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Chapter 4

A syllabus provides information and a plan for a course, while a curriculum involves three main curricular processes: planning, enacting, and evaluating, which are developed for a classroom unit, course, or program (Celce-Murcia, Brinton, & Snow, 2014).

Syllabus design requires a good understanding of the learners. As well, it is important to understand their purposes for learning, the resources available, and the constraints of the context in which they are learning (Celce-Murcia et alt., 2014, p. 49). Also, in the interest of supporting successful teaching and learning, it is important to set realistic goals.

To create a successful curriculum, it is essential that teachers understand the needs of the learners, and their purpose for language learning. It is necessary for learners to be involved in curriculum planning by expressing their personal goals and objectives.

Chapter 5

World Englishes are a regionally distinct varieties of English that have arisen in areas of Asia, Africa, and Oceania, where there is a long (sometimes colonial) history of English being widely used in education, commerce, and government (Celce-Murcia, Brinton, & Snow, 2014).
Ex. Singapore English: "No problem lah. I go there anyway."

Problems that result from World Englishes?
- Established varieties are often not fully intelligible to user of other varieties of English.
- Pronunciation (or accent) was found by Jenkins to be the cause of communication breakdown in about 70% of L2 cases of breakdown (Celce-Murcia et alt., 2014, p. 66).

What should you be variety of English should you be using in the classroom?
- Consider their goal.
- Celce-Murcia et al. (2014) states that, learners should be given the tools to educate themselves further about using their English for effective communication across varieties (p. 67).
- Think globally, but act locally.
- The Western version of communication may need to be adapted to fit other educational cultures and contexts.
- The local variety of English should serve as the norm as long as is intelligible with other varieties of English (Celce-Murcia et alt., 2014).

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     <u>**A Knowledge Framework for Activities**</u>
Main Idea: This chapter is concerned with simplifying information and language for ESL learners to a degree suitable for their level. This is done by using an organizing framework and showing how teachers can use it to improve communication, thinking, and language across the curriculum. Mohan (1985) introduces the knowledge framework and shows how the framework applies across the curriculum (p. 25).

- Mohan (1985) states that his framework is "based on the concept of activity" (p. 46).
- It is crucial that language learning is integrated with learning an activity.
- The framework may be used to teach themes or topics, adapting the material for ESL learners (Mohan, 1985, p. 46).

Link (2012) states that the framework is designed to access six thinking skills that will assist in the development of language and content presentation:

Description:	Describing, identifying and comparing relevant topic items.
Classification:	Grouping related items, listing applicable concepts.
Principles:	Outlining the rules that govern cause and effect.
Sequence:	Outlining the plot and series of events,
Evaluation:	Determining best outcomes by considering all relevant information.
Choice:	Making an informed decision based on our evaluation.

References

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