

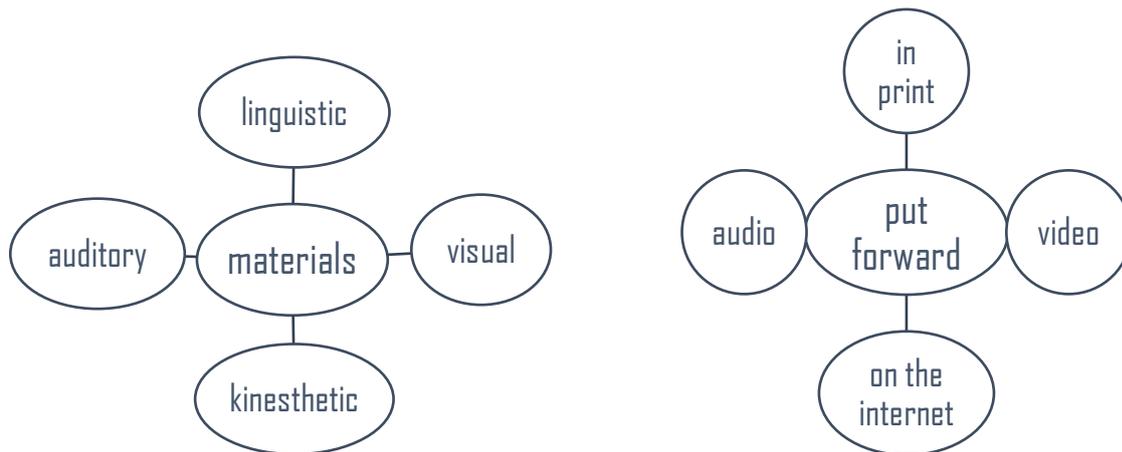
LECTURE IV: Curriculum & instructional materials

According to Richards and Schmidt (2010), a curriculum is

- The educational purpose of the program,
- The content of the program and the sequence in which it will be taught (Known as syllabus),
- The teaching procedure and the learning activities that will be applied,
- The means to assess language learners' learning, and
- The means to assess whether a language program has achieved its goal.

4.1. INSTRUCTIONAL MATERIALS

Materials are things which can be drawn upon by language teachers or language learners to make the learning, or language learning, process easier, or, better said, more facilitated (Richards and Schmidt, 2010).



According to Nunan (1988, cited in Sheikhzade-Marand, 2011) **PRINCIPLES for MATERIAL DESIGN:**

1. clearly linked to the curriculum they serve

2. be authentic in terms of task and text.



it should

3. simulate interaction.

4. call learners' attention to formal aspects of language.

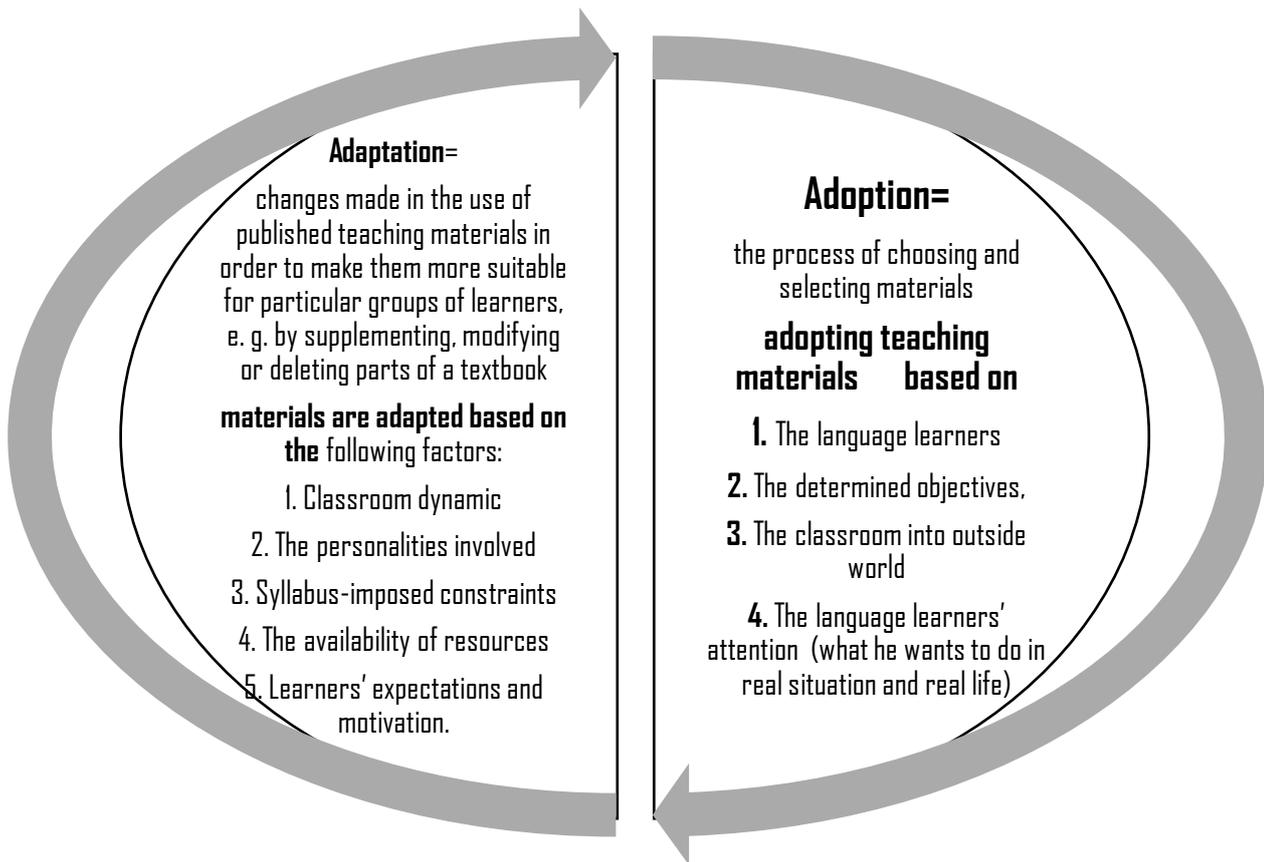


it should

5. encourage language learners to develop skill and skills in language learning.

6. motivate language learners to apply their developing their language skills to the world beyond language classroom.

4.2 Adoption and adaptation



4.3 Materials development

Nation and Macalister (2010) elaborate on how language teachers can adopt, adapt, and evaluate an existing course book. McGrath (2002 cited in Davis, 2007) states that those with the responsibility for the development and administration of language learning program in either educational or workplace settings will need scant persuading that evaluation and design learner assessment and the study of classroom processes are important applied-linguistic activities. Once a course book has been chosen, teacher may follow the course book very closely, making the minimum number of changes when necessary (Nation & Macalister, 2010).

REASONS

- It is the requirement of school or the ministry of education.
- The teacher may be inexperienced or not well-trained.
- The teacher assumes the course book to be valid and qualified.
- The language learners wish to cover all parts of the course book.

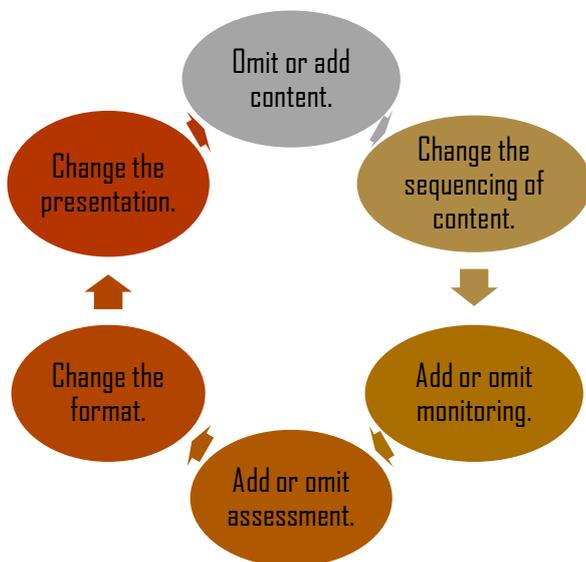
The techniques to cover materials to be taught AND to suit the language learners' interest and proficiencies,

- ✓ Varying the speed,
- ✓ The number of repetitions,
- ✓ Assigning some parts of the lesson as homework,
- ✓ Creating parallel situations to those in the course book to provide extra practice

Nation and Macalister (2010) STATED the following more detailed, exhaustive account of the reasons for teachers' manipulating the course book:

- The course book does not include all the activities the teacher has already used successfully.
- The course book material is not proportionate to the time available for the course.
- The course book contains content which is not suitable to language learners' current level of proficiency.
- The learners' knowledge and skills do not match that involved in the course book.
- The course book does not contain strategies, ideas, skills, and knowledge that learners need.
- The course book does not contain the principles that are thought by the teacher to be applied.
- The course book does not involve the language learners in the process of curriculum design (Allwright, 1981).

WHAT ARE the solutions to these problems?



FURTHER SOLUTIONS

- A teacher adds content like **EXTENSIVE READING COMPONENT** to the course, which may be done because the teacher does not feel the course book is applying the principles that are believed by him or her to be important (Nation & Macalister, 2010).
- Nation and Macalister (2010) also give credit to using computers and the Internet support to teaching. As they argue, computer has impacted on language teaching in four ways:
 - The use of computers in language learning laboratories and self-access centers.
 - The use of computer-mediated activities in classroom, an epitome of which could be teaching writing.
 - The use of the Internet as a source of information.
 - The use of corpora in language learning to generate language-learning materials.

TO SUM-UP

The extent to which learners of language use computers and the Internet is determined by the outer circle of curriculum. Obvious environment constraints include lack of money to buy the equipment, schools without electricity, and teachers' unfamiliarity with technology.