward for their hard work.

7. Professional development

Engaging in regular professional development programmes is a great way to enhance teaching and learning in your classroom.

With educational policies constantly changing it is extremely useful to attend events where you can gain inspiration from other teachers and academics. It's also a great excuse to get out of the classroom and work alongside other teachers just like you!

Sessions can include learning about new educational technologies, online safety training, advice on how to use your teaching assistant(s) and much more.

Being an effective teacher is a challenge because every student is unique, however, by using a combination of teaching strategies you can address students' varying learning styles and academic capabilities as well as make your classroom a dynamic and motivational environment for students.

Conclusion

This is only the first part of the unit on the concept of teaching. In this lesson, we have been introduced to the concept of teaching likewise the features and characteristics of both teaching and teachers. Please do well to undertake the self-study test which summarises the behavioural outcomes expected of you to develop.

In the next presentation, as we have already begun in this presentation, we will concentrate on other issues that surround the concept of teaching including the methods, principles and techniques of teaching etc. You can, therefore, begin your own research on these issues ahead of time.

Self-Study Questions:

- 1) State three existing explanations of teaching
- 2) Define teaching in your own words.
- 3) With copious practical illustrations, list and discuss any five features of teaching.
- 4) Examine any five characteristics of a good teacher and discuss how those characteristics will enhance your work as a teacher of English at the basic school.

Introduction

In the previous lesson, we considered the concept of teaching and highlighted some definitions of it together with its features. I am sure you are able to explain teaching and the features of teaching in your own words. Congratulations!!

We will continue the discussion on teaching in this lesson and focus on other aspects of the concept of teaching: Principles and Methods of Teaching.

Therefore, by the end of this lesson, students will be able to:

- Explain principles of teaching
- Reflect on at least five principles of teaching
- Differentiate among approaches, methods and techniques of teaching
- Exemplify at least five methods of teaching competently

Principles

A fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning. It is a proposition or value that is a guide for behaviour or evaluation.

Principles of Teaching

The organized activity of people in society and the relationships between them include the basic propositions that guide them. These propositions are customarily called principles. Teaching is no exception in this regard. Hence, teaching has its own set of principles in terms of which the content, forms, and methods of teaching are viewed.

Common Sense

Ability to do and to say a right thing at the right time in the right way to the right person.

The following are some types under which teaching principles can be classified:

- **Starting Principles;** involves the nature of the learner and his psychological and physiological endowments which make education possible.
- **Guiding Principles;** refers to the procedure, methods of instruction or agglomeration of techniques by which the learner and teacher may work together towards to the accomplishments of the goals or objectives of education.
- **Ending Principles;** refers to educational goals, objectives, outcomes, purposes or results of the whole educational scheme to which teaching and learning are directed. In applying principles, we used our common sense.

The following are some principles of teaching:

○ **Commitment to Science and Scholarship as a Teaching Principle**

This principle grows out of the objectives to teach the younger generation sound knowledge, and excludes subjectivism and any distortion of knowledge. It also consists, first and foremost, in an accuracy of the facts and phenomena presented, in their truthfulness and rejects falsification or distortion of facts.

○ **The Principle of Educative Teaching**

School teaching instills pupils with a conscientious attitude toward study, a feeling of collective and individual responsibility for their work, a feeling of comradely mutual aid, and a feeling of organization and discipline. The educative teaching principle makes high demands on the teacher, who must possess profound communist convictions, high moral awareness, knowledge of life, a passionate attitude toward the education of the new man, and a love for children.

○ **The Principle of Promoting Conscious Assimilation of Knowledge**

Teaching pupils to assimilate knowledge consciously means teaching them to analyse facts, to get to the heart of these facts, to determine the connections and relations between them, and to detect internal patterns. Only this kind of teaching and this kind of approach to the mastery of knowledge will make it possible to educate full -fledged builders of communist society, who possess lasting knowledge and deep convictions.

○ **The Principle of Systematic and Sequential Teaching**

A field of knowledge can be mastered only if it is studied systematically in accordance with its own structure and internal logic. One must know addition in order to study multiplication; one must know simple sentences in order to study complex sentences.

○ **The Principle of Accessibility in Teaching**

The principle of accessibility in teaching stems from the need to consider the age of pupils so that the volume and curricular content of classroom material is within pupils' reach and corresponds to their level of mental development and the range of views and concepts that form the basis of their steady progress.

○ **The Principle of Graphicness in Teaching**

Perception is an integral component in the cognitive activity of pupils in the learning process. It takes various forms. In some cases, pupils perceive the subjects and phenomena under study directly, while in other cases they perceive them through visual means or through the living and printed word, based on earlier sensory experience.

○ **The Principle of the Tie of Teaching with Life**

The demands that the education and upbringing of the younger generation must be closely linked with life and with productive labour and our youth must extensively draw on this knowledge and use it in various kinds of labour and social activity.

○ **The Developmental Teaching Principle**

Education includes not only the conveying of knowledge and skills to pupils but also the development of their cognitive abilities and creative powers. The forms and methods of education are organized in such a way that the pupils are taught every day to analyze and generalize the material studied, to single out the most important points, to make comparisons and conclusions, and to use their knowledge in cognitive and practical activity in order to increase their powers of observation, their inquisitiveness, and their striving to learn new things.

METHODS OF TEACHING

The term **Teaching Method** refers to the general principles, pedagogy and management strategies used for classroom instruction. Your choice of teaching method depends on what fits you, your educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories can be organized into four categories based on two major parameters:

- a) Teacher-centered approach versus a Student-Centered Approach,
- b) High-Tech Material use versus Low-Tech Material use.

➤ **Teacher-Centred Approach to Learning**

With this method, the teacher is the main authority figure in a teacher-centred instruction model and students are viewed as “empty vessels” who passively receive knowledge from their teachers through lectures and direct instruction, with an end goal of positive results from testing and assessment. In this style, teaching and assessment are viewed as two separate entities; student learning is measured through objectively scored tests and assessments. Teacher is seen as master of the subjects. Example includes Lecture Method.

➤ **Student-Centred Approach to Learning**

With this the teacher’s primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. In the student-centred classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction. The teacher is also a learner, participation of the students, the teacher learns as he teaches.

➤ **High Tech Approach to Learning**

Advancements in technology have propelled the education sector in the last few decades. As the name suggests, the high tech approach to learning utilizes different technology to aid students in their classroom learning. Many educators use computers and tablets in the classroom, and others may use the internet to assign homework. The internet is also beneficial in a classroom setting as it provides unlimited resources. Teachers may also use the internet in order to connect their students with people from around the world.

Below are some tech tools used in classrooms today:

- G Suite External link (Gmail, Docs, Drive, and Calendar)
- Tablets/laptops
- Gamification software (such as 3DGame Lab External link and Class craft External link)
- Education-focused social media platforms
- Technology for accessibility External link for students with disabilities

➤ **Low Tech Approach to Learning/ Kinesthetic Learning**

While technology undoubtedly has changed education, many educators opt to use a more traditional, low tech approach to learning. Some learning styles require a physical presence and interaction between the educator and the student. Additionally, some research has shown that low-tech classrooms may boost learning. For example, students who take handwritten notes have better recall and spelling and writing mastery than students who take typed notes. Ultimately, tailoring the learning experience to different types of learners is incredibly important, and sometimes students work better with a low-tech approach.

Here are some examples of low technology usage in different teaching methodologies:

- Kinesthetic learners have a need for movement when learning. Teachers should allow students to move around, speak with hands and gestures.
- Expeditionary learning involves “learning by doing” and participating in a hands-on experience. Students may participate in fieldwork, learning expeditions, projects or case studies to be able to apply knowledge learned in the classroom to the real world, rather than learning through the virtual world.
- Many types of vocational or practical training cannot be learned virtually, whether it be a laboratory experiment or woodworking.

➤ **Content-Method:**

Focused on the content, same content passed in the generations

➤ **Interactive or Participative:**

Students are given the opportunity to interact with teacher and with other students.

➤ **Direct Instruction**

Direct instruction is a term often used to describe a variety of whole class expository teaching techniques. It is sometimes referred to as ‘chalk and talk’. It is a teacher centred approach in which the teacher delivers the academic content in a highly structured format, directing the activities of students’ and maintaining a focus on academic achievement. Common forms of direct instruction include lectures and demonstrations.

Advantages of Direct Instruction

- Direct instruction gives you maximum control over the learning environment.
- You are in control of the content and sequence of the information that students receive, so you can keep the focus on the outcomes that students are to achieve.
- It can be used equally effectively with large and small classes.
- It can be an effective way of teaching factual information and knowledge that is highly structured
- It allows you to present a large amount of information in a relatively short time, and all students are given equal access to this information
- Lectures can be a useful way to provide information for students who are poor readers or who are not very skilled at locating, organizing, and interpreting information
- Generally, direct instruction allows you to create a non-threatening (reasonably stress free) environment for the students. Those who are shy, not confident, or not knowledgeable are not forced to participate and become embarrassed.

➤ An Exposition Strategy

An exposition strategy is one in which the teacher presents material to the students through explanation, questioning and discussion. The exposition strategy consists of four major steps:

- Setting the scene
- Presenting the material
- Student activity
- Checking understanding/transferring material to real life.

The major purpose of this strategy is to transmit information as quickly and meaningfully as possible. It emphasizes building on prior knowledge and having students assimilate information by listening. The teacher transmits information and the students are passive receivers. It is suited to all year levels and abilities, but is most commonly used with older students in information oriented lessons.

The major limitation of an exposition strategy is that it can be boring, long, and poorly presented. Students can have little opportunity for involvement, so social skills and learning outcomes can be minimal. It is also difficult to cater for individual differences with an exposition strategy.

➤ Classroom Discussion?

Discussion is an orderly process of face-to-face interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, enhancing their learning, or making a decision.

Bridges (in Killen 1998) suggests that in order for an exchange of ideas to be called a discussion, it should meet five conditions:

- Pupils must talk to one another
- Pupils must listen to one another
- Pupils must respond to one another
- They must be putting forward more than one point of view
- They must have the intention of developing their knowledge, understanding or judgment of the issue under discussion.

Discussion can be considered as co-operative thinking aloud. Because students are expected to share their thoughts as they discuss academic issues, discussion is both active and student-centred learning. Discussion can be used in many different ways, either as part of a lesson, as a whole lesson, or integrated with one or more other teaching strategies.

When might you use discussion as a teaching strategy?

- A discussion can either focus on solving a problem or focus on exploring an open-ended issue. Some of the most appropriate times for whole class discussions may be:

- When you want students to develop a sense of ownership over their new knowledge and responsibility for their own learning
- When you want students to think critically about the subject and develop their skills of analysis, synthesis and evaluation, rather than just memorise facts
- When you want students to develop their understanding by drawing on their prior knowledge and experience.
- When your aim is to develop students' communication skills such as stating their ideas clearly, listening to others, or responding appropriately to others.
- When there is a need to develop a sense of group identity so that the students can support each other in their learning Some advantages of using discussion
- Discussions actively involve students in learning and because of this, students can feel that they are making a real contribution to their own learning. A discussion is more likely to maintain a student's interest than a passive, teacher directed learning experience.
- Active involvement in learning motivates students, especially when they see that others value their contributions and respect their point of view.
- When used with young children, discussion can be an effective way to help them develop socially acceptable means of interaction, such as listening, speaking politely, and respecting the views of others.
- Discussion can result in more students learning than some other strategies. This occurs because, as students verbalize their thinking, they are able to construct or reconstruct knowledge in a way that makes sense to them.
- Discussion can be an effective way of allowing students to share their knowledge and experience.

Conclusion

Congratulations!!!

We have come to the end of this lesson. In this lesson, we have explored some principles and methods of teaching. It is expected that student-teachers will master and apply these varied methods of teaching in their practice.

Please do well to undertake the self-study test which summarise the behavioural outcomes expected of you to develop.

Self-Study Questions:

Examine the relevance of four principles of teaching to the teacher of English Language.

- Explain the relevance of the knowledge of the methods of teaching to the teacher of English language.
- Choose any one method of teaching and demonstrate how you will apply it as a teacher of English language in the classroom)

UNIT 3

THE CONCEPT OF INTEGRATION

Areas to Cover

1. The concept of integration and the English curriculum
2. The need for integration in the basic school curriculum
3. Types of integration present in the curriculum

INTRODUCTION

Integration curriculum came about when innovative educators concerned with the improvement of students achievements were looking for ways to create a vibrant, relevant and engaging curriculum.

What is Integration

Integration is the coordination of different teaching activities to ensure the harmonious functioning of the educational process for more effective healthy manpower development.

What is Integrated Curriculum

An integrated curriculum is a curriculum that promotes teaching across disciplines or subjects and pursuing learning in a holistic way.

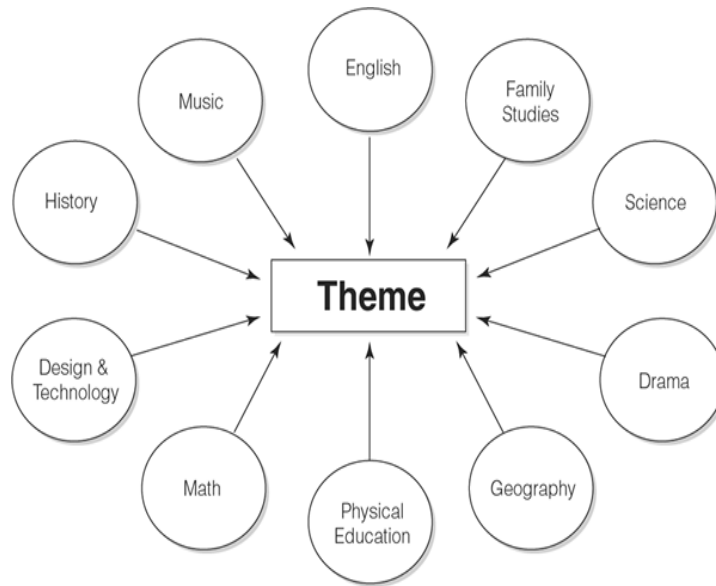
Types of Integrated Curriculum

There are four types or categories that offer a starting point for understanding the different approaches to integration.

1. Multidisciplinary Integration Approach
2. Intra disciplinary Integration Approach
3. Interdisciplinary Integration Approach
4. Trans disciplinary Integration Approach

MULTIDISCIPLINARY INTEGRATION APPROACH

This approach focuses primarily on the (different) disciplines or subjects. It's used to organize standards from the disciplines around a theme. It also shows the relationship of different subjects to each other and to a common theme.



To create multidisciplinary integrated curriculum

✓ Example 1. Social Studies:

1. Develop a central theme focused on social studies
2. Teach history, geography, economics and government in that theme.

✓ Example 2. Mathematics:

1. Develop a central theme focused on mathematics
2. Teach fractions ,percentages , decimals and ratios in that theme.

You may also achieve this by teaching the relationship between the topics or the subjects

Examples of Multidisciplinary Integration Approach

1. FUSION

In this approach, teachers fuse skills, knowledge or even attitudes into the regular school curriculum. For example in some schools;

- a) Students learn respect for the environment in every subject area
- b) Teachers incorporate the theme of peace into every fibre of the school curriculum
- c) Students begin each week promising to be peaceful, respectful, honest and responsible.

Fusion can also involve basic skills;

- a) Schools emphasize positive work habits in each subject area.
- b) Educators fuse technology across the curriculum with computer skills integrated into every subject area.
- c) Literacy ie. Reading and writing in the content areas are fused into the curriculum.
- d) In science, students practice skills related to developing opinions on disposal of hazardous waste.
- e) In Geography, students practice skills related to developing opinions in immigration policies.
- f) In Mathematics – correct approaches to problem solving.
- g) In Social studies- influence of peer pressure.

2. SERVICE LEARNING

This involves community projects undertaken during classes time. Eg. A school can engage in tree planting, clean –up-campaigns, distributing pamphlets on how to keep the environment clean or new educational policies and the like. It is believed that such programmes promotes patriotism, lifelong commitment to civic participation, sharpen people skills, love for ones country and prepare students for the work force.

3. LEARNING CENTRES / PARALLEL DISCIPLINES

This is a popular way of addressing a topic or theme through the lenses of different subject areas.

Examples in basic school

- a. Create Learning Centres in the classroom with the different subject areas eg. Maths LC, Language LC, Science LC etc
- b. For a theme like patterns, each LC must have an activity where pupils will explore patterns in that subject area.
- c. As pupils move through the LCs to complete the activities, they learn about the concept of patterns through the different subjects.

4. THEME-BASED UNITS

This is a more intensive way of working with a theme. Some educators go beyond sequencing content and plan collaboratively. It involves the whole school, since some week’s duration may merge for the process and three or more subjects may be used in the study. The study will end with an integrated culminating activity.

- a. Some teachers can collaborate on a two week across class curriculum unit on a topic.
- b. Teachers group students into five multi-age groups

- c. The groups meet for an hour daily for 9 days
- d. In these groups students devise a performance task or activity
- e. Presentations are made on the final day

INTRADISCIPLINARY INTEGRATION APPROACH

This is when teachers integrate the sub disciplines within a subject area. For example in English language, we can integrate reading, writing and speech work.

In social studies we can integrate history, geography, economics and government. Through this integration, teachers expect students to understand the connections between the different sub-disciplines and their relationship to the real world. The program reports a positive impact on achievement for students who participate.

Intradiscipline integration is effective for Specialism

1. Individual teachers could specialize in the different sub disciplines of a particular subject area.
2. Teachers should plan together to develop specific competencies and related concepts across the sub disciplines
3. The different teachers should now teach the related concepts and competencies of the sub disciplines of the same subject area

IMPORTANCE:

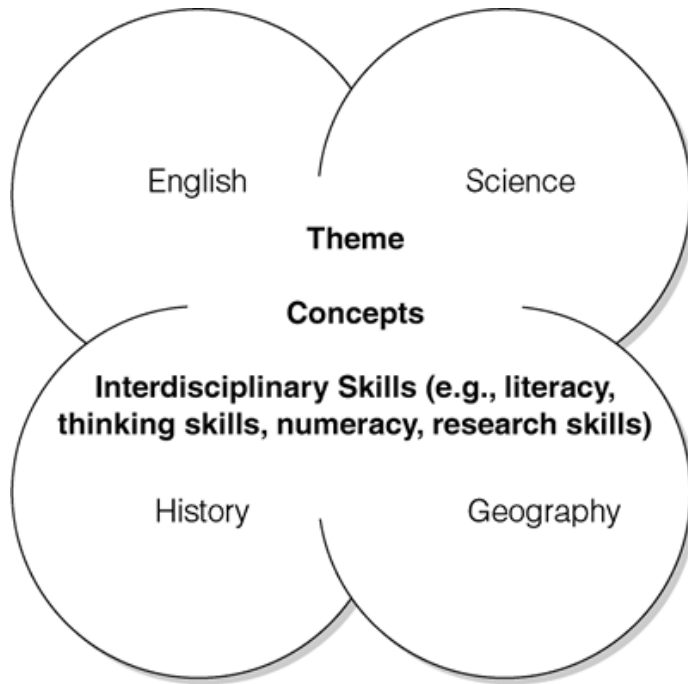
1. Teachers expect students to understand the connections between the different subject disciplines and their relationship to the real world.
2. There is a positive impact on achievement.

INTERDISCIPLINARY INTEGRATION APPROACH

In this approach to integration, teachers organize the curriculum around common learnings across disciplines. They chunk together the common learnings embedded in the disciplines to emphasize interdisciplinary skills and concepts. It is a method used to teach a unit across different curricular disciplines eg. Literature , Science and Social studies teachers might work together to form an interdisciplinary unit on nature natural disasters etc.

The disciplines are identifiable, but they assume less importance than in the multidisciplinary approach.

Figure 1.2 illustrates the interdisciplinary approach.



Example 1

1. In a physics class (which is Science)the teacher is teaching how to make wind and rain machines while learning language skills.
2. The students will learn the interdisciplinary skill of communication which are thinking and writing in a structured and coherent way and research skills
3. The teacher will also focus on big ideas in the concepts of evaporation, condensation and thermal energy
 - These concepts transfer to other lessons beyond wind and rain machines.
 - As a result the physics lesson develops a higher level of thinking than if students focused on the wind and rain machines only.

Example 2

- Students can work interdisciplinary projects that integrate laptop computers

Projects

Students are to construct handmade kites from materials such as paper , straws, aluminium foil, skewers and string to engage students' imagination.

1. Teacher reads a story about kites.
2. Students study diverse topics as electromagnetism(physics) and the use of kite flying in celebrations(Arts)
3. Students develop deep understanding of principles of ratio and proportion(maths)as they design and refine their kites first on the computer(Computer skills) and then by hand
4. Students write poetry and prose about kite (literacy skills)

Importance

- Beyond the academic content, students learned generic skills related to working together, research, writing, designing and construction.

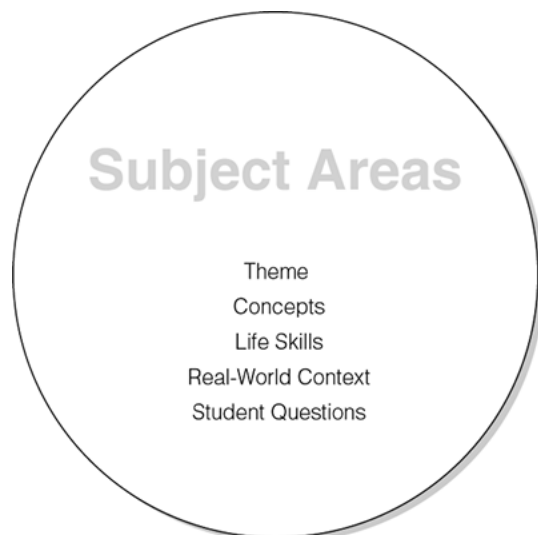
Who can be involved

- a) Interdisciplinary involves an integration of knowledge and techniques sourced from different disciplines.
- b) A coordinated group of experts from different subject areas can work together to achieve a common pedagogical goal.
- c) An institution can use an interdisciplinary team of professional teachers to work on a complex concepts that requires multiple skill areas of expertise to make understanding clear.
- d) Individuals can demonstrate interdisciplinary understanding when they integrate knowledge and modes of thinking from two or more disciplines in order to create a product, raise questions, solve problems and offer explanations of the world around them.

TRANSDISCIPLINARY

In the transdisciplinary approach to integration, teachers organize curriculum around student questions and concerns (see Figure 1.3). Students develop life skills as they apply interdisciplinary and disciplinary skills in a real-life context. Two routes lead to transdisciplinary integration:

1. Project-Based Learning
2. Negotiating the curriculum



Project-Based Learning

In project-based learning, students tackle a local problem. Some schools call this problem-based learning or place-based learning. According to Chard (1998), planning project-based curriculum involves three steps:

1. Teachers and students select a topic of study based on student interests, curriculum standards, and local resources.
2. The teacher finds out what the students already know and helps them generate questions to explore. The teacher also provides resources for students and opportunities to work in the field.
3. Students share their work with others in a culminating activity. Students display the results of their exploration and review and evaluate the project.

Advantages

- a. Students go far beyond the minimum effort
- b. Students make connections among different subject areas to answer open –ended questions.
- c. Students retain what they have learnt
- d. They apply learning to real life problems
- e. School has fewer discipline problems
- f. There is low absenteeism among students

Negotiating the Curriculum

In this type, students' questions form the basis for curriculum.

In other situations students develop their own curriculum, teaching methods, and assessment around the areas of interest to them.

BENEFITS OF AN INTEGRATED CURRICULUM

1. Integrated curriculum makes significant connections between subjects or skills of different subject areas
2. It improves learning experiences.
3. It addresses the learning essentials objectives and values, apply differentiation modifications, outcomes and scope and sequence.
4. It provides students , teachers and parents with a shared understanding of the roles within and across school contexts
5. It engages all students with diverse learning abilities and challenging learning experiences.
6. It leads to better opportunity for creative teaching and learning activities.
7. It provides more opportunity for teacher planning and supportive evaluation
8. It provides strong value foundations which prepares learners for life success through their learning and education

9. It is delivered with strategies such as active learning, experiential learning, problem solving and real life contexts.
10. In assessment it provides learners a chance to demonstrate the extent and depth of their learning.

OBJECTIVES OF INTEGRATED CURRICULUM

1. To relate cognitive domains of learning how students can perform or achieve in the area of knowledge, comprehension, application, analysis, synthesis and evaluation.
2. To focus on the students learning by evaluating a learner's progress.
3. To promote the development of a deeper knowledge and understanding this builds on skills and values.
4. To describe what the students should do as a result of the learning opportunities and environments that the teacher will present to them.
5. To adopt a lesson to suit the needs of all learners.

UNIT 4

THE ENGLISH CURRICULUM/SYLLABUS

1. Aspects of the curriculum for the kindergarten
 2. Aspects of the
 3. curriculum for the primary level
 4. Aspects of the curriculum for the junior high school
 5. The rationale, aims and objectives of the various content areas in basic school syllabus
- Major Components of the Basic School Syllabi
 - Familiarisation tour through the English curriculum

OUTLINES

- Introduction
- Objectives
- Major components of the English Language Curriculum
 - Foreword
 - Rationale for Primary English Language Curriculum
 - Philosophy
 - ❖ Teaching Philosophy
 - ❖ Learning Philosophy
 - AIMS
 - ❖ General aims
 - ❖ Specific aims
 - Instructional Expectations
 - Core Competencies
 - Organisation of the Curriculum
 - ❖ Strands
 - ❖ Sub-strands
 - ❖ Content Standard
 - ❖ Indicators
 - ❖ Exemplars
 - Scope and sequence

Unit Objectives

By the end of the unit, students will be able to:

- ✓ Examine the basic school syllabi to discuss their various aspects and the major components (NTS 2c).
- ✓ Explain what is involved in the organization of the Basic School Curriculum.

INTRODUCTION

Walk learners through the pages of the curriculum to enable them note the major components. The pages are mostly quoted from the Upper Primary Curriculum.

Forward Page

- Refer students to the forward page (pg. iii) and let them read the information on ‘Forward’
- Draw their attention to the areas highlighted below:
- The new curriculum for Ghana’s primary schools is **standards-based**, which is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable if we are to meet the human capital needs of our country, required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed.
- It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next.
- The curriculum and its related teachers’ manual promote the use of inclusive and gender responsive pedagogy within the context of learning-centred teaching methods so that every learner can participate in every learning process and enjoy learning.
- The curriculum encourages the use of Information and Communication Technologies (ICTs) for teaching and learning – ICTs as teaching and learning materials.
- The new curriculum has at its heart, the acquisition of skills in the 4Rs of **Reading**, **wRiting**, **aRithmetic** and **cReativity** by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation.
- The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers.
- The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana’s schools should be leaders with a high sense of national and global identity.

- The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

Explanations:

Objective Based vs. Standard Based

- ◆ The previous syllabus for the basic schools in Ghana was objective based because it set some specific objectives that should be achieved by the end of each lesson. Learners were assessed based on these specific objectives to indicate whether the lesson was successful or not.
- ◆ The new curriculum is standard based because it sets some standards that the learners must demonstrate by a certain stage of their (learners') education.
- ◆ At the end of these stages, Learners will be assessed based on the set standards to indicate whether they are demonstrating mastery or understanding of the knowledge and skills they are expected to attain as they progress through the various grade levels within the stage.

Forward of the KG CURRICULUM

- The new curriculum for Ghana's primary schools, dubbed — curriculum for change and sustainable development — is standards-based. It is our demonstration of placing learning at the heart of every classroom and ensuring that every learner receives quality education. Provision of accessible quality education for all is non-negotiable, if we are to meet the human capital needs of our country required for accelerated sustainable national development. It is for this reason that the new curriculum sets out clearly the learning areas that need to be taught, how they should be taught and how they should be assessed. It provides a set of core competencies and standards that learners are to know, understand and demonstrate as they progress through the curriculum from one content standard to the other and from one phase to the next. The curriculum and its related teachers' manual promote the use of inclusive and gender responsive pedagogy within the context of learning -centred teaching methods so that every learner can participate in every learning process and enjoy learning. It encourages the use of information communication technologies (ICTs) for teaching and learning as teaching and learning material (TLM).
- The curriculum for change and sustainable development has at its heart the acquisition of skills in the 4Rs of Reading, wRiting, aRithmetic and cReativity by all learners. It is expected that at any point of exit from a formal education, all learners should be equipped with these foundational skills for life, which are also prerequisites for Ghana becoming a learning nation. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with high sense of national

and global identity. The curriculum therefore provides a good opportunity in its design to develop individuals with the right skills and attitudes to lead the transformation of Ghana into an industrialised learning nation.

- For this reason, the Ministry of Education expects that learners, as a result of the new knowledge, skills and values they have acquired through the new curriculum, will show a new sense of identity as creative, honest and responsible citizens. These are our core values that underpin the identification and selection of the learning areas for this curriculum. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence. The Ministry endorses a quality learning experience as an entitlement for each of Ghana's school-going girl and boy; the curriculum for change and sustainable development has rightly focused on learning and learning progression. The Ministry has also endorsed accountability as a critical domain for effective workings of standards-based curriculum.
- More importantly, the role of the teacher is to make this curriculum work for the intended purpose to inculcate in learners the core competencies and values and to make learning happen; improve learning outcomes. The support that teachers need is duly recognised and endorsed by my Ministry and support the implementation of the curriculum to include capacity development of all teachers in the new curriculum. This is because teachers matter in the development and delivery of the standards-based curriculum. Therefore, we will continue to support them on this journey that we have started together to put learning at the centre of what we do best; teach! I thank all those who have contributed their time and expertise to the development of this curriculum for change and sustainable development for the primary schools of Ghana.

Issues Worth Noting

1. Acquisition of the 4Rs in different subject areas is a kind of integration displayed in the English curriculum.
 - Have students talk about how we could help learners acquire skills in the 4Rs while teaching English.
2. The graduates from the school system should become functional citizens in the 4Rs and lifelong learners. They should be digital literates, critical thinkers and problem solvers. The education they receive through the study of the learning areas(subjects) in the curriculum should enable them to collaborate and communicate well with others and be innovative. The graduates from Ghana's schools should be leaders with high sense of national and global identity.
 - Explain that the core values mentioned here form the core competencies that each indicator in the standard based curriculum seeks to develop in the learner.
 - Refer them to page 2 -3 of the B4-B6 curriculum to see the indicators and the competencies they develop.

- Direct them to other strands to look for instances and say whether they agree or disagree with the core competencies attached to the indicators they find.
3. These core values serve as fundamental building blocks for developing into our learners the spirit of teamwork, respect, resilience and the commitment to achieving excellence.

Draw students' attention to the 'spirit of teamwork, respect, resilience and the commitment to achieving excellence' and ask them to brainstorm on how they can achieve these values as English teachers.

Have students read the first sentence of the last paragraph to note and discuss their role as teachers.

MAJOR COMPONENTS OF THE ENGLISH LANGUAGE CURRICULUM

- **RATIONALE FOR PRIMARY ENGLISH LANGUAGE**
- **PHILOSOPHY**
 - ❖ **Teaching Philosophy**
 - ❖ **Learning Philosophy**
- **AIMS**
 - ❖ General aims
 - ❖ Specific aims
- **INSTRUCTIONAL EXPECTATIONS**
- **CORE COMPETENCIES**
- **ORGANISATION OF THE CURRICULUM**
- **SCOPE AND SEQUENCE**
- **LEARNING DOMAINS (EXPECTED LEARNING BEHAVIOURS)**
 - ✓ Knowledge, Understanding and Application
 - ✓ Language Skills
 - ✓ Attitudes and Values
- **ASSESSMENT**
- **SUGGESTED TIME ALLOCATION**
- **PEDAGOGICAL APPROACHES**
- **LEARNING-CENTRED PEDAGOGY**
- **INCLUSION**
- **DIFFERENTIATION AND SCAFFOLDING**
- **INFORMATION COMMUNICATIONS TECHNOLOGY**

RATIONALE FOR ENGLISH LANGUAGE EDUCATION

Refer learners to page (vi) to read on the rationale for the curriculum

Summary:

- Special status of English
- Effective communication skills to appreciate the values and culture of others.
- Need to become members of the international community

PHILOSOPHY

Principles that guide a particular way of life or a particular concept.

- **Teaching Philosophy**
- Still at page vi have students read about the philosophy behind the design of the English curriculum
- ❖ Two Philosophical Ideas: Developmental theory and the Social Constructivism.
- ✓ Children learn and develop language at their own pace as they interact with the social environment around them. Thus a good social environment promotes language development
- **Learning Philosophy**
- ❖ As facilitators, teachers should promote interaction and make learners be active in their own learning through participatory and thematic approaches
- ❖ Learners' differences in the language classroom should provide the teacher with the background to support children

AIMS OF THE ENGLISH LANGUAGE CURRICULUM

GENERAL AIM

Refer students to page (vii) to read on the general aim of the curriculum.

- Develop appreciation and understanding of English Language.
- Make meaning of the English Language in ways that are purposeful and imaginative, creative.
- Use English Language effectively

SPECIFIC AIMS OF THE ENGLISH LANGUAGE CURRICULUM

Refer students to page vii for the specific objectives

The language and literacy curriculum is to enable learners to:

- Acquire the basic skills that will help them decode any text.
- Read age level texts easily, fluently and with comprehension.
- Cultivate the habit of reading widely for pleasure and information.
- Acquire a wide stock of vocabulary and understanding of grammatical structures as well as linguistic conventions for easy reading, good writing and speaking.

- Write clearly, accurately, and coherently, adapting their first language style in a range of contexts for varied purposes and audience.
- Read literary materials with pleasure and appreciate a great stock of literary repertoire.
- Acquire the skill of self-expression and be able to communicate their ideas to different audience to achieve the intended purpose.
- Develop and cultivate the skill and ability to read the lines, in-between the lines and beyond the lines; and to find out hidden meaning and ideas

INSTRUCTIONAL EXPECTATIONS

- Still at page vii, have students read about the instructional expectations.
- Teachers are expected to:
- Guide and facilitate learning by generating discourse among learners and challenging them to accept and share responsibility for their own learning based on their unique individual differences.
- Select English Language content, adapt and plan lessons to meet the interests, knowledge, understanding, abilities, and experiences of learners.
- Work together as colleagues within and across disciplines and grade levels to develop communities of English Language learners who exhibit good communication skills and positive attitudes towards the learning of English Language.
- Use multiple methods to systematically gather data about learners' understanding and ability in order to guide the teaching and learning of English Language, and also to provide feedback to both learners and parents.
- Design and manage learning environments that provide learners with the time, space, and resources needed for learning English Language.

Note

- Have students refer to some of the methods learnt in earlier units that can help them gather information on learners' understanding and ability in order to guide the teaching and learning of English Language. E.g could be the interactive method, etc.

SUGGESTED TIME ALLOCATION

- A total of ten (10) periods a week, each period consisting of thirty minutes, is allocated to the teaching of English Language at the Primary level.
- Recommendation: Two (2) periods of English Language per day.

CORE COMPETENCIES

- Refer students to page (viii-ix) to read about the core competencies that teaching and learning of each topic/sub-strand is supposed to develop in the learner.

- Have the students count the number of core competencies in the English Curriculum.
- Ask the students to brainstorm to give a number of activities they can do in the English Language to help develop each core competence. E.g. conversation can help develop communication and Collaboration
- Give them time to read a number of indicators and compare them to the core competencies attached to them.
- Let them discuss the appropriateness of the core competencies with regards to the indicator they are attached to.

ORGANISATION OF THE NEW CURRICULUM

- Refer students to page (xvii) of the new curriculum to identify and discuss how the curriculum is organised.
- Have them discuss what is meant by these key terms of the curriculum:
 - Strands
 - Sub- strands
 - Content Standards
 - Indicators
 - Exemplars

Strand and Sub-Strands

You may share some of these explanations with them after the discussion:

- **Strands** are the broad areas of the subject ((English Language).
- The strands used to be known as **sections** in the objective based curriculum. (refer students to page xxii –Scope and Sequence page- to see and count the number of strands in the English curriculum.
- **Sub-strands** are the topics within each strand under which the content to be taught is organised. This was referred to as the unit in the objective based curriculum (refer students to page xxii to see and count the number of sub- strands each strand has.
- Give them time to go through the *sub-strands* and seek explanation of those they don't understand.

SCOPE AND SEQUENCE- the Sub-strands vs. the classes

- Still page xxii-xxiv, explain to students that the B1-B6 represents Basic 1 to Basic 6.
- The tick under a class is an indicator that the particular sub-strand (topic) on the left column will be taught in that class. Where there is no tick in line with a sub-stand means that topic will not be taught in that class.
- Songs for example, will be taught from B1-B6 because each class has a tick for songs.
- Rhymes on the other hands will be taught in only B1-B3 because only those classes have a tick for rhymes.

- Give students time to go through the rest of the sub-strands to identify whether all classes offer each sub-strand or not.
- Refer students to pages in the curriculum where the **ticks and no ticks** under scope and sequence has effects on the ordering of the materials (to be taught) in the curriculum. E.g. for BASIC 4,
- Pg. 2 shows “STRAND 1: ORAL LANGUAGE”. This is followed by:
- **Sub-Strand 1: Songs** meaning the first topic is songs.
- Immediately after this page, we have **Sub-Strand 3: Poems on the next** page (pg.3). There is no sub-strand 2.
- This is because Basic 4 does not offer rhymes which is the topic for sub-strand 2 under Scope and Sequence.
- Have students search through the curriculum for similar issues.

Content Standards

- It refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- The curriculum is a standard based one. Each specific strand has a standard that must be attained by the learners. This standard is broken into bits to be developed by the sub-strands.
- This pieces of standard that the learner is to achieve under each specific sub-strand is referred to as content standard.
- One sub-strand can have a number of content standards. (refer to pages 1-6 of Upper Primary curriculum)
- Refer students to the curriculum to check for sub-strands that have more than one content standards. You can make it a group work so that all the strands could be covered in a short time (e.g. all the males work on strands 1-3, while the females do the rest).

Indicator

- It is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation.
- The indicators represent the minimum expected of a content standard in a year(class).
- The indicators are like the specific objectives that learners have to exhibit to help them meet the content standard for a specific sub-strand within a year
- One content standard can have more than one indicators.
- Refer to page 3 for students to observe the number of indicators attached to a content standard. Have them observe the numbering as well.
- Let them look for similar instances on other pages.

Exemplar

- Exemplars are the support and guidance which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could be used to support the facilitators/teachers in the delivery of the topic.
- Refer to pages of the curriculum for discussion and better understanding of exemplars
- Refer students to page 2 to see the position of the strand, sub-strand, content standard, indicators and exemplars in the curriculum.

Curriculum Reference Number (CRN)

B4.2.3.1.1

In the Curriculum, this kind of numbering is seen.

It is called Curriculum Reference Number

B4 refers to the year/class – Basic Four

2 refers to the strand

3 refers to sub-strand

1 refers to the Content Standard

1 refers to the Indicator

Have learners quote and explain some CRNs

FAMILIARISATION TOUR OF THE CURRICULUM

- Open to pages 1-69; 70-150; 151-220 (for students see that each grade has its own materials. Let identify the beginning and end of each strand.
- Have students observe that the CRN changes as you go to another grade level, strand or sub -strand. E.g. at page 69, we have B4.6.1.1.1 but at page 70 we are dealing with B5 materials so the CRN becomes B5.1.1.1.1)
- Refer students pages 2-3, to look at an instance where a Content Standard has more than one indicator.
- Have students look for other instances.
- Also let them compare the Content Standard number with that of the indicator to note that the indicator has one digit more than the content standard. This will help them when planning their lesson notes.
- Refer students to pages 2, 71, & 152 to write down the content standards and the indicator(s) attached to each Content Standard.
- Have them compare the 3 content standards to see if they are the same.
- Ask them to compare the indicators too.
- Draw their attention to the fact that this content standard is the skill/ knowledge that is pre-determined for the learner to be achieved after learning about songs throughout the primary stage of his/her education. So it is the same for all the classes. But at each grade level, just a part of the content standard is attained,

and that part is stated in the indicator. That is why the indicators are different but the content standard is the same.

- Direct them to page 6 of the B1-B3 curriculum to note that the content standard for songs is the same as the one for B4-B6 but the indicator is different.

Progression

- Take students back to B4-B6 curriculum to read the 3 indicators again. Have them compare them to realise that what B4 learner will be learning in songs, is simpler than what B5 will learn and that of B6 is more difficult than that of B5. This is referred to as progression in curriculum design.
- Explain that even though the content standards are the same, progression is shown in the indicators.
- Refer them back page 6 (B1-B3 curriculum) and page 71(B4-B6 curriculum) to compare the indicators. Lead them to note that even though the indicators look familiar, B1 learners will be dealing with familiar songs while B4 will be treating songs in general.
- Explain that sometimes progression is shown by the level of difficulty in the indicators.

Organization of the KG Curriculum

- Refer learners to page xv-xx to read on the organization of the curriculum.
- Also lead them through pages that will enable them see the thematic nature of this curriculum.
- Assign them to find instances of inter and intra integration in the curriculum.