DESIGNING CURRICULUM

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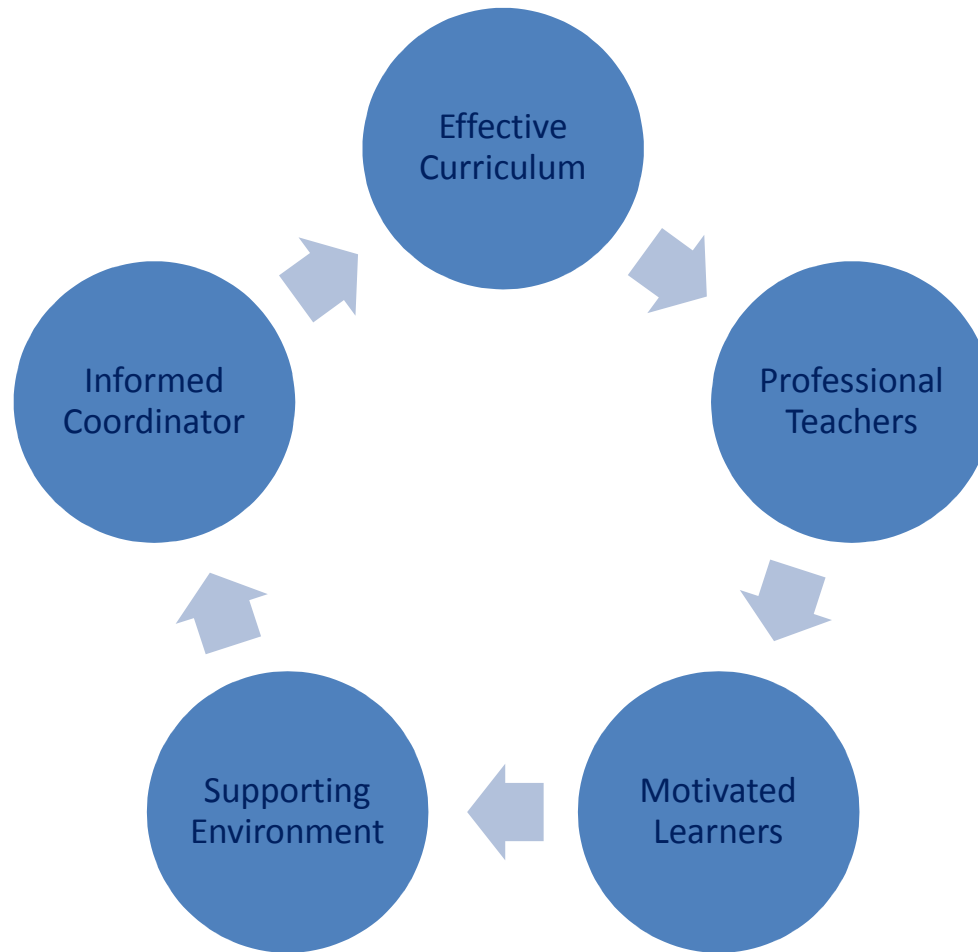
Our Primary Objective in FL Classroom

To develop proficiency in the three modes of communication for language learners

Interpersonal
Interpretive
Presentational

Prerequisites of a Successful Language Program

Trajectory

Curriculum/Syllabus

Classroom Activities

(Instructor's Activities + Students' Activities)

Students' Learning   Final Product

National Standards for Foreign Language Study

5 C's of Foreign Language Study

COMMUNICATION

COMMUNITIES

CULTURES

COMPARISONS

CONNECTIONS

Standards-based Framework of Communication

Three Modes of Communication:

- ❖**The interpersonal mode** – two or more people interact through speech or writing.

- ❖**The interpretive mode** – one or more individuals try to understand what others have said or written.

- ❖**The presentational mode** – one or more individuals communicate their thoughts to an audience through speech or writing.
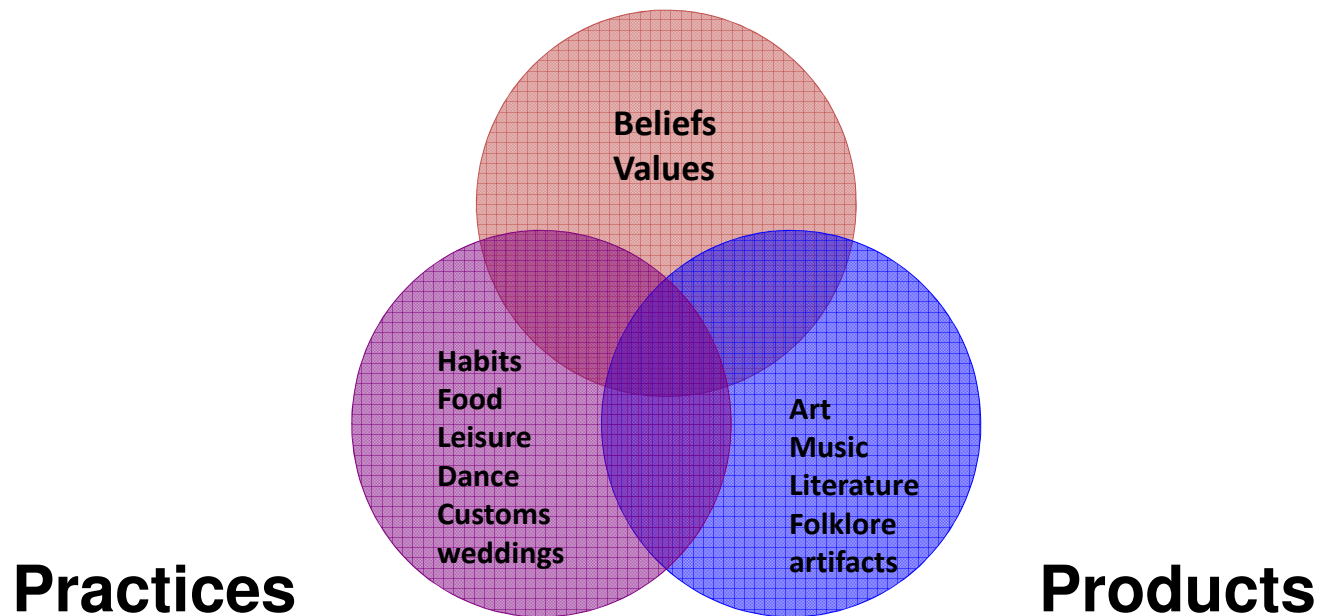
Integration of Communication and Culture in Language Learning Framework

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Three Aspects of Culture

Perspectives

Beliefs
Values

Habits
Food
Leisure
Dance
Customs
weddings

Art
Music
Literature
Folklore
artifacts

Practices

Products

What is Curriculum?

Curriculum is a course of study that includes written information about

- Standards-based objectives
- assessment strategies, and
- instructional practices

Basic Tenets of FL Curriculum

- An over-arching theme (a big idea)
- Backward Design
- Integration of 5 C's in materials and activities
- Instructional Strategies
- Performance (vs. grammar)

Building a Curriculum

1. Choose a Program Theme and Unit Subthemes
2. Establish goals first based on the National Standards (what students will know and will be able to do)
3. Determine acceptable evidence of learning
4. Identify materials for content Knowledge and skills that align with the theme
5. Plan teaching and learning activities

Startalk 's 7 Sections in their Curriculum Template

1. Over-arching theme and its sub-themes
2. Standards-based outcomes
3. Language-specific Knowledge & skills
4. Evaluating end-of-the-program performance tasks
5. Other types of assessment
6. Instructional strategies
7. Materials and other resources

Theme & Curriculum

Curriculum designing can be one "big" idea or many "big ideas" depending on the duration of the course.

What's Thematic Planning?

- Units of study organized around a theme
- Content-based or content-related
- Guided by national and state standards
- Opportunities for students to develop interpretive, interpersonal, and presentational communication skills
- Rooted in cultural comparisons and contrasts

Criteria for Selecting Over-Arching Themes

- Concrete to abstract level depending on the level of the learners
- Expandable to different topics of interest to instructors and learners
- Provides the scope for imagining and fantasizing
- Divisible into topics that can generate language based on "frequency principle"
- Has the potential of involving internet and technology in general

Examples of Over-Arching Themes

- Me and My World
- Family
- Festivals
- Travel Plans
- Seasons
- Music
- Entertainment
- Seven Continents
- Modes of Transportation
- Occupations

Sub-Themes & Topics

- A "big" idea is divided into many "small" ideas or sub-themes.

- Sub-themes can be further sub-divided into small ideas or topics if needed.

- Sub-themes and topics feed into the over-arching theme.

"Celebrating the Idea of India"

Startalk Bensalem Hindi Program Theme

- Celebrating people (self, family, friends)

- Celebrating Life (weddings, sports, music, dances)

- Celebrating Diversity (religions, languages, foods, dresses)

- Celebrating Freedom Struggle (Gandhi, Subhash, Patel, Nehru, Tagore, etc.)

Characteristics of Theme and Sub-Themes

- Generally interesting to learners and teachers
- Potentially capable of generating a variety of useful communication opportunities in the three modes of communication
- Has the potential for functions and tasks that would engage the learner in meaningful social and cultural contexts of products, practices and perspectives.

What a Thematically Based Curriculum is Not

- TBC is not about covering the sequence of a textbook

- TBC is not about focusing on teaching.

- TBC is not about teaching grammar

- TBC is not teaching a content-based topic that is not clearly rooted in its cultural content
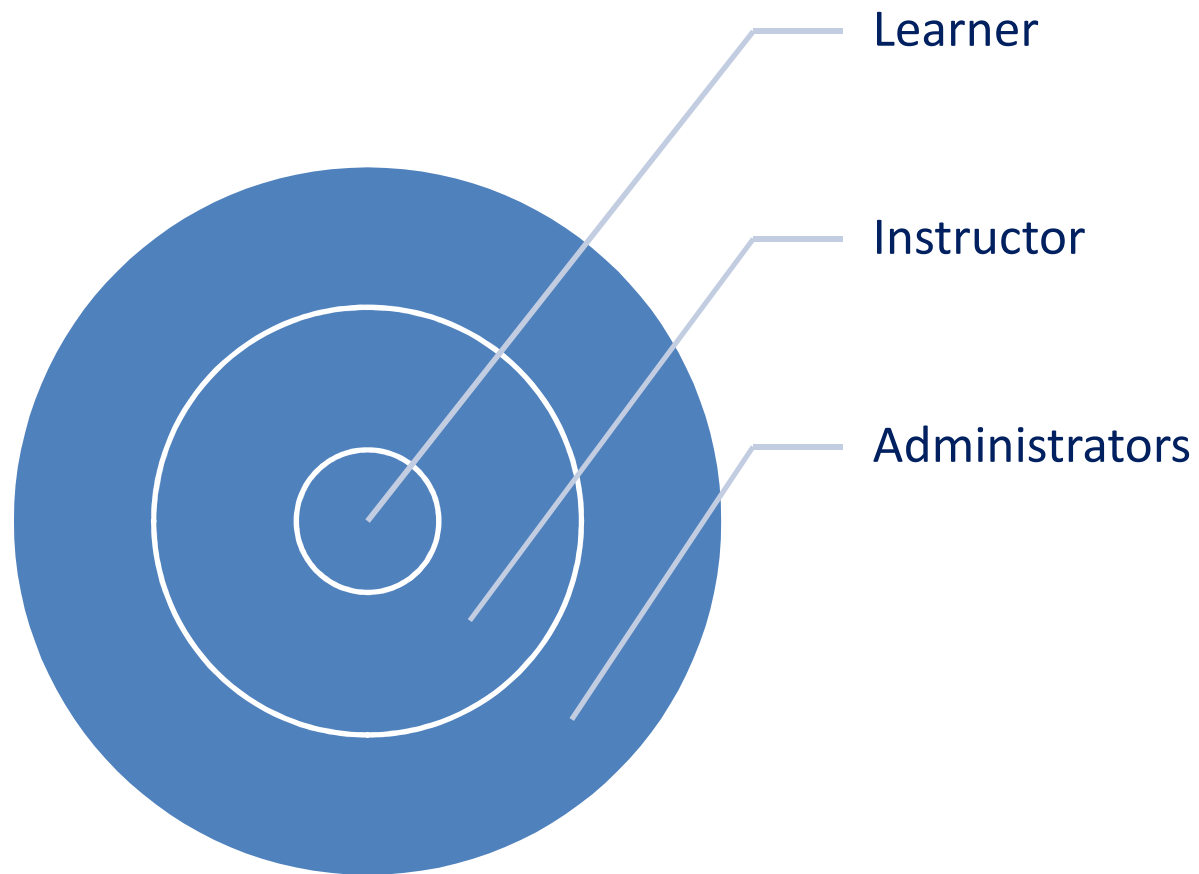
Advantages of Having a Thematically Organized Curriculum

- Connects content, language and culture goals to a "big idea"
- Makes instruction more comprehensible and satisfying because a bigger theme creates a meaningful cultural context
- Connects brain circuits with related notions which augments more interaction and use of the language
- Changes the instructional focus from the language itself to the **use** of language
- Provides a rich context for standards-based instruction.

What Thematic Curriculum is All About?

- It is about how learners would learn (and not how teachers would teach).

- It is about how we can engage learners mentally, intellectually and emotionally in a situation.

- It is how we capture learners' imaginations.

- It is about accommodating a variety of learners and learning styles.

- It is about increasing learners' motivation.

Learner-Centeredness

Learner

Instructor

Administrators

	Old Paradigm	New Paradigm
Objectives	Stated in terms of grammatical knowledge as provided in text	Stated in terms of what learners should know and be able to do with the language
Content/ Culture	Content limited to bits and pieces of cultural information; connections to other disciplines absent	Interdisciplinary and cultural connections; integration of cultural and academic content
Skills	Practice of individual skills; listening, speaking, reading, writing	Based on the communicative modes -Integrated practice of skills; build on one another
The Learner	Mostly passive and learns the material presented by the teacher	Actively engaged in learning with opportunities to explore her own interests
The Teacher	The center of instruction and the audience for learners; students work to impress the teacher	Facilitates instruction and guides student learning; designs opportunities for cooperative learning: audience includes peers and community
Materials	Textbook as primary material	Textbook as one of many tools; others include authentic materials (recordings, videos, magazines, short stories, folklore), Internet, visuals, realia
Assessment	Purpose to evaluate student achievement; focus on discrete-point grammar items, often out of context; primarily paper-and-pencil testing; learners provide one right answer	Purpose to assess progress in meeting standards and to improve instruction; assessment strategies include integration of skills for meaningful purposes, exploration of content, completion of real-world tasks, self assessment by learners