Vicerrectorado de Modalidad Abierta y a Distancia

Itinerario I-Curriculum Foundations, Principles and Issues

Didactic guide

UTPL

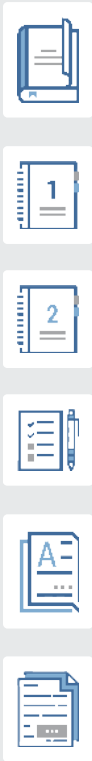**Facultad Ciencias Sociales, Educación y Humanidades**

Itinerario I-Curriculum Foundations, Principles and Issues

Didactic guide

Carrera	PAO Nivel
Pedagogía de los Idiomas Nacionales y Extranjeros	VII

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1. Information data

1.1 Subject presentation

1.2 UTPL Generic Competencies

- Research and innovation orientation
- Critical and reflective thinking
- Commitment and social mentinvolve

1.3 Professional Profile Competencies

To manage curriculum and learning models for English education centered on the learner's experience and interaction with institutional, community, and family contexts. This is achieved through the application of public education policies with a sense of professional and social responsibility, with the student at the heart of the educational process.

1.4 Issues Addressed in the Course

Limited systemic mastery of epistemology and pedagogy from philosophical and historical derivation.

Limited knowledge of public policy in education by the actors involved in the teaching and learning of English as a foreign language.

2. Learning Methodology

The methodology employed in this course will be based on self-directed learning. This approach has been chosen because it empowers students to take charge of their own learning, allowing them to independently determine what and how they study, fostering autonomy and self-regulation. For students to succeed in self-directed learning, they will actively engage in processes that promote self-awareness, self-reflection, and self-evaluation, enabling them to set clear learning goals and monitor their progress throughout the course. Through this methodology, students will develop the ability to independently understand complex concepts, apply knowledge to new scenarios, and use innovative examples to explain EFL curriculum design and implementation issues.

To support the achievement of the course learning outcomes, students will receive guidance and feedback from the tutor, who will be a facilitator throughout their learning journey. Various activities will be integrated into the syllabus to align with the self-learning approach, supplemented by technological resources and teaching strategies, including questioning, research, and constructive criticism. These tools will provide students with diverse options to explore the course content.

As self-directed learning is an independent study approach, it requires a high level of commitment from students to work diligently and efficiently towards their professional goals. However, the flexibility of this methodology allows learners to acquire knowledge at their own pace, adapting to their individual learning styles and preferences.

3. Didactic guidelines by learning outcomes

First Bimester

Learning outcomes 1 and 2:

- Identifies different curriculum theoretical foundations and applies in the teaching-learning process.
- Exemplifies the relation among theories, curricular and pedagogical approaches.

The learning outcomes will be achieved by guiding students to conduct an in-depth analysis of curriculum foundations, principles, and issues, and by helping them integrate this knowledge into the design of EFL programs and courses. Students will also master the stages of language curriculum design, enabling them to create English courses considering diverse social, political, economic, historical, and cultural contexts.

Contents, Resources and Recommended Learning Activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

Unit 1. Language Curriculum

Welcome to the study of the Curriculum and Materials course. Prepare yourself by finding a quiet, comforbasic space equipped with all the necessary materials for reading, research, and learning. In this unit, you will explore key concepts in curriculum design and gain an overview of the process involved in developing language curricula and instructional materials.

1.1 Historical Background of Language Curriculum Development

Curriculum has been a field of study with profound influence in the educational context, shaping how teaching and learning are structured across various disciplines. The term curriculum dates to ancient civilizations, where education was primarily informal and oral, centered around imparting cultural knowledge, moral values, and skills necessary for survival. Formalized education systems began to emerge in ancient Greece and Rome, with a structured curriculum focusing on subjects such as rhetoric, philosophy, grammar, and mathematics (Rury & Tamura, 2017). This early emphasis on a fixed body of knowledge laid the groundwork for the evolution of curriculum as a distinct field of study.

Meanwhile, according to Richards (2017), the history of curriculum development in language teaching began in the 1960s, though issues related to syllabus design emerged much earlier. Furthermore, the curriculum development in EFL language teaching reflects a chronological progression of various teaching methods and approaches starting with grammar translation, an early focus on translating texts and memorizing rules. This approach gradually gave way to the direct method, emphasizing immersion in the target language and oral communication. Following this, the audiolingual method emerged in the mid-20th century, emphasizing repetition and drill techniques to reinforce language patterns. The figure below displays the chronological evolution of teaching methods in EFL

Figure 1

Historical evolution of Language teaching methods

1800-1900 Grammar Translation Method
1890-1930 Direct Method
1930-1960 Structural Method
1920-1950 Reading Method
1950-1970 Audiolingual Method
1950-1970 Situational Method
1970-present Communicative Approach
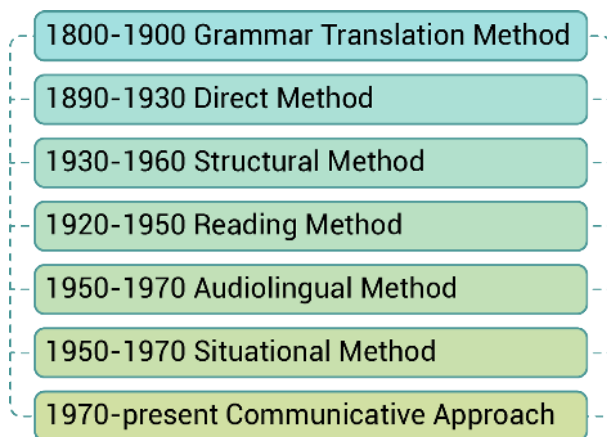
Note. Adapted from Approaches and methods in language teaching [Infographic], by J. C. Richards and T. S. Rodgers, 2014, Person. CC BY 4.0.

By the 1970s, communicative language teaching (CLT) became prominent, focusing on meaningful interaction and practical language use in real-life situations. CLT marked a significant shift, centering language learning on fluency and communication skills. Since then, curriculum development in EFL has increasingly embraced task-based and content-based approaches, which incorporate authentic language use and integrate language skills with subject content. This chronological evolution in language teaching methods has shaped the curriculum's focus and structure in EFL, reflecting a growing emphasis on communicative competence and real-world application.

The 1960s and 1970s were a turning point in language curriculum development. The rise of structural linguistics and the development of functional-notional syllabuses laid the groundwork for more communicative approaches. According to Richards (2017) scholars like David Wilkins contributed significantly to this shift by advocating for syllabus design that focused on communicative functions and notions, rather than mere grammatical structures. This led to the emergence of Communicative Language Teaching (CLT), which prioritized language use in real-world contexts, encouraging interaction, and promoting practical language skills.

This evidences that CLT marked a departure from previous methods, advocating for curricula that are flexible, interactive, and responsive to learners' communicative needs.

In today's globalized world, effective communication in English has become increasingly important, further emphasizing the need for suitable language teaching methods. English language educators, linguists, and researchers continue to explore and refine teaching strategies that can meet the demands of contemporary learners. As a result, new and innovative approaches have been developed to enhance the teaching and learning of English in modern classrooms. Educational theorists such as Johann Heinrich Pestalozzi, John Dewey, and Maria Montessori played crucial roles in this transformation. Pestalozzi's emphasis on holistic education and Dewey's progressive education movement, which advocated for experiential, student-centered learning, were instrumental in shaping curricula that focused on active learning and critical thinking. These ideas laid the foundation for a more flexible, learner-centered curriculum that continues to influence educational practices today (Paund, 2008).

1.2 Definition and importance

Dear students you might be wondering what curriculum means and why it is important for pre-service EFL teachers to study curriculum foundations, principles, and issues. To address these concerns, it is essential to begin by analyzing the concept of curriculum to clarify its definition, scope, and the individuals it encompasses. Let´s watch and analyze the following on definition and purpose of curriculum.

The information provided in the video helps to understand what is meant by curriculum, identify the elements it includes, and the roles of those involved in its design, implementation, and evaluation. Now, I invite you to explore definitions offered by other authors for further insight. Goodson (1994) provides historical insights into the term "curriculum," tracing its Latin roots, *curriculum* (a running, course, race) and *career* (to run). A wider definition of

curriculum is provided by Oliva (2005) who states that curriculum comprises plans presented in a written form with varied scope, that present the desired learning experiences. It may enclose a unit, a course, a sequence of courses, or the school's entire program of studies. On the other hand, Ornstein and Hunkins (2018) state that curriculum can be narrowly defined as the group of subjects taught in schools, or broadly, as a field of study with its foundations, domains, theories, and principles. Meanwhile, Nation and Macalister (2020) define curriculum as a systematic process that organizes educational content, teaching methods, and learning goals to maximize effective learning outcomes. This approach emphasizes aligning all curriculum elements—such as course objectives, instructional strategies, and assessment methods—with the needs of learners.

The definitions above reveal that "curriculum" lacks a single, universally agreed-upon definition. However, it consistently includes both a formal, structured plan —designed and acknowledged by educational institutions—and an unplanned, implicit "hidden curriculum." Broadly, curriculum can refer to a specific course syllabus, the collection of subjects within an educational program, or, more comprehensively, to the overarching educational programs established by governmental or institutional bodies. This broader view encompasses the active involvement of teachers, students, stakeholders, and society, framing curriculum as all-encompassing in individual learning experiences within the classroom and through social interactions.

Thus, the significance of curriculum in education lies in its role as a central guide for educators, providing the essential framework for teaching and learning within each subject area. In the field of English as a foreign language, for instance, the curriculum specifies the goals, methods, materials, and assessment approaches necessary to ensure that every student has access to meaningful academic experiences. Consequently, a well-structured curriculum is fundamental for the school system, making it integral to meeting learning outcomes and educational standards.

In essence, curriculum is the backbone of education, shaping both the content and quality of learning. By setting clear expectations, fostering essential skills, and providing continuity, it prepares students for life beyond the classroom.

1.3 Foundations of Language Curriculum

A comprehensive understanding of curriculum design grounds the curriculum in solid foundations and effectively guides educational strategies to meet both institutional goals and learner needs. The following information summarizes how these foundations impact curriculum design, implementation, and evaluation. Curriculum development at any level is shaped by philosophical, historical, psychological, and social foundations, which define the scope of curriculum knowledge and provide a framework that informs its theories, principles, and key issues.

Philosophical Foundations of Curriculum

Philosophy is central to curriculum. It provides teachers, educational authorities, and curriculum designers with a framework for organizing schools and classrooms, directly influencing beliefs and values that drive the purpose of teaching and defining the roles of all involved in the curriculum. As Ornstein and Hunkins (2017) emphasize, philosophy helps establish the goals, content, teaching methods, learning experiences, and activities that shape educational programs and courses.

In the context of curriculum design, philosophy functions as either the starting point of curriculum development or as an interdependent element that works in harmony with other curriculum foundations (Wiles & Bondi, 2014). For instance, Tyler's curriculum framework illustrates a close relationship between philosophy and school purposes, showing how philosophical underpinnings guide the establishment of educational objectives and influence every aspect of the curriculum development process as illustrated in Figure 2 below.

Figure 2

Tyler´s view of philosophy in relation to school purposes.
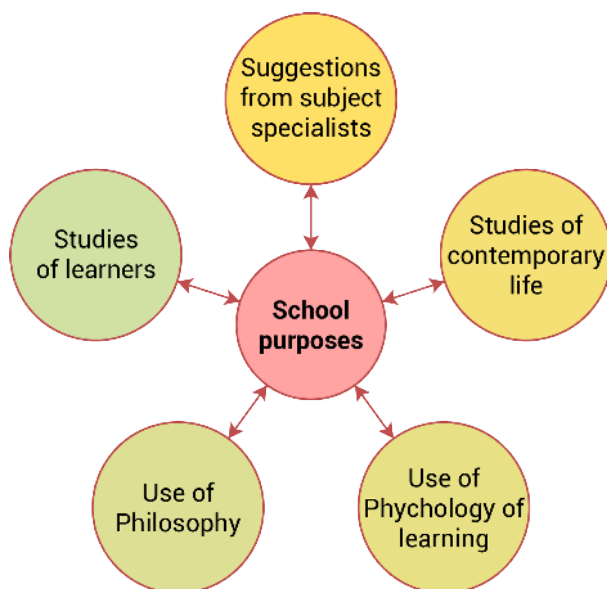
Note. Adapted of Philosophical papers: Volume 2, philosophy and the human sciences [Infographic], for Taylor, C., 1985, Cambridge University Press. CC BY4.0.

As you can see Tyler considers philosophy as the main criterion to shape the educational aims and goals to achieve learners. The major philosophical viewpoints that **have** emerged w ithin the curriculum field are idealism, realism, pragmatism, and existentialism.

For further information, I invite you to analyze Annex 1. Overview of major philosophies and their role in language curriculum design.

The annex provides an overview of the two most common traditional and modern philosophies, highlighting their focus and influence on curriculum design and development.

Historical Foundations

The curriculum´s historical foundations are rooted to colonial days. Educational experiences, especially reading and language skills have been basic to American education and the elementary school curriculum (Ornstein and Hunkins, 2018).

Curriculum is dynamic and researchers are constantly finding new ways to teach and update the curriculum at different level. Thus, it is very important to see how it has evolved to meet the needs and current demands of the society been served. The history of the curriculum tells the curriculum planner how to develop and modify the curriculum. Past experiences help identify the best practices to incorporate in the curriculum teaching, as well as the teaching practices that need to be avoided.

Now, Let´s analyze the following presentation [Historical foundations of curriculum](#) where you will find information about the transition from traditional, standardized curriculum to the modern curriculum in the following starting from the colonial period up to the emerging progressive reform movement of the 20th century.

After reviewing the presentation, you will gain a clearer understanding of how historical foundations support curriculum developers, administrators, and teachers in shaping effective curriculum structures. This includes insights into the shift from teacher-centered to learner-centered approaches. If you have any questions or need further clarification on any topic, please feel free to reach out through the learning platform EVA.

Psychological Foundations

Psychological foundations are crucial in curriculum design, as they highlight the diversity among learners (Ornstein & Hunkins, 2018). Each student possesses unique personalities, skills, and learning styles, and a well-designed curriculum should address these differences to foster students' abilities and potential (Ertmer & Newby, 2013). Research demonstrates that aligning

curriculum with psychological principles enables educators to tailor learning experiences that support individual growth and meet diverse needs (Eggen & Kauchak, 2021).

Psychology's role in curriculum design is especially significant when setting objectives that account for students' characteristics, learning processes, and effective teaching methods (Anderson, Krathwohl, & Bloom, 2001). By incorporating differentiated instructional strategies based on psychological research, educators can enhance learning outcomes while aligning their teaching approaches with individual learning styles and cognitive needs (Eggen & Kauchak, 2021)

Now, I invite you to identify the major psychological theories of learning theories and principles in the following Psychological Foundations of Curriculum Development. As you could learn from the information in the video psychology supports curriculum design, especially in setting objectives that consider students' characteristics, learning processes, and the best teaching methods that best respond to learners' needs. This highlights the need to integrate psychological principles to create effective learning experiences that meet the needs of all students.

Social Foundations

Dear students. Let´s start the study of this topic by answering these questions: Why does school exist in society?. What is the relationship between society and curriculum? Were you able to answer the questions above? If not, let us look for the answers or for further information to reinforce your knowledge.

In this sense, being curriculum developers and teachers the part of the society that directly or indirectly influence the kind of education, their beliefs and cultural issues determine the social paradigms to be considered when shaping curriculum as explained in the following video Changing education paradigm.

Curriculum design must consider the relationship between educational institutions and society because curriculum decisions are made within complex social contexts where the needs of society influence what schools are expected to deliver. According to Print (1993), society and culture greatly affect the curriculum, as there is a need to preserve cultural heritage. This idea is supported by Borko and Livingston (2021), who highlight that the curriculum is closely linked to the cultural and social dynamics of a community.

Additionally, the beliefs, values, and norms of society play a significant role in shaping how curricula are designed and developed. Curriculum planners and teachers are responsible for incorporating these traditional norms, philosophies, ethics, knowledge, and attitudes into the curriculum (Schubert et al., 2019; Goodson, 2018). As highlighted by Apple and Beane (2007), educators must manage these influences to create a curriculum that is both relevant and reflective of the society it serves.

In this sense, as curriculum developers and teachers are part of the society that directly or indirectly influences the type of education provided, their beliefs and cultural perspectives shape the social paradigms considered in curriculum design. The following [Sociological foundations of education](#) provides you with more information to better understand sociology's role in education.

As you may have noticed, the video offered an in-depth analysis of how social issues influence decisions in curriculum design. Awareness of the sociological and cultural aspects within national and local contexts enables educators to decide which elements of society to pass on to current and future learners and identify areas needing updates or innovation. I hope this has given you a clearer understanding of the relationship between social foundations and curriculum. In sum, curriculum design, implementation, and evaluation are based on philosophical, historical, psychological, and social foundations that determine the theories and principles to make decisions based on the needs of the society and context. Within this process, the role of Principals, students and teachers' role is vital because they are the main agents for the curriculum to take place.

Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Reflect on questions like:

   - How can the historical background of language education inform the course structure?
   - What philosophical beliefs about language learning shape your approach?
   - How does an understanding of student psychology affect your choice of activities?
   - How can social and cultural contexts impact the content and skills you prioritize?

   Good job!

   By examining the influence of each foundation on the curriculum design process, including material selection, goal formulation, and assessment strategies, this exercise has fostered a comprehensive, foundation-driven approach to EFL curriculum development.

2. Dear student, it's time to assess your understanding of the material covered in this unit. I encourage you to complete the following self-evaluation.

Self-assessment 1

1. ____ focuses on determining what knowledge, skills, and values students learn in schools, what experience should be provided to bring intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated.

   a. Syllabus.

b. Curriculum design.

c. Environment analysis.

2. The period in which education primarily emphasized reading, writing, and some arithmetic was the ____ period.

   a. Modern.

   b. Post-modern.

   c. Colonial.

3. ____, known also as experimentalism, is based on change, process, and relativity.

   a. Existentialism.

   b. Realism.

   c. Pragmatism.

4. ____ is concerned with the question of how people learn, and this area of knowledge contributes to the design and delivery of curriculum.

   a. Sociology.

   b. Psychology.

   c. Philosophy.

5. ____ bring the curriculum to life through instruction.

   a. Learners.

   b. Teachers.

   c. Principals.

6. The term "hidden curriculum" refers to:

   a. Lessons that are informally and unintentionally taught.

   b. Topics purposefully covered in a well-planned lesson.

   c. Lessons explicitly included in the written curriculum.

   d. Content adapted from a textbook.

7. In the context of curriculum design, ____ must stay current with social and developmental theories, understand both modern and postmodern family dynamics, and address the challenges of moral and character education.

    a. Specialists, teachers, and administrators.
    b. Historians, philosophers, and curriculum planners.
    c. Lesson planners, psychologists, and teachers.

8. Complete the following statements. Use the following words: existentialist, curriculum, philosophy, culture

- The ____ of a particular school and its officials influences the goals, content, and organization of its curriculum.
- An ____ curriculum consists of experiences and subjects that lend themselves to individual freedom and choice.
- On a broad level, a ____ reflects the national ____ in which a school operates – different countries have different expectations of their students, even if teaching practices are similar.

9. Decide if the following statement is True of False

(   ) Why is philosophy central to curriculum design and delivery? The teaching of values and intergroup relations is a good example of what "hidden curriculum" implies.

10. Write the role of philosophy in curriculum design

Answer key

Congratulations!

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Week 2

Unit 2. Curriculum Design

In Unit 2, you will explore the components of curriculum design, the stages of the curriculum process, the complexities involved in curriculum design, and the factors that influence the success of language curriculum design.

> The contents to be studied in this unit are explained below. Read attentively the information. Remember that the use of study strategies facilitates you to find out and summarize the most relevant information. Let's start!

2.1 Overview of Parts of the Curriculum Design Process.

Curriculum design is a foundational yet multifaceted process that shapes education at various levels, including national, institutional, local, and classroom contexts. While curriculum is often understood as the set of lessons and academic content delivered in schools, it encompasses more than just the subject matter. It also includes key components such as educational objectives, content selection, teaching strategies, and assessment methods. These elements are deeply interconnected and collectively address the core purpose of curriculum design: to create a coherent, effective, and inclusive learning experience for students.

It is also crucial to consider the philosophical, historical, psychological, and social foundations, as well as the needs of the individual learner, when designing a curriculum. These factors ensure that the curriculum is not only aligned with educational objectives but also responsive to the diverse backgrounds, beliefs, and needs of learners. By incorporating these foundational elements, curriculum designers can create an inclusive and contextually relevant framework that supports all students' growth.

I invite you to watch the following video where you will find an **Overview of Language Curriculum Design**, a comprehensive model for effective curriculum development. Then analyze the following figure which illustrates the key components of the curriculum design process as proposed by Nation and Macalister.

Figure 3

Parts of the curriculum design process proposed by Nation and Macalister
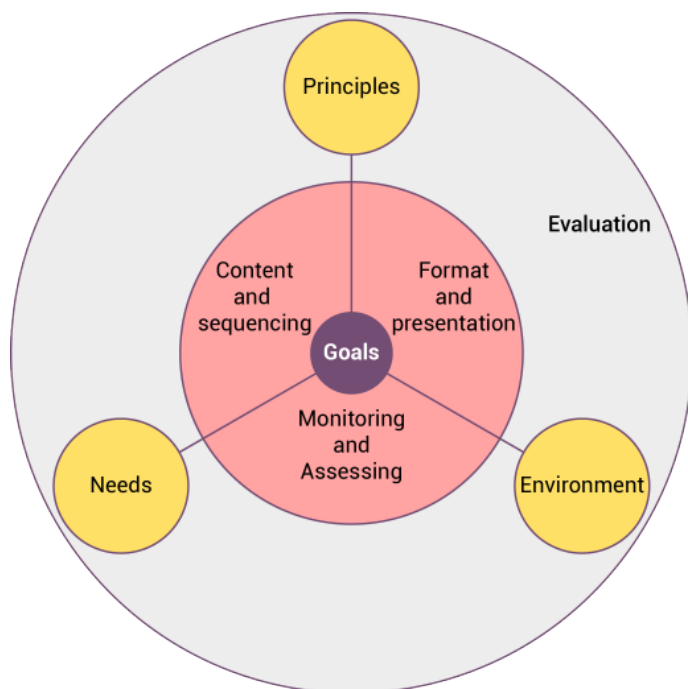
Note. From Language curriculum design [Infographic], by J. Macalister, & I. S. P. Nation, 2010. Routledge. CC BY 4.0.

Dear students, analyze the elements of the approach to curriculum design and read the explanation to deepen your knowledge about the process.

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Figure 3 presents Nation and Macalister's (2020) three-part framework for language curriculum design, depicted through three outer circles and a segmented inner circle at the core. This cyclical model emphasizes the connections between the elements in the outer circles and how they link to the central inner circle, showing the dynamic nature of the curriculum design process.

At the center of the curriculum design is the set of goals, which play a crucial role in guiding the development and organization of all other components. These goals define the desired learning outcomes and provide a framework for the entire curriculum structure (Tyler, 2013). The outer circles of the framework represent key factors such as educational principles, the learning environment, and the needs of learners. These elements blend both practical and theoretical considerations, ensuring that the curriculum is responsive to the diverse needs of students and the context in which learning occurs (Graves, 2000).

The principles and learning environment influence critical decisions regarding content selection, sequencing, and organization. Additionally, the format and presentation of materials, as well as methods for assessment, are shaped by these foundational factors. For example, when designing a curriculum, educators must decide on the balance between theoretical knowledge and practical skills, or how best to incorporate technology to enhance learning experiences (Richards & Rodgers, 2014). Furthermore, understanding the learners' needs—whether they are language proficiency levels, cultural backgrounds, or specific learning preferences—guides decisions on how to adapt content and teaching strategies (Brown, 2007).

The outermost circle symbolizes continuous evaluation, a vital component that ensures the curriculum remains flexible and responsive throughout its implementation. Ongoing assessment not only monitors learners' progress but also reflects on the effectiveness of the curriculum itself, allowing for adjustments based on real-time feedback. This evaluation loop helps maintain alignment with the overall goals, improving the curriculum over time and ensuring it meets the evolving needs of learners (Kelly, 2009).

Incorporating a comprehensive evaluation process also supports curriculum sustainability, enabling educators to revise and refine content, teaching methods, and assessment practices as needed (McKernan, 2008). By emphasizing flexibility and continuous improvement, curriculum design can better respond to the changing demands of education and the specific needs of students.

In the coming weeks, we will examine each component of the curriculum design process in greater detail. We will focus on designing EFL core curriculum at various levels, including individual courses, language programs, and broader curriculum frameworks. Through both theoretical exploration and practical application, you will develop the skills needed to create structured and effective curricula that meet the diverse needs of EFL learners, ensuring that the design process is both academically grounded and responsive to real-world classroom contexts.

Contents, Resources and Recommended Learning Activities

Week 3

Unit 2. Curriculum Design

2.2 Environment Analysis

Before delving into this topic, consider the following two questions:

- What is environment analysis?
- Is environment analysis also referred to as situation analysis?

In the context of curriculum design, environment analysis, often referred to as "situation analysis" by Richards, (2001), involves examining the factors or constraints that may positively or negatively impact the success of a curriculum. Language program contexts are diverse, and accordingly, the factors influencing outcomes are equally varied, as explained in the following

[Factors Affecting English Language Acquisition](#). These factors might include social, cultural, economic, and institutional elements, all of which must be carefully considered to ensure the curriculum is adaptable and effective within its specific environment.

2.2.1 Social Factors

> Environment analysis involves exploring how societal, project-specific, institutional, teacher, learner, and adoption factors might shape and influence the curriculum project, whether it be a course or an entire program.

Social factors are crucial in designing any language curriculum, as they shape the context in which language is learned and the motivations behind the learning process. The community and cultural context where an EFL program is taught can vary significantly. Factors such as employment trends, social values, educational policies, economic conditions, and family structures play a key role in how language is taught and learned.

Understanding the community's social expectations and interests, such as the demand for English in workplaces or social settings, is essential for ensuring the curriculum's relevance. For instance, in rapidly developing countries, economic growth often drives the demand for English language proficiency, positioning it as a central component of educational policy (Kachru, 2020).

Dear students, to deepen your understanding of how social factors influence second language acquisition, I invite review the information in the following: **[Social factors and second language acquisition](#)**. It provides valuable insights into the role of cultural, community, and societal influences on language learning. This will be a great opportunity to expand your knowledge and connect theory to real-world applications in language education. Don't miss out on this engaging resource!

2.2.2 Institutional Factors

Institutional factors refer to the specific characteristics and resources of the educational setting where a language program is delivered. Each institution, whether a universdity, high school, language institute, or community center, has its unique philosophy, policies, resources, and constraints that affect curriculum design. These include the availability of qualified staff, technological resources, class sizes, and institutional goals (Nunan, 2015).

For example, f**acilities available in the institution** such as access to advanced technological resources, like language labs or online platforms, may integrate technology-based activities such as language learning apps, virtual exchange programs, or online assessments into the curriculum. In contrast, an institution with limited resources may need to focus on traditional classroom methods. The physical setup and **classroom environment**, including factors like room size and the availability of specialized spaces (e.g., language labs, multimedia rooms), can significantly enhance or constrain learning opportunities. Besides that, the availability and use of digital tools, e-learning platforms, and other **technology** to support language learning and curriculum delivery (Richards, 2017; Larsen-Freeman & Anderson, 2020).

Additional influential factors include the **core beliefs** and goals that guide an institution's educational approach, as outlined in its **philosophy and mission**. For instance, in a language institute, the focus might center on short-term, practical language acquisition for professional applications, whereas in a university setting, the emphasis could be on developing academic language proficiency for research and scholarly pursuits. Furthermore, factors such as r**egulations**, **educational policies**, **faculty expertise and availability**, **support services**, **budget allocations**, **accreditation,** and **quality standards** also play a crucial role in shaping the curriculum's effectiveness and success

2.2.3 Teacher Factors

To begin the study of teacher factors, let's first watch [Assessing the Environment for Curriculum Development.](#)This video will help you understand the key elements that influence how teachers approach their curriculum, including their personal beliefs, prior experiences, and professional training. By analyzing these factors, you'll be able to recognize how they shape classroom practices and affect the learning process.

> As you watch, reflect on the following questions:
>
> • How do a teacher's beliefs about teaching impact their choices in curriculum delivery?
> • In what ways can your own experiences and attitudes influence your approach to teaching or learning?

According to Richards and Rodgers, (2014), they not only deliver the content but also shape the learning environment and student engagement through their teaching practices and interactions with students. Therefore, an in-depth analysis of the teachers involved in a language program is essential to ensure the curriculum's effectiveness and alignment with its goals.

For example, teachers' qualifications, such as academic credentials and teaching certifications, can enhance the learning experience by ensuring that instruction is grounded in expert knowledge and effective teaching practice. Furthermore, each teacher has a unique teaching style, which can vary based on their personality, educational background, and approach to learning, in this sense, some teachers may favor a communicative approach, focusing on interaction and practical language use, while others may adopt a more traditional, grammar-based approach (McGrath, 2002).

Teachers' beliefs about language teaching and learning play a pivotal role in how they deliver and adapt the curriculum in the classroom. These beliefs, often rooted in personal experiences, cultural backgrounds, and professional training, influence the methods, materials, and activities that teachers choose

to employ in their lessons (Lim & Burn 2015). For example, a teacher with a constructivist approach to learning, which values student autonomy, may focus on learner-centered activities like project-based learning, task-based learning, or collaborative group work.

Similarly, just as teachers' factors shape curriculum delivery, the characteristics and needs of students determine curriculum outcomes. Therefore, curriculum designers must carefully analyze constraints associated with student factors to develop strategies within the curriculum or course design that minimize potential challenges and support effective learning outcomes.

2.2.4 Student Factors

Learners are the reason why curriculum programs and courses exist; thus they strongly affect the outcomes of an EFL program. Among the most relevant learner factors are learning experiences, motivation, expectations, learning styles, age, and language proficiency level. For example, adult learners may have different motivations, such as career advancement, compared to younger students, who might be more focused on academic achievement or social interaction. Likewise, a student's prior exposure to the language can greatly impact how a curriculum is approached. Motivational factors, such as intrinsic versus extrinsic motivation, should also be considered, as they can influence students' engagement and persistence in learning (Dörnyei, 2014).

As explained aboved, "environment analysis" is a part of the process of designing an English course in which factors, as the ones above mentioned, strongly effect on decisions about the goals, contents, methodology, and assessment of the course, are identified in order to guarantee the usefulness of an English course.

Now, it is time to broaden your knowledge about this topic by watching the following video [Assessing the Environment for Curriculum](#) Development which provides more explanation and examples of social, institutional, learner, and teacher factors from which a variety of particular constraints are also derived.

After that, analyze Table 1 which presents examples of both general and specific constraints or factors, along with explanations of how each one impacts the curriculum.

Table 1

Environment constraints and effects

Environment Constraints	General Constraints	Particular Constraints	How those Constraints or factors affect EFL Curriculum	Effects on Curriculum Design
Learners' Interests	Are the learners interested in all kinds of topics?	Can the learners do all kinds of learning activities?	Take account of learners' interests	Use appropriate activities
Learners' Knowledge	What do they know?	Do they share a (first) language?	Can their first language be used to help learning?	Use teacher-centred activities Use some translation Use first language pre-reading activities Use reading input
Learners' Needs	Do they need English for a special purpose?	Will they use English for a wide range of purposes?	Do they expect to learn certain things from the course?	Set general purpose goals Include expected material Allow learners to negotiate the nature of the course
Learners' Expectations	Do they have expectations about what the course will be like?		Set general purpose goals Include expected material	

Environment Constraints	General Constraints	Particular Constraints	How those Constraints or factors affect EFL Curriculum	Effects on Curriculum Design
			Allow learners to negotiate the nature of the course	
Preferred Ways of Learning	Do they have preferred ways of learning?	Are they interested in learning English?	Do they have to learn English?	¿Can they attend?
Teacher Factors	Are they trained?	Can they prepare some of their own material?	Can they handle group work, individualised learning?	Provide ready-made activities Use group work activities
Teacher Confidence	Are they confident in their use of English?	Can they provide good models?	Can they produce their own spoken or written material?	Can they correct spoken or written work?
Teacher Time Constraints	Do they have time for preparation and marking?	Can the course include homework?	Can the course include work?	Provide homework activities
Classroom and Physical Environment	Is there a suitable classroom?	Can the arrangement of the desks be changed for group work?	Is the blackboard available?	Use group work activities Use material that does not require the students to have a course book

Environment Constraints	General Constraints	Particular Constraints	How those Constraints or factors affect EFL Curriculum	Effects on Curriculum Design
Time Constraints	Is there enough time?	Can the learners reach the goals in the available time?	Is the course intensive?	Can the learners give all their time to the course?
Resources	Are there enough resources?	Can the material be photocopied?	Can each learner have a copy of the course book?	Is there plenty of supplementary material?
Course Development Feasibility	Is it worth developing the course?	Do learners meet English outside class?	Will the course be run several times?	Provide contact with a large amount of English in-class Put time into preparing the course

Note. Adapted from de Language Curriculum Design (p. 17-18) by Nation and Macalister (2020), Routledge

As a curriculum designer or teacher, you must consider all the factors that affect the curriculum design to guarantee a well-design course; however, the importance of a factor depends on:

a. whether the course will still be useful if the factor is not considered, and
b. How large and pervasive the effect of the factor on the course will be?

2.3 Steps in Environment Analysis

To identify the factors that facilitate or constrain the curriculum development Nation and Macalister (2020) propose the following steps in figure 4:

Figure 4
Steps to identify the factors
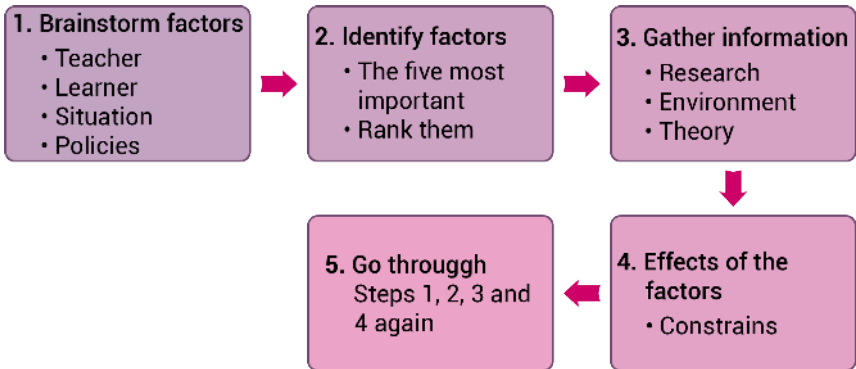
Note. Vargas, A., 2024

The diagram above presents a systematic approach to conducting environment analysis to identify key factors influencing curriculum design. This process ensures that the curriculum is thoughtfully tailored to meet the needs of stakeholders while remaining sensitive to the unique realities and challenges of the teaching and learning context. Following clear steps to discover factors that influence curriculum design is essential for creating a comprehensive understanding of the environment in which the curriculum will be implemented.

The first step is brainstorming all possible elements that might impact the curriculum. Think about teacher-related factors, such as your own expertise, attitudes, workload, and professional development opportunities. Reflect on learner-related aspects, including your students' proficiency levels, learning styles, motivations, and goals. Pay attention to situational factors, like the availability of resources (e.g., textbooks and technology), infrastructure, and classroom conditions. Don't forget policy-related influences, such as national education guidelines, institutional priorities, and curriculum requirements.

Once you've identified these elements, focus on selecting the five most important factors, ranking them based on how urgent they are and their potential to shape the curriculum's success. This prioritization will help you direct your energy and resources more effectively. Next, gather as much information as you can—review research, observe your teaching environment, and apply educational theories to understand how these factors might play a role. Finally, analyze your findings to distinguish between facilitators, which can support your curriculum's goals, and constraints, which may pose challenges. By approaching curriculum design with this level of thoughtfulness, you will create a learning experience that is both practical and impactful.

Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Identifyspan examples of factors or constraints that can hinder language curriculum success in a school or high school located in your community.

   To complete this task, apply these strategies:

   - Review and research about Environment analysis.
   - Interview teachers, students, parents, and local community leaders to explore more insights into potential challenges and constraints.
   - Look for examples of factors that must be considered in the curriculum design process to complete the following graphic organizer.
   - Analyze Figure 5 which illustrates some common factors.

Figure 5

Graphic organizer about curriculum constraints
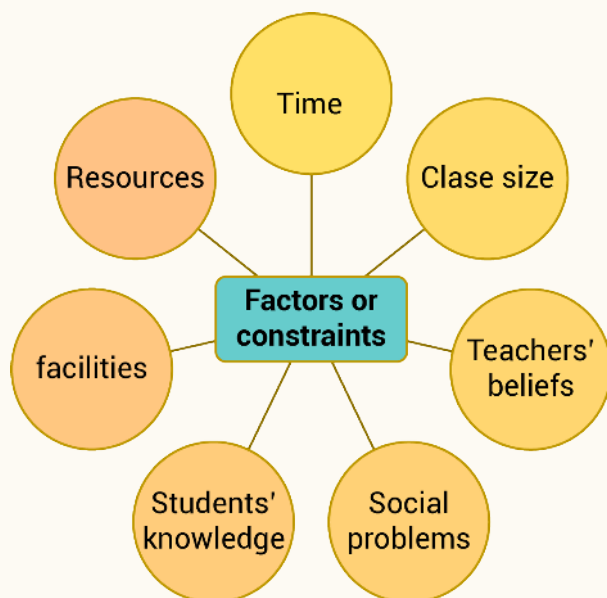
Note. Adapted from Needs analysis [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.

How did it go? I'm sure it went very well. As you can see from the information provided on this topic, the importance of environmental analysis lies in its ability to help curriculum designers create suitable, practical, and realistic courses or programs for teaching English as a foreign language.

Remember that you are not alone in this learning process. If there is any doubt do not hesitate to contact your teacher by phone or mail. I also recommend you check the syllabus of the course which provides you with a detailed guide of the content and activities (graded and non-graded) planned for each week.

2. Congratulations! You have completed the study of Unit 2. Now, it's time to assess how much you have learned about situational analysis by answering the following self-assessment questions.

Self-assessment 2

Decide if the following statements are True or False. Then write T or F in the parenthesis.

1. (   ) One of the main purposes of Environment analysis is to ensure that the EFL course be usable.

2. (   ) The teachers' lack of training influences on the philosophy of the EFL program.

3. (   ) The views of parents and learners as part of a specific community may facilitate or hinder the outcomes of an EFL course.

4. (   ) Institutional factors influence the format and presentation of a language program.

5. (   ) In a class where we have students with different levels of English proficiency, one way to solve the influence of this factor is planning teacher-centered rather than group or pair work.

6. The three major parts of the curriculum design model are _____.

    a. Needs analysis, environment analysis, and principles.
    b. Evaluation, language curriculum, and teachers' experience.
    c. Time constraints, needs analysis, and situational analysis.

7. Select the best alternative to lessen the impact of the following factor: Limited class time and contact time with English.

    a. The activities should be fun so that the learners look forward to doing them for their own sake.
    b. The activities should be meaning-focused and language-focused, with an emphasis on correction.
    c. Learners should be given extra contact with English.

8. Which of the following examples belong to environment constraints: _____

   a. Target language studied, group and individual attitudes, and needs analysis.
   b. Time available, cultural background, effects of the first language on the studied language, and special purposes.
   c. Content and sequencing, format and presentation, and monitoring and assessment.

9. When determining ___ groups like policymakers, politicians, parents, citizens, and the community should be addressed.

   a. Social factors.
   b. Institution factors.
   c. Learner factors.

10. Environment analysis is also called _____.

   a. Needs analysis.
   b. Situation analysis.
   c. General factor.

Answer key

Good job!

Contents, Resources and Recommended Learning Activities

Week 4

Unit 3. Need Analysis and its Impact on Language Curriculum Design

Additionally, alongside conducting an environment analysis, the key to ensuring the relevance and effectiveness of a course lies in accurately identifying the learners' real needs. Therefore, the objective of this unit is to explore the

various types of information that can be collected through needs analysis and to equip you with both the theoretical foundations and practical tools required to conduct it. By mastering this process, you will be well-prepared to design or revise language courses that truly meet learners' goals and expectations.

3.1 Needs Analysis

According to Hu and AlSaqqaf (2024), needs analysis is a research process aimed at identifying the needs of a specific group of learners, including their particular needs, lacks, and wants. A thorough understanding of learner needs can contribute to successful course planning and delivery. It is a cyclical process that provides relevant information, enabling the teacher or course designer to make informed decisions about the goals, content, and core subjects of a language program. In this context, the term "needs" refers to learners' requirements, lacks, wants, desires, demands, motivations, expectations, and gaps (Nation and Macalister, 2020).

Richards (2001) affirms that needs analysis was introduced into language teaching through English for Specific Purposes in the 1980s. Today, needs analysis is widely used as a fundamental part of the language curriculum design process to gather information about both the objective and subjective needs of the target group of learners for whom the course is being designed. However, it is important to note that knowing students' necessities and target goals is not enough to create a course or program; it is also necessary to understand what the learners already know so that we can determine what they still need to learn or master in terms of language acquisition.

As a future English teacher, you will be involved in situations in which you will need to conduct needs to design or implement language courses because you will be prepared for that, all what you have to remember is that the outcomes of need analysis will be related to what is necessary for students to learn, what target learners lack, and what they wish to learn.

Now, based on your understanding of the content above and the information provided, I invite you to analyze the questions commonly raised during a target needs analysis

How did it go? I am sure that you did a good job. You were able to think critically about questions like "Where will the language be used?" or "What language uses is the learner already familiar with?", information that plays a vital role in making decisions about goals, content, or teaching methods.

3.2 How to Conduct Needs Analysis for Curriculum Design

A needs analysis may be conducted for a variety of different purposes and uses. For example, Ecuadorian curriculum officers in the Ministry of education may conduct need analysis to evaluate the adequacy of existing syllabus, curriculum, and materials for teaching English in high schools or universities. In the same way, linguists and researchers who write textbooks, educational academic commission members who want to improve English teaching, or renew curriculum at schools, high schools or universities must also rely on the results of needs analysis to make decisions on language curriculum (Nation and Macalister, 2020).

Remember that despite the purpose of needs analysis, you need to have a clear purpose in mind when conducting needs analysis. You have to be clear about the target population about whom information will be collected (language learners or potential language learners), as well as the current interests and experiences of the students involved in a course. This way, valuable information can be gathered to create more effective language courses, thus responding to the needs of the target group of learners, the context, and society.

Let´s move to the next topic to learn about tools and instruments to use when conducting needs analysis.

3.3 Needs Analysis Tools and Instruments

Needs analysis can take place prior to during or after the designing or of a language program. It implies a systematic process with the following key aspects illustrated in Figure 6. Therefore, considering the importance of needs analysis, it is advisable to use different instruments and sources to collect data to triangulate the results and get more valid and reliable results.

Figure 6
Issues involved in Needs analysis
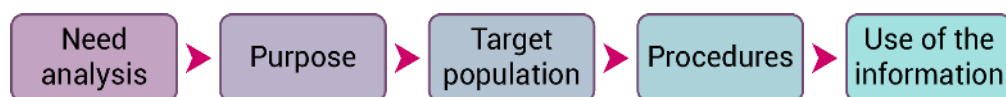
Need analysis ▶ Purpose ▶ Target population ▶ Procedures ▶ Use of the information

Note. Adapted from Language curriculum design [Infographic], by J. Macalister, & I. S. P. Nation, 2010. Routledge. CC BY 4.0.

Was this information useful? Is the summary of the information presented in the figure above ease to remember? I am sure you found it useful and helpful. Language courses must be designed based on good needs analysis conducted from a variety of perspectives. Therefore, it is necessary to evaluate it before starting to design an EFL course. Do you agree? I think so!

Nation and Macalister (2022) outline a comprehensive set of tools in Table 2 for conducting needs analysis. To delve deeper into these tools, they focus on an English for Academic Purposes (EAP) course aimed at preparing students for academic life at university. The analysis is structured around the concepts of necessities, lacks, and wants, addressed in that specific order.

Table 2

Methods and examples of needs analysis

Type of Need	Focus	Method	Example	How to incorporate into Syllabus design
Necessities	**Proficiency**	Self-report, Proficiency testing	Level of vocabulary knowledge (Nation and B|eglar, 2007), Level of fluency (e.g., reading speed)	Diagnostic vocabulary tests at the beginning of the course; timed reading exercises to measure fluency.
	Situations of use	Self-report, Observation and analysis, Review of previous research, Corpus analysis	Analysis of texts (Nation, 2006), Analysis of exams and assignments (Friederichs and Pierson, 1981; Horowitz, 1986), Analysis of tasks (Brown et al., 1984), MICASE	Practice analyzing academic texts and assignments, e.g., summarizing key points from journal articles.
Lacks	**Proficiency**	Self-report, Testing	Vocabulary tests	Weekly vocabulary quizzes covering key terms from academic content.
	Situations of use	Self-report, Observation and analysis	Examiners' reports, Analysis of tasks (Ellis, 1986)	Classroom observations of student participation in group discussions or tasks.
Wants	**Wishes**	Self-report, Use, Observation	Records of choices of activities, Teachers' observation	Allow students to select preferred topics or projects for presentations.

Note. Adapted from de Language Curriculum Design (p. 27) by Nation and Macalister (2020), Routledge

In this context, the initial step in identifying necessities involves examining the demands associated with the target tasks. This requires a clear understanding of what students will be expected to accomplish once they enter university. Key skills such as listening to lectures and actively participating in discussions are essential components of academic success at this level. I recommend considering key questions such as the following when focusing on the needs of language learners, specifically targeting goals related to language, content, skills, and text:

The first set of questions focuses on the language itself, helping instructors understand what is required in terms of language proficiency and communicative activities:

- *What will the course be used for?* This question helps identify the practical application of the language being taught (e.g., business, travel, academic purposes).
- *How proficient do students have to be?* Understanding the proficiency level needed allows for a clear definition of the learning objectives, whether it's basic communication or advanced fluency.
- *What communicative activities will the learner take part in?* This determines the kind of real-life scenarios the learners will engage with, such as conversations, presentations, or writing tasks.
- *Where will the language be used?* Whether the language is for use in a specific country, profession, or social setting, this question identifies the context in which language use is expected.

The next set of questions that can help you address needs about content that the learners will need to work with include:

- *What content matter will learners be working with?* This addresses the thematic areas or subjects that the course will cover, such as technology, health, or culture. Specific subject areas to engage learners, which also inform vocabulary and context. The types of reading or listening materials

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that will be used to convey the content, such as articles, stories, or academic papers.

- *What will the language be used for by learners?* This question helps identify the purpose of language use, such as giving instructions, asking for information, or expressing opinions.
- *What language uses is the learner already familiar with?* This enables the assessment of learners' current knowledge and experience with the language, helping to identify gaps or areas that require further development.

Another set of questions that you can use when conducting needs analysis may be related to discovering needs in terms of skills focusing on how the learners will engage with and use the language such as:

- *How will the learner use the language?* This question addresses the skills that need to be developed (e.g., writing emails, and making presentations).
- *Under what conditions will the language be used?* Here, the aim is to understand the context and environment in which the language will be applied (e.g., formal meetings, casual conversations).
- *Who will the learners use the language with?* Understanding the social dynamics and interactions, such as speaking with colleagues, clients, or peers, helps design the course.

Dear students, remember that needs analysis can be conducted for various purposes, which means the informants, procedures, and use of results may differ. This is illustrated in the video titled Needs analysis in curriculum developmet. You will also find further information in the weekly announcements and through the weekly tutorial. You may also reach out to your professor via email for additional assistance.

Recommended learning activities

Now, it is time to apply your knowledge through the following activities:

1. Apply the steps to conduct needs analysis for designing a course for teaching English to high school students.

   Follow these strategies to complete this task.

2. Analyze the following example of needs analysis titled [Needs Analysis in English for Academic Purposes: The Case of Teaching Assistants at the University of Khartoum](#)

   Was this activity helpful to you? I believe that by analyzing the example, you were able to identify how to determine students' needs, lacks, and wants. Moreover, you had the opportunity to apply everything you've learned in this unit to conduct a needs analysis for designing EFL courses based on those insights.

3. To assess your understanding of this topic, I encourage you to complete the self-assessment provided below.

Self-assessment 3

A. Select the option that best answers the questions about needs analysis

1. Why is it important to consider learners' views during needs analysis?

   a. To simplify the process of curriculum design.
   b. To align learners' and analysts' perspectives.
   c. To avoid creating questionnaires or interviews.
   d. To ensure teacher-focused responsive course.

2. What should a curriculum designer do if learners' views differ from the needs analyst's perspective?

    a. Incorporate other more reliable sources ignoring the learners' views entirely.
    b. Adjust the curriculum to meet learners' expectations without question.
    c. Reevaluate the needs analysis results or explain a more beneficial perspective.
    d. Replace the needs analysis with a different methodology.

3. What is a potential challenge in using questionnaires for needs analysis?

    a. They are too time-consuming to administer.
    b. Learners rarely provide useful responses.
    c. Designing an effective questionnaire is complex.
    d. They cannot be reused for future courses.

4. What kind of information can a well-designed questionnaire provide for an English for Academic Purposes course?

    a. General insights into language proficiency at English levels.
    b. Learners' opinions on teaching methods to be implemented.
    c. Feedback on the curriculum designer's expertise.
    d. Specific learner goals, such as improving assignment writing.

5. Which of the following methods is mentioned as a way to gather information about learners' views?

    a. Observation and corpus analysis.
    b. Interviews and questionnaires.
    c. Testing and proficiency reports.
    d. Peer feedback sessions.

B. Determine whether the statements are true (T) or false (F).

6. (   ) Needs analysis is a process aimed at discovering the parts of the curriculum design process.

7. (   ) The results of the needs analysis should be carefully weighed against the limitations identified through environment analysis.

8. (   ) A useful question for gathering information about language in needs analysis is: How will the learner use the language?

9. (   ) An English teacher who designs a course for immigrants and a course for medical students can choose the same content and approach for both groups.

10. (   ) A needs analysis is considered valid when it provides relevant and significant information that serves as a foundation for designing a language course.

11. (   ) Self-report, observation, and proficiency tests are types of needs analysis.

12. (   ) Information in needs analysis could be obtained from a variety of sources like samples of writing, tests, questionnaires, surveys, reports by teachers, and opinions of experts.

C. Complete the following information.

13. List the steps that you will follow to conduct a needs analysis.

14. Provide examples of lacks that can be identified through needs analysis.

15. Complete the following information about needs analysis

Type of need	Method of data collection	Example
_____	_____	_____

Contents, Resources and Recommended Learning Activities

Week 5

Unit 4. Guidelines for Language Curriculum Design

The language curriculum structure is the result of curriculum design and reflects the relationship among its components. In this unit, you will learn about those components: scope, sequence, continuity, relationship, integration, articulation, and balance. Additionally, you will study the principles of teaching and learning that provide a basis for curriculum design, implementation and evaluation.

4.1 Curriculum Dimensions

When creating a language program or course, curriculum planners and teachers should consider each one of the dimensions. Do you know which those dimensions are? If not, please check the following figure and presentation: Dimensions of curriculum design.

Figure 7

Dimensions of curriculum design
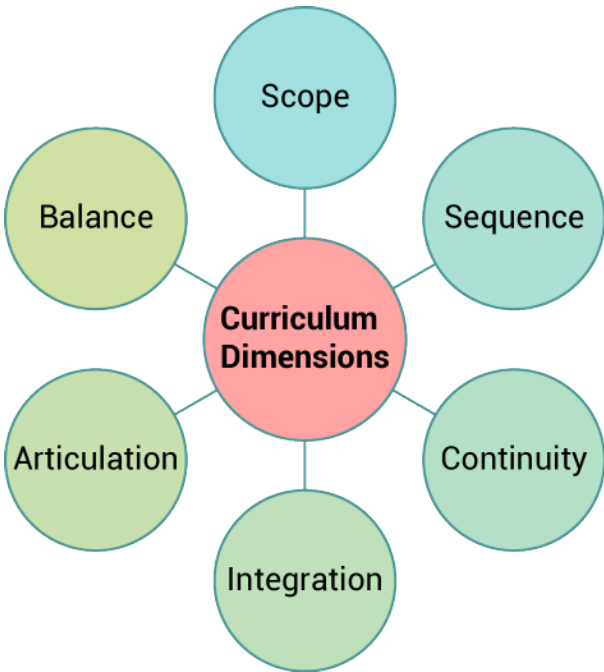
Note. Adapted from Curriculum dimensions [Infographic]„ por A. C. Ornstein & F. P. Hunkins, 2017, Pearson. CC BY 4.0.

Ornstein and Hunkins (2017) underscore the significance of dimensions such as scope, sequence, continuity, integration, articulation, and balance in curriculum design. These elements ensure that the curriculum is well-rounded, logically structured, and effectively delivered, providing a cohesive educational experience that promotes both depth and breadth of learning. By thoughtfully addressing each dimension, educators can create a curriculum that is both comprehensive and aligned with students' needs, ensuring a meaningful and consistent progression throughout their learning journey. Scope outlines the content range, while sequence determines the order of learning. Continuity strengthens concept retention, integration connects interdisciplinary knowledge, and articulation ensures curriculum coherence across grade levels.

Finally, balance ensures equal attention to all areas of learning, preventing an overemphasis on any one aspect. I invite you to review more information in the following infographic curriculum dimensions

[Curriculum dimensions](#)

A well-designed curriculum must incorporate all the key dimensions mentioned previously, ensuring a coherent and effective English learning experience that supports the development of language skills across various contexts and levels. This alignment supports learners' needs and promotes effective language acquisition by creating a coherent curriculum.

Now, it is time to analyze principles and methods within language curriculum design. Language teaching principles are the foundational theories that guide teaching practices, while methods refer to specific strategies used to implement these principles in the classroom. A well-designed language curriculum integrates these aspects, ensuring that teaching methods align with theoretical foundations.

4.2 Methods and Principles

The process of language teaching development began in the twentieth century with the recognition of language teaching as a profession (Axatovna, 2024). Central to this process was the emergence of the term methods of language. In fact, the introduction of the method concept in teaching has powerfully influenced the teaching of English throughout history. Significant changes in language teaching approaches have largely been driven by applied linguists who proposed innovative methods to enhance teaching effectiveness. These advancements reflect a shift from traditional methodologies toward practices grounded in research and the evolving needs of learners.

Broadly speaking, a curriculum encompasses not only the set of courses, coursework, and content offered by educational institutions but also the methods, assessments, and instructional materials employed within these courses; thus, functioning as an integrative framework guiding educators and learners toward achieving specific educational goals.

Before deeply exploring the elements of curriculum design, I would like you to reflect on fundamental questions: Does curriculum design rest on specific principles? If so, what are those principles? Furthermore, do these questions encourage you to reflect on the core principles of language teaching that influence curriculum design and instructional practices? Since, understanding these principles is crucial for shaping effective educational frameworks, as they provide the foundation for selecting methods, materials, and assessment techniques in language instruction. Exploring these areas will help you clarify how different frameworks influence the designing and implementation of effective language curricula.

> Did you find these questions easy to answer? Were you able to respond to them effectively? I hope you did a great job!

The development of language teaching, in the twentieth century, was significantly influenced by various societal and educational changes. This period witnessed a marked shift in the approach to language education, moving from traditional grammar-translation methods to more communicative and learner-centered approaches (Harmer, 2015). Similarly, Richards and Rodgers (1986) point out, that methods such as Total Physical Response and Silent Way often bring minor adjustments to instructional techniques or formats. However, these methods frequently fail to address crucial aspects like the selection of learning content, strategies for monitoring progress, and approaches to assessment. This lack of balance underscores the limitations of focusing narrowly on a single method, potentially leaving broader educational objectives unmet.

As you can see, a "method" approach to curriculum design does not necessarily imply strict adherence to a single methodology. While it may prioritize certain aspects of teaching, designing a curriculum based solely on specific methods can lead to some components being well-developed and research-based, while others, such as content selection, monitoring, or assessment strategies, may be underemphasized or even neglected. Thus, adopting a more holistic approach to curriculum creation and development

ensures it aligns with learners' broader educational goals and diverse needs. In other words, an approach moves beyond isolated teaching strategies to emphasize interconnected elements that support comprehensive learning experiences.

4.3 The Principles of Language Teaching

The process of language teaching development began in the twentieth century with the recognition of language teaching as a profession.

And central to this process was the emergence of the term methods of language. In fact, the introduction of the concept method in teaching has powerfully influenced the teaching of English throughout history.

Moreover, much of the impetus for the tremendous changes in approaches to language was proposed by applied linguists based on the teaching methods.

Generally speaking, curriculum is seen as a set of courses, course work, and content offered at any educational institution. It also encloses the methods, assessment and material used in instructional courses. How much do you know about this! Let´s see:

Were you able to respond these questions? Were they easy to answer? I hope you did a good job.

As you could realize a "method" approach to curriculum design needs not to be adhere to a method (i.e., total physical response or functional approach) because they only suggest small changes in format and presentation with no changes in the selection of what is to be taught or in how it might be monitored or assessed; but not considers all the aspects implied in curriculum design. Thus, it is necessary to base a curriculum design on guiding principles.

4.4 The Twenty Principles

The purpose of this stage in the curriculum design process is to determine the most effective strategies for fostering learning. The course design can be grounded in various perspectives: pedagogical, learning-focused, or philosophical views, with a focus on the nature of language, learning, and culture. The twenty principles proposed by Nation and Macalister (2020) are rooted in a pedagogical perspective and are specific to language teaching. The principles proposed by Nation and Macalister (2020) are organized into three key categories:

a. content and sequencing
b. format and presentation
c. monitoring and assessment.

The first group, content and sequencing, focuses on what content is taught and how it is organized. The principles under this category emphasize selecting language content that aligns with learners' proficiency levels, ensuring coherence and progression from easier to more complex topics. Principles like **graded content**, **sequencing**, and **integrated skills** ensure that language learning is systematic and incremental, allowing learners to build on prior knowledge. As the authors emphasize sequencing content appropriately enables a smooth transition between learning stages, contributing to more effective acquisition. The category, format and presentation,

The second category includes principles that guide decisions about the **format** of lessons, the **types of materials** used (textbooks, multimedia, etc.), and the **presentation style** that best supports learning. For instance, incorporating a variety of instructional techniques (e.g., tasks, activities, and discussions) can enhance engagement and retention. Meanwhile, the third set of principles focuses on **monitoring and assessing** learners' progress and adapting instruction based on assessment results. Principles such as feedback and adjustment ensure that teaching is responsive to students' needs, and

assessment is continuous, not merely occasional. Effective monitoring allows teachers to adjust content delivery and teaching strategies to optimize learning outcomes.

> To further expand your knowledge, explore the detailed explanations in Curriculum Development Principles and analyze the figure below which summarizes the 20 teaching principles.

This combination of visual representation and deeper insights will enhance your comprehension of how these principles can be practically applied when creating English courses or programs.

Figure 8
Language principles

Content and sequencing	Format and presentation	Monitoring and assessmenent
• Frequency • Strategies and autonomy • Spaced retrieval • Language system • keep moving forward • Teachability • Learning burden • Interference	• Motivation • Four strands • Comprehensible input • Fluency • Output • Deliberate learning • Time on task • Depth of processing • Integrative motivation • Learning style	• Ongoing needs and environment analysis • Feedback

Note. Adapted from Language Curriculum Design [Infographic], by J. Macalister, & I. S. P. Nation, 2020. Routledge. CC BY 4.0.

Recommended learning activities

Let's continue learning through your participation in the activities described below.

1. Identify the application of Ellis's principles in the following case study: [Principles of instructed language learning](#)

   Strategies

   - It is worth looking at other researchers' lists of principles to see how they differ from the ones studied in this unit.
   - You can conduct additional research by exploring online case studies or utilizing the resources available in the UTPL library to deepen your understanding of the subject.
   - Identify the way how the principles were applied.

   Excellent job! You should now have a clear understanding of how principles were applied by teachers in high school settings to foster successful language learning through structured instruction. This application demonstrates how theoretical principles can translate into effective teaching strategies that lead to improved language acquisition outcomes.

   It is worth highlighting that the advantage of using a principle-based approach, on the one hand, enhances the development of theory and research which can be easily accommodated by altering, expanding, removing, or adding principles without having to discard other principles.

   These are some of the most common uses of these principles. What other uses do you think these principles may have? Let´s analyze some of them:

   - To guide the design of language teaching courses and lessons.

- To evaluate existing courses and lessons.
- To help teachers integrate and contextualize information gained from keeping up with developments in their field. For example, when reading articles from journals such as TESOL Quarterly, Language Learning, Applied Linguistics or RELC Journal, teachers can try to decide what principle is being addressed by the article and how the article helps in the application of a principle.
- To provide a basis for teachers to use reflecting on their practice and professional development. It may provide a basis for action research within their classrooms. It can help them answer questions such as "Is this a good technique?", "Should I use group work?", and "Do my learners need to speak a lot in class?".
- To act as one of many possible reference points in teacher training courses.

Up to this point, we have explored and analyzed the principles, highlighting their significance and application in curriculum design. Additionally, we have emphasized that this set of teaching principles is not the only framework available for designing a language course.

2. To better understand how the language principles are applied in a real course design, please visit the following: Advanced Reading and Writing II. Analyze and list the principles that were incorporated into that course design.

Note: Please complete the activity in a class notebook or Word document.

How did it go? I am sure the analysis of this course allowed you to reinforce your knowledge on this matter.! As you could see in that activity, any English course must be organized based on the curriculum foundations and principles like frequency, strategies and autonomy, and language system, among others.

Remember to check the announcements on the EVA or contact your teacher if you need more help.

> Remember! In curriculum design, it is essential to select the most relevant teaching and learning principles based on the specific goals and objectives of the course.

Week 6

Unit 4. Guidelines for Language Curriculum Design

4.5 Approaches to Curriculum Design

Curriculum design experts have put forth several models, each considering students, society, and the subject matter to differing degrees. The philosophical, psychological, social, and pedagogical underpinnings of education are also taken into consideration by these models. There are different categories of curriculum design techniques, and each model defines and classifies the essential components differently. Although each author's theoretical framework influences these classifications, they all stress how crucial it is to match the curriculum with learning objectives, student requirements, and social norms.

Nation and Macalister (2020) highlight that the main parts of the curriculum design process described in the curriculum design model will be covered in most approaches, but they at various times, at several degrees of thoroughness, in different orders, and by various people. The following table illustrates the analysis of the language curriculum design model compared to Graves's and Murdoch's model.

Table 3
Approaches to language curriculum design

Language Curriculum Design model (Nation and Macalister, 2020)	Graves's model of curriculum design (2000)	Murdoch's model of curriculum design
• Needs analysis.	• Assessing needs.	• Learners' present level of competence. • Reasons for studying English and long-term learning aims.
• Goals.	• Formulating goals and objectives.	• Course objectives.
• Content and sequencing.	• Developing materials.	• Language and procedures to be covered by the course. • Emphasis on particular skills. • Themes for course materials and texts: choice of suitable textbooks.

Language Curriculum Design model (Nation and Macalister, 2020)	Graves's model of curriculum design (2000)	Murdoch's model of curriculum design
• Monitoring and assessment.	• Designing an assessment plan.	
• Format and presentation.	• Organizing the course.	• Methodology to be used: type and sequencing of activities.
• Environment analysis.	• Conceptualizing context. • Defining the context.	• Resource limitations that affect classroom activity. • Sociocultural factors and learning habits of relevance to English teaching. • Learners' age group, present lifestyle and interests. • Aspects of target culture that will interest learners and can be exploited in materials.

Language Curriculum Design model (Nation and Macalister, 2020)	Graves's model of curriculum design (2000)	Murdoch's model of curriculum design
• Principles	• Articulating belief	
• Evaluation		

Note. Comparative chart of the parts of the curriculum considered in the three types of approaches. From Language Curriculum Design (p. 82 - 83), by J. Macalister, & I. S. P. Nation, 2020. Routledge.

As you could notice, there are various models of curriculum design, and it is valuable to compare them to identify strengths and weaknesses. Analyze the information in Table 3. Examine the examples to analyze and identify the similarities and differences among them. I am sure that those examples will help you choose the best approach when designing your courses. Other types of approaches are illustrated in Figure 9.

Figure 9

Approaches to curriculum design
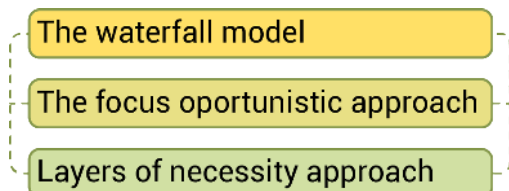
The waterfall model

The focus oportunistic approach

Layers of necessity approach

Note. Adapted from Language Curriculum Design [Infographic], by J. Macalister, & I. S. P. Nation, 2020. Routledge. CC BY 4.0.

Any type of approach to curriculum design and development should be considered as a method rather than as a precise formula for creating curricula. It is important to highlight the importance of all the parts of the curriculum design process at some point in the curriculum design. The result must be a solid, well-founded, technical, and coherent curriculum adjusted to the learning needs of the target learners and society that ensure the minimum conditions necessary for attaining the educational intentions and, thus quality of teaching and learning.

Congratulations! You have finished the study of unit four. Throughout this unit you have looked at the meeting of the theory of curriculum design and the practical issues of putting curriculum design into practice.

Let´s deepen more about the abovementioned approaches in the chapter titled "Approaches to curriculum design".

Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

To evaluate the learning acquired on this topic, I invite you to develop the self-assessment presented below.

Self-assessment 4

A. Choose the Word or Words that best Complete the Following Statements. Feedback format and presentation course principles the teacher

1. The aim of _____ is to guide the design of courses which suit the wide range of conditions in which language is taught.

   a. Format and presentation
   b. Content and sequencing
   c. Assessment and evaluation

2. The principle that stresses the importance of the learner's attitudes to what they are studying belongs to _____.

   a. Content and sequencing
   b. Format and presentation
   c. Assessment and evaluation

3. One of the possible causes why a course does not provide enough quantity-based activity may be because _____ is not aware or convinced of the value of such activity.

   a. The teacher
   b. The student
   c. The curriculum

4. A _____ should take account of individual differences and learning styles.

   a. Curriculum
   b. Teaching principle
   c. Methodological approach

5. _____ from language use can come from the sender herself, from the people who receive the message, and from an observer of the communication process.

   a. Feedback
   b. Teachability
   c. Interference

B. Decide if the following statements are true or false.

6. The learning burden is one of the language teaching principles that highlight the need to consider previous knowledge in the designing of a course.

   a. True
   b. False

7. A language course should avoid including a coverage of language items frequently used when creating basic English courses.

   a. True
   b. False

8. The principle about learning styles belongs to the group of format and presentation.

   a. True
   b. False

9. Cotterall (2000) proposes five principles for promoting learner autonomy: learner goals, the language learning process, tasks, learner strategies, and reflection on learning.

   a. True
   b. False

10. False cognate vocabulary refers to words in two languages that share a similar meaning, spelling, and pronunciation which favor language learning.

   a. True
   b. False

C. Choose the correct answer.

11. What does "frequency" refer to in content and sequencing?

   a. How often students should practice their autonomy.
   b. The regular occurrence of specific language items in use.
   c. The number of strategies taught to learners.

12. What is the primary goal of "spaced retrieval" in sequencing content?

   a. To minimize interference between language systems.
   b. To enhance long-term memory retention.
   c. To reduce the learning burden on students.

13. Which concept focuses on balancing the effort required by learners to process new language items?

   a. Teachability
   b. Interference
   c. Learning burden

14. What does "language system" emphasize in curriculum design?

   a. Developing students' autonomy in language learning.
   b. The interconnected nature of grammar and vocabulary.
   c. Encouraging students to keep moving forward.

15. How does "interference" impact language learning?

   a. It supports learners' spaced retrieval practices to guarantee better results.

b. It occurs when learners transfer native language patterns into the target one.

c. It facilitates students' understanding of teachable concepts and items.

16. What is "teachability" in the context of curriculum design?

    a. Aligning content with learners' readiness to learn.
    b. The frequency of practice provided for each topic.
    c. The effort required by learners to understand new content.

17. Why is "strategies and autonomy" essential in content design?

    a. It reduces the overall learning burden on students.
    b. It promotes independent learning and problem-solving skills.
    c. It prevents interference between different language systems.

18. What is the purpose of the principle "keep moving forward"?

    a. To encourage constant progress and avoid excessive repetition.
    b. To emphasize the importance of spaced retrieval.
    c. To minimize the learning burden on students.

19. Which principle ensures learners revisit content at intervals to strengthen retention?

    a. Spaced retrieval
    b. Frequency
    c. Teachability

20. How can "learning burden" be effectively managed in curriculum design?

    a. By ensuring content is relevant and appropriately sequenced.
    b. By emphasizing teachable moments in every session.
    c. By focusing solely on high-frequency language items.

Dear students! Congratulations! Excellent work. Remember to attend the weekly tutorials or contact me in case you have questions or concerns regarding the contents! Do not forget to review the syllabus, as it provides guidance on planning the time required to complete both graded and non-graded activities.

Let's start the study of unit 5! Keep up the great work!

Contents, Resources and Recommended Learning Activities

Week 7

Unit 5. English as a Foreign Language Curriculum in Ecuador

Now that you have a clear overview of what curriculum entails, its components, the approaches, and the process of curriculum design we will analyze the English National Curriculum for teaching English as a Foreign Language that guides the teaching of English as a Foreign language in Ecuador.

The learning objectives outlined in the Ecuadorian EFL curriculum provide a guiding framework, defining the desired outcomes for students starting their journey of learning English as a foreign language. These objectives are carefully integrated into an educational structure of goals and standards that align with both students' needs and international benchmarks, such as the CEFR, ensuring that students' progress is effectively measured and supported throughout their language-learning journey (Sevy-Biloon., 2020)

The Ecuadorian EFL curriculum comprises the educational project proposed to promote the development and socialization of the new generations; in other words, the curriculum has the educational intentions, actions, guidelines, and how to proceed to achieve them as well as the way how to verify if they have

been achieved. In this context, English was officially implemented as a compulsory subject in all Ecuadorian public primary schools in September 2016 in the Sierra and Amazon region; and in 2017, in the coastal provinces. T

The curriculum for EFL teaching in "Educación General Básica" (2nd to 10th) and "Bachillerato General Unificado" (1st to 3rd) is built to support the development of Ecuadorian citizens that can communicate effectively in today's globalized world (Ministry of Education, 2026). The chart titled *Levels of Proficiency: Branching Approach* outlines the expected English proficiency levels for students and highlights the progression of language skills that learners should develop at different stages of their education.

Figure 10
Levels of Proficiency: Branching Approach
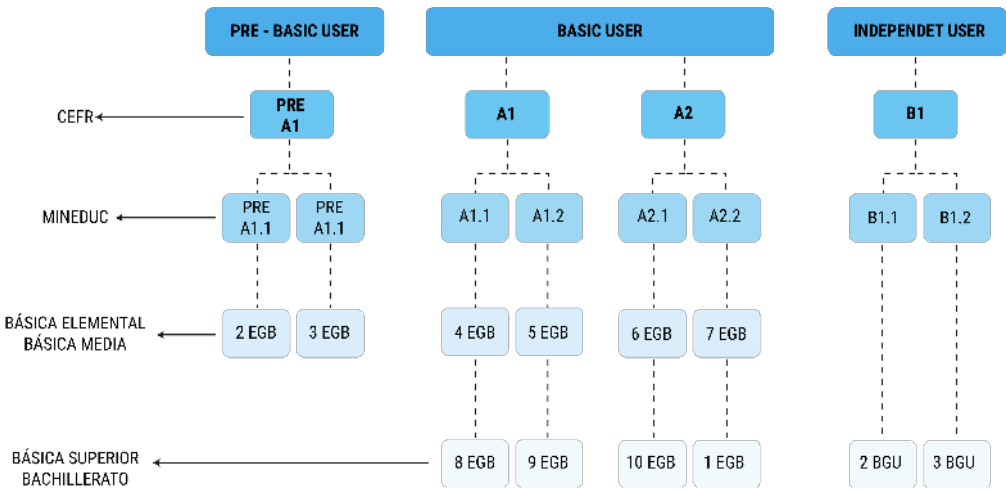
Note. From Currículo de inglés como lengua extranjera (EFL), [Infographic], 2016 [Ministerio de Educación](). *CC BY 4.0.*

I invite all to read the following document, English as a Foreign Language curriculum, which provides an overview of the foundations of curriculum design, the core principles, threads, and exit profiles according to international standards. The document is long, but do not worry; for this topic, you have to read from 1 page to 10.

Great job!

Regarding the 21st century skills, that Ecuadorian learners need to develop are in general terms: global engagement, social and thinking skills, and a foundation for lifelong learning, which will allow them to perform successfully in local and international communities. To achieve this goal, the epistemological foundations of the EFL curriculum state clearly how learners learn languages and therefore, how they should be taught; for that reason, a constructivist approach has been considered as the basis for the designing of this curriculum; since learners entering schools as users of their mother tongue, they have cognitive, emotional, and motor skills that facilitate communication which can be used to enhance the second language learning.

5.1 Core Principles of the EFL National Curriculum.

The **core principles of the Ecuadorian EFL National Curriculum** are designed to provide a structured and effective approach to teaching English as a Foreign Language. These principles guide the development of language proficiency while fostering holistic student growth and aligning with national educational goals.

The core principles used that support the EFL curriculum educational goals of justice, innovation, and solidarity, as the development of thinking, social, and creative skills in the context of language learning and use are summarized in Table 4.

Table 4

Core principles

Principle	Description
The communicative language approach	Language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized
Content and Language Integrated Learning (CLIL)	A model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development.
International standards	The curriculum is based on internationally recognized levels and processes of teaching and learning languages: CEFR: Common European Framework of Reference for Languages: Learning, teaching, assessment.
Thinking skills	Learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.
Learner-centered approach	Teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning.

Note. Core principles set in the Ecuadorian EFL curriculum. From English as a Foreign Language by the Ministry of Education, 2016. [Public domain].

The Ecuadorian EFL curriculum is guided by 5 principles that aim to provide a holistic and effective framework for language teaching and learning. These principles reflect contemporary methodologies and global standards, ensuring alignment with learners' needs. The first principle, *Communicative Language Approach*, deals with the view of language as a tool for interaction and communication rather than a set of rules to memorize. This principle emphasizes real-world language use and encourages meaningful exchanges to foster fluency and practical language skills (Richards, 2006).
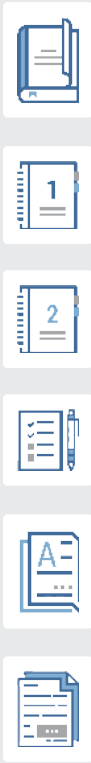
The second one, Content and Language Integrated Learning (CLIL), states the need to integrate language learning with cognitive and cultural issues. Integrating language instruction within the framework of other subject areas enables learners to achieve linguistic proficiency while simultaneously developing broader intellectual capacities. This interdisciplinary approach positions language acquisition not only as a standalone goal but as a transformative process that fosters holistic development by intertwining cognitive, cultural, and communicative competencies (Coyle et al., 2010; Ministerio de Educación del Ecuador, 2016).

The third principle, International Standards, underscores the necessity of aligning the curriculum with globally recognized frameworks, such as the Common European Framework of Reference for Languages (CEFR). This alignment ensures that language instruction achieves consistent, measurable outcomes, promoting both the comparability of educational achievements and facilitating learner mobility in an increasingly interconnected world. By adhering to these standards, the curriculum not only enhances the quality of teaching and assessment but also equips learners with competencies that meet international benchmarks (Sevy-Biloon et al., 2020; Ministerio de Educación del Ecuador, 2016).

Moreover, the fourth principle, **Thinking Skills**, extends the focus of the curriculum beyond language acquisition to include the development of critical thinking, social interaction, and creativity. These skills prepare learners for lifelong learning and active citizenship, aligning closely with the objectives of 21st-century education, which emphasizes competencies such as critical thinking, collaboration, and problem-solving. This holistic approach ensures that students are equipped not only to communicate effectively but also to navigate complex challenges in an interconnected world (Hidalgo & Recino, 2020; Ministerio de Educación del Ecuador, 2016).

Finally, the fifth principle, *Learner-Centered Approach,* places learners at the heart of the educational process, shaping teaching methodologies to their strengths and challenges. By empowering students to take responsibility for

their learning process, this approach aligns with contemporary pedagogical frameworks prioritizing personalized and meaningful learning experiences (Nunan, 2015; Ministerio de Educación del Ecuador, 2016).

iDear students, I warmly encourage you to broaden your learning and deepen your understanding. In the following document English as a foreign language curriculum there you will find the specific implications of each one of them. In this resource, you will discover the specific implications of each core principle and gain a deeper insight into how they inform language teaching strategies. This resource will provide you with valuable information that can enhance both your knowledge and teaching practices. Keep exploring and applying these concepts to elevate your learning experience!

5.2 Curricular Threads

According to the Ecuadorian Ministry of Education curriculum design, curricular threads are recurring themes or concepts interwoven throughout various subjects and grade levels. They connect different areas of learning, providing students with a cohesive and integrated educational experience. Introducing curricular threads ensures that key ideas and skills are revisited and reinforced over time, allowing students to build upon their prior knowledge and deepen their understanding. An exemplary application of curricular threads is evident in the English curriculum in Ecuador, which is systematically organized around five core interconnected threads aligned with the Common European Framework of Reference for Languages (CEFR), ensuring a holistic and comprehensive approach to language education. Its purpose is to promote continuity in learning and help students make connections between different subjects.

The first one, **Communication and Cultural Awareness**, emphasizes the development of intercultural competence and fostering effective communication within a diverse cultural context. The second thread, **Oral Communication**, focuses on developing listening and speaking skills, enabling

learners to comprehend and articulate spoken language effectively. Similarly, the **Reading** thread focuses on cultivating critical thinking and analytical skills by improving students' comprehension and interpretation of written texts. The **Writing** thread develops learners' written expression through exposure to varied styles and purposes. Lastly, the **Language through the Arts** thread incorporates artistic elements to promote creativity and cultural appreciation through language (Ministry of Education, Ecuador, 2016).

5.3 Structure and Organization of the EFL Curriculum

The Ecuadorian educational system has experienced different stages. The current system was updated in 2016. It comprises the following levels illustrated in Figure 11.

Figure 11
Ecuadorian educational system per levels and sub-levels

Note. From Currículo de inglés como lengua extranjera (EFL), [Infographic], 2016 [Ministerio de Educación](). *CC BY 4.0.*

The figure illustrates the levels and sublevels of the Ecuadorian educational system. It begins with Initial Education (3-5 years), which focuses on early childhood development. This stage supports children in building foundational skills essential for future learning, emphasizing cognitive, social, and emotional growth in a supportive and nurturing environment. Next is Basic General Education (6-14 years), a ten-year period of compulsory education. This level prioritizes the development of essential competencies, including literacy, numeracy, and social awareness, offering students a comprehensive

UTPL

foundation for further academic and personal growth. Following this is Bachillerato (15-17 years), a three-year secondary education phase. At this level, students engage in specialized subjects, preparing them for higher education or the workforce by equipping them with the necessary knowledge and skills. Finally, Higher Education (18+ years) encompasses universities, polytechnic schools, and technical institutes. Students at this level pursue undergraduate, graduate, or technical degrees, gaining specialized knowledge and expertise to support their professional careers and contribute to society.

> I encourage you to read the following documents: Currículo Lengua Extranjera, Educación General Basica preparatoria, Educación General Básica Elemental, Educación General Básica Media, Superior, and Bachillerato to gain a deeper understanding of the structure and organization of the Ecuadorian English curriculum. Enjoy your reading

Excellent work! I hope this practice wasn't too challenging for you. At first, the analysis might seem a bit tricky, but don't worry—practice makes it easier! For now, I encourage you to focus on understanding the structure. As you may have noticed from the resources, the EFL curriculum is grounded in specific approaches, principles, and proficiency levels aligned with the Common European Framework of Reference for Languages (CEFR). These levels, categorized as *Basic user* and *independent user*, define the expected outcomes for learners in both EGB and BGU.

The curriculum is organized around the following key aspects:

- Exit profile
- General objectives
- Curricular threads
- Curricular objectives for sublevels
- Evaluation Criteria (performance descriptors)

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Dear student, we have finished the study of unit 5 about Ecuadorian English as a foreign language curriculum. Remember that you can attend the weekly tutorials or contact me in case you have questions or concerns.

Now, let´s check your knowledge by answering the self-assessment 5.

Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Summarize the features of the communicative-functional approach of the EFL curriculum. Then identify the levels of proficiency and their application per school year

   Strategies

   - Read the following file National English curriculum guidelines underline the most relevant information.
   - Use this chart to summarize the information.

   Features of the communicative-functional approach

Basic users and years	Independent user and years

   Note. answer the activity in a notebook or word document.

   Great job! I am sure it was any complicated at all. As you can notice, the Ecuadorian Ministry of Education (MINEDUC) identifies three key priorities: recognizing the significance of the English language as a vital tool, aligning the English curriculum with international standards such as the Common European Framework of Reference for Languages (CEFR), and implementing the widely recognized Communicative Approach to language teaching.
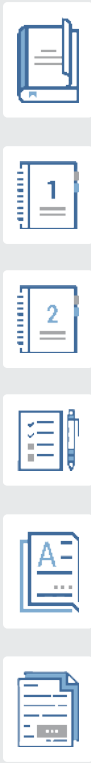
2. Now, let´s check your knowledge by answering the self-assessment 5.

Self-assessment 5

Select the correct option.

1. The curriculum for teaching English in Ecuador is based on the _____.

   a. Cognitive-code Approach
   b. Notional/functional approach
   c. Grammar translation method
   d. Communicative approach

2. Choose the correct option to complete the statement.

   The _____ of the EFL curriculum refers to how learners learn languages and therefore, how they should be taught.

   a. Epistemological foundations
   b. Curriculum, citizens, communicate
   c. Developing, system, methods

3. Choose the correct option to complete the statement.

   The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by _____.

   a. Implementing English teaching training programs in all the areas of curriculum.
   b. Focusing on the development of life skills, work skills, and entrepreneurship skills.
   c. Assessing students' knowledge through the use of standardized language tests.

4. Who are the main actors in shaping the curriculum?

   a. Professionals, teachers, adults, and authorities.
   b. Ecuadorians, children, researchers, and government.
   c. Educators, principals, students, and parents.

5. English as a foreign language was officially implemented as a compulsory subject in all Ecuadorian public primary schools in _____.

   a. 2016
   b. 1997
   c. 2020

Decide if the following statements are True or False.

6. Match the terms of the first column with the description of the second column.

   1. The communicative language approach
   2. Content and Language Integrated Learning (CLIL)
   3. International standards
   4. Thinking skills
   5. Learner-centered approach

   a. The curriculum is based on internationally recognized levels and processes of teaching and learning languages: CEFR: Common European Framework of Reference for Languages: Learning, teaching, assessment.
   b. Language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized.
   c. A model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition

serves as a driver for learners'
development.

    d. Learning English should support
the development of the thinking,
social, and creative skills needed
for lifelong learning and
citizenship.

7. What is the main objective of the English as a Foreign Language
curriculum in Ecuador?

    a. Promote the development and socialization of the new
generations.
    b. Teach grammar and vocabulary in English.
    c. Foster competition among students.
    d. Develop sports skills in English.

8. What is the pedagogical approach used in the design of the English as
a Foreign Language curriculum in Ecuador?

    a. Behaviorist approach
    b. Constructivist approach
    c. Humanistic approach
    d. Cognitive approach

9. What is the model used to integrate language learning with cultural and
cognitive aspects of learning in the English as a Foreign Language
curriculum in Ecuador?

    a. Behaviorist model
    b. CLIL model
    c. Humanist model
    d. Cognitive model

10. The English as a Foreign Language curriculum in Ecuador is organized around three curriculum threads.

   a. True
   b. False

<div align="center">

Answer key

</div>

Dear students,

Congratulations on your excellent work! Keep up the great effort. Remember to join the weekly tutorials, or feel free to contact me if you have any questions or concerns about the course content. Don't forget to review the syllabus—it's your best guide for planning your time and staying on track with both graded and ungraded activities.

Keep reaching for greatness!

Contents, Resources and Recommended Learning Activities

Week 8

Final Midterm Activities

Dear students, as you know, by the end of this week you will have to take the Midterm test. I am sure you will do it wonderfully! All your efforts and hard work will generate positive results. Review all the contents, explanations, and resources provided in the virtual platform.

I invite you to reinforce your knowledge by engaging in this interactive matching game. It's a fun and effective way to prepare for the test:

Interactive Resource: First Term

Well done! You have done an outstanding job throughout this First Term. Congratulations on achieving the goals you set for yourself!

Keep up the hard work and continue striving for success!

 Second bimester

Learning outcome 3:

Applies the curricular foundations at a macro, meso, and micro curricular level for designing courses of English as a foreign language.

To achieve this learning outcome, students will actively engage in real EFL course design, which is vital for developing their competencies in language curriculum design as future educators. This process involves applying curricular foundations at the macro, meso, and micro levels, enabling them to understand and integrate broader educational policies, institutional frameworks, and classroom-specific requirements.

By drawing on multidisciplinary fields and theoretical foundations, students will learn to select the most appropriate content and teaching strategies to address learners' needs effectively. This practical approach not only prepares them to create engaging and efficient English language classrooms but also equips them with the skills necessary for professional development, ultimately contributing to the advancement of quality education in academic institutions.

Dear students, welcome to the Second Term! Building on your success from the first, this term offers an exciting opportunity to deepen your skills through real EFL course design. By exploring curriculum foundations and innovative strategies, you'll prepare to create impactful learning environments as future educators.

Let's get started!

Contents, Resources and Recommended Learning Activities

Recuerde revisar de manera paralela los contenidos con las actividades de aprendizaje recomendadas y actividades de aprendizaje evaluadas.

Unit 6. Course Planning

According to Nation and Macalister (2010), effective course design begins with a needs analysis, which identifies the specific requirements and expectations of the learners. This step ensures that the course content and goals are relevant and achievable. Following this, clear and measurable objectives must be established to provide direction and focus. Richards (2001) emphasizes the importance of these objectives in guiding the selection of teaching methods, materials, and assessment tools.

Another vital aspect of course design is the integration of multidisciplinary approaches, allowing teachers to consider various factors such as linguistic skills, social contexts, and cultural influences. Graves (2000) highlights the need for flexibility and adaptability in course design, ensuring that it responds to the dynamic nature of teaching and learning environments.

Course planning implies the application of the whole curriculum design cycle interrelating all its parts (environment analysis, needs analysis, principles, goals, content and sequencing, format and presentation, monitoring and assessment, and evaluation). The information studied in the previous units about teaching principles, need analysis, and environment analysis provides essential input to define the goals, and content of the course, which is the subject of this unit.

> I recommend reviewing the course syllabus, as it provides a detailed overview of both graded and non-graded activities planned for the term. This will assist you in managing your self-study and help you organize your time effectively to gradually cover all the content for the second term. Furthermore, the materials in this virtual guide include explanations, strategies, and examples designed to enhance your understanding of the topics.

6.1 Goals, Content and Sequencing

6.1.1 Writing Course Rationales

The rationale of a course is part of thoughtful planning for English teaching instructions. It synthesizes the purpose, the reasons why a course has been designed, and why you chose to teach that particular content, basically you provide information about:

- What is the topic of the course, and how it will be taught?
- Why is the course material important?
- Who is the audience for the course?
- What do students expect to learn in the course? /How will students benefit?
- How does the course fit into the macro and meso curriculum?

The response to the questions above will provide you with direction and support for writing rationales for specific English courses.

6.1.2 Goals, Objectives, and Learning Outcomes

According to Richards (2001), the process of designing an English course begins with establishing clear and achievable goals based on the real needs of learners. This initial step provides teachers with a focused vision, helping them prioritize content and allocate time effectively.

Goals and Objectives

Goals serve as the foundation of effective course design, offering a clear purpose and guiding decisions on content, instructional methods, and organization. These goals are further refined into specific, measurable objectives, which act as actionable steps toward achieving desired learning outcomes.

Nation and Macalister (2020) describe goals as the "big picture" that defines the overall purpose of a course, while objectives break down these goals into specific, actionable steps. Goals establish the destination, and objectives map out the path to reach it. North, et. Al (2018) states that well-defined goals also consider the various strands or skill subdivisions within a course to enhance learning outcomes. Breaking these goals into smaller, attainable objectives helps create a structured and meaningful learning experience.

As you progress in understanding course design, it is essential to learn how to establish clear goals, organize content, and sequence lessons effectively. To enhance your knowledge, watch the [Setting Goals, Content, & Sequencing for a Language Curriculum.](#) Take notes as you watch and reflect on how to incorporate this knowledge in your own curriculum design projects.

As you do so, keep in mind:

- The importance of setting clear, achievable goals based on learners' needs.
- How to prioritize content to align with the course objectives effectively.
- The value of selecting strategies for sequencing lessons to ensure logical progression and maintain learner engagement.

Now, I invite you to look at the following example of the goals and objectives of an English course designed addressed for medical doctors:

> **Course:** Advanced English writing course
>
> **Goals:** By the end of this course students will
>
> - Demonstrate a positive attitude toward writing by completing reflective journals and participating in writing activities.
> - Identify and apply the key elements of effective writing in essays and written assignments.
>
> **Objectives:**
>
> - Identify the major elements of a well-written essay.
> - Differentiate the four types of essays
> - Write well-structured, coherent essays that meet rubric criteria for organization, clarity, and argument development.

How can you write good course goals and objectives? You can find out in the following: [How To Write Measurable Learning Objectives](#) which describes their characteristics and provides practical examples of specific and measurable objectives written from the learner's perspective.

Learning Outcomes

Learning outcomes are statements that describe the knowledge or skills (the learning) students should acquire and demonstrate by the end of a course or a program. Learning outcomes describe what students should be able to accomplish by the end of the course, providing a clear way to assess success.

Aligning goals, objectives, and outcomes ensures coherence and keeps the course learner-centered. Effective learning outcomes are written using measurable and achievable verbs so that they help to:

- Establish the learning priorities of the course or degree program.
- Express a unified vision of what faculty intends students will be able to achieve upon completion of a course.
- Help to set the threads within and across courses.

For example, in this course "Iitinerario I: Curriculum foundations, principles and issues" one of the learning outcomes can be:

- Describe the components of curriculum design.
- Apply the language teaching principles in the creation of an English course.

"Goals content and sequencing" " to broaden the knowledge about this topic.

As you can see, the goals and contents of a course can be chosen based on one or more of the following areas: language, Ideas, Skills or Text (Discourse).

Contents, Resources and Recommended Learning Activities

Week 10

Unit 6. Course Planning

6.2 Content and Sequencing

The field of language learning is vast; therefore, the contents to be taught in a specific course must be graded in terms of time, students' level, and age without leaving aside the goals, objectives, and learning outcomes intended to be attained. Graves (2000) states that conceptualizing content involves answering the following questions among others:

- What do I want my students to learn in this course, know who they are, know their needs, and purpose of the course?
- What are my options or what can they learn?
- What are the resources and constraints of my course that can help me to narrow my options?
- What are the relationships among the options I have selected?
- How can I organize these options into a working plan or syllabus?
- What is the driving force or organizing principle that will pull my syllabus together? (p.38)

What do you think about the questions proposed by Graves? Have you had the opportunity to decide or check the contents of an English course? If not, do not worry!

Thus, to assure coherence and a logical progression throughout the development of the course, attention needs to be paid to environmental factors (learners, teachers, situation), needs (lacks, wants, necessities), and the language teaching and learning principles that are to be used (Nation & Macalister 2020).

As you can notice, selecting and sequencing the content of a course is clearly more than the ordering of its parts. Curriculum designers need to carefully analyze and make decisions on what students need to learn in the course, what content is relevant and deserves more attention, and what not. This way the contents will be presented in such a way that best facilitates learning, and of course, the unity and connections among all the elements of the curriculum.

The content should align with the established goals and encompass various aspects, such as language, social context, and learner-related factors, as illustrated in Figure 12.

Figure 12

Aspects to be considered when selecting contents of a course
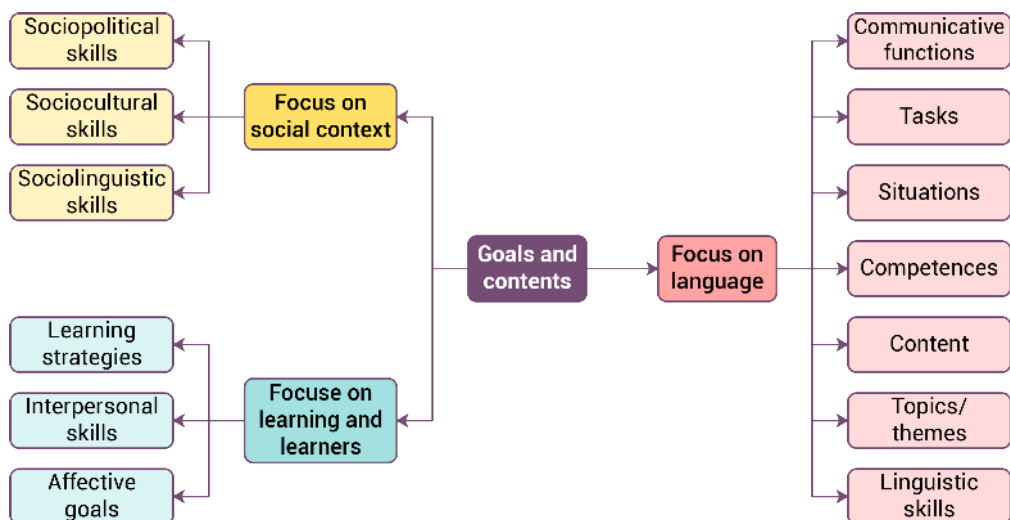
Note. Adapted from Goals, objectives and learning outcomes [Infographic], by I.S.P. Nation & J. Macalister, 2020, Routledge. CC BY 4.0.

Dear learners,

I invite you to explore the scope and sequence of the course provided in the document linked below:

Scope and Sequence Document. Carefully review the document. Pay attention to how the course content is organized and sequenced to facilitate learning. Reflect on how the structure aligns with the goals of a well-designed curriculum. Consider the following questions as you review the document:

- How are the units structured, and do they build on each other?
- Are the objectives clear and aligned with the activities provided?
- How well does the sequence provide diverse learning needs?

Congratulations on completing the task! Your efforts in analyzing the scope and sequence document were impressive, and I appreciate the thoughtful feedback you provided. You demonstrated excellent critical thinking skills by evaluating the organization, progression, and alignment of the course content with its objectives.

The units in the *Hands-On English* scope and sequence are logically structured, building upon each other to progress from foundational vocabulary and grammar to more complex language tasks. Additionally, the objectives are clear, specific, and well-aligned with the activities provided, ensuring coherence and practical application through tools like dialogues and role plays to achieve conversational goals. Lastly, the sequence effectively caters to diverse learning needs by incorporating varied activities and scaffolding, though further adaptation for specific challenges could enhance inclusivity.

6.2.1 Guidelines for Deciding on Scope and Sequence

In the context of curriculum design, scope, and sequence refer to the summary of what is to be taught, the order in which it will be taught, and the syllabus outcomes to be addressed in a specific course or program. For curricula to be effective, the scope (areas of development covered) and sequence (order of content delivery) must be carefully planned.

The progression of a course can be graded based on the range of items determined by the course designer, such as language, ideas, skills, or other focuses, which Nation and Macalister (2010) refer to as units of progression. These units of progression serve as the criteria for measuring the course's advancement. One of the most effective ways to provide a systematic and research-based foundation for a course is to use "frequency lists," depending on the course's focus, whether on language or skills. For instance, in a language-focused course, the units of progression could include vocabulary items, grammatical structures, or functional language patterns.

How did it go? As you can see the purpose of units of progression in a course are:

- To set targets and paths to those targets.
- To check the adequacy of selection and order.
- To monitor and report on learners' progress and achievement.

Ok! You are ready to plan your own course! Let us turn to the next topic.

Let's briefly examine units of progression to understand the information that guides the selection and sequencing of items, as illustrated in the table below:

Table 5

Units of progression

Starting Point	Type	Units of Progression	Determinants of Progression
Vocabulary	Series	Words	Frequency levels, Occurrence in tasks
Grammar	Series	Grammatical constructions	Frequency, Acquisition stages, Complexity
Language use	Field	Functions	
Ideas	Field	Topics, Themes	
Discourse	Field	Topic types, Genre	
Situations and roles	Field	Situations, Roles	
Component skills	Series	Subskills	Order of complexity
Strategies	Field	Strategies	
Outcomes	Field	Real-life outcomes, Task outcomes	

Note. Nation, I. S. P., & Macalister, J. (2010). Language curriculum design. Routledge. p.73

Table 5 outlines examples of units of progression that form the foundation for shaping and advancing language development across various areas of learning within a course. Some curriculum designers may adopt a sequential approach, focusing on vocabulary and grammar, while others prioritize discourse and strategies, which develop in a broader, context-driven way.

Skills, Sub-skills, and Strategies

Teaching a language means helping learners to develop *skills and sub-skills*, that is why there are a lot of English courses that are planned based on the skills and sub-skills that are likely to be developed through the co. Identify the 4 skills and the subskills in the following: The four skills' sub skills

Do you know how a skill-based course is defined? If your answer is yes, answer this other question: Which are the sub-skills focused on a reading course?

There are three major ways of defining sub-skills:

a. the range of activities covered by a skill;
b. the skill as a process;
c. levels of cognitive activity.

However, a good language course not only develops the learners' control of the language but also puts the learners in contact with *ideas* that help the learning process of language which are useful to the learners. For example, if you examine this Open Educational Resource (OER), known as REA in Spanish, focusing on Listening, Speaking, and Pronunciation you will identify how the skills, subskills, and strategies are incorporated in the designing of English courses.

6.2.2 Sequencing the Content in a Course

Let's begin this topic by exploring the concept of sequencing. In this context, sequencing refers to the arrangement of the units within a course and the structure within each unit as illustrated in this resource: General-English-scope-

and-sequence-outlines. The sequencing and organization of course content depends on whether it is topic- or theme-based, process-based, or skill-based. Additionally, it is important to note that course content is typically divided into units and lessons, designed to progress from simpler to more complex concepts. This progression prevents confusion by introducing topics in a natural flow, where one idea leads seamlessly to the next. Moreover, sequencing supports learner development by allowing gradual progress, which fosters a sense of achievement and motivation as students master each stage.

Regardless of what the focus (principle) of the organization of the content is, the content of the unit is derived from the way you conceptualize the content and the way how you articulate goals and objectives which at the same time are based on the need analysis you conduct before designing a course. Enhance your understanding by watching the Setting Goals, Content, & Sequencing for a Language Curriculum , which illustrates the connections between these essential components of the language curriculum design process.

Below are three common types of sequencing content in language course design proposed by Nation and Macalister (2020):

1. **Linear Progression:** Content is structured step by step, with each lesson building upon the understanding of previous material. For example, teaching the simple present tense before introducing the present continuous ensures that learners have the foundational grammar skills needed for the next step. This type of sequencing is ideal for establishing a clear and systematic development of skills

2. **Spiral Sequencing:** Topics are revisited and expanded upon at increasing levels of complexity. For instance, vocabulary related to food might be introduced in a beginner lesson and then revisited in an advanced unit involving dining out or cultural discussions about cuisine. Graves (2000) highlights that this approach reinforces previous knowledge while allowing learners to apply it in new and more sophisticated contexts.

3. **Thematic Sequencing:** Content is organized around themes or topics, such as travel. A unit on travel might integrate vocabulary, grammar, and reading

activities, along with speaking and writing tasks, all centered around the theme. This type of sequencing promotes the integration of language skills in meaningful contexts (Richards, 2001).

Dear students, I invite you to explore this Open Educational Resource (OER) and identify how the content has been organized in [Language Acquisition I](#).

I hope the topics covered in this unit were clear and easy to follow! Although they may have initially seemed complex, with continued reading and practice in designing language courses, your understanding will grow stronger.

Well done! You've successfully learned how to create a list of items for a course and determine the order in which they should be taught, which was the primary goal of this unit. You now understand various approaches to sequencing content effectively within a curriculum. Keep up the excellent work!

Recommended learning activity

It's time to put your knowledge into practice with the activity outlined below.

I encourage you to analyze and identify how the scope and sequence have been organized.

Strategies:

- Read the scope and sequence of the [English book 3-student](#), level three.
- Complete the following information:

Table

How is the content organized?	How are the grammar items graded?	What are the units of progression used?
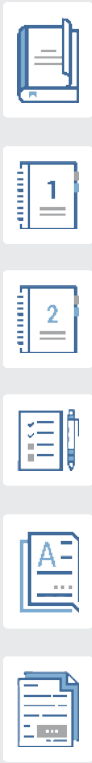
Well done! In the example above, you could identify the approach used to select and grade the content. The content is organized using topics as the basis for grading vocabulary, grammar, and the skills to be addressed. You can look for other examples of the content of a course and task-based syllabuses, there is plenty of information available in books and on the internet.

The selection of units of progression in a course is a crucial aspect of curriculum design. Decisions about the choice and sequencing of these units should be guided by well-justified principles and supported by sound theory and research.

Contents, Resources and Recommended Learning Activities

Week 11

Unit 6. Course Planning

6.3 Format, Presentation, and EFL Syllabus Design

Language course design involves different overlapping processes such as determining the focus or principles that drive the courses; identifying the modules, units, or threads of the courses; sequencing contents; determining the specific contents to build and organize each module unit or thread to give shape and structure to the courses.

I would like to invite you to analyze the following resource [PPP Lesson Plan Format](#) which explains the Presentation, Practice, and Production (PPP) method, a structured approach commonly used in language teaching lesson plan format. Smantser (2022) states that a well-organized course format ensures effective teaching and learning by creating a clear framework that facilitates the organization of teaching content, promoting higher-quality

learning experiences that meet learners' needs. In addition to organizing the content to be taught, it provides the structure for lesson formats that are engaging and focused on specific objectives. This structure supports the alignment of teaching activities with learning goals, enhancing student engagement and academic success.

The following sections discuss the importance of course and lesson formats in educational contexts.

6.3.1 Guidelines for Deciding on the Format of a Lesson

One of the challenges of developing a course is to make decisions on format while simultaneously trying to impulse all the parts that build up a course and to make them fit together in an ordered and sequential way. Richards (2001) highlights that a clear and consistent format ensures coherence and helps teachers maintain a logical flow, making it easier for students to follow and participate actively. Additionally, Graves (2000) emphasizes the importance of adapting lesson formats to the learners' needs, ensuring flexibility while maintaining the integrity of the instructional goals.

According to Nation and Macalister (2010), a well-designed lesson format typically includes key stages such as a warm-up to engage learners and activate prior knowledge, a presentation phase to introduce new language concepts, a practice phase for controlled activities, and a production phase where learners apply what they have learned in communicative tasks.

6.3.2 Following a set Format

When selecting the format of a lesson, it is important to consider the environment factors (time, teacher´s skills and role, and the size of the class) which may influence positively or negatively on the success or not of any course, as well as bear in mind practical and principal considerations when designing the syllabus of a course. Remember that the rationale is the starting point in any course design; this means that you should provide a brief and well-focus description of the scope and sequence of the course.

Once you have decided *Who is the course for? what is the course about? And what kind of teaching and learning will take place in the course?* you have to review the goals and objectives in order to make decisions about the framework of the syllabus.

The advantages of having a set format for lessons are enormous, as it provides structure, consistency, and clarity for teachers. It helps teachers decide on the format of a course and the four strands (meaning-focused input, meaning-focused output, language-focused learning, and fluency development).

Now, I invite you to analyze the main sections of the lesson plan (e.g., Objectives, Materials, Introduction, Procedures, Assessment) in the following resource: How to Create Lesson Plan Outline

Then create a simple flowchart that visually represents each step of the lesson planning process. Use tools like Canva or PowerPoint for design.

Strategies

- Read each section of the online lesson plan guide and write a summary in your own words.
- Discuss one section with a partner in an online breakout room or chat, then switch and explain another section.
- Use digital highlighting tools or sticky notes to mark key parts of the guide by section.
- Create a simple outline of the guide's steps in a document before designing your flowchart.
- Review the guide online while comparing it to your flowchart and update any missing details.

How did the task go for you? Were there any parts you found challenging or easier to manage?

As you noticed, a structured format can be adapted to meet diverse learner needs by integrating flexible activities and scaffolding throughout the phases of an English lesson. For example, differentiated tasks can be designed to challenge advanced learners while offering extra support to those who need it. Does this approach seem practical for the lessons you envision creating? Research other sources to clarify your ideas related to this topic. Check the virtual platform EVA, there will be some interesting online resources and explanations every week. If you have any questions or concerns, feel free to reach out to me by email or on Zoom.

Now, let's continue with the study of blocks and threads and its role in language course design.

6.3.3 Blocks and Threads

In language course design, blocks and threads play an essential role in organizing content and ensuring cohesive skill development, therefore a language course has to be mapped in terms of items of units(blocks) and themes or skills (threads) that weave throughout multiple blocks, ensuring continuity and reinforcement. It is crucial to ensure that the course effectively integrates the objectives, content of each unit or module, and the overarching syllabus, as demonstrated in the figure below.

Figure 13
Structure of a course
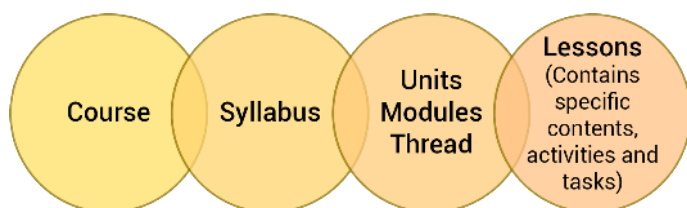
Note. Adapted from Goals, objectives and learning outcomes [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.

There are various ways of planning a lesson here are two common ways: blocks and threads. Let´s see! How much do you know about this topic by answering these questions: How are blocks and threads useful in lesson planning? What does a typical block include? How are threads used in planning a lesson?

Some of you have experience using blocks and threads for planning lessons, others have read or heard about it. However, some of you may not have read or heard about them because you have not had the opportunity to be immersed in any teaching experiences.

The use of threads and blocks reduces the need for detailed planning and organization. Threads can be part of blocks. Blocks approach the lesson as a vertical unit meanwhile threads permit to link or horizontally relate lessons through the linked sequence of activities.

6.3.4 EFL Syllabus Design

The stages of curriculum design should result in a document that addresses content, educational experiences and educational environment in agreement with the school´s goals and objectives. In this context, teachers occupy the central role in curriculum decision making, they are responsible of planning courses and designing the syllabus.

Remember that planning and developing a language course means considering the aims and objectives that have been established for a specific language program. Developing a course rationale, describing entry and exit levels, choosing course content, sequencing course content, planning the syllabus and instructional blocks, and preparing the course materials should also be considered.

Let´s start by analyzing and defining what a syllabus is. Generally speaking, a syllabus is simply an outline and time line of a particular course.

According to Richards (2017) a syllabus presents the major elements of a language course and the framework for its instructional focus and content.

Now, let´s find out more details about the elements in [Elements of a Syllabus](#).

The video presents a historical and critical reviews of the major types of syllabi in ELT. The syllabus framework for a language course can be designed based on situations, functions, vocabulary, skills, or content, depending on the perceived needs in the learning environment.

From the previous video we can infer that the main components of a syllabus are the following:

- The Informative data
- Course description
- Learning outcomes
- Contents
- Activities
- Resources and materials
- Assessment and evaluation
- Bibliography

6.3.5 Types of Syllabus Design

Long and Crookes (1992) classified syllabuses into two types: Product-Oriented Syllabi and Process Oriented Syllabi. The former one focuses on what learners will know as a result of instruction. Meanwhile, the second one focuses on the pedagogic processes to be applied to achieve the learning outcomes.

On the other hand, Brown (1995) proposes 7 types of syllabuses linked to specific teaching approaches and methods: structural, situational, topical, functional, notional, skills-based and task-based syllabuses. In order to help you distinguish each one of them I provide you the following infographic:

[Syllabuses types](#)

How did it go? Could you identify the different types of syllabuses most commonly used in English courses? If it is still difficult for you to understand this topic, I invite you to watch the following video: type of syllabuses. Pay attention to the purpose and units of progression.

Now, you may be wondering "Which is the best syllabus type?" However, as you have seen, all syllabus designs have great strengths and weaknesses, often affected by environment factors, therefore it is difficult to find a "one- size-fits-all" syllabus; that is why there is the tendency to design syllabuses which integrate different elements of each type according to the context and needs as for example the integrated-skills syllabus. The format of the syllabus may vary but the major components will always be the same.

Negotiated syllabus? How does it work? What does it involve?

According to Breen (1987) *negotiated syllabuses* are also called *process syllabuses.* This model is totally different from other syllabuses in that it gives high priority to the recognition of learner needs, to the need to continually adjust courses, and so allows students full participation in the selection of content, mode of working, route of working, system of assessment, and so on.

Involving full learner participation would, for all practical purposes, be extremely valuable. However, a careful analysis needs to be done in order to determine when it is appropriate to apply this model as you can discover in the following video The Negotiated Syllabus. Your tutor will support you throughout this learning process via the Virtual Platform (EVA) and Zoom tutorial sessions. You can also explore a wealth of helpful resources and articles in the UTPL virtual library.

Let's see how much you have learned. Do you know what parts of the curriculum design process are most open to negotiation? You may know the answer. If you're unsure, now is the perfect time to review the resources provided to deepen your knowledge about a negotiated syllabus. Focus on identifying situations where a negotiated syllabus can be applied, the aspects that can be negotiated, and the essential requirements for implementing one.

How did it go? I hope you found the reading interesting. As you might have noticed, there is some debate over which aspects of the syllabus can be negotiated. This debate touches on several key points, such as the **advantages and disadvantages** of adopting a negotiated syllabus, as well as **how to negotiate the participation, procedures, and goals** within the course structure. These elements play a crucial role in shaping a flexible and responsive syllabus that meets both teacher and learner needs.

Are you ready to put into practice all that you have learned up now? I think so. Go ahead!

6.3.6 Techniques and Activities

Techniques and activities can be drawn in the moment you design the lessons of a course. They are selected on bases of teaching methods and approaches used to deliver the course. Nation and Macalister (2010) consider that that these can be divided into four major types, each having its own cycle of activities, preferred learning goals, and principles of learning.

find practical and real examples of teaching techniques and activities for listening, speaking, reading, and writing classified according to the type of task. See the example below:

Table 6

Example of activities linked to a unit of a course

Units	Contents	Week	Activities
Unit 1 Learn to skim and scan English material for information	Content Focus Scanning process Scanning tips Skimming process Skimming tips Language Focus Verbs and tense agreement Adjectives Adverbs Articles Pronouns Vocabulary development	2 and 3 (10 hours)	Scanning for numbers Scanning for specialized terms Scanning for definitions of key terms Scanning for facts Skimming for the general idea in a medical essay Selecting the main idea of an article Group discusión on main ideas Using compound adjectives

Note. The tables illustrate the example of a unit with the activities proposed according to the contents. Adapted from Language Curriculum Design (p. 100), by J. Macalister, & I. S. P. Nation, 2010. Routledge.

So far, we have looked at goals, content and sequencing, and format and presentation. In the next unit, we will learn about EFL teaching materials and curriculum implementation.

Recommended learning activities

It is time to apply your knowledge through the activities that have been proposed below:

1. Design a syllabus for an English course for beginners. Ensure the syllabus reflects a balance between structured learning (e.g., grammar, vocabulary) and contextual activities (e.g., role-plays, real-life tasks).

   Strategy:

   - Read the contents of the guide to refresh your knowledge about the considerations to do this task.
   - Search for English courses online to explore a wide range of options tailored to different learning needs and proficiency levels. Use reputable educational platforms such as **Coursera**, **edX**, and **Udemy**
   - Apply all the parts of the curriculum design process.
   - Define the purpose of the course and outline the units and lessons taking into account the age and level of the students.

   Note: Please complete the activity in a class notebook or Word document.

2. I invite you to reinforce your knowledge by participating in the following self-assessment.

Self-assessment 6

Read the statements below and select the best option.

1. The selection of content for a course is based on _____.

   a. Case studies and particular needs
   b. Books and didactic resources
   c. Topics, themes or situations

2. A good language course _____.

   a. Puts the learners in contact with ideas and develops the learners' control of the language
   b. Adds credibility to the educational institution because of the number of students
   c. Is designed on the bases of teacher's abilities to teach to all kind of learners

3. A skill can be divided by using _____.

   a. Contents of the book
   b. The most frequent words and phrases
   c. Levels of cognitive activity

4. _____ must be planned considering the environment in which the course will be used, the needs of the learners, and principles of teaching and learning.

   a. Content and sequencing
   b. Principles
   c. Task-based syllabus

5. Units of progression can be used to _____ learners' progress and achievement in the course.

   a. Identify and list
   b. Monitor and report
   c. Divide and order

6. A _____ may focus on skills such as finding the main idea, reading for detail, note taking, skimming, reading faster, and reading for inferences.

   a. Reading course
   b. Speaking course
   c. Survival course

Complete the statements with the correct word from the box.

7. _____ A type of syllabus which involves the teacher and the learners working together to make decisions at many of the points in the curriculum design process.

8. _____ The way in which negotiation will be carried out in the curriculum.

9. _____ The results of tests and assigned tasks, but also participation in class, homework, and class projects.

10. _____ Refers to planning for a determined period of time. It includes deciding the kinds of activity that will be worked on and how the results of the activity will be assessed.

<div align="center">

Answer key

</div>

Congratulations! You did a good job!

Week 12

Unit 7. EFL Teaching Materials and Curriculum Implementation

7.1 Teaching Material and Resources

Let's start the study of this topic by answering these questions shown in figure 14.

Figura 14
Teaching materials for English instruction
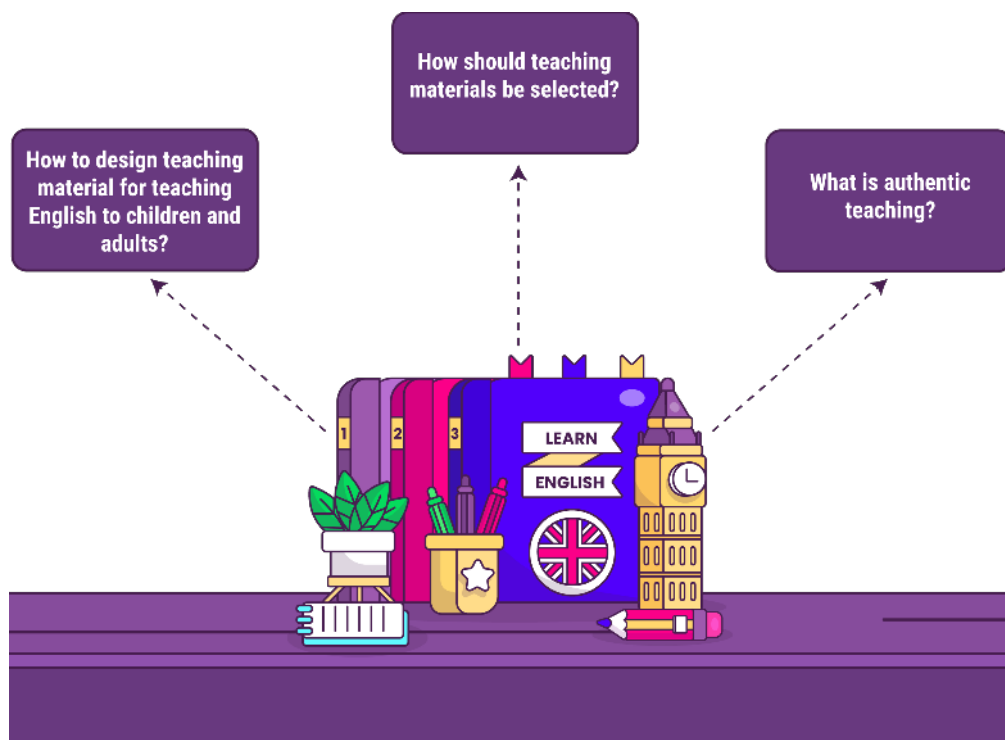
Note. Adapted from Language curriculum design [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.

Now, let´s confirm your answers. As part of course design, teachers are required to get involved in *materials development.* Within this context, materials development means creating, organizing, or adopting/adapting materials and activities so that students can achieve the objectives of a course.

Materials can be authentic or not. They can be designed, adapted or adopted by the teacher. These materials can be, for example, a workbook, pictures, CDs, videos, handouts, whiteboard among others.

When creating teaching material, instructors should always keep their own learners in mind. This will ensure that the material is appropriate and consistent. Teachers can use material which is available in the market or they

can design their own material. In any case, the instructors must take into account the objective of the class, the topic, the students´ age and level and of course the quality.

I encourage you to analyze this course Listening, Speaking, and Pronunciation course, designed specifically to develop and enhance listening skills. Pay special attention to its structure, teaching material and resources proposed to achieve the learning outcomes.

An important aspect of materials development is making choices. These decisions involve not only selecting a core textbook for teaching English but also choosing and utilizing relevant and effective supplementary teaching materials. Undoubtedly, incorporating a variety of supplementary materials in an EFL class is essential for maintaining students' engagement and catering to their diverse learning styles. Additionally, integrating technological tools into English classrooms enhances motivation and fosters greater interest in language learning.

7.1.1 The Selection, Adoption and Adaptation of Course Books

Dear students: I suggest that you begin studying this topic Adopting and Adapting an Existing Course Book . Remember that curriculum design is concerned with the creation of language courses and course materials. In this sense, being the textbooks, the most common material used in EFL classrooms you need to learn to select the most appropriate course books and teaching materials, as well as to learn to adapt a commercial textbook to meet the learners' needs.

The goal of this section is to help clarify the roles that teachers, the course book and the learners play in the curriculum design process and aims to provide teachers with a rational approach to follow when deciding to adopt or adapt a course book.

Nation and Macalister (2010) highlight the importance of the selection, adoption, and adaptation of course books in language course design. **Selection** involves choosing a textbook that is appropriate for the course objectives, learner needs, and teaching context. It is crucial that the content of the book matches the learners' proficiency levels and aligns with the curriculum. **Adoption** comes next, where the chosen textbook is incorporated into the course, becoming the main resource for guiding instruction. During this stage, flexibility is key, as teachers may need to adjust their teaching methods based on the book's structure and the dynamics of the class. Finally, **adaptation** allows teachers to modify the textbook to better fit their learners' needs, whether by altering content, adjusting the sequence of topics, or adding supplementary materials. Together, these processes ensure that the course book is an effective and adaptable tool for language learning.

Additionally, it is important to note that language courses are designed based on established standards, principles, and various syllabus types. Therefore, selecting a core textbook requires considering English language standards, among other factors, as the foundation for choosing, creating, or adopting the textbook. Today, there is a broad range of commercially available textbooks to choose from.

7.1.2 Evaluation

The following section focuses primarily on the need and importance of evaluating a course book. It is worth spending some timework to evaluate a course book. A systematic approach to course book evaluation can be based on the parts of the curriculum design process. Do you have any idea about how to evaluate a course book?

Great! Now, watch the following [Adopting and Adapting an Existing Course Book](#) and take notes on the key information about adopting and adapting an existing course book in language curriculum design to reinforce your understanding.

Before you select a textbook, you have to evaluate it in order to select the most suitable one. Here there are some questions that can help you to evaluate a course book:

Figura 15
Characteristics of an effective course book
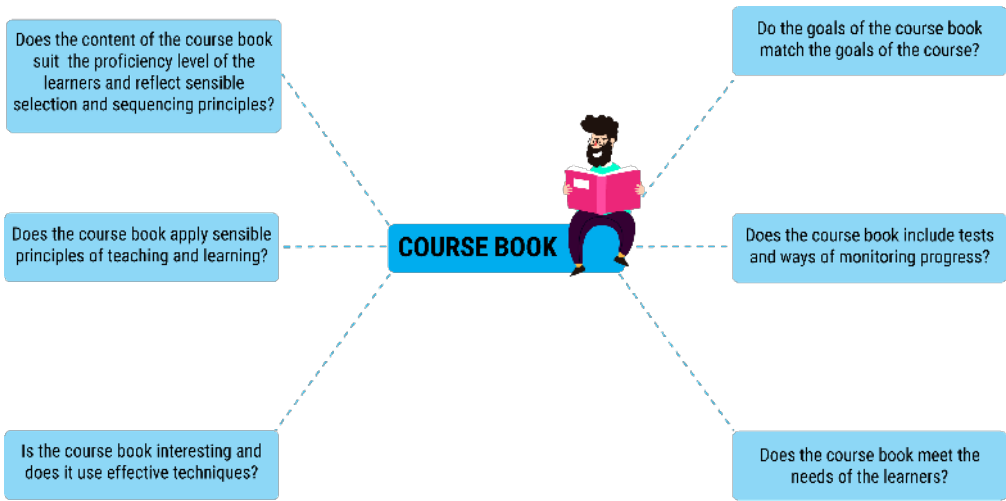
Does the content of the course book suit the proficiency level of the learners and reflect sensible selection and sequencing principles?

Do the goals of the course book match the goals of the course?

Does the course book apply sensible principles of teaching and learning?

COURSE BOOK

Does the course book include tests and ways of monitoring progress?

Is the course book interesting and does it use effective techniques?

Does the course book meet the needs of the learners?

Note. Adapted from Adopting and Adapting an Existing Course Book [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.

Regarding the careful selection of textbooks to support Englsihs teaching, Tomlinson (2011) emphasizes the critical role of evaluating and selecting teaching materials based on several factors, including their alignment with the curriculum, appropriateness for learners' proficiency levels, and the incorporation of culturally relevant content. He advocates for a systematic evaluation process that encompasses a review of the content, design, and the effectiveness of the activities in fostering language acquisition.

Similarly, Richards (2001) highlights the importance of a checklist to evaluate textbooks, highlighting key criteria such as alignment with curriculum standards, relevance to learners' interests, and their capacity to support language skill development. He argues that effective textbooks must be not only clearly structured but also designed to engage students through interactive activities, thereby facilitating an environment that promotes active

learning and supports meaningful language acquisition. Look at the example of a [checklist for evaluating textbooks](#) and identify the essential components of a Checklist for evaluating.

Having gained a foundational understanding of course book evaluation, it is now essential to study the steps involved in conducting a comprehensive evaluation and selection of a core textbook. Further insights can be obtained from the supplementary bibliography included in this guide, as well as other academic resources pertaining to curriculum design.

Contents, Resources and Recommended Learning Activities

Week 13

Unit 7. EFL Teaching Materials and Curriculum Implementation

7.2 Curriculum Implementation

Once a curriculum is developed, it must be implemented to address the current needs of the learners and society. In this sense, successful curriculum implementation results from careful planning (Ornstein and Hunkins, 2018).

Most school systems and educational institutions are organized as hierarchies at government level, institutional level and even at micro level, therefore the implementation involves all the actors involved in curriculum (administrators, students, teachers, supervisors, consults, parents, and community members), being the principals of the institutions who make the major decisions regarding the curriculum design and implementation.

7.3 Monitoring and Assessment

Generally speaking, once the curriculum is implemented it must be carefully assessed, monitored, and evaluated. Monitoring and assessing also apply to language courses. Undoubtedly, monitoring and assessing permit the teacher,

curriculum, or course designer to collect information about learners' current knowledge and progress, and it can also be a means of encouraging involvement and participation.

The purpose of monitoring and assessing a course is to help you make decisions on both an ongoing and final basis about the course. It is useful to start the study of this topic watching the following video Monitoring & Assessment of 2nd/foreign Language Curriculum which explain the reason why we have to monitor and assess the development of curriculum.

Let us look at the major types of monitoring and assessment that can occur as part of a course. The figure below contains six types of monitoring and assessment. The choice of one over the other will depend on one's purpose.

Figura 16
Types of monitoring and assessment
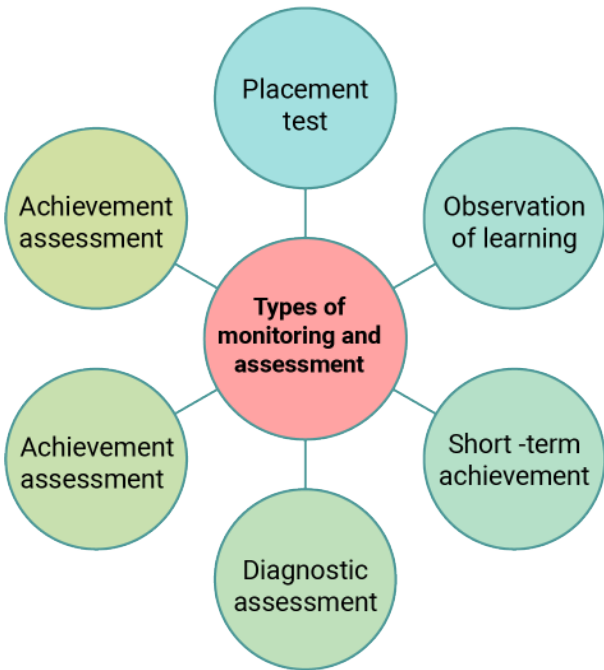
Note. Adapted from Monitoring and assessment [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.
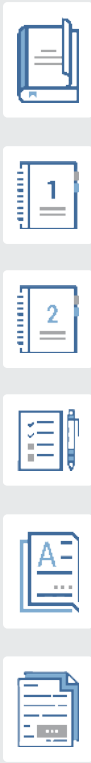
Table 7
Types of Monitoring and Assesment

Types of monitoring and assessment	Definition and use	Examples
Placement assessment		
Observation of learning		
Short-term achievement assessment		
Diagnostic assessment		
Achievement assessment		
Proficiency assessment		

Note. Answer the activity in a notebook or word document. Own work.

I am sure that you have successfully completed this chart if. This information is useful for learning, first, how, and when to apply each one of the ways of measuring and evaluating a course or curriculum considering different needs.

7.3.1 Good Assessment: Reliability, Validity and Practicability

Assessing is by nature, a complex undertaking part of the curriculum process and involves not only students but teachers and educational authorities. All assessment needs to be checked to see if it is doing its job properly and if it is not causing unnecessary extra work.

Dear students, as you are going to be future English teachers, you will be involved in language course for teaching English as a foreign language in our Ecuadorian schools and high schools, and responsible for assessing learning, that is why I would like that you understand that assessment is a process rather than an end.

Assessment is a process which provides feedback for teachers and students in order to see what is working good and what needs to be improved, not simply a mean included at the end of a course to test students' knowledge. Consequently, you have to be careful and verify that the procedures including the tools for needs analysis, course evaluation procedures, and tests and other measures for assessment meet the criteria of reliability, validity and practicality.

> For further learning watch the video titled Monitoring and Assessment ,which will provide additional insights into the processes of tracking student progress and evaluating learning outcomes. This resource will help you understand various techniques and tools used in effective monitoring and assessment, which are critical for ensuring that educational objectives are being met and to inform instructional adjustments as needed.

Contents, Resources and Recommended Learning Activities

Week 14

Unit 7. EFL Teaching Materials and Curriculum Implementation

7.4 Introducing Changes in the Curriculum

There is no doubt that the curriculum must evolve to address the ever-changing demands of today's life and work. Fullan (2016) emphasizes the need for a systematic approach to educational change, where effective transformation goes beyond merely updating curricular content. It must also involve shifts in pedagogy, assessment practices, and the broader educational context. He asserts that implementing curriculum change requires a thoughtful, well-planned process that considers both the internal dynamics within schools and the external societal influences shaping educational needs.

There are many kinds of change that can occur in an educational system. Here is a list of some changes that could have a direct effect on what happens in the classroom. Look at them and add others that you think might be included in the list:

Figure 17
Examples of types of changes

Introducing a new course book

Changing to a new approach to teaching

Introducing new teaching techniques

Changing the National English test for entering the university

Changing part of the country's school system

Introducing language computer assited language teaching

Moving to standards-base assessment

Changing the language curriculum program
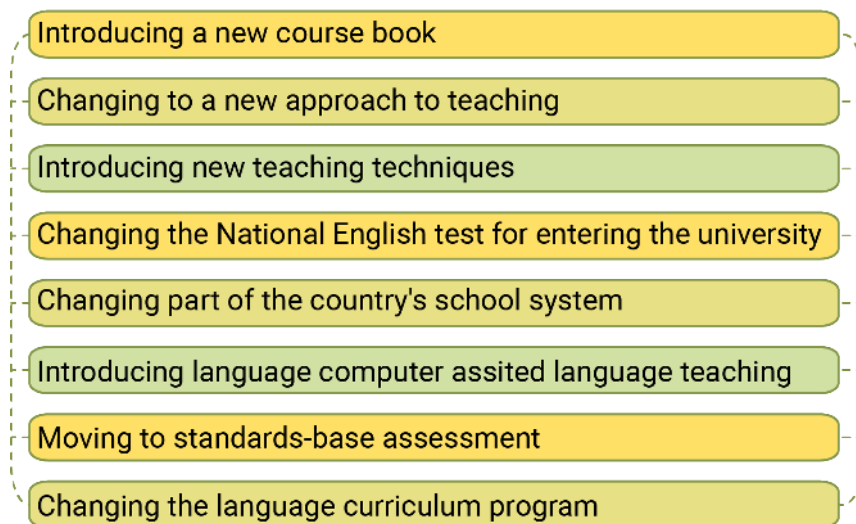
Note. Adapted from Introducing changes [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.

Dear students, remember that the human aspects of educational innovation are inherently complex, even when the initiative itself appears straightforward. In fact, implementing changes to an existing curriculum requires teachers to reconsider their traditional subject practices and classroom routines. At the same time, administrators must demonstrate creativity and flexibility, and students are expected to actively participate in the adaptation process. This collective effort is essential for the successful integration of innovative changes into the educational system.

7.4.1 Steps in Introducing Changes in the Curriculum

Examine the steps involved in implementing changes to the curriculum as outlined in [Curriculum Testing & Assessment: Introducing Change](#). This video will provide a detailed overview of the processes and strategies necessary for effectively introducing curricular modifications, with a focus on testing and assessment. Focusing on these steps will enhance the chances of successfully implementing a change.

> Ok! After reading, list the five steps to follow when introducing changes: Steps
>
> 1. _____
> 2. _____
> 3. _____
> 4. _____
> 5. _____
>
> Note: answer the activity in a notebook or word document.

I am sure that you make a great job. Now, you are familiarized with the five steps.

7.4.2 Need and Size of Curriculum Change

According to Larsen-Freeman (2017), the process of language teaching development began in the twentieth century with the recognition of language teaching as a profession. Central to this process was the emergence of the phrase "methods of language".

In fact, the introduction of the concept of teaching methods has had a significant impact on the evolution of English language instruction throughout history. Much of the impetus for the substantial shifts in language teaching approaches can be traced back to applied linguists, whose recommendations were informed by their deep understanding of the prevailing teaching methods

at the time. Later, language researchers were also motivated to begin examining and describing curriculum development in language teaching, and their findings, once applied, improved the English teaching curriculum in different countries around the world.

In Ecuador, the rapid changes driven by globalization, particularly the transnational advancements in information and communication technology, have underscored the critical importance of English language acquisition. As a result, Ecuadorian educational authorities have mandated the inclusion of English as a compulsory subject in all high schools and have implemented significant reforms to the English language curriculum, aiming to enhance students' success in mastering the language.

> Congratulations! You are doing an excellent job. We have already noted that for change to be realistic it needs to be looked at from several viewpoints, including that of the people involved in the change.

Strategies for Curriculum Change

Having explored the requirements for educational change, we now turn our attention to the strategies and approaches essential for successfully implementing curricular modifications.

The process of introducing change in any educational domain begins with a thorough assessment of the current state. This evaluation serves as the foundation for informed decisions about whether the curriculum requires adjustments, innovation, or a complete overhaul.

Teachers, curriculum specialists, teacher trainers, authors, designers, inspectors, and other stakeholders collectively play a crucial role in determining the most effective course of action.

A notable example of curriculum innovation can be seen in the Ecuadorian language teaching curriculum. This transformation began in 1992 with the introduction of the Renewal Curriculum project (CRADLE), a bilateral cooperation agreement signed between the Ecuadorian and British governments in 1989.

So far we have looked at the requirements for change, now let's concentrate on the approaches and strategies to be used in the implementation of changes in the curriculum.

Making changes in any area of the educational setting, initially requires the identification and evaluation of the current situation. This assessment provides the basis for teachers, curriculum experts, teacher trainers, authors, designers, inspectors, and other experts to decide if the curriculum needs change, innovation or complete renewal.

A more practical example of curriculum innovation is the innovation of the Ecuadorian language teaching learning curriculum which began in 1992 with the Renewal curriculum project named CRADLE, a bilateral technical agreement of cooperation signed between the Ecuadorian and British government on March 2nd in 1989.

This project was aimed at improving English language teaching in public high schools and was carried out by the Ecuadorian Ministry of Education. The two major objectives of this project were the following: To innovate and strengthen the teaching-learning process so that students could develop their communicative competence by developing the four linguistic skills of listening, reading and writing, and to provide support and infrastructure for the new curriculum to effectively develop.

In addition, the Ecuadorian government made English language teaching compulsory in all the high schools in the entire country. The syllabus was carefully revised and redesigned according to the students' needs and based on real topics and national problems; new materials were designed; the number of class hours per week was increased to five; English teachers

training courses were planned and carried out throughout the whole country; and a team of national coordinators was developed, including a coordinator for each province, to carry out the proposal.

Let´s conclude this week by reading again all the contents of the unit of the guide to better understand the process of innovation, management and Long-Term Support of a curriculum.

Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

Analyze the Following Situation

You are planning to introduce some changes in the way English is taught in your school. These changes might be getting rid of the old and using a new one, beginning the development of a negotiated syllabus, changing the way English is tested to include much more oral work, introducing regular in service training for teachers, or moving to a communicative approach to language teaching.

- Choose one of these changes (or think of another one) and briefly note the situation – what country, how many teachers, what support outside the school
- List the two most important conditions which favor the change.

Note: answer the activity in a notebook or word document

Congratulations! You have managed to put into practice what you have learned throughout this unit. One of the changes in which teachers are always involved is the selection of teaching material.

📅 Week 15

Unit 7. EFL Teaching Materials and Curriculum Implementation

7.5 Curriculum Evaluation

When talking about curriculum, the term *evaluation* refers to the process of collecting data on a program to determine its value or worth with the aim of looking both at the results of the course, and the planning and running of the course. The curriculum is a dynamic process whose quality depends basically on the permanent and ongoing evaluation process.

Generally speaking, evaluation is defined as a disciplined inquiry to determine the worth of things. McNeil (1977, p. 134) states that "curriculum evaluation is an attempt to throw light on two questions: Do planned learning opportunities, programs, courses and activities as developed and organized actually produce desired results? How can the curriculum offerings best be improved?"

7.5.1 Steps, Purpose and Audience

The steps in the evaluation process aim at clarifying why the evaluation is being done and determining if it is possible to do it.

I now encourage you to review the following infographic where you will find the steps to follow in a curricular evaluation process.

[Steps to follow in a curriculum evaluation process](#)

Purpose

The evaluation must determine the intended goal of the curriculum, which can be any one of the following particular purposes:

- to determine if the curriculum is achieving its intentions,

- to understand learners' and teachers' experiences of the curriculum,
- to look at feasibility, cost and management, identify unexpected issues, or
- to suggest solutions to problems encountered.
- to provide insights about materials of instruction
- to know if teachers are well-trained
- to discover if the environment meets educational needs

Within this context curriculum evaluation may answer questions such as those shown in the following figure:

Figure 18

Preparation, Quality, and Satisfaction in English Courses
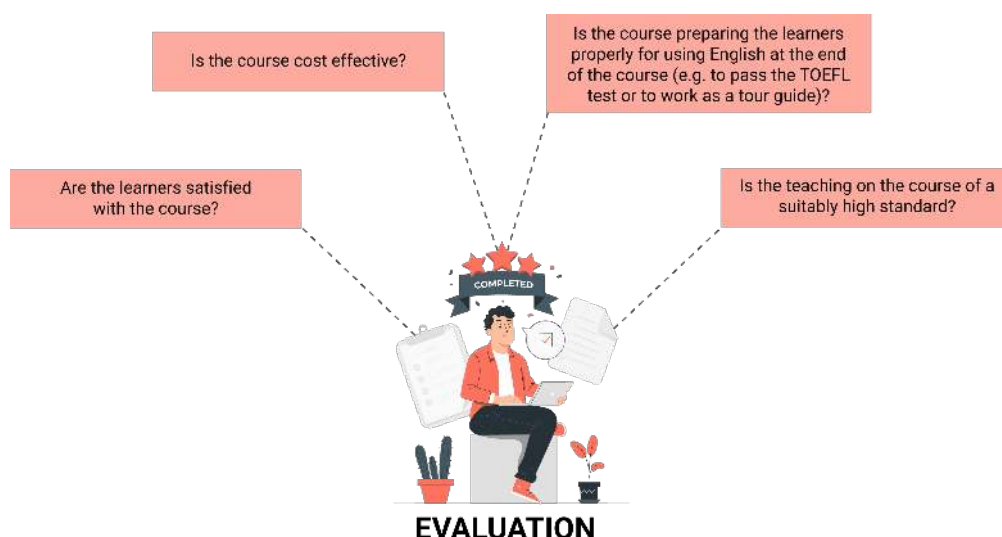
Is the course cost effective?

Is the course preparing the learners properly for using English at the end of the course (e.g. to pass the TOEFL test or to work as a tour guide)?

Are the learners satisfied with the course?

Is the teaching on the course of a suitably high standard?

COMPLETED

EVALUATION

Note. Adapted from Adopting and Adapting an Existing Course Book [Infographic], by I.S.P. Nation & J. Macalister, 2010, Routledge. CC BY 4.0.

Besides taking into account the steps for and purpose of curriculum evaluation, it is important to consider the target audience. Elley (1989) states that, when planning an evaluation, it is necessary to identify the different audiences and the kind of information that it is fundamental to gather and to address the value and effectiveness of curriculum.

7.5.2 Instruments for Gathering Information in Curriculum Evaluation

As mentioned before, curriculum evaluation is a continuous process aimed at collecting information about all the elements and outcomes of the curriculum.

The purpose of evaluation leads to different types of evaluations such as formative and summative. Identify the types of evaluation and the instruments that are used to gather information in the following video [Evaluating a Language Curriculum](#)

As far as we can see, a properly conducted evaluation can be an empowering and motivating activity, but how can we gather valid and reliable information to achieve the intended purpose of an evaluation. Do you know how to gather data for supporting evaluation? I think that you are somewhat familiar with observations, interviews, proficiency tests, and surveys. These are some examples of data gathering tools for evaluating teaching and learning.

Besides outsiders' views of a course or curriculum, evaluation may involve the following aspects:

Figure 19
Aspects involved in evaluation
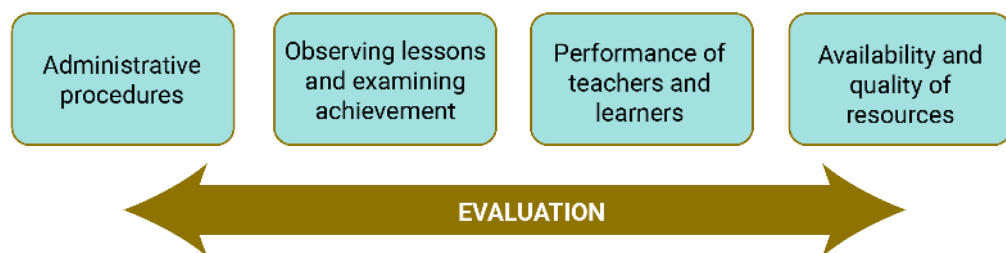
Note. Adapted from Language Curriculum Design [Infographic], by J. Macalister, & I. S. P. Nation, 2010. Routledge. CC BY 4.0.

Let us now look at some of the most common data-gathering tools and techniques used in curriculum evaluation. Among the tools and techniques, you will study are the following:

• interviews,

- observations,
- self-report scales
- checklists
- survey,
- content analysis,
- portfolios

I encourage you to study them in detailed by watching the following [Evaluating a language curriculum](#). Additionally, you may find it beneficial to consult online resources to further enhance your understanding of curriculum evaluation. To assess your progress and reflect on what you've learned, I propose the following self-evaluation exercise.

It is now time to apply the knowledge you have gained through the activity outlined below:Texto...

Recommended learning activity

It is time to apply your knowledge through the activity that have been proposed below:

In order to assess how much you have learned about evaluation; I propose the following self-evaluation.

Self-assessment 7

Decide if the following statements are True or False. Then write T or F in the parenthesis.

1. (   ) In order for a curriculum change to be effective, the size of the change must be planned, adjusted and negotiated.

2. (   ) There was an English curriculum renewal project in all the Ecuadorian public high schools in 1992.

3. (   ) The purpose of a course is to help you make decisions on both an ongoing and final basis about the course.

4. (   ) A reliable measure of writing skill can be obtained by asking learners to talk about something.

5. (   ) The validity of a test is determined by analyzing the results of one test compared with the scores obtained in another similar test.

Fill in the blanks with the most suitable term.

Formative evaluation	Report	Observation checklists
Evaluation	Achievement test	Curriculum evaluation
Tools Portfolios	Summative	Evaluation
Course evaluation		

6. A _____ looks for strengths and weaknesses.

7. _____ is presented in a report.

8. _____ is defined as a disciplined inquiry to determine the worth of things.

9. _____ refers to the assessment of the value of the entire curriculum process by gathering evidence to judge the degree of achievement of aims, and also to enable decisions to be made on future progress.

10. _____ provides teachers with information for continuous feedback to students, and guides their daily instructional decisions and adaptations.

11. _____ are lists of specific criteria about specific aspects of a learning experience that occur in the class. They are usually completed while students are engaged in activities or processes.

12. A _____ provides students, teachers, parents, and administrators with a broad picture of each student's growth over time, including abilities, knowledge, skills, processes, and attitudes.

13. Examples of evaluation _____ used for gathering data include surveys, tests, and self-report scales.

14. An _____ is an exam that is designed to determine the degree of knowledge and proficiency an individual has in a specific area.

15. A _____ of an evaluation indicates the quality of the course and presents the standard for the measure of quality.

Answer key

I am sure that this last self-assessment helped you reinforce your knowledge on the contents studied in unit 7.

Congratulations! You did it!

Contents, Resources and Recommended Learning Activities

Week 16

Final Midterm Activities

Dear students,

As we conclude Unit 7 and the second semester, I would like to take a moment to congratulate each of you for your dedication and hard work throughout this term. I am confident that your efforts will lead to great success in your academic journey. To reinforce the key concepts we've covered, I invite you to complete the following quiz as a strategy for reviewing and solidifying your understanding

Interactive Resource: Second Term

4. Self-assessments

Self-assessment 1

Question	Answer	Feedback
1	b	Curriculum design focuses on determining what knowledge, skills, and values students learn in schools, what experience should be provided to bring intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated.
2	c	The period in which education was basically focused on reading, and writing with some arithmetic was the colonial period.
3	c	Pragmatism known also as experimentalism, is based on change, process, and relativity.
4	b	Psychology is concerned with the question of how people learn, and this area of knowledge contributes to the design and delivery of curriculum.
5	b	Teachers bring the curriculum to life through instruction.
6	a	The "hidden curriculum" refers to the lessons that are informally and unintentionally taught.
7	a	The alternative that best help to lessen the impact In the context of curriculum design, specialists, teachers, and administrators must keep up to date on social and developmental theories, understand both the modern and the postmodern family, and process the challenges of moral and character education.
8	Philosophy Existentialist Curriculum Culture	The examples that illustrate environment constrains are: time available, cultural background, effects of the first language on the studied language, and special purposes.
9	True	The teaching of values and intergroup relations is a good example of what "hidden curriculum" implies.
10		The philosophy expresses the vision of the institution, the beliefs.

Question	Answer	Feedback

Self assessment

Self-assessment 2

Question	Answer	Feedback
1	True	The main purposes of Environment analysis is to ensure that the EFL course be usable for learners.
2	False	The teachers' lack of training influences on the success or not of the program but not on the philosophy.
3	True	Parents views and beliefs may facilitate or hinder the outcomes of an EFL course.
4	False	Institutional factors does not influence on the format and presentation of the content of a language program.
5	True	In heterogeneous classes, one way to solve the influence of this factor is planning teacher-centered than group or pair work in order to address all students needs based on teachers' experience.
6	a	The three major parts of the curriculum design model are needs analysis, environment analysis, and principles.
7	C	The alternative that best help to lessen the impact on the curriculum when there is Limited class time and contact time with English is that learners should be given extra contact with English.
8	B	The examples that illustrate environment constrains are: time available, cultural background, effects of the first language on the studied language, and special purposes.
9	A	When determine social factors groups like policy makers, politicians, parents, citizens and the community should be addressed.
10	B	Environment analysis is also called situation analysis.

Self assessment

Self-assessment 3

Question	Answer	Feedback
1	b	Considering learners' views ensures their perspectives align with the course objectives.
2	c	Reevaluating needs analysis or persuading learners promotes effective curriculum design.
3	c	Designing effective questionnaires requires careful thought and attention to detail.
4	d	A well-designed questionnaire identifies specific goals like improving assignment writing.
5	b	Interviews and questionnaires are both effective tools for gathering learners' input.
6	False	Needs analysis is a part of the curriculum design process aimed at identifying needs, lacks, and wants.
7	True	The findings of needs analysis must be balanced against constraints found in environment analysis to determine the real needs and the factors that may influence the achievement of the set goals.
8	True	It is important to determine the students' interest in the use of the language.
9	False	No, because the purpose a group of learners is different in each group.
10	True	The results of the needs analysis are the basis for a course design.
11	False	Self-report, observation, and proficiency tests are data collection instruments for need analysis.
12	True	You can gather information from any source, everything depends on the purpose and audience.
13		The steps are: Step 1: Identify users and uses of the need analysis. Step 2: Identify the target population. Step 3: Identify the purpose. Step 4: Design instruments and gather data. Step 5: Analyze and communicate results.
14		Lack of teachers' training, Limited resources, Lack of knowledge.
15		The answers will vary.

Question	Answer	Feedback

Self assessment

Self-assessment 4

Question	Answer	Feedback
1	principles	The aim of principles is to guide the design of courses which suit the wide range of conditions in which language is taught.
2	format and presentation	The principle that stresses the importance of the learner's attitudes to what they are studying, this belongs to format and presentation.
3	the teacher	One of the possible causes why a course does not provide enough quantity-based activity may be because the teacher is not aware or convinced of the value of such activity.
4	Course	A course should take account of individual differences and learning styles.
5	feedback	Feedback from language use can come from the sender herself, from the people who receive the message, and from an observer of the communication process.
6	T	The learning burden is one of the language teaching principle that highlight the need to consider previous knowledge in the designing of a course.
7	F	A language course should include a coverage of the most frequently used items.
8	T	The principle about learning styles belongs to the group of format and presentation.
9	T	Cotterall (2000) proposes five principles for promoting learner autonomy, they are: learner goals, the language learning process, tasks, learner strategies, and reflection on learning.
10	F	False cognate vocabulary are words that have similar spelling and pronunciation in two languages but the meaning is different.
11	B	Frequency emphasizes how often a language item appears in communication, aiding in prioritizing high-frequency items for learning.
12	B	Spaced retrieval strengthens memory by revisiting learned material at intervals, boosting recall over time.
13	C	Learning burden considers the cognitive effort needed for learners to acquire and use new language items effectively.

Question	Answer	Feedback
14	B	The language system highlights the relationships between linguistic components, ensuring a cohesive learning approach.
15	B	Interference happens when existing language knowledge confuses with new material, requiring careful sequencing to address it.
16	A	Teachability ensures that learners encounter content appropriate to their developmental stage or current proficiency.
17	B	Encouraging autonomy empowers learners to use strategies independently, fostering long-term success.
18	A	This principle ensures learners continue to progress without getting stuck on repetitive or overly familiar content.
19	A	Spaced retrieval involves reviewing material periodically to improve retention and prevent forgetting.
20	A	Managing learning burden involves presenting content logically and ensuring learners are not overwhelmed with new information.

Self assessment

Self-assessment 5

Question	Answer	Feedback
1	d	The curriculum for teaching English in Ecuador is based on the communicative approach.
2	A	The epistemological foundations of the EFL curriculum refer to how learners learn languages and therefore, how they should be taught.
3	B	The Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills.
4	C	The main actors in shaping the curriculum are educators, principals, students, and parents.
5	A	English as a foreign language was officially implemented as a compulsory subject in all Ecuadorian public primary schools in 2016.
6	1b	The communicative language approach: Language is best learned as a means to interact and communicate, rather than as a body of knowledge to be memorized.
	2c	Content and Language Integrated Learning (CLIL): A model used to integrate the learning of language with cultural and cognitive aspects of learning such that language acquisition serves as a driver for learners' development.
	3a	International standards: The curriculum is based on internationally recognized levels and processes of teaching and learning languages: CEFR: Common European Framework of Reference for Languages: Learning, teaching, assessment.
	4d	Thinking skills: Learning English should support the development of the thinking, social and creative skills needed for lifelong learning and citizenship.
	5d	Learner-centered approach: Teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning.
7	a	Very well! The main objective of the English curriculum as a foreign language in Ecuador is to promote the development and socialization of the new generations, so that they can effectively communicate in today's globalized world.

Question	Answer	Feedback
8	b	Exactly! The pedagogical approach used in the design of the English curriculum as a foreign language in Ecuador is the constructivist approach, which is based on the idea that students build their own knowledge through interaction with their environment.
9	b	Correct! The model used to integrate language learning with the cultural and cognitive aspects of learning in the English curriculum as a foreign language in Ecuador is CLIL, which focuses on Content and Language Integrated Learning (CLIL).
10	False	The English curriculum as a foreign language in Ecuador is organized around five curricular threads.

Self assessment

Self-assessment 6

Question	Answer	Feedback
1	c	The selection of content for a course is based on topics, themes, or situations.
2	a	A good language course puts the learners in contact with ideas and develops the learners' control of the language.
3	c	A skill can be divided by using levels of cognitive activity.
4	a	Content and sequencing must be planned considering the environment in which the course will be used, the needs of the learners, and the principles of teaching and learning.
5	b	Units of progression can be used to monitor and report learners' progress and achievement in the course.
6	b	A speaking course may focus on skills such as finding the main idea, reading for detail, note-taking, skimming, reading faster, and reading for inferences.
7	Negotiated syllabus	A type of syllabus which involves the teacher and the learners working together to make decisions at many of the points in the curriculum design process.
8	Negotiation procedure	The way in which negotiation will be carried out in the curriculum.
9	Negotiated Assessment	The results of tests and assigned tasks, but also participation in class, homework, and class projects.
10	Course planning	Refers to planning for a determined period of time. It includes deciding the kinds of activity that will be worked on and how the results of the activity will be assessed.

Self assessment

Self-assessment 7

Question	Answer	Feedback
1	T	In order for a curriculum change to be effective, the size of the change must be planned, adjusted, and negotiated.
2	T	In 1992, there was an English curriculum renewal project in all the Ecuadorian public high schools.
3	F	The purpose of a course is to help to determine the content and direction of the course.
4	F	A reliable measure of writing skill can be obtained by applying a test based on what was taught.
5	T	The validity of a test is determined by analyzing the results of one test compared with the scores obtained in other similar tests.
6	Course evaluation	A course evaluation looks for strengths and weaknesses.
7	Summative evaluation	Summative evaluation is presented in a report.
8	Evaluation	Evaluation is defined as a disciplined inquiry to determine the worth of things.
9	Curriculum evaluation	Curriculum evaluation refers to the assessment of the value of the entire curriculum process by gathering evidence to judge the degree of achievement of aims, and also to enable decisions to be made on future progress.
10	Formative evaluation	Formative evaluation provides teachers with information for continuous feedback to students, and guides their daily instructional decisions and adaptations.
11	Observation checklists	Observation checklists are lists of specific criteria that about specific aspects of a learning experience that occur in the class. They are usually completed while students are engaged in activities or processes.
12	Portfolios	A portfolio provides students, teachers, parents, and administrators with a broad picture of each student's growth over time, including abilities, knowledge, skills, processes, and attitudes.
13	Tools	Examples of evaluation tools used for gathering data include surveys, tests, and self-report scales.

Question	Answer	Feedback
14	Achievement test	An achievement test is an exam that is designed to determine the degree of knowledge and proficiency an individual has in a specific area.
15	Report	A report of an evaluation indicates the quality of the course and presents what the standard for the measure of quality is.

Self assessment

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6. Annexes

Annex 1. Overview of major philosophies

PHILOSOPHY	REALITY	KNOWLEDGE	VALUES	TEACHER'S ROLE	EMPHASIS ON LEARNING	EMPHASIS ON CURRICULUM
Idealism	Spiritual, moral, or mental; unchanging	Rethinking latent ideas	Absolute and eternal	To bring latent knowledge and ideas to consciousness; to be a moral and spiritual leader	Recalling knowledge and ideas; abstract thinking is the highest form	Knowledge based, subject based; classics or liberal arts; hierarchy of most important
Realism	Based on natural laws; object1ve and composed of matter	Consists of sensation and abstraction	Absolute and eternal; based on nature's laws	To cultivate rational thought; to be a moral and spiritual leader; to be an authority	Exercis1ng the m1nd, log1cal and abstract thinking are highest form	Knowledge based; subject based; arts and sciences; hierarchy of subjects: humanistic and scientific subjects
Pragmatism	Interaction of individual with environment; always changing	Based on experience; use of scientific method	Situational and relative; subject to change and verification	To cultivate Critical thinking and scientific processes	Methods for dealing with changing environment and scientific explanations	No permanent knowledge or subjects; appropriate experiences that transmit culture and prepare individuals for change; problem-solving activities
Existentialism	Subjective	Knowledge for personal choice	Freely chosen; based on individuals' perception	To cultivate personal choice and individual self-definition	Knowledge and principles of the human condition; acts of choosing	Choices in subject matter, electives; emotional, aesthetic, and philosophical subjects

Note. Summary of the two most common traditional and modern philosophies and how their emphasis on curriculum design and development proposed by Ornstein and Hunkins (2018)