

CHAPTER – III

Dynamics of Curriculum Planning

3.1 Introduction:

This study revolves round the processes involved in developing, implementing, analyzing and evaluating language programmes with special reference to English for Specific Purposes. In the process, a survey of the approaches to the development of language curriculum and the strategies to cogently address the pedagogic issues that come up in developing and evaluating language programmes and instructional materials is taken up. Any organized course of language instruction which involves a set of standard or standardized pedagogic practices can be considered a language programme. Second and Foreign language teaching is understandably one of the world's largest and ever growing academic enterprises involving millions of people all over the globe, including those from almost all the third world countries. Learners spend considerable amounts of time and energy to master the languages. Teachers also undertake various activities for planning the language courses, preparing teaching materials, and for taking up other pedagogic operations, including the classroom execution. In the process of observing, developing and implementing language programmes, one comes across the following questions.

What kind of academic or pedagogic principles stand as a foundation or base for these activities? What kind of conceptual mechanisms and value-based educational systems do these principles present or reflect? Whose social, academic and professional ambitions do they fulfill? And, can our pedagogic practices and professional performance be fortified and can elevate itself to a higher pedestal through reviewing the canons based on which the operational mechanism is taken up?

An unswerving endeavour to obtain rational answers to the questions posed above leads on to the following enquiry.

1. What kind of pedagogic procedures are administered to determine the components of a language programme?
2. What are the generic and specific needs of the learners?
3. How can the needs of learners be identified and determined?
4. What conceptual and contextual factors require a thorough examination in planning a language programme?
5. What kind of framework and mechanism are employed to determine aims and objectives?
6. What are the factors that govern the process of planning the syllabus and the fragmentation and processing or organization in a course?
7. Is there anything that can be called a Model or Perfect teaching or How can a course be taught well i.e. to fulfill the aspirations of the learners? In other words, can there be a thoroughly utilitarian pedagogic mechanism?

8. Is there any perfectly rational mechanism for selecting and designing teaching materials?
9. Can there be a blemish-free or totally balanced or surgically-precise measure for the effectiveness of the course?
10. Is there any role for the stake holders in designing the course?

A comprehensive answer to all the questions can be had with an objective analysis of the concept of Curriculum development for language courses which encourages one to attain the primary understanding of the arena. Development of language curriculum is a part of a broader educational domain known as curriculum development or curriculum studies. Curriculum development takes into reckoning the aspects related to determining the kind and levels of knowledge, skills and values that learners should acquire and inculcate as a part of their academic courses, the kind of exposure and varieties of experiences that should be given to the learners in order to bring about intended results, and the ways in which teaching - learning process can be devised, processed and analysed.

3.2 A Historical survey:

The concept of syllabus design can be considered the foremost element in the history of curriculum development in language teaching. Syllabus design is a concept limited in scope and operation when compared to curriculum planning, and it is just one of the aspects of curriculum development. A syllabus is a set of itemised specifications of the components of a course of instruction. Thus, the syllabus for a course in writing might

specify the kinds of drafting and compilation skills that will be taught and practiced in the course, the functions, sub-skills and such other elements of written communication that will be taught, and the sequence in which they will appear in the course. Likewise a course in spoken expression involves the pronunciation related elements like the classification of sounds, aspects of speech mechanism, processes of articulation etc. with their conceptual hierarchy of pedagogic processing.

As has been stated, Syllabus design is the mechanism of developing a syllabus whereas Curriculum development is a more inclusive one with a comprehensive nature than merely framing the syllabus which includes the processes that are used to understand the needs of the learners, to ascertain the aims or objectives for a programme to cater to those needs, to devise a relevant syllabus, mechanics of the teaching-learning process, instructional materials and evaluation processes. The evaluation of the language programme emerges from these processes. Curriculum development in language teaching had its origin in the 1960s, though various aspects of syllabus design were making their presence felt much earlier. A retrospective analysis of language teaching throughout the twentieth century makes one understand that much of the fillip for changes in approaches to language teaching have been resulted in by the changes in teaching methods.

The method-concept in teaching based on a particular theory of language and language learning is a predominant academic idea and an endeavour to put forward better methods has been a regular activity of many pedagogic practitioners and applied linguists since the dawn of the twentieth century. It can be understood that a plethora of methods have come and gone in the last 100 years in pursuit of the “best method,” as the chronological presentation illustrates, with dates suggesting periods of prevalence or greatest dominance of each of the methods : “Grammar Translation Method (1800 – 1900),Direct Method (1890 – 1930),Structural Method(1930-1960),Reading Method (1920 – 1950),Audio-lingual Method (1950 – 1970),Situational Method (1950 -1970),Communicative Approach (1970 –present)”¹.

¹ Jack.C Richards,. Curriculum Development in language Teaching.(New York: Cambridge University Press, 2001) 3.

Even though there has been a certain priority attached and preference shown towards particular methods at different points of time, methods often continue to make their presence felt in some form or the other long after they get dispensed with ¹. This observation holds water even today, with Grammar Translation continues to exist in some form or the other in our own country. Each of the methods entertains the belief that its teaching practices present a stronger basis for teaching than the previous methods, since historically it is believed the almost all the civilisations are built on the ruins of the previous ones.

But, it is to be understood that even though methods are specifications for or prescriptions of the processes of instruction in language teaching, those frameworks put forward the aspects related to the assumptions about what needs to be fulfilled which is the direct outcome of the process of instruction, including the content. Like every other endeavour requires proper planning and elements of coordination for the successful execution, language teaching enterprise also has its own processes of planning in the form of methods of teaching which stand sometimes as description of the items of exposure to be given to the students.

¹ Mackey, W.F. Language Teaching analysis. (London: Longman, 1965) 151.

For example, the oral-based method known as the Direct Method, which is contrary in thought and approach to the Grammar Translation Method (in the late nineteenth century) not only specifies the way a language should be taught, with a strong focus on the exclusive use of the target language, rigorous question-and-answer teaching techniques, and dramatization oriented techniques of demonstration regarding the presentation of meanings of words but also prescribes the vocabulary and grammar to be taught and the sequence in which it should be presented. The Direct Method involves a particular type of syllabus. However, when new methods came up in the place of Grammar Translation Method, the primary concern was not with questions related to syllabus but with approaches that get administered with regard to classroom practices and principles of methodology that could be employed to stand in support of an oral activity oriented mechanism propelled by the target language. The researcher recognizes that there has been an itemized, objective or axiomatic representation of the concepts of method, approach and technique in the ELT circles through which many an idea have been floated regarding the methodology and its conceptual and operational elements(Anthony,1963).¹

¹ Anthony, E. M. "Approach, Method and Technique".

Harold Palmer, one of the eminent British applied linguists who had a path breaking contribution by laying the foundations for the structural Method in the 1920s, summarized the principles of language teaching methodology at that time as follows¹:

1. **Initial preparation** – orienting the students towards language learning.
2. **Habit-forming** – establishing correct habits.
3. **Accuracy** – avoiding inaccurate language.
4. **Gradation** – each stage prepares the student for the next
5. **Proportion** – each aspect of language is given emphasis
6. **Concreteness** – movement from the concrete to the abstract
7. **Interest** – arousing the student’s interest at all times.
8. **Order of progression** – Hearing before speaking, and both before writing.
9. **Multiple line of approach** – many different ways used to teach the language.

Consequent on arriving at consensus on the principles of an oral-based methodology, applied linguists switched their attention to issues relating to components of instruction and syllabus design underlying the Structural Method.

¹ Harold.E Palmer. The Principles of Language Study (oxford: Oxford University Press, 1968 (1921)). 38-39.

Pioneering efforts regarding this focused on approaches to ascertaining the vocabulary and grammar component of a language course. This resulted in administering the procedures called **selection** and **gradation**. A limited amount of time is available for teaching in any academic programme. Language courses are not an exception to this phenomenon. One of the foremost problems is deciding the components that should be selected from the total corpus of the language and introduce those items into textbooks and other teaching materials. This process is popularly known as the selection. Selection is an innate characteristic of all methods. Since it is impossible to teach the whole of a language, all methods should undertake the selection of the language which is thought to be of direct utility for the learner. The process deals with selecting the items or concepts considered relevant, in the sense that it looks into selecting that which is of value for the very purposes of offering the course of instruction and with the development of techniques and procedures through which the required linguistic phenomena get encapsulated in order to be of outmost benefit to the learner. All teaching involves a choice of what should be taught from the total corpus of the subject, and teaching of a language at any level or any purpose requires the selection of certain components of the language. Two aspects of selection stole limelight in the first few decades of the twentieth century; Vocabulary selection and Grammar selection. Approaches to these two aspects of selection have been considered the base for syllabus design in language teaching.

3.3 Assumptions regarding early approaches to syllabus design:

The following analysis presents some of the assumptions behind the approaches to syllabus design that came up in the first part of the twentieth century.

3.3.1 Vocabulary and Grammar form the fundamental components of language:

Those working in the traditional environments approached the teaching of English through its Vocabulary and Grammar to a large extent. Although the speaking and pronunciation were not totally done away with in the actual teaching of the language, the priority in planning was accorded to Vocabulary and Grammar, and these were seen as the principal units or items in language development. In other words, spoken expression and such other competencies were relegated to the insignificant position when compared with Vocabulary and Grammar. It was believed that language teaching could be put on a more relational and sound basis with planning by bringing about standardization in syllabus and its specification.

3.3.2 Needs of the Learners are alike

The language teaching was oriented towards “general” English e.g. West’s Wordlist. It was thought that the core vocabulary of the General Service List, along with a grammatical syllabus of the type Hornby elaborated would serve as the bedrock of almost all the language courses.

3.3.3 Mastery of English will solve the problems of learners

Whoever may be the learner or the circumstances of his/her learning, it is assumed that mastery of English will solve the problems. The very objective of English teaching is to teach them English – not to teach them how to solve their problems through English.

3.3.4 Textbook acts as pivot for the process of language learning

The fundamental and the most significant (many times the only) input learners received in the process of learning was the textbook. Hence, the preeminence of the principles of selection and gradation as ways of commanding the content of the textbook and facilitating language learning was the order of the process.

3.3.5 ‘English as a foreign language’ is the phenomenon

The initial endeavours of Palmer, West and Hornby on the development of lexical and grammatical syllabuses was taken up in contexts where English was a foreign language, the context in which students studied English as a formal subject just like any other content subject in their early stages of linguistic exposure but had no immediate needs for it outside the classroom. The classroom and the textbook acted as the *élan vital* to the language learning process, and hence, the mission of syllabus planners was to simplify and rationalise this input to the extent possible through the processes of selection and gradation. The metamorphosis in the status of English Language and the academic and professional goals to fulfill which

the courses are being pursued have undergone a sea change. These changes have given rise to various dynamic developments in language curriculum development.

3.4 An unrelenting search for new methods:

The teaching of English as a second or foreign language has become a very significant and influential educational endeavour after World War II. There has been a steep rise in the number of Immigrants, refugees, and foreign students who created a huge demand for English courses in the English-speaking countries like United Kingdom, Canada, the United States and Australia which have better economic base or strength popularly known as developed countries. There has been much greater mobility of peoples as a result of the technological advancements and because of greater demand for international tourism. English started enjoying a pride of place in international trade and commerce. The role of English has been supported by the growth of electronics and communications revolution like Radio, Film, Television, Telephone and mobile communications and predominantly the Internet. Educational endeavours made forays into the realms of the technological advancements in deftly utilizing the gadgets for offering instruction to the learners. This phenomenon stood as one of the reasons for the expansion of the language beyond geographical boundaries, in addition to the political reasons.

“Whereas in medieval times English was the language of an island nation and French was the language of a continental one, in the twentieth century English has become the language of the world thanks to the

linguistic legacy of the British Empire, the emergence of the USA as an English-speaking superpower and the fortuitous association of English with the industrial and technological developments of the nineteenth and twentieth centuries”¹. All these developments resulted in the need for a practical command of English for people in many parts of the world rather than just a theoretical mastery of the language as one might acquire in any average non-descript or semi-descript academic course in a third world country. The primary effort of the English-language teaching profession was to explore newer avenues and directions in methodology. It was a prevalent academic assumption that in order to cater to the requirements of ever changing needs of language learners, more up-to date teaching methods were needed that can present the latest understanding of the nature of language and of language learning. Linguistics was a fountainhead of theories about the organization and structure of language and these were applied with an avowed alacrity for the cause of new scientifically based teaching methods. The 1950s and 1960s were the period charged with certain excitement regarding methodology, if not euphoria in language teaching. In Britain, applied linguists engineered a methodology that was modeled on the lines of the oral approach that had been developed in the twenties and thirties linked to a meticulously graded grammatical and lexical syllabus.

¹ Ronald. V. White, The ELT Curriculum.(Oxford: Blackwell, 1988)9

The methodology had the following characteristics:

- A structural syllabus with graded levels of vocabulary
- Contextualization based presentation
- A sequence of tasks of classroom instruction that went from Presentation, to controlled Practice, to freer Production

(The P P P method)

This is popularized as the situational approach or the structural-situational approach or situational language teaching and was an influential teaching method in British language teaching from the 1950s. Robert O'Neill's kernel series developed on this method made a mark in the language teaching circles as an influential series of Course-books¹. "However, the findings of recent SLA research prove that language learning does not happen in an additive fashion with bits of language being learnt separately. Rather, the process of second language acquisition is multi-directed and the student's mind is working on constructing several knowledge systems at a time. PPP gives an illusion of mastery because learners are able to produce the required form confidently in the classroom, but once they are outside the classroom and the drill, learners seem to forget it completely"(wills,1996)².

¹ Jack.C.Richards, Curriculum Development in language Teaching.

(New York: Cambridge University Press, 2001)24.

² Jane Wills,. "A Framework for Task-Based Learning". 1996

[<jobs.languagelink.ru/tefl_clinic/teaching.../ppp.php >](http://jobs.languagelink.ru/tefl_clinic/teaching.../ppp.php)

3.4.1. Colonialism and Language Teaching:

During the days of political oppression through colonial hegemony at different places and even some period after attaining sovereignty also “there was no provision for language work specially designed to help the non-native learner and school grammars ... which were originally written to get British youngsters through ... local examinations, were imported in large numbers to the colonies. From the early days English was taught in these schools as a discrete subject aimed at providing students with a reading knowledge of English through the study of English grammar and selected texts and applying such grammatical principles and what ever vocabulary was required to the comprehension of texts often with the help of a bilingual dictionary”¹ The points discussed above focus not only on linguistic elements but also on socio-cultural aspects which have a bearing on academics in moulding a learner in a given multi-ethnic, multi-cultural and multi-lingual setting.

¹ W.K. Ho, “The English language curriculum in perspective:

Exogenous influences and indigenization”. Language, society, and education in Singapore ed. S. Gopinathan, A.Pakir, H.W. Kam, and V. Saravanan, (2d ed.) (Singapore: Times Academic press, 1994) 222-226.

3.4.2. Other developments

Subsequently, this phenomenon was replaced by a “TESL/TEFL” approach with a structural syllabus and a situational or pattern practice oriented methodology. It is learnt that the structural-situational approach was also employed in Australia as the basis for language teaching for immigrants ¹. In the United States, the Audio-lingual Method was the most dominant of the forces in language teaching in the 1960s.

Stern describes the period from 1958 to 1964 as the “Golden Age of Audiolingualism”. ². This concept drew on the theory of behaviorism. It is believed that Language learning depends on habits that could be established by repetition. The principle put forward by Bloomfield, turned out to be the most prominent canon of audiolingualism i.e. “Language learning is over learning, anything less is of no use”. ³

¹ A.J. Liddicoat, “Language Policy and Methodology” IJES, Vol.4(1), (2004); 153-171.

² H.Stern, “Directions in language teaching theory & research”. Applied linguistics: problems and solutions. ed. J. Qvistgaard et al. (Heidelberg, 1974) 63

³ L. Bloomfield, Outline guide for the Practical study of Foreign Languages. (Baltimore: Linguistic Society of America. 1942).12

It is to be specifically represented regarding the assumption related to Audiolingualism of Rivers ¹ in the following manner.

It is felt that the habits are fortified by reinforcement. It is observed by him that the foreign language habits get developed effectively by offering the right response, not by resorting to committing errors. Since language is behaviour, it can be learnt only encouraging the learner to behave.

“The origin of the audio-lingual method may be found in the work of American structural linguists and cultural anthropologists who were working in the same climate of opinion as behavioural psychologists. In the twenties and thirties, the call was sounding for a strictly scientific and objective investigation of human behaviour. In linguistics, this took the form of a descriptive approach to the study of language. Structural linguists tried to describe the sound patterns and word combination of each language as they observed them in a corpus, without attempting to fit them in to a preconceived framework based on the structures of Greek and Latin and of the language derived from them” ²

¹ Wilga, M. Rivers, The psychologist and the foreign language learner. (Chicago: University of Chicago Press, 1964).

² Wilga, M. Rivers, Teaching Foreign-Language Skills. (Chicago: The University of Chicago Press, 1969).33

Lado's Lado English Series¹ is based on this approach. Audiovisual Method was developed in Europe which employs visual means for presenting and practicing new language items. The concept of Method continued to dominate the academic thought and endeavours to devise newer methods continued for some more time. Lange observed that 'Foreign language [teaching] has a basic orientation to methods of teaching. Unfortunately the latest bandwagon "methodologies" come into prominence without much study or understanding, particularly those that are easiest to immediately apply in the classroom or those that are supported by a particular "guru". Although concern for method is certainly not a new issue, the current attraction to "method" stems from the late 1950s, when foreign language teachers were falsely led to believe that there was a method to remedy the "language learning and teaching problem". (1994:253) ²

1. Lado, Robert. Lado English series: New York: Regents, 1978.

2. Lange, D. 1990. "A blueprint for a teacher development program". Second language teacher education ed. J.C. Richards and D. Nunan, (New York: CUP. 245-268.in Singapore (2d ed.) Singapore: Times Academic press). 221-244. 1994

3.5 An overview of the concept of syllabus design in language

Teaching:

As has been discussed, Syllabus design is one of the processes of curriculum planning. A Syllabus may be described as a specification of the content of a course of instruction and the lists that will be taken up for classroom instruction/discussion and the content in which evaluation is undertaken. A Syllabus undergoes a number of channels before it takes a concrete shape. In other words, the planning and development of course content involves umpteen steps like developing rationale for a course, identifying the entry level, projecting or presupposing the exit level, choosing the components, prioritizing and sequencing the items, identifying the extent and scope etc. Hence, the process of planning, coordination and execution of a syllabus shall be undertaken with meticulous care. On the other hand, it is to be understood that a syllabus is not a vaguely prescribed data of linguistic items as Hutchinson and Waters define *syllabus* as "... a statement of what is to be learnt" which represents the purpose with which a language is learnt and which also suggests that the scale of linguistic performance of a goal-oriented phenomenon and not just a generic display of academic capabilities since linguistic communication has been recognized as the spine of professional success and hence 'what' exactly is expected of a learner, a prospective professional, is to be incorporated and specified in order that the teachers and learners have an understanding of the organized nature of a course and a course without a syllabus is like a rudderless boat ¹.

3.5.1 Trends in Syllabus Design:

Prior to the dawn of the widely acclaimed communicative language teaching (CLT) in the late 1970s, it was admitted that the syllabus focus was upon linguistic knowledge and the skills of LSRW. The research undertaken during 1970s in the social and conversational use of language, complemented by the increasing dissatisfaction of learners' proven failure to utilize and apply the linguistic knowledge outside the classrooms, initiated a remarkable change in syllabus design. Applied Linguists focused on the need for language use rather than the acquisition of formal aspects of language. The primary stage of metamorphosis was experienced in the development of functional syllabi which focus on specific purposes of language and the process of linguistic expression for those functions. In tune with such a development special purpose syllabi and materials for such occupations as Medicine or Engineering which require a specific set of skills started getting developed and on the other hand there were some arguments and counter arguments about the functional movement.

¹ Tom Hutchinson, & Alan Waters, English for Specific Purposes: A Learning Centred Approach. (Cambridge: Cambridge University Press, 1987) 80.

The functional movement in syllabus design just as the formal design faced challenges. The process of teaching a repertoire of functions or specific purpose oriented language was considered a factor that limits the potential of the learner to specific communicative situations or predetermined or fixed social or communicational roles. In addition to the above, it is also argued that the formal aspects can offer an opportunity to the students to generalize from one communicative act or demand to another based on the rules and understanding or knowledge of vocabulary. Though there were certain extreme stands taken in the field, to a large extent, both the types of syllabi could be perceived as synthetic in which learners can to gain discrete bits of knowledge irrespective of their nature i.e. forms or functions, through isolated to a large extent and language focused tasks before employing such knowledge as characteristically synthesized in communication. ¹

Subsequent to functionalism, the sway of communicative language teaching (CLT) was experienced. Fundamentally, there was a paradigm shift from the way linguists described language to the way language is encountered, learnt and applied by the learners, the orientation that lead to the task- based and process-oriented syllabus types.

¹ Michael.P. Breen, "Syllabus Design". Cambridge Guide to TESOL ed. Ronald Carter and David Nunan. (Cambridge: Cambridge University Press. 2001) 152.

3.5.2. Fundamental Elements of Syllabus Design:

A syllabus is something that identifies, selects, and processes the appropriate elements keeping in view the socio-economic demands at that particular moment of time in a given society. The following parameters can be considered fundamental and seminal for designing a syllabus.

1. A concrete framework of knowledge and skills considered relevant and required, including proper patterns of evaluating
2. A pragmatic sequel to the previous knowledge in the case of advanced courses, confidence building and awareness raising as far as pedagogic execution is concerned.
3. Relevant content, with authenticity and pragmatic orientation **3.5.3**

Broad Classification of the Syllabi:

It is understood that there are many of syllabi in English Language Teaching. An overview makes one understand that the following types of syllabi have been put forward. Procedural, Cultural, Situational, Skill-based, Structural or formal, Multi-dimensional, Task-based, Process, Learner-led, Proportional, Content-based, Notional/Functional and Lexical syllabi (Mohammad Mohseni Far, 2008)¹

¹ Mohammad Mohseni Far, "An Overview of Syllabuses in English Language Teaching". [Karen's Linguistics Issues](#), (January, 2008).

www3.telus.net/linguisticsissues/syllabi

3.5.4 Task Based and Process Oriented Syllabi:

The epoch making contribution of the research on second language acquisition (SLA) undertaken during 1980s resulted in propounding a concept on Task based syllabus. Based on Krashen's Influential view that language gets acquired through the learners' focus upon meaning in the input provided to him/her, researchers focused on how learners respond or interact in order to put forward or transact or negotiate meaning both in a classroom environment and outside¹. The aim of a syllabus designer (even a conscious teacher also) became the providing suitable tasks to encourage interaction and there by negotiating for meaning. In the light of this, the researcher understands that a task is a cognitively demanding language activity that learner is exposed to make him/her develop communicative ability. Because of this phenomenon one can understand that a task is a language unit developed or enshrined in the syllabus but not a natural aspect of the language. The hypotheses of Krashen as far as Second language acquisition is concerned have a significant contribution to make in the process of syllabus design.

¹ Stephen D Krashen, . The input hypothesis: Issues and Implications, (London; New York: Longman, 1985).

3.5.5 Other dominant concepts:

Lexical syllabi received motivation from the argument that the edifice of language learning can be built on the foundations of a growing repertoire of vocabulary that is academically and professionally relevant for the learner. Large lexical corpora on computer databases significantly contributed to the lexical syllabi. In addition to the above, the 'Outcomes-based Education' has been an influential feature in the academic thought. Like Stern's proposal for an integrated curriculum (1992)¹ and as Hutchinson and Waters state, "it is wise to take an eclectic approach, taking what is useful from each theory...". The syllabus design should be something that leads on to a multi dimensional perspective. As has already been mentioned, every teacher follows a syllabus, but it may vary from a pre-designed document to a day-to-day authentic choice of content which the teacher may consider a better tool for achieving specific aims and requirements. A genuine integration of form, function, task and process will go a long way in making a syllabus a worthy instrument in the teaching-learning process.

¹ H.H. Stern, Issues and Options in Language Teaching. Oxford: Oxford University Press, 1992.

² Tom Hutchinson, & Alan Waters, English for Specific Purposes: A Learning Centred Approach. (Cambridge: C U P, 1987) 51

3.6 An attempt at defining Curriculum:

As has been discussed, curriculum in its broader perspective refers to all processes of the planning, implementation and evaluation of an academic program. A.V.Kelly, advocates that the definition of curriculum should incorporate “the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers’ direct attempts to carry out their or the planner’s intentions, and the ‘hidden learning’ that occurs as a by-product of the organization of the curriculum...”.¹ Richards, Platt and Platt in the Longman Dictionary of Applied Linguistics present, the curriculum should reflect the ends, means and some means to ascertain the success rate². These definitions also represent the parties of the process i.e. the individuals within the process of curriculum design: the planner, the policy makers and administrators, the teachers and students. In addition to the above, the concept of ‘intensions’ presents a very interesting phenomenon in the way that mind set of curriculum planners matters a lot in designing a curriculum.

¹ A.V. Kelly, The Curriculum: Theory and Practice. (London: Paul Chapman Publishing, 1989) 14.

² J.C., Richards, J. Platt. and H. Platt, Dictionary of Applied Linguistics . (2nd ed.) (Harlow, UK: Longman, 1992) 94.

3.6.1 Trends in approaches to Curriculum development:

Before venturing into the discussion of the models of curriculum planning or development, the researcher takes into cognizance the existence of various approaches to curriculum development or planning like systems approach¹, participatory approach(van,1996)² etc. On the other hand, some creativity has been demonstrated into coining the approaches to curriculum planning based on the extent of the focus on: “aims and objectives (engineering approach), teaching methods (mechanics approach), content (cookbook approach), timetable (railway approach), problems (detective approach), one idea or strategy (religious approach), the regulations (bureaucratic approach), or a curriculum designed to attract sponsorship (public relations approach). The magician approach, in which it is not clear how a curriculum is developed, is not recommended”³

¹ Henry. Ellington, and Shirley Earl, The Systems Approach to Curriculum Development. Educational Development Unit, Human resources, (The Robert Gordon University, Aberdeen, 1996).

² Van. L Crowder. “A Participatory Approach to Curriculum Development.” 1997 <www.fao.org/sd/EXdirect/EXan0017.htm>.

³ Harden, R.M. Approaches to curriculum planning 1986 <www.ncbi.nlm.nih.gov/pubmed/3531778>.

3.7 Models of Curriculum Planning:

Classical Humanism, Reconstructionism and Progressivism have been identified based on Skilbeck's work as the traditions of curriculum planning¹, and those traditions have conceptually been attached to the structural grammar/systems approach, the notional functional syllabus, and the process procedural approach, respectively.

3.7.1. The Content Model: Classical Humanism

This model focuses on the component to be learned by, or imparted to, the learner. In this Classical Humanist tradition, the instructional content is a revered and cherished cultural heritage, which is considered the core element for the all round development of the student; and perceiving from the epistemological objectivism view point, the teaching items or content is knowledge which has been considered and accepted to be eternal and beyond the torques of human argumentation like an absolute phenomenon. This model has dominated conceptual framework of the history of educational policies of the Western world for centuries, developed from the classical Greek thought.

¹ M. Skilbeck, "Three Educational Ideologies" Challenges and change in the curriculum ed. T.Horton & P. Raggart. (London: Hodder &Stoughton, 1982).

It had a sway over the academic thought because most people, when challenged, would possess certain definite concept related to the essentials of the right kind of education like understanding in literature, awareness of ethics/religion, knowledge in the physical and natural sciences, possessing historical perspective, acquisition of a second language which are expected to lead the learner on to acquiring abilities to think logically, communicate effectively and analyse judiciously. On the other hand, Kelly's ideas reflect that the model does not stand as a very sound and an adequate one as the basis for designing the curriculum since it does not offer scope for a discussion of the purposes of education with a broader perspective, and does not take into reckoning the skills and challenges of the individual learner or the labyrinthine predicament of the processes of learning (1989:45-46). When complexities of education stated getting experienced many of aspects of generic orientation seem to have lost their full-stretch influence since purpose oriented communication is expected by many a learner his or her day to day activities. As the human being started experience more and involvement of specificity in thought, words and actions, an orientation that can address itself to such issues was longed for the masses at large.

¹ A.V. Kelly, The Curriculum: Theory and Practice. (London: Paul Chapman Publishing, 1989).

In the liberalised, globalised scenario and in the multiethnic, multicultural, multilingual societies, it is not a rational phenomenon to impart the aspects of a particular culture. In the framework for education for all, it is unable address to and manage the variety of needs of a growing student population, the situation which is characterized by the concept that the educated individuals are no longer considered elite trained to rule over the subsequent generations of workforce and as the fundamental elements or premises of science no longer bank or rest on objective, logically plausible, value-free theories but are revolutionised by the discoveries and contribution of quantum physics, the fundamental elements of universal knowledge are no longer secure and a philosophy of education developed to suit the conventional and confined ethos cannot be administered keeping in view the developments. This is not to advocate against the role of content in curriculum design and only that as a model it is not up to the requirements, and since it is a prepared for a society very different the current one, there is every need for a more relevant one as a model for curriculum development.

This model envisages the grammar based curriculum in which the syllabus focuses on the grammar and vocabulary .If we go back to Richard's definition, the purposes of the courses are to impart knowledge of the linguistic system to the students and to see that they master the rules of grammar and vocabulary. The components or the syllabus is a selection, gradation and sequencing of the items grammar and lexis; the pedagogic procedures involve drilling of grammatical sentences, presentation of the rules of grammar and memorisation of vocabulary. Assessment is taken up

on the learner's capability to produce grammatically accurate language. Target language as a relatively unchanging or fixed concept forms the fundamental element for the grammar based curriculum and it does not consider the aspects like contextual occurrence, modes of discourse or specific needs of the learners and it reflects an essentialist (or objectivist) approach to semantic realisation. When the communicative approach to language learning started making its presence felt in the late 1960s and 1970s, this approach to language curriculum design ceased to register its dominance. Even though the model enjoys its presence in the content for syllabus design, the grammar based approach lost its primacy as a basis for planning a curriculum.

3.7.2. The Objectives Model: Reconstructionism

The objectives of the teaching- learning process happen to be the primary aspect of this model. Reconstructionism feels that the fundamental responsibility of education is to result in certain amount of social change. The genesis of the model has its moorings with the movement for the scientific management of education and the contribution of behavioural psychologists in the first half of the twentieth century, whose ideas went on to defining learning as a process of observable changes in the patterns of behaviour with measurability.

R.W.Tyler¹ took up the concept of employing the behavioural objectives for curriculum design in the 1930s, much in advance of the movement really

got off to momentous start in the 1960s, when Mager² presented behavioural objectives as having three essential characteristics:

- They must describe the behaviour to be performed without any ambiguity
- They should describe under what conditions the performance will be expected to occur.
- They should state the criterion.

The concepts – expected exit behaviour, performance indicators, objectives related to academic up gradation and linguistic or professional performance, expected outputs which are relevant to the academic or technical or business purposes and which have focus on public or client accountability form some of the processes through which educational development takes place.

The model has the following positive elements

Clarity in stating goals: There is clarity in presenting the objectives of the courses which contributes to the process of selection of materials and activities.

¹ R.W. Tyler, R.W. Basic Principles of Curriculum Instruction. (Chicago: University of Chicago Press, 1949).

² R.F. Mager. Preparing Instructional Objectives. (California: Fearon Press, 1962).

Near accuracy and total ease in evaluation: with clearly stated objectives, the success or otherwise of the learners, and of the course, can be evaluated with ease and accuracy to the extent that the stated objectives have been fulfilled.

Withstanding the academic audit: The model has provision for clear methods for needs analysis, establishes learning purpose properly and provides measurable 'products' of the academic endeavours.

Critical analysis of the Model:

Kelly summarized criticisms against the approach¹. The most fundamental of the critical views is that it confines or reduces the learners to the level of automatons who are designed to behave in preordained or specific ways and that the educational system precludes non-negotiable human accomplishments such as autonomy, self-fulfillment and personal development. It is also claimed that the model is not sophisticated, and endeavours to impose linear ways for which spiral and cyclical ways are expected to be administered. Kelly is of the opinion that the objectives model is suitable for vocational training and specific skill oriented subjects. Tumpsky states that "there has been a mixed, but largely negative, reaction to behavioural objectives from teachers of foreign languages, including teachers of ESL/EFL" in her review on the role of behavioural objectives in foreign language learning situation

¹ A.V. Kelly. The Curriculum: Theory and Practice. (London: Paul Chapman Publishing, 1989).

by undertaking some of the same counter arguments as Kelly, focusing the limits such objectives put forward on creative, cognitive and affective aspects of the process of learning, in their reduction of academic domain to a tool for behavioural change¹. Her line of thinking is that of the pedagogic practitioner and the interpretation of the model may reflect a narrow perspective. It is to be kept in view that the model acted as the basis for the Threshold level project in the 1970s for the council of Europe and the said project is considered one of the most prominent movements in the transition from administering the grammar based approach to the communicative approach to language teaching, which led to the pronouncement of notional functional syllabus, for a focus on the needs analysis which makes one understand that it resulted in some meaningful outcomes in language learning rather than a confined linguistic focus.

3.7.3 The Process Model: Progressivism

The prime concern of education from the stand point of process model is to lead the learner to progress towards self-fulfillment. It focuses on developing understanding, not just the passive reception of 'knowledge' and not merely acquiring specific skills.

¹ N. Tumpsky. "Behavioural Objectives, the cult of efficiency ,and Foreign language learning: Are they compatible?" *TESOL Quarterly*, 18(2), (1984): 302.

The academic goals are not defined in terms of achieving or attaining particular ends or products, but based on the processes and procedures through which the individual develops understanding and makes way for future learning. The Content is based on principles developed from research into learning development and the very purposes of the education, which gives an opportunity for the formulation of objectives related to the procedural principles. The model envisages a focus on the concepts of learner needs, and processes of overall development and is subject to the criticism of subjectivity in the defining these concepts. But, with the expansion in the research in the field of developmental psychology, the model experienced a growing acceptance of its underlying philosophy. But this model has not been favoured with regard to academic projects in the West especially with regard to large scale curriculum development towards developing curriculum for vocational training to meet employment oriented needs. A move towards 'learner-centred curriculum' has been reflected in the language teaching circles as reflected and going a step further towards a definition of a 'learning-centred curriculum'.¹

¹ L. Dickinson, Self-instruction in language learning. Cambridge: C U P, 1987 Cited in Finney, Denise. "The ELT Curriculum: A Flexible Model for a Changing World". ed. Jack.C. Richards & Willy A.Renandya, Methodology in Language Teaching (Cambridge: Cambridge University Press, 2002).

It is understood that language teaching has been influenced by different philosophical trends and the educational developments in language teaching are the outcome of such influences. Johnson states that the language teaching, after experiencing the “communicative revolution” and undergoing “piecemeal reconstruction”, possesses “a growing interest in the curriculum process as a whole, attempts to put language teaching back in touch with educational theory in general and curriculum studies in particular”¹. It can be understood that the developments in ELT over the last three decades have not been as organized as curricular thought presented by Skilbeck. As discussed above, Johnson refers to the communicative ‘revolution’, the success of which is not possible without little disorder before reconstruction. In Johnson’s words the period has been “epitomized by the flowering of a thousand methods”² and the subsequent consolidation. There started a departure from the structural grammar-systems approach in the late 1960s, and the 1970s witnessed the proliferation of many approaches falling under the umbrella of the communicative syllabus with an increasing interest in curriculum design more than mere teaching methodology.

¹ R.K. Johnson, (ed). The Second language curriculum. (Cambridge: Cambridge University Press, 1989). ix

² Ibid.

The concept of 'communicative competence' was much debated and analysed, with a constellation being developed ¹. There was a time when a communicative approach had been considered akin to the notional functional syllabus, but as other approaches came up; the concept started getting defined more by negation of the things related to non-communicative which is nothing but the structural approach. Henry Widdowson, an exponent of the London school of applied linguists states "There seems to be an assumption in some quarters, for example, that language is automatically taught as communication by the simple expedient of concentrating on 'notions' or 'functions' rather than on sentences. But people do not communicate by expressing isolated notions or fulfilling isolated functions any more than they do so by uttering isolated sentence patterns. We do not progress very far in our pedagogy by simply replacing abstract isolates of a linguistic kind by those of cognitive or behavioural kind" ².

¹ John Munby, Communicative Syllabus Design: A socio-linguistic model for defining the content of purpose-specific language programmes. (Cambridge: Cambridge University Press, 1978, Reprinted 1991) 21.

² Henry. G Widdowson, Teaching Language as Communication. Oxford: Oxford University Press, 1978, (Reprinted 1979) ix.

The exponent went on to making a sweeping statement that “there is no such thing as a communicative syllabus: there can only be a methodology that stimulates communicative learning”¹ .

3.7.4 An integrated curriculum:

There is claim in many of the curricula that communicative approach is administered with out a clear representation of the underlying principles and processes of curriculum design. According to Dubin and Olshtain “a communicative curriculum draws from three major areas: a view of the nature of language as seen by the field of Sociolinguistics; a cognitively based view of language learning, and a humanistic approach in education. No matter how one defines communicative language teaching it has emerged as a prevailing point of view as attested by its widespread use in book titles, conference papers, and lectures. But as with the tale about the five blind men who touched separate parts of an elephant and so each described something else, the word ‘communicative’ has been applied so broadly that it has come to have different meanings for different people” the writers discuss aspects like cognitively based views,

¹ Widdowson, H.G. “Educational and pedagogic factors in syllabus Design”. ed. C.J.Brumfit ELT documents 118, (Oxford: Pergamon Press, 1984). 26

Context-embedded and context-reduced language use in order to put forward a comprehensive view for operationalising a curriculum¹. In a survey of the contemporary thought on curriculum development through the works of exponents like Richards, Dubin & Olshtain, Nunan, Yalden and Johnson², one acquires an understanding related to the contribution of the previous models to the current approaches. The elements that remain significant include needs analysis, importance attached both to the process and the product, emphasising on the ethos of the learner and simultaneously on the learning outcomes, evaluation on a regular basis, and on the top of it, the need for integration of the mechanics of design and processes of implementation. From the analysis the researcher understands that there is every need for developing a multi-layered, mixed-focus approach in order to solve pedagogic problems in a deft manner. As has been discussed, a framework based on criteria should be developed based on the environment in which the curriculum shall operate.

¹ Fraidd Dubin, and Elite Olshtain, Course Design: Developing Programmes and materials for language learning. (Cambridge: Cambridge University Press, 1986, Reprinted 1997) 68,-69,70&72.

²The works are presented in the select Bibliography, in addition to getting presented in the footnotes when specifically referred to.

As has been discussed there shall be a framework which can accommodate “policy, the aims of the curriculum, or what it seems desirable to achieve; pragmatics, the constraints on what it is possible to achieve; and finally the participants in the decision making process, whose task it is to reconcile policy and pragmatics. Four stages of decision-making are identified; curriculum planning, ends/means specification, programme implementation in the classroom”¹. ‘Evaluation’ need not be considered a stage by itself, but as a mandatory and integral part of each of the stages pedagogic processing.

3.8 Curriculum Policy and planner

The role of the policy maker who is one of the most influential phenomena since a curriculum decides the processes of planning and executing the academic programmes and thereby stands as germinating base for an educational enterprise and since the curriculum accommodates a broad spectrum of academic processes there shall be clarity, cogency and relevance for the needs of the learners. The needs and mechanisms which not only offer opportunities but also throw challenges shall be balanced in the curriculum policy. Curriculum planner should be intellectually honest, socially sensitive and pedagogically open minded for developing an integrated curriculum.

¹ R.K. Johnson, (ed).The Second language curriculum. (Cambridge: Cambridge University Press,1989). ix

3.9 Concept of Aims and Objectives:

Aims

In a general discussion, the words goal and aim are used interchangeably to refer to the general purposes of a curriculum and objective to refer to a non-generic or specific description of purposes. An aim refers to a statement of the overall –generic change that a programme would like to bring about in learners. The purposes of aim statements are:

- Presenting a definition in positive terms i.e. clear about the purposes of a programme.
- providing guidelines for teachers, learners, and materials writers
- Offering a focus to instruction
- To describe tangible and influential changes in learning.

Aims statements present the ideology of the curriculum and state the way how the curriculum seeks to realize it .Aims are very generic statements about the goals of a course of instruction. The interpretations are subject to the contemporary issues dominating the academic thought. For example, consider the following aim statement:

“Students will learn how to write effective business letters for use in the hotel and tourism industries”¹.

¹ Jack C. Richards, Curriculum Development in language Teaching. (New York: Cambridge University Press, 2001). 122

In spite of its little directness and focus on the on the course, the statement does not specify the types of business letters students will be taught or clarify the scale of effectiveness of the business. In other words, the word 'effective' turns out to be generic, because the specification is not clear. In order to offer exactness or precision to the goals, aim statements are complemented by objectives which represent specificity of purposes and exactness of the task. An objective is the representation of specific changes a course aspires to bring about. Objectives possess the following features-

- Represent the micro level processing in order to achieve the aim
- Pedagogic processing.
- Description of perceivable or tangible learning outcomes in an academic environment

There are certain advantages of presenting the aims of a course in terms of objectives which include better planning, accountability through measurable outcomes.

3.9.1 The Process of Planning:

As has been discussed, various processes go into developing a curriculum or instructional materials programme. Following processes present a logical picture..

- Developing a rationale for the course
- Describing entry behaviour and expected exit behaviour
- Selection ,gradation and processing the content for the course
- Planning the instructional materials

These processes may occur simultaneously and are subject to dynamic changes in the academic environment.

3.9.2 Various Aspects of Instructional Materials:

Since the role of instructional material is of the special significance in administering a course, an analysis of the element shall be taken up.

Cunningsworth summarizes the role of materials (especially the course books) in language teaching as:

- A resource for presentation materials (spoken and written)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, and so on
- A source of stimulation and ideas for classroom activities
- A syllabus (where they reflect learning objectives that have already been determined)
- A support for less experienced teachers who have yet to gain confidence

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¹ A.Cunningsworth, Choosing your course books. (Oxford: Oxford University Press, 1995) 7.

Dudley-Evans and St. John state that materials help the ESP teachers as sources of language, support for learning, as motivational tools and as reference manuals¹. ESP materials endeavour to offer exposure to the specialist genres, discourses and registers of ESP, to encourage learning by incorporating tasks that involve cognitive processes, to provide a structure for the students to follow and to stand as a resource for self-instructional or semi-self instructional academic processes of the students. Some pedagogic practitioners utilise instructional materials as the primary sources of their teaching. On the other hand, some other teachers use them as supplements only. Whatever may be the perception of teacher towards instructional materials; those resources form primary items of exposure for the students.

3.9.3 Authentic versus Created materials:

Authentic materials are those materials which are not specifically prepared for teaching like film scripts, statistical data etc. Created materials are those materials like textbook which are consciously or deliberately prepared for teaching. The use of structured and graded books has been a long standing practice and utilising the authentic materials has been found in the recent pedagogic practices especially with the dawn of ESP movement complemented by communicative approach.

¹ Dudley-Evans, T., & St John, M. Developments in ESP: A multi-disciplinary approach. (Cambridge: C U P, 1998) 170-171.

It is felt that the use of authentic materials helps the learners get exposed to authentic language compared with the intellectually contrived components of created material. But going on to extremities may not be an advisable phenomenon. For example Allwright's representation regarding a language course offered for the non-native learners at a British university states that "Use no materials, published or unpublished, actually conceived or designed as materials for language teaching" ¹. Such lines of thinking and attempts present a disturbing and discouraging picture about the calibre and contribution of materials producers in developing relevant and rich academic resources. Many exponents such as Phillips and Shettlesworth, Clarke and Peacock supported the use of authentic materials. They have a positive effect on learner motivation because they are intrinsically more interesting and motivating than created materials. There is a huge supply of interesting sources for language learning in the media and on the Web and these relate closely to the interests of many language learners. They provide authentic cultural information about the target culture. Materials can be selected to illustrate many aspects of the target culture, including the practices and beliefs of both linguistic and nonlinguistic behavior.

¹ R.L. Allwright "Language learning through communication practice". ed. C.J.Brumfit and K.Johnson. The Communicative approach to Teaching . (Oxford: Oxford University Press, 1981) 173.

On the other hand, authentic texts in spite of all their advantages are not beyond deficiencies like unwanted vocabulary, distracting elements like unnecessary graphics etc. It is found that a mixture of created and authentic materials has been found in some books. As Clarke observes “such books [begin to] take on the aura, if not the actuality, of authenticity, containing considerable amounts of photographically reproduced ‘realia’, in the form of newspaper articles, maps, diagrams, memo pads, application forms, advertisements, instructional leaflets and all the rest. Some books, indeed, almost entirely consist of authentic material, including illustrations, extracted from newspapers, or magazines ¹. The observation presented above has some implications, one being the representation of the prevalence of the authentic materials complemented by a statement of the scope and extent of their use and the other being undercurrent leading on the abhorrence of the claims of authenticity of the material which put forward a debate over the issue of the validity for authenticity, scale of authenticity, appropriacy of the claim of authenticity. The underlying feature of the description pointing at ‘photographically reproduced’ needs a critical analysis in order to develop a ‘Really’ authentic phenomenon through which materials that stand to the expectations can be developed.

¹ D.F Clarke. “Communicative theory and its influence on materials Production”. Language Teaching 22(2): (1989) : 73-86.

3.10. Textbooks not as carriers of decisions but as propositions:

In the light such developments if the role of the textbooks or other instructional materials is considered once again critically- beyond the generic conception, Allwright's views have something to deliberate upon. He suggests two views namely, Deficiency view and Difference View. Deficiency view perceives the role of textbooks or other instructional materials as tools to compensate for the teacher's deficiency, and the Difference View considers materials as carriers of academic decisions made by somebody else in stead of the teacher because of the difference in the expertise¹ These views may not be considered rational since the views do not accommodate dynamic teacher with a conscientious nature who take the pedagogic practice as a penance. The researcher feels that the said views attempt at undermining either intentionally or unintentionally the contribution of a textbook by projecting it as a disaster mitigation tool as far as the teaching is concerned. The researcher would like to submit that for insightful teachers textbooks are not at all carriers of academic decisions but act as educational or intellectual propositions based on which endeavours or explorations are taken up.

¹ R.L. Allwright, "What do we want teaching materials for?" *E L T Journal*, 36/1, (1981) : 5-18

Popular textbooks along with other tools such as workbooks, cassettes, and teachers' guides are the most prevalent forms of teaching materials in language teaching. The following analysis shows the difference between the current trends and those of the past ¹.

THEN	NOW
Author and academic centered	Market led
Uncertain global market	Specific fragmented markets
European focus	Pacific Rim/Latin American focus
Sell what is published	International or local culture
Culture and methodology of origin	Indigenous learning situations
English for its own sake	English for specific purposes
UK/US publisher dominance	Rise in local publishing
Native speaker expertise	Non-native speaker competence
Culturally insensitive	Culturally sensitive
Low risk/competition	High risk/competition
Little design	Design rich
Artificial texts and tasks	Authenticity
Single-volume titles	Multi-component/multimedia

The chart presented above reflects that the changes materials production is not only dynamic but also towards a goal-oriented mechanism representing market considerations complemented by the involvement of technology. It is also understood that awareness has been increasing day by day regarding the materials and their outlook, components and commercial value which is understood by rise in local publishing. The items to a large extent are positive developments.

¹ D. Haines, "Survival of the fittest". *The Bookseller (February)*: (1996):27

3.11. Evaluating the Textbooks:

The textbooks and the like have to be evaluated for their teacher concerns, student concerns, time utility, place utility and service utility. The criteria for evaluation of textbooks shall focus on the learners' needs. The items include aims and approaches, Design and organization, Language component, Skills being imparted, Topic, Methodology, Teachers' manuals, Practical considerations. Dudley – Evans and St. John suggest that it is difficult with working on various categories and it is easier to employ two or three key criteria in the beginning and then use others. They put forward the following questions in the process of selecting ESP materials.

1. Will the materials stimulate and motivate?
2. To what extent does the material match the stated learning objectives and your learning objectives...?
3. To what extent will the materials support the learning? ¹

The type of evaluation a textbook depends on the mind set of the evaluator and there cannot be a universal way of analyzing or evaluating the materials. But, the process should not be subjected to subjectivity in order to help the student community at large.

¹ Dudley-Evans, Tony and Maggie Jo St John. Developments in English for Specific Purposes: a multi-disciplinary approach.

(New York: Cambridge University Press, 1998) 173.

As has been discussed whether it is theoretical orientation or process orientation, materials with substance shall never be denounced under the garb of intellectual principles. The organisation of the programme, the role and expected contribution of the teacher, scale of fulfilling learner needs, the component and its processing and the intended pedagogic orientation or approach are essential to any process of evaluating any instructional material. Considering the above, we can understand that the aspects of ELT are very subtle and hence one should approach them carefully. In order to design a model for developing the communicative competence of a second language learner, it would be insufficient to get confined to a particular linguistic theory.

3.12. Contributors to Curriculum planning

Since the project is an ESP oriented curriculum planning and course design one, it is incumbent on the part of the researcher to incorporate certain elements that have a conceptual bearing on the elements in addition to the fundamental elements like concept of syllabus or instructional materials etc. The researcher takes into cognizance various developments like the discourse analysis, the emergence of genre analysis, critical discourse analysis, Conversation analysis, transaction analysis, the process and product oriented researches in language learning in order to develop an integrated curriculum for the learners. One of the aspects of the survey happens to an overview of Content Based Instruction (CBI) vis-à-vis ESP which offers an insight into the various elements that influence the

mechanics of course design especially in an ESP environment. It is an accepted concept that ESP is a domain of ELT. On the other hand, Peter Master states that CBI is a syllabus type just as notional/ functional etc. CBI has “theme-based, sheltered, and adjunct courses. The theme-based course is usually an ESL course with a content orientation (rather than focus) whose goal is L2 competence within specific topic areas. In the theme-based course, the language instructor is responsible for both language and content, but students are evaluated primarily on their L2 skills. The sheltered course is a content course whose goal is mastery of content material with only incidental language learning. The instructor is responsible for both language and content but students are evaluated primarily on their content mastery. The adjunct-model is a linked content and ESL course with two separate instructors. Its goal is both mastery of content material and the introduction to academic discourse with the aim of developing transferable skills. In the adjunct model, the language instructor is responsible for language while the content instructor is responsible for content. Students are evaluated on their L2 skills in the language class and on content mastery in the content class”.¹

¹ Peter Master, “Content based Instruction vs. ESP”. *TESOL Matters*, 7(6),

It is to be understood that for an integrated course, processes underlying such principles contribute favourably through which the integration of orthographic, syntactic and semantic paramatres and the stylistic and pragmatic features results in a comprehensive syllabus.

3.13. The concept of Evaluation:

The culmination of any academic endeavour is the patterns of evaluation. A broad classification of the stages or types of evaluation happens to be 'Formative', 'Summative' and 'Illuminative'. Formative evaluation is conducted during the middle of the course as an on-going process to ascertain the improvement in the students or other words to know how well the course is going on. Summative evaluation is conducted at the end of the course i.e. after the instruction is over. This is crucial for the student and the course administrators, and teachers. This process presents a consolidated statement of student learning – the proclamation of the exit behaviour in official terms. On other hand, the administrators also acquire a chance to ascertain the success of the course. Illuminative evaluation is an endeavour to understand deeper elements related to the way a course is running and other elements of the teaching-learning process. A curriculum planner is expected to make recommendations or prescriptions based on the opportunity regarding the kind of evaluation patterns at the level of planning itself.

3.14 Conclusion:

As has been discussed, curriculum planning involves different factors like method, material and evaluation. There is a need for the current ELT curriculum designer to develop a framework of his/her own curriculum design, in addition to an exposure to research various models or frameworks. A balanced, pragmatic and an integrated approach to curriculum planning alone can result in the expected outcomes in this techno-economic world.