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Pedagogical Book

Course Title: Didactics

Level: 3rd year Bachelor Students

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List of Acronyms

EFL English as a Foreign Language
CLT Communicative Language Teaching
A.G.O Aims, Goal, Objectives
PPP Presentation, Practice, Production
ESA Engage, Study, Activate
TTT Test, Teach, Test

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About the Course

The field of language teaching has evolved significantly, now guided by dynamic, interaction-focused approaches rather than traditional methods. Central to these advancements is foreign language didactics, which studies the methods and strategies for teaching languages. Didactics specifically analyzes the interaction between teachers, learners, and knowledge, making it essential in teacher education. Serving as the crucial link between educational theory and subject expertise, didactics is fundamental to teachers' professional development.

This programme, entitled "Didactics," is a core fundamental module for English learners pursuing a Licence degree at Algerian universities. It covers two semesters and provides theoretical and academic knowledge to prepare university students to become future teachers in middle and secondary schools. The programme aims to develop students' EFL teaching skills. Most lessons focus on foreign language teaching techniques, which are essential for effective knowledge delivery and instruction within the classroom.

The current sequence of lectures familiarises undergraduates with classroom conditions, discussing the various fundamentals and issues involved in the learning and teaching process. The units in this programme demonstrate how to teach successfully and how to become an effective EFL teacher. Each unit has specific learning objectives. Certainly, the teacher's goal is to prepare students to be effective teachers and to help them acquire teaching skills by providing instructional materials that are flexible and practical. Therefore, the Didactics module aims to help EFL students master practical instructional skills that enable them to successfully assume their classroom responsibilities.

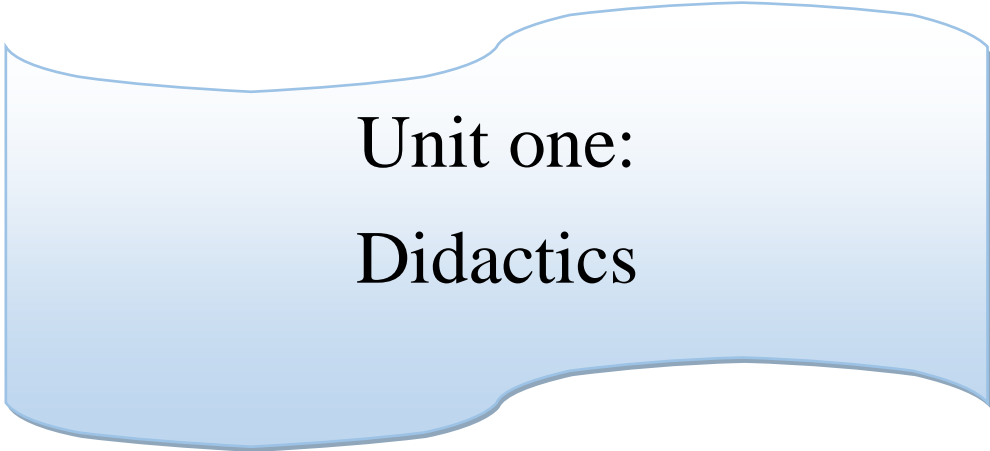
Course Objectives

The programme aims to achieve the following objectives:

1. To develop the students' knowledge and skills to teach English as a foreign language at the middle and the secondary school.
2. To demonstrate an understanding of teaching as a system of interrelated elements (objectives, content, method, media, assessment...).
3. To demonstrate appropriate skills for teaching the four skills, grammar and vocabulary.

More specifically, it aims to:

- Describe the nature of didactics and pedagogy
- Describe the notions , approach, method, technique, and procedures used in didactics
- Explain how to practice the process of teaching and learning
- Develop a lesson plan
- Define and differentiate assessment and evaluation
- Teach receptive skills (listening and reading)
- Teach productive skills (speaking and writing)
- Illustrating skills integration



Unit one: Didactics

Main Lessons' Objectives:

- **Understanding the different concepts of didactics**
- **Explain the nature of teaching and learning the English language**

1. Definition of Didactics

The term "didactics" refers to the principles, phenomena, forms, precepts, and laws of teaching across all subjects. Its focus lies in examining how teachers, learners, and knowledge interact and complement each other. As **Dolch** (1965) put it, didactics is the science and study of teaching and learning. Expanding on this definition, **Jank and Meyer** (1991) emphasized that didactics encompasses the theory and practice of teaching methods and content. They contended that it revolves around the theory and practice of both teaching and learning. Many modern interpretations of didactics underscore its three core components: teaching, studying, and learning. **Gundam** (1998) further described didactics as a science and theory that encompasses teaching and learning in any circumstance or form. It provides a rationale and conceptual framework for interpreting, understanding, categorizing, and framing educational objectives and practices. When it comes to schools, it sheds light on the "what" (content), the "who" (teachers and students), and the "how" (teaching and learning methods). **Uljens** (1997) broadened the scope of didactics by defining it as the science of the teaching-studying-learning process. All these definitions emphasize the significance of teaching and learning, with modern conceptions highlighting the three components raised by Uljens: teaching, studying, and learning.

2. Teaching Vs Learning

Teaching and learning are two interconnected processes that are vital in education. **Teaching** refers to the deliberate act of imparting knowledge, skills, and values to students through various instructional methods. It involves the teacher taking the role of a facilitator, providing guidance, and delivering information to the learners. On the other hand, **learning** is the active process of acquiring knowledge, understanding, and skills by the students themselves. It involves the learners engaging with the content, actively participating in activities, and making connections to their prior knowledge. While **teaching** focuses on the actions of the teacher, **learning** emphasizes the actions of the student. Both teaching and learning are essential components of the educational journey, working hand in hand to promote meaningful and effective education.

3. Principles of Didactics

Didactic principles are understood as guidelines for teaching activities. **Comenius** (1940) set a series of classical principles, including:

- a) The principle of scientificity of teaching;
- b) The principle of adapting instruction to the age of students;
- c) The principle of systematicity and scientificity;
- d) The principle of obviousness;
- e) The principle of conscious student activity;
- f) The principle of individuality;
- g) The principle of connecting theory and practice;
- h) The principle of rationality and economy;
- i) The principle of permanent knowledge, skills and habits.

4. Characteristics of Didactics

Some of the key features of didactics are:

- **Practical focus:** Didactics draws closely on practice, focusing on visualizing and embodying the full complexity of the teaching-studying-learning process.
- **Intentionality in school context:** Successful schooling is the result of planned processes that are built around powerful knowledge where teaching and learning processes are interpreted and evaluated.
- **Didactical questions:** Used for reflective planning processes and analyses of ongoing teaching.
- **The didactical triangle:** The simultaneous interest in content, learners, and teachers, and how these three components interrelate in the teaching and learning process. The Didactic Triangle Model, based on Jean Houssaye's framework, emphasizes the interrelations between knowledge, teacher, and student in the educational act. It identifies three axes: the mastery axis (teacher-knowledge), the formative axis (teacher-student), and the cognitive axis (student-knowledge), each representing different pedagogical processes. The model highlights the importance of balancing these relationships to create effective learning environments and the role of the teacher as a mediator in facilitating knowledge acquisition.

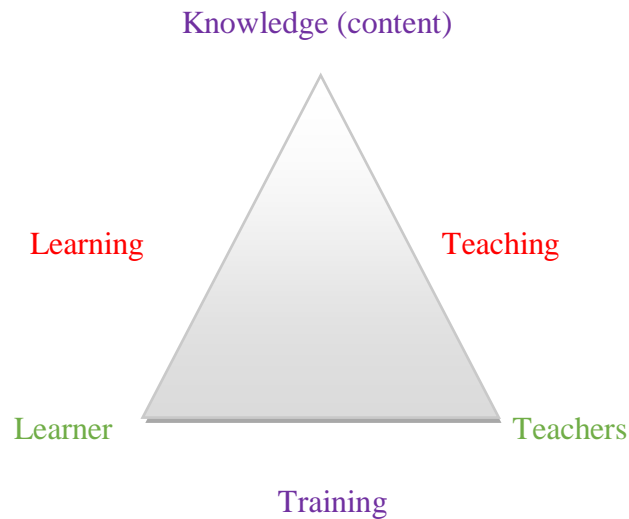


Figure 01: Didactic Triangle Model (Houssaye, 2000).

5. Key Terms Related to Didactics

Term	Didactics Vs Pedagogy Definition and Features
Didactics	<ul style="list-style-type: none"> ➤ The study of teaching and learning ➤ The science or theory of teaching, focusing on the principles and methods of instruction. ➤ It involves the planning, designing, and organizing of educational activities to facilitate learning. ➤ In the context of English language teaching, didactics encompasses the selection of appropriate materials, creation of lesson plans, and implementation of teaching strategies. ➤ It emphasizes the systematic and structured approach to teaching, ensuring that learning objectives are met through well-organized and purposeful instruction. ➤ Didactics focuses more on the systematic planning and organization of instruction

Didactics Vs Pedagogy	
Term	Definition and Features
Pedagogy	<ul style="list-style-type: none"> ➤ The science of education, including the why and how of education, as well as the curriculum, values, and visions on education. ➤ The art or practice of teaching. ➤ It involves the actual interaction between the teacher and the students, encompassing the strategies, techniques, and approaches employed to facilitate learning. ➤ Pedagogy emphasizes the teacher's role in guiding and supporting students' understanding and acquisition of knowledge. ➤ In English language teaching, pedagogy encompasses the use of various instructional methods, such as lectures, discussions, group work, and hands-on activities, to engage students and promote active learning. ➤ Pedagogy emphasizes the teacher's ability to adapt to the needs and interests of individual students.

Table 1: Key Differences between Didactics and Pedagogy as Concepts

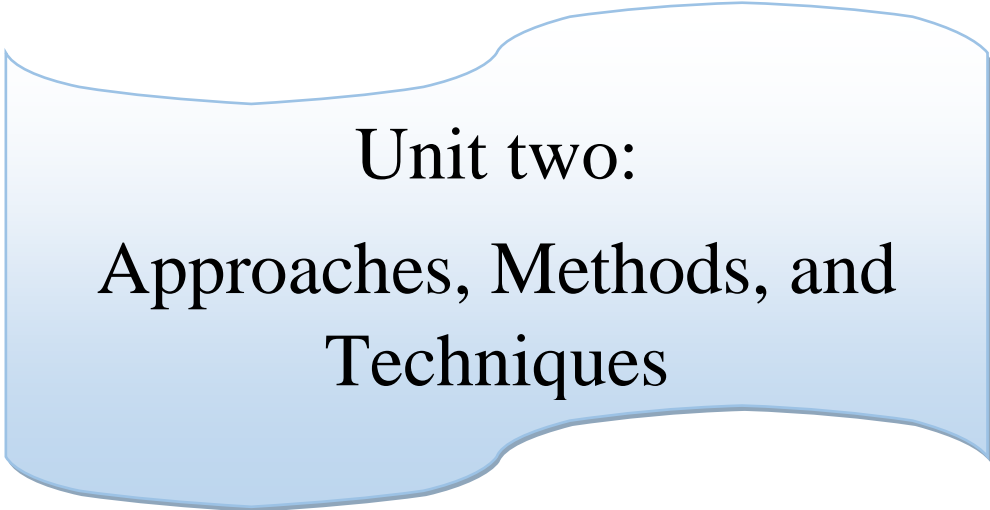
- **Education:** is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits. It frequently takes place under the guidance of educators, but learners may also educate themselves in formal or informal settings.
- **Educational Psychology:** is the scientific discipline concerned with the development, evaluation, and application of principles and theories of human learning. It focuses on teaching and learning, and facilitates the work of the teacher by solving teaching problems.

6. The Nature of Learning the English Language

The Place of English in the World: English has become a **Lingua Franca**, widely adopted for communication between two speakers whose native languages are different from each other.

Second Language: Learned in a community where the language is spoken, and has a function in the speaking community.

Foreign Language: Learned in a community where the language is not spoken, and has no function in the speaking community.



Unit two: Approaches, Methods, and Techniques

Main Lessons' Objectives:

- **Understanding the difference between approach, method and technique**
- **Describe main approaches, methods and techniques used in didactics**

1. Introduction

The variety of methodological terms developed over time by researchers and educators highlights the complex nature of language teaching and learning. A student enrolled in a language teacher training course or an active language teacher reviewing academic texts, may find the terminology confusing, as some terms are often used interchangeably or lack clear definitions. Without an organised system to distinguish these terms, it can be difficult to understand their specific roles and how they interrelate within the field of language teaching. In this area, two models are used, each applying different sets of terms to these concepts.

2. Edward Anthony's (1963) Model

This model aims to clarify the ambiguity surrounding the terms "methods" and "techniques" and to distinguish between the practical procedures used in the classroom and the philosophical foundations of language teaching.

- ❖ **An approach** is a set of interrelated assumptions concerning the nature of language teaching and learning. It is axiomatic, describing the nature of the subject matter to be taught. In other words, a language teaching approach outlines:
 - a) Nature of language,
 - b) How knowledge of a given language is acquired.
 - c) The circumstances that enhance language acquisition.
- ❖ **A method** is an overall plan for the orderly presentation of language material, with no part contradicting, and all parts based upon, the selected approach. It represents a practical and functional implementation of an approach. In the context of a method, theory is put into action. It comprises conclusions about:
 - d) The specific skills to be taught (listening, speaking, reading, and writing),
 - e) The roles of both teachers and learners in language teaching and learning,
 - f) The necessary procedures and techniques,
 - g) The content to be addressed,
 - h) The order in which the content will be organised.
- ❖ **Technique** is implementational- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well within one approach, there can be many methods.

Drawing on Anthony's (1963) framework, the approach represents the theoretical foundation, encompassing the underlying assumptions and beliefs about the nature of language and language acquisition. The method, in turn, translates these theoretical principles into practical strategies. At the methodological level, concrete decisions are made regarding the specific skills to be developed (reading, writing, speaking, listening), the subject matter to be covered, and the pedagogical sequencing of content. Finally, the technique constitutes the most detailed level of analysis, referring to the observable classroom procedures and activities used to implement the chosen method.

3. Richards' and Rodgers' (2001) Model

Richards and Rodgers (2001) clarify in their proposed framework that "...a method is theoretically related to an approach, is organisationally determined by a design, and is practically realised in a procedure."

- ❖ **Approach:** Their concept of approach is similar to Anthony's. Practices in language teaching are based on theories concerning the nature of language and the nature of language teaching and learning. The concept that links theory with practice (or approach with procedure) is design.
- ❖ **Design:** Transitioning from an approach to a method requires the development of a design for the instructional system. Language teaching methods are founded on ideas about what language is and how people learn it. These ideas act as a bridge connecting broad concepts (theory) to practical classroom activities (practice). This bridge is known as the "design," and it assists teachers in transforming their understanding of language into effective lessons for students. This design functions as a syllabus or curriculum tailored to the implementation of a specific language programme. It encompasses the objectives, selection, and organisation of instructional materials (syllabus), as well as the types of activities created to meet the needs of a particular group of learners within a defined context. Additionally, it specifies the roles of both teachers and students, along with the role of instructional materials.
- ❖ **Procedure:** The final component of the method addresses dynamics in a real classroom setting. It encompasses the practices and behaviours that occur during the teaching phases of production, practice, and feedback.

- ❖ **Techniques** encompass the design and procedural elements of a method and function as sub processes for implementing it. They outline the activities involved in teaching and learning, as well as the roles of teachers and students in language-related tasks.

4. Summary

The following diagram illustrates how Anthony (1963) and Richards and Rodgers (2001) have ordered the terms approach, method, procedure, and technique:

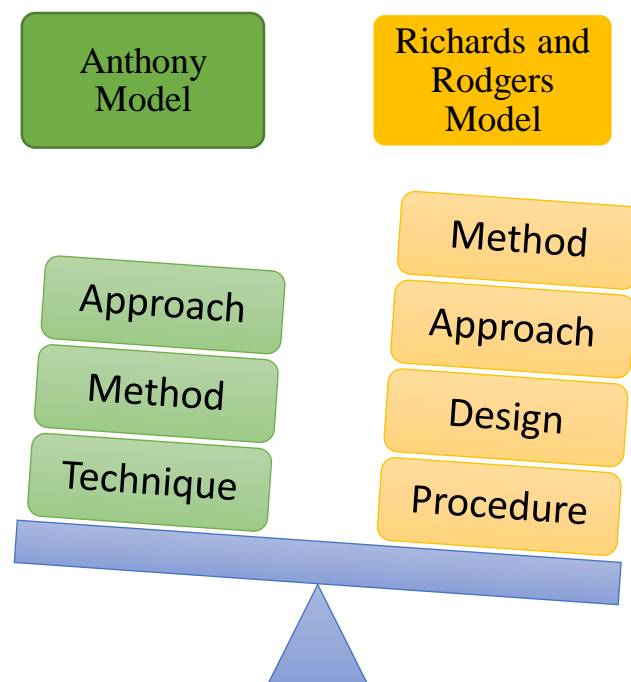


Figure 02: Approach, method, procedure, and technique by Anthony (1963) and Richards & Rodgers (2001).

5. Teaching Approaches and Methods

This section explores the principal recognised approaches and methods in language teaching, providing foundational knowledge for discussing various recent techniques.

5.1 Grammar-Translation Method

The Grammar Translation Method originated from the teaching of Latin, which was dominant in universities, public services, and intellectual life from the medieval period to the 19th century. Latin proficiency was crucial for biblical studies and academic fields such as medicine and law. Therefore, this method focused on the analysis of written texts rather than practical language use. In the early 20th century, the method aimed to help learners read and appreciate foreign language literature. Its main goal was to gain comprehensive knowledge about the language rather than practical communication ("*to know everything about something rather than the thing itself*" (W. H. D. Rouse, quoted in Kelly 1969, p. 53)). Studying the grammar of the target language was believed to improve learners' understanding of their native language grammar. This improved understanding was expected to enhance learners' speaking and writing skills in their native language.

In a typical Grammar Translation text, grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed. In the 1960s, the Grammar-Translation Method was the predominant approach for teaching English at all levels of education in Algeria.

5.1.1 Principles of Grammar-Translation Method

The main principles of the Grammar Translation Method, as stated by Richards and Rodgers (1986, p. 3,4), are as follows:

- a. The primary goal of studying a foreign language is to learn it in order to read its literature. The Grammar-Translation method focuses on learning a language by first analysing its grammar rules in detail, then applying this knowledge to translate sentences and texts between the target language and the learner's first language. This approach treats language learning primarily as the memorisation of rules and facts to understand and manipulate the language's morphology and syntax, with the first language serving as the reference system throughout the acquisition of the second language.
- b. Reading and writing are the primary focus; little or no systematic attention is given to speaking or listening.
- c. Vocabulary selection is based solely on the reading texts used, with words taught through bilingual word lists, dictionary study, and memorisation.
- d. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences to and from the target language.
- e. Accuracy is emphasised. Students are expected to attain high standards in translation due to the high priority placed on meticulous accuracy, which, as well as having intrinsic moral

value, was a prerequisite for passing the increasing number of formal written examinations that emerged during the century.

- f. Grammar is taught deductively, that is, through the presentation and study of grammar rules, which are then practised through translation exercises. In most Grammar Translation texts, a syllabus is followed for the sequencing of grammar points throughout the text, and there is an attempt to teach grammar in an organised and systematic way.
- g. The students' native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the students' native language.

5.1.2 Shortcomings of Grammar-Translation Method

- This approach was not grounded in any explicit psycholinguistic or sociolinguistic theory.
- Practical mastery of the language being learned was completely ignored.
- Learners were passive during the session.
- The time spent practicing the target language was reduced due to the excessive use of the mother tongue in the classroom.
- The technique of providing instructions (definitions and rules) offered little benefit to the learners.
- The focus is on the form rather than the meaning.
- Grammar rules are presented in independent sentences rather than within a larger context where grammatical and semantic functions interact.
- The written language is emphasised at the expense of the oral.

5.1.3 Reform

Several factors prompted the questioning and eventual rejection of the Grammar-Translation Method. Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign language contexts. According to Richards and Rodgers (2000, p. 10), the main reforms of the Grammar Translation Method are as follows:

- Spoken language is primary, and this should be reflected in an oral-based methodology.
- The findings of phonetics should be applied to teaching and teacher training.
- Learners should hear the language before seeing it in written form.
- Words should be presented in sentences, and sentences should be practised in meaningful contexts rather than taught as isolated, disconnected elements.
- The rules of grammar should be taught only after students have practised the grammar points in context; that is, grammar should be taught inductively.

- Translation should be avoided, although the native language may be used to explain new words or to check comprehension.

5.1.4 Show your Understanding

You have explored the principles and shortcomings of the Grammar-Translation Method. Now, try to relate what you have learned to your own teaching environment and educational philosophy.

- a. Do you believe that a fundamental reason for learning another language is to be able to read literature written in the target language?
- b. Do you think it is important to learn about the target language? Should culture be regarded as comprising literature and the fine arts?
- c. Do you agree with any of the other principles underlying the Grammar-Translation Method? If so, which ones? Is translation a valuable exercise?
- d. Should grammar be presented deductively? Are these, or any of the other techniques of the Grammar-Translation Method, ones that will be useful to you in your own teaching? Which ones? (Larsen-Freeman & Anderson, 2011, p. 43)

5.2 The Communicative Language Teaching Approach (CLT)

The Communicative Language Teaching (CLT) approach emerged in the 1970s as a response to the limitations of traditional language teaching methods.

- ❖ In the 1970s, educators began questioning traditional language teaching methods focused mainly on linguistic accuracy.
- ❖ Students could produce grammatically correct sentences in class but struggled to use them appropriately in real-life communication.
- ❖ Language is fundamentally social, requiring users to perform functions like promising, inviting, and declining invitations.
- ❖ Mastery of linguistic rules alone does not guarantee effective language use in social contexts.
- ❖ The concept of communicative competence emerged, emphasizing knowing when, how, and to whom to say things, beyond just linguistic competence.
- ❖ This led to a shift from a focus on linguistic structure to the Communicative Approach in language teaching during the late 1970s and early 1980s.
- ❖ The primary goal of CLT is to enable students to communicate effectively in the target language.

- ❖ Students need knowledge of linguistic forms, meanings, and functions.
- ❖ Multiple forms can perform the same function, and a single form can serve various functions.
- ❖ Students must be able to select the most appropriate form based on social context and the roles of the interlocutors.
- ❖ They need skills to manage the negotiation of meaning during communication.
- ❖ Communication is a dynamic process; simply knowing language forms is not enough.

5.2.1 Principles of Communicative Language Teaching

The principles of Communicative Language Teaching emphasise the use of authentic language in real contexts and the importance of understanding the speaker's or writer's intentions to achieve communicative competence. Teachers provide instructions in the target language and create situations that promote communication, encouraging students to work at the discourse level, focusing on cohesion and coherence. Students engage in language games, express their ideas and opinions, and participate in cooperative interactions that involve negotiating meaning. Errors are typically ignored to maintain the flow of communication, while the social context is crucial for interpreting utterances. Teachers act as facilitators and advisors, guiding students to use language forms appropriately based on function, context, and the roles of interlocutors. Grammar and vocabulary learning arise from practical communication needs, and students are encouraged to suggest alternative expressions and improve comprehension strategies through authentic communicative practice.

5.2.2 Pedagogical Implications of Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach has several important pedagogical implications that influence how language is taught and learned. CLT emphasizes the importance of teaching language as a tool for communication rather than just a set of grammatical rules. This means that lessons should prioritize meaningful interaction and the ability to convey and interpret messages in real-life contexts. This approach promotes active learner engagement, encouraging students to take responsibility for their own learning. This involves participating in discussions, group work, role-plays, and other interactive activities that foster communication. CLT encourages the use of authentic materials (such as newspapers, videos, and real-life texts) that reflect actual language use in various contexts. This exposure helps learners understand how language functions in real-world situations. Language instruction should include tasks that require students to use the language in practical ways. Tasks can range from simple exchanges to complex problem-solving activities that mimic real-life scenarios.

Communicative Language Teaching promotes the integration of the four language skills: listening, speaking, reading, and writing. Activities should be designed to develop these skills in conjunction, reflecting how they are used in everyday communication. In a CLT framework, errors are seen as a natural part of the learning process. Correction should be approached with sensitivity, focusing on communication effectiveness rather than strict grammatical accuracy. Teachers should prioritize feedback that helps learners improve their communicative competence. Teaching should also incorporate cultural elements, as understanding the cultural context of language use is essential for effective communication. This includes discussing social norms, values, and practices associated with the target language. A CLT syllabus should be adaptable to the needs and interests of learners. It should focus on functional language use and be responsive to the specific communicative purposes of the students.

5.2.3 Shortcomings of Communicative Language Teaching Approach

In spite of the merits which characterized the CLT approach, it has been subjected to many criticisms such as the following:

- a) The approach pays insufficient attention to the context in which teaching and learning occur.
- b) The Communicative Approach is often misunderstood as effective communication being achieved if the teacher understands the student, but native speakers may still struggle to understand learners.
- c) The approach emphasizes fluency over accuracy, neglecting error correction.
- d) Learners are left to independently resolve communication issues, which can result in incoherent and grammatically incorrect sentences.

5.2.3 Show your Understanding: Reflection Task

One of the most significant contributions of Communicative Language Teaching (CLT) is encouraging teachers to carefully examine what communication truly involves. If teachers want their students to use the target language effectively, they need to understand more than just grammar rules and vocabulary. Is helping students achieve communicative competence a goal you should aim for? Would you consider using a functional syllabus? Should multiple language forms be introduced simultaneously? Are there situations where you would prioritize fluency over accuracy? Do these or other CLT principles resonate with you? Would you incorporate language games, problem-solving activities, or role-plays? Should every activity include the three key aspects of communication? Is it important to use authentic language? Are there other CLT methods or materials you think would be beneficial? (Larsen-Freeman & Anderson, 2011, p. 169)

5.3 The Eclectic Approach

The formal teaching of second or foreign languages began in the early 20th century, leading to the development of various approaches and methods, each with distinct principles and theoretical foundations. However, no single method proved universally effective, as each has its strengths and weaknesses, and different teaching contexts require different approaches. Nunan emphasized that a perfect method for all situations is unattainable. The increasing complexity of diverse classrooms has made strict adherence to one method challenging, prompting educators, material designers, and program organizers to seek integrated or mixed approaches. Influential scholars like Prabhu and Kumaravadivelu argued against reliance on a single method and advocated for a "post-method" condition, encouraging teachers to make autonomous instructional decisions that empower learners. This shift towards combining methodologies, known as the Eclectic approach, has been widely accepted by language teaching theorists as a practical solution to meet the diverse needs of language learners.

5.3.1 The meaning behind eclectic approach

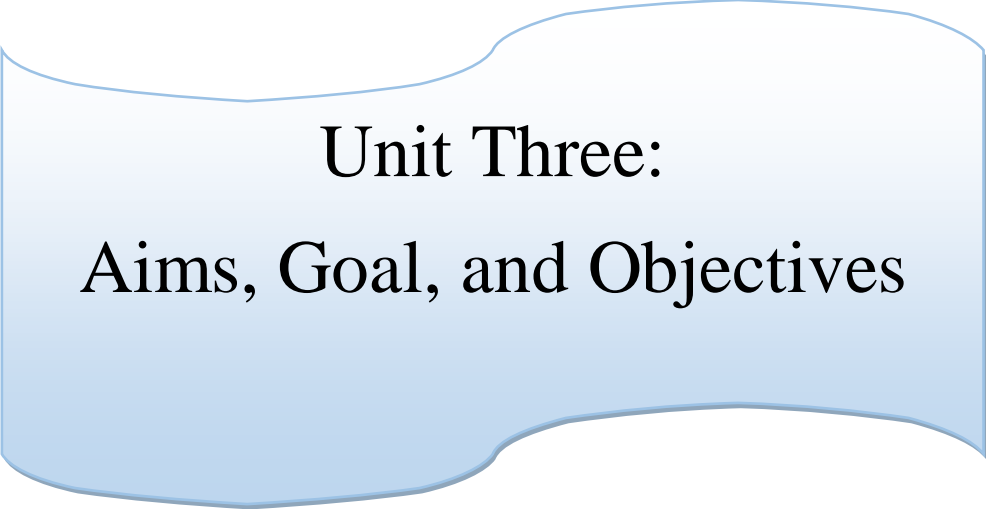
Eclecticism is a philosophy that involves selecting and combining knowledge from various sources, integrating the best ideas and principles from different schools of thought without being limited to a single framework. In language education, the Eclectic Approach is a flexible, coherent, and pluralistic method that adapts different teaching approaches and methods according to learners' abilities and lesson objectives. Advocated by Rivers (1981), this approach enables language teachers to incorporate the most effective techniques from multiple established language teaching methods, applying them appropriately to enhance classroom instruction.

5.3.2 Principles of the Eclectic Approach

The Eclectic Approach in language education is based on the principle that teachers can select any appropriate methods or techniques that best suit the learners' needs and the specific learning context. This approach emphasizes flexibility and adaptability, allowing educators to combine various strategies to enhance language learning effectiveness. According to Al-khuli (1981), the key principles to this approach are:

- a) Giving teachers a chance to choose different kinds of teaching techniques in each class period to reach the aims of the lesson.
- b) Flexibility in choosing any aspect or method that teachers think suitable for teaching inside the classroom.

- c) Giving a chance to pupils to see different kinds of teaching techniques that break monotony and dullness on one hand and ensure better understanding for the material on the other hand.
- d) Solving difficulties concerning presenting the language material in the pupils' textbook.
- e) Using different kinds of teaching aids which leads to better understanding. 6. Saving a lot of time and efforts in presenting language activities.



Unit Three: Aims, Goal, and Objectives

Main Lessons' Objectives:

- **Understanding the difference between aims, goal and objectives**

1. Introduction

Teachers, curriculum designers, and institutions should be mindful of the differences between Aims, Goals, and Objectives. **A.G.O.** is not only an easy acronym; it is an easy way to remember the correct progression from larger ideas to smaller instructional components. Understanding these terms helps teachers to create meaningful and achievable lessons, enables curriculum designers to align materials and assessments with clear expectations, and allows schools and policymakers to maintain consistency, accountability, and continuous improvement. Confusing or mixing these terms can lead to misaligned teaching, unrealistic expectations, and ineffective assessments.

2. What Are Aims?

Aims are broad, general statements about the long-term intentions of an educational system. They represent the overarching purpose or philosophy behind the teaching process. They are the final results or ultimate purposes an educational process is directed toward. Aims guide the overall direction of education but are too broad to measure directly in the classroom. **Example:** Develop learners' overall communicative competence in English; help students become critical thinkers and lifelong learners

3. What Are Goals?

There is a difference between aims and goals. Goals are more specific than aims and describe the intended outcomes of a curriculum or educational stage. Goals are broad statements describing the final outcomes of a program, course, or stage. Goals bridge the gap between general aims and classroom-level actions, giving teachers and curriculum designers a clearer target. **Example:** By the end of high school, students should be able to write clear academic essays; students should be able to participate in basic workplace conversations in English.

4. What Are Objectives?

Objectives refer to specific, measurable learning outcomes expected at the lesson or unit level. They are precise statements describing the expected performance of students after a lesson or activity. **Example:** Students will be able to use the present perfect tense to describe life experiences; students will correctly identify the main idea of a short reading passage.

There are different types of objectives such as: Behavioural objectives, Holistic objectives, Non behavioural objectives, and Problem solving objectives. All of the above are legitimate ways to write curriculum and lesson plans. However, currently, most objectives are written in behavioural terms. Behavioural objectives usually employ observable verbiage and can be divided into specific domains including: cognitive (head), affective (heart), and physical (hand)

5. Why use learning objectives?

Without using objectives, assessing learning becomes challenging because there is no clear framework to determine what should be evaluated.

- Assessment would need to focus on observable learner behaviours, skills, or knowledge demonstrated, but without predefined goals, it may lack direction and consistency.
- Measuring teaching effectiveness without objectives is difficult since there are no specific targets to compare learner progress against.
- Objectives help in planning lessons by providing clear goals and priorities for what learners need to achieve.
- Setting objectives clarifies expectations for both teachers and learners, guiding the assessment process.
- Objectives enable prioritization of content and skills', ensuring that teaching focuses on essential learning outcomes.

6. What are the main categories/domains of learning objectives?

Learning objectives are aimed at the three domains of learning: **cognitive domain** (encompasses intellectual or thinking skills), **psychomotor domain** (encompasses physical skills or the performance of actions), and **affective domain** (encompasses attitudes and values). These domains were identified by an educational psychologist named Benjamin Bloom.

Objectives do not include the word 'know' or 'understand'. They do include active verbs such as 'state', 'explain', 'outline', 'list' or 'describe'. They are statements of what you want your learners to do.

Examples of learning objectives verbs: The following lists contain examples of verbs which describe the sorts of things you want your students to be able to do and may help you to write useful learning objectives.

Knowledge

Analyse	Arrange	Calculate	Circle	cite
Classify	Compare	Contrast	compare	define
Describe	Match	Differentiate	group	identify
Interpret	Itemize	Label	List	match
Name	Outline	Plan	record	revise
Select	Solve	State	Give examples	
Evaluate	Recognise			

Table 2: Examples of verbs describing Knowledge Objectives

Skills

Adjust	Assemble	Chart	collect	use
Draw	Employ	Establish	Illustrate	imitate
Interact	Locate	Maintain	Measure	modify
Make	Organise	Rearrange	Return	set up
Practice	Manipulate	Master	Fit	perform
Demonstrate				

Table 3: Examples of verbs describing Skills Objectives

Attitudes

Accept	Adopt	Advocate	Approve	assess
Challenge	Characterise	Choose	Criticise	defend
Evaluate	Formulate	Judge	Justify	manage
Model	Persuade	Recommend	Resolve	select
Specify	Value	Reassure	Empathise	

Table 4: Examples of verbs describing Attitudes Objectives

7. Levels of Bloom's Taxonomy

In each domain, Bloom identified several levels each with a list of suitable verbs for describing that level in written objectives. The following diagram describes the levels in the cognitive domain.

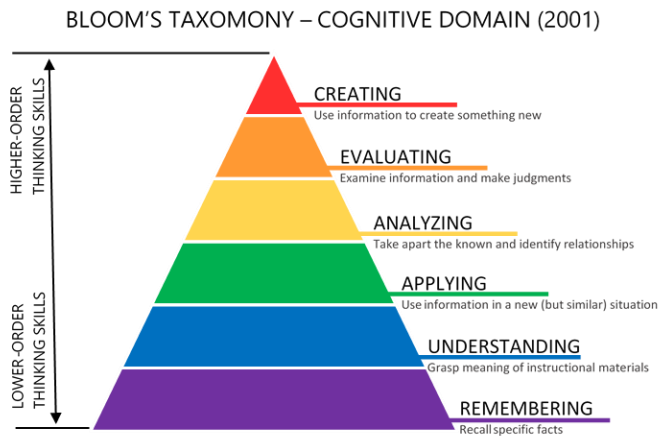


Figure 03: Bloom's Taxonomy

8. What are the Differences between Aims and Objectives?

Aims are general statements concerning the overall goals, ends or intentions of teaching. Objectives are the individual stages that learners must achieve on the way in order to reach these goals. Aims and objectives can form hierarchical structures so that in complex curricula aims at one level might be seen as objectives at another.

- Aims are general, objectives are specific.
- There are more objectives than aims.
- Aims are like strategy, objective are like tactics.

Example: a teacher might have an aim that a learner should be able to save work on a computer. To achieve this aim a series of objectives must be met. For example to create a folder, navigate between menus, save a document.

9. How do you write aims and learning objectives?

The aims and objectives for one possible teaching sequence might look like the following:

Aims:
The learner can create a story sack for their child

Objectives:

1. Understands key learning points for young children from creative play
2. Can list at least 5 suitable objects for story sacks
3. Can identify 3 sources of equipment for story sacks
4. Can explain how to make finger puppets from scratch
5. Can describe 2 methods for fastening material

When writing learning objectives, focus on the following:

- Student performance instead of teacher performance
- Product not process
- Terminal behaviour not subject matter
- Include only one general outcome in each objective

10. A quick-reference table comparing all these terms:

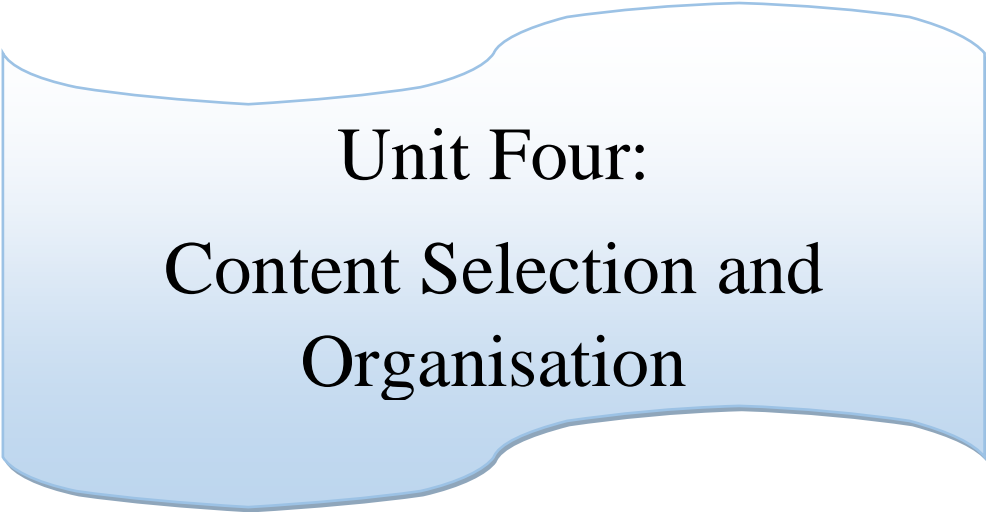
Term	Level	Focus	Example
Aim	Broad Aims are general statements that provide direction or intent to educational action. Aims are usually written in amorphous terms using words like: learn, know, understand, appreciate,	Overall purpose	Develop communicative competence <i>Students will understand and become proficient at identifying the different types of spoken English.</i>
Goal	Programme Goals are statements of educational intention which are more specific than aims. Goals too may encompass an entire program, subject area, or multiple grade levels. They may be in either amorphous language or in more specific behavioural terms.	Intended curriculum outcomes	Write academic essays by the end of elementary schools <i>Students will be able to identify and use American slang terms and phrases.</i> (This example is a subset of the aim above, but the area becomes more specific. This goal moves from generic spoken English to the more detailed area of American slang)
Objective	Lesson / Unit Objectives are usually specific statements of educational intention which delineate either general or specific outcomes.	Measurable short-term outcomes	Note: Objectives can be written in a number of ways. Use present perfect tense in sentence Cognitive: Students will identify and list 5 slang terms they have heard from their peers. Affective: Student will choose 3 of the most offensive slang terms from a list developed by the entire class. Physical: Students will create expressive gestures to go with their favourite slang terms.

Table 5: Key Differences between Aims, Goal, and Objectives

11. Show your Understanding: Completion Task

The following table describes the cognitive domain of Bloom's Taxonomy. The levels are arranged from the least complex level of thinking to the most complex level of thinking. Complete the table by adding the suitable type of verbs in each level.

Level	Description	Suitable Verbs
Knowledge	Ability to recall previous learned materials	
Comprehension	Ability to grasp meaning, explain, restate ideas	
Application	Ability to use learned materials in new situation	
Analysis	Ability to separate materials into components parts	
Synthesis	Ability to put together separate ideas to form a new whole	
Evaluation	Ability to judge the worth of material against stated criteria.	



Unit Four: Content Selection and Organisation

Main Lessons' Objectives:

- **Demonstrating the organisation of a pedagogical content according to specific rules and principles**
- **Explaining the practice of teaching and learning within a special selected content**

1. Definition of content in education

Curriculum content means the totality of what is to be taught in school system. The content component of the teaching learning situation refers to the important facts, principles, and concepts to be taught. It can be in form of knowledge, skills, attitudes, and values that learners are exposed to. Content is constituted of three main components:

- Linguistics knowledge of language (linguistic competence)
- Cultural knowledge about the foreign language culture and the learners' culture(cultural values)
- The abilities to be developed- objectives to be achieved by the learners during and at the end of the course (communicative competence).

2. Content selection

There are two main reasons why content selection should follow a particular pattern:

- There is a wide range of knowledge to be learned in any subject matter
- The human being is unable to learn everything at once.

There are a number of resources that course designers generally rely on in order to arrive at decisions concerning the selection of the content to be taught. Therefore, they need to collect information about learners and their needs, their community, pedagogical institutions and educational authorities, and the subject specialists in language, language learning and education.

2.1 Learners' needs

Learners' needs should be discovered in order to find out what the learners know and can do and what they need to learn or do so the course can bridge the gap. Thus needs assessment involves seeking and interpreting information about the student's needs so that the course will address them effectively. At this point, a distinction should be made between 'objective' and 'subjective' needs. In assessing objective needs, one can include information about students' background-country and culture, education, family, profession, age, languages spoken, students' abilities or proficiency in speaking, understanding, reading, and writing English as well as students' needs with respect to how they will use or deal with English outside of the classroom. On the other hand, subjective needs refer to the cognitive and affective needs of the learner in the learning situation, derivable from information about affective and cognitive factors such as personality, confidence, attitudes, learners' wants and expectations with regard to the learning of English and their individual cognitive style and learning strategies.

2.2 The community

Social and educational participants play a major role in determining the content to be taught as well as its success or failure. Knowledge of what the society, parents and teachers expect the learners to achieve or realize through instruction is of crucial importance to the course designer. This knowledge will give substance to the aims of the course. Teachers' knowledge, competence and preparation to apply the designed course are also of great importance and need to be taken into account.

2.3 Pedagogical institutions and educational authorities

Public and private education is always organized in a system of decisions, working up and down a scale of responsibilities. The highest ones are those of educational policy and finance and the lowest ones are those that put into practice political, financial, human and educational resources. Information about decisions and resources helps the course designer to know what educational strategy, pedagogical means and human resources are available to implement real classroom settings. The status of the language being taught, its importance (either political or economic) and relevance to the educational system, the number of teaching staff, time allocation, availability of media and teacher training education are necessary information to be gathered from decision makers in order to guide the work of the course designer.

2.4 Subject-specialists

The applied linguists, educationalists, psychopedagogists represent a source of knowledge whose ideas about language teaching and language learning have a lot of bearings on course design. Applied linguistics findings help much in content selection and organisation, educational research affects general methodological organization, while psychopedagogical and cognitive psychologist investigation contributes in the design of learning tasks, classroom management and teacher-learner relationships. Consulting these specialist views is a measure that gives scientific and academic frameworks to course design and keeps it up to date with recent findings in case of reform

3. Criteria for the Selection of Content

The inclusion of any item, area of knowledge or ability should be made on the basis of specific criteria. Nothing can be taught at random. Since it is impossible to teach everything simultaneously, selection must be made to bring organization in a teaching context. Thus, structures, patterns, notions, functions and tasks are all the result of research in the field of different approaches to language analysis and language learning. The focus on one or some of them is a selective decision which shows

adherence to one or to some approaches. According to Ornstein and Hunkins (1998), the following criteria are part of content selection:

3.1 Significance

The subject matter or content is significant if it is selected and organized for the development of learning activities, skills, processes, and attitude. It also develops the three domains of learning namely the cognitive, affective and psychomotor skills and considers the cultural aspects of the learners. Particularly, if your students come from different cultural backgrounds and races, the subject matter must be culture-sensitive. In short, select content or subject matter that can achieve the overall aim of the curriculum.

3.2 Validity

Validity refers to the authenticity of the subject matter or content you selected. Make sure that the topics are not obsolete. For example, do not include typewriting as a skill to be learned by college students. It should be about the computer or Information Technology (IT). Thus, there is a need to check regularly the subject matter or contents of the curriculum, and replace it if necessary. Do not wait for another 5 years to change it. Modern curriculum experts are after current trends, relevance and authenticity of the curriculum; otherwise, the school or the country becomes obsolete.

3.3 Interest

This criterion is true to the learner-centred curriculum. Students learn best if the subject matter is meaningful to them. It becomes meaningful if they are interested in it. However, if the curriculum is subject-centred, teachers have no choice but to finish the pacing schedule religiously and only teach what is in the book. This approach explains why many fail in the subject.

3.4 Utility

Another criterion is the usefulness of the content or subject matter. Students think that a subject matter or some subjects are not important to them. They view it useless. As a result, they do not study. Here are the questions that students often ask: Will I need the subject in my job? Will it give meaning to my life? Will it develop my potentials? Will it solve my problem?

Will it be part of the test? Will I have a passing mark if I learn it? Students only value the subject matter or content if it is useful to them.

3.5 Learnability

The subject matter or content must be within the schema of the learners. It should be within their experiences. Teachers should apply theories in the psychology of learning to know how subjects are presented, sequenced, and organized to maximize the learning capacity of the students.

3.6 Feasibility

Feasibility means full implementation of the subject matter. It should consider the real situation of the school, the government, and the society, in general. Students must learn within the allowable time and the use of resources available. Do not give them a topic that is impossible to finish. For example, you have only one week left to finish the unit but then, the activities may take a month for the students to complete. Thus, this requirement is not feasible. Do not offer a computer subject if there is no even electricity in the area, or there are no computers at all. Further, feasibility means that there should be teachers who are experts in that area. For example, do not offer English for Business Communication if there is no teacher to handle it. Also, there is a need to consider the nature of the learners. The organization and design of the subject matter or content must be appropriate to the nature of students.

4. Organising Course Content

Consider common organizational approaches such as:

- a) **Topic by topic:** there are no set relationships amongst the topics, so the ordering is not critical.
- b) **Chronological:** for some courses, progressing from past to present can be an effective organizational structure.
- c) **Causal:** each concept or unit builds on the one that precedes it
- d) **Cumulative:** the course gradually pulls together a number of events or issues that culminate in some final effect or solution.
- e) **Problem-centred:** problems, questions, or cases serve as the principal organizing principle of the course

- f) **Recursive:** key topics or concepts are revisited throughout the course, with new information or insight developing each time.

5. Selecting and organising class content

Within each class or unit, also consider the most effective organization of content. Common approaches are:

- a) Starting with what students already know and then moving to an abstract model or theory
- b) Starting with concrete examples, such as cases, news items, or other real-world situations, then generating the abstract concepts
- c) Starting with a solution, conclusion, or model and working backwards to the question
- d) Starting with students taking time to reflect, individually or through discussion, on what and how they are learning
- e) Switching back and forth between mini-presentations and having students apply their learning to concrete problems



Unit Five: Lesson Planning

Main Lessons' Objectives:

- **Describing and demonstrating the main elements, steps, and formats of lesson plan**
- **Providing guidance to learners in creating their own lesson plan**

1. Introduction

Teaching may be thought of as a three-step activity. The first step consists of activities – planning and preparation – required before teaching a class; the second of activities in the classroom classroom management, teaching, learning; and the third of activities that take place after the lesson – assessment, with associated activities such as recording and reporting, and evaluation. The metaphor of teaching as a three-step activity does, however, have some disadvantages. It encourages one to think that the third step – assessment, evaluation and review – is the end of the process. In practice, a good deal of the value of the third step lies in the way it can help the teacher to take the first step – planning and preparation – all over again.

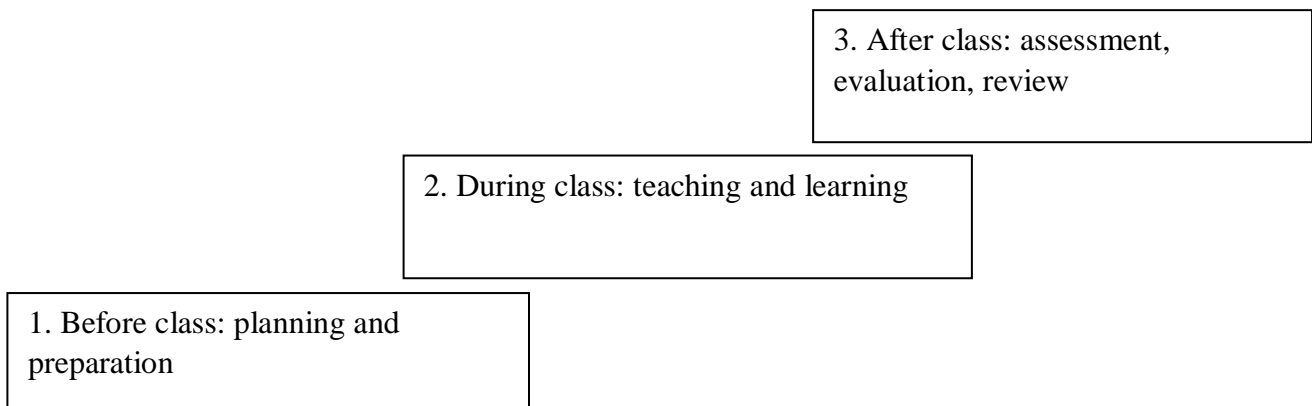


Figure 4: The three-step approach (Haynes, 2010).

2. Lesson Plan

A lesson plan is a detailed outline that guides teachers in organizing and delivering their lessons effectively. It includes the objectives, teaching strategies, activities, and assessments that help students meet specific learning goals.

3. The importance of lesson plan

- Provides a clear direction: Teachers know what to teach and how to teach it.
- Ensures learning outcomes: Helps achieve specific academic goals.

- Promotes classroom engagement: Activities are planned to capture and sustain students' attention.
- Facilitates differentiated instruction: Addresses the diverse needs of students.
- Improves time management: Ensures all content is covered within the allocated time.

A well-prepared lesson plan also allows teachers to reflect on their teaching, identify what worked, and make improvements for the future.

4. Effective lesson planning

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

- Objectives for student learning
- Strategies to check student understanding
- Teaching/learning activities

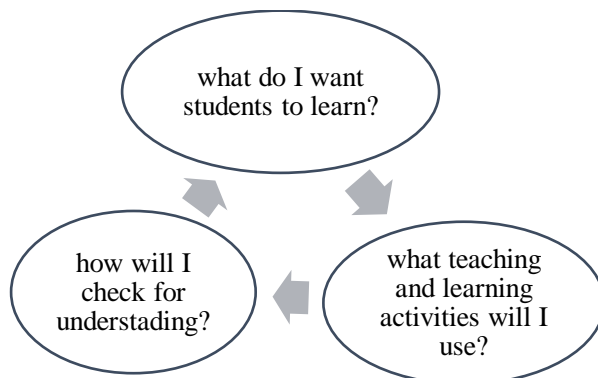


Figure 5: Key Components of Lesson Plan Design (L. Dee Fink, 2005)

5. What a Lesson Plan Looks Like

According to Celce-Murcia and McIntosh (1991) lesson plans come in various formats but share common features:

- Teachers must consider student background, lesson objectives, skills to be taught, activities, and links to past and future lessons.

- A lesson plan typically has three stages: beginning, middle, and end.
- Lesson plans usually start with a brief description of the class and students, including grade level and student background.
- Important details to include are the date, week, and day of the course.
- Some lesson plans also list grammatical structures and key vocabulary to be introduced.

The middle component of a lesson plan is the lesson's content; this includes procedures or activities, as well as time management and class management notes such as the students' seating arrangements for different activities. New teachers should also try to anticipate what may go wrong, or prove to be problematic so that contingency plans are prepared in advance and written into the lesson plan. Lessons usually begin with warm up and / or review activities. Teachers need to decide how they will connect the day's lesson to the previous class meeting and how they want to interest and motivate their students for the day's activities. Once warmed up, the class is then ready for the presentation and practice stages of the lesson.

6. Basic Principles of Lesson Planning

As with any skill, lesson planning becomes easier over time. As teachers gain experience in the classroom, they learn certain principles about planning. The ones that are frequently mentioned or actually basic principles of good teaching: coherence, variety and flexibility. These principles have proven useful for all teachers (Celce-Murcia & McIntosh, 1991).

A good lesson has a sense of coherence and flow: This means that the lesson hangs together and is not just a sequence of separate activities. At a macro level (looking at the broader picture), links or threads should connect the various lessons over the days and weeks of the course. On a micro level (focusing on the detail), students need to understand the rationale for each activity: also, they learn best when there are transitions from one activity to the next.

A good lesson exhibits variety: This variety needs to be present at both the macro and micro levels. While for most students, a certain degree of predictability in terms of the teacher, the texts, classmates, and certain administrative procedures is comforting; however, to avoid boredom and fatigue, lesson plans should not follow the same pattern day after day. The percentages of teacher fronted time and student centred activities should vary from lesson to

lesson; there are days when we want our students to participate and be active, but there are other days when we want them to be a bit calmer in order to be receptive to new material or practising a new strategy. Each lesson should also have some variety in terms of classroom organisation such as whole-class, small-group, pair, and individual activities. The mood of different lessons will vary as well; mood shifts can reflect the teacher's disposition on a certain day, the chemistry of the mix of students, the weather, current events, or something unexplainable.

A good lesson is flexible: Lesson plans are not meant to be tools that bind teachers to some pre-written plan. Good teachers think on their feet and know when it is time to change in activity, regardless of what the lesson plan says. An interesting student question can take the class in on an anticipated direction that creates one of those wonderful “teaching moments”, not to be missed. A brilliant idea can come as a teacher is writing on the board; sometimes pursuing these ideas is well worth a risk of failure. Even failure can be a valuable lesson for both the new and experienced teacher.

7. Lesson plan presentation

Lesson planning will be presented as three different but integrated processes: “before planning”, “while planning”, and “after planning”. Furthermore, each process will include some aspects to be considered in each of them.

A. Before planning

English teachers will necessary consider some important aspects before planning, such as (Harmer 2007; Brown 2001; and Woodward 2001; 2002):

- Be familiar with the curriculum the students will be following.
- Gather ideas, material and possible starting off points.
- Determine what the cognitive target and the purpose of the lesson will be and write that down as the general objective.
- Consider the students' needs and personalities as individuals and as a group, and draft out three or more specific objectives for the lesson.
- If students have a text book, decide which exercises to develop, change, or delete and add to, all based on the objectives that have been drafted.

- Prevent classroom pitfalls by writing a script of the lesson plan in which they anticipate words students will say in return. It helps teachers to be more specific in the planning.

There are other aspects, as important as the ones presented by the previous authors that must be considered before planning:

Diversity, succession, and timing: When planning lessons, teachers should ensure a diverse range of techniques to keep the lesson engaging and arrange activities in a logical sequence that builds progressively from easier to more complex tasks. They must consider how well activities flow together and estimate the time students need for each, though timing is challenging to control. Teachers are encouraged to prioritize meaningful student interaction and creativity over strict adherence to timing. It is advisable to have backup activities ready if the lesson finishes early, and if the lesson runs out of time, teachers should end gracefully and resume the next day from where they left off.

Individual differences: Teachers often encounter students with varying abilities, including those below, within, and above the average range. To address these individual differences, it is important to design teaching techniques that include both easy and difficult tasks. These methods should actively engage all students by organizing them into small groups that are either mixed in ability to promote diverse interaction or grouped by similar ability to ensure equal participation. Using small groups and pair work also allows teachers to move around the classroom and provide additional support to students who need it, whether they are struggling or excelling.

Student talk and teacher talk: When planning lessons, teachers should strive to balance student talk and teacher talk, as they tend to talk excessively by nature. It is important to ensure that all students have opportunities to speak, produce language, and initiate their own ideas, promoting active participation and language use among students.

Adapting to an established curriculum: Educators are expected to follow an established curriculum rather than create a new one, adapting it to suit the specific needs, goals, and characteristics of their student group as well as their own teaching philosophy. They should begin by determining how each class session will effectively contribute to achieving the overall objectives outlined in the curriculum.

B. While planning

There is no single, definitive format for a formal lesson plan due to varying examination schemes, institutional preferences, and trainer requirements. However, the Ministerio de Educación Pública in Costa Rica provides a common lesson plan format that typically includes elements such as the heading, general objective, specific objectives, language examples, culture and values, procedures, timing, evaluation, materials, and curricular adaptation. The author emphasizes that no single teaching method, approach, or technique is considered superior, allowing English teachers the freedom to select those they find most effective for teaching English as a foreign language. The discussion aims to guide beginner teachers by focusing on these essential lesson plan components.

Heading: It provides general information about: the institution name, course name, teacher's name, level or grade, group number, timing, and cognitive target.

General objective: This goal should be fairly generalized. Most of the times, it is written in the syllabus. It determines the purpose of the lesson, for example to understand simple and familiar vocabulary and expressions related to classroom objects.

Specific objectives: It refers to what the English teachers hope students will learn to gain or accomplish from the lesson. For Brown (2001,p.150) they are outlined in terms of what students will accomplish by taking into account students' needs and personalities as individual and as a group. It is convenient to include objectives for listening, for speaking, for reading, and another for writing in every English class.

- **Listening:** identifying different classroom objects in the English class, by listening to the teachers.
- **Speaking:** recognizing simple and familiar vocabulary and grammatical structures related to classroom objects, by asking and responding to the classmates' questions.
- **Reading:** scanning for information regarding classroom objects in a given text in order to answer questions.
- **Writing:** producing well structured sentences while looking at different classroom objects the teacher points out.

Language examples: In this section teachers should write the vocabulary and structures she/he would teach. Be sure to propose a sensible progression of syllabus elements such as

grammatical structures, and functions and build in sufficient opportunities for recycling or remembering language.

Culture and attitudes: In this section the teacher specifies some collection of sounds, letters or phrases that can have many diverse meanings according to different settings or countries and that must be explained to students in the lesson.

Mediation activities: The issue of how one activity leads into another is a matter of how different parts or stages of a lesson hang together. Teachers can write the stages on the board at the beginning of each class so that students will know where they are in the lesson sequence at any given moment. A possible sequence is shown here.

- **Routine activities:** it includes activities such as: greeting the students, calling the roll, asking a student to write the date on the board and read it aloud.
- **Warm up or motivation:** instead of a language structure or function to be learned, students are presented with a task they have to perform, or a problem they have to solve.
- **Presentation:** the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions. The teacher can introduce an object and ask the students to use words to describe the object or word. The language, too, is presented.
- **Practice:** the students now practice what they have learnt. They can perform the task and focus on language form as they do the tasks.
- **Consolidation:** the students are asked to use the new language in sentences of their own.

Timing: The main body of a formal plan lists the activities and procedures in a lesson, together with the times the teachers expect each of them to take. Teachers should be sure to include in the tasks appropriate proportions of time for whole class work, small group and pair work, and teacher's and students' talk time.

Evaluation of learning outcome: It has to take part not as a separate element of the lesson but as a complement in regular classroom tasks. It is an assessment, formal or informal, that teachers make after students have sufficient opportunities for learning in order to make adjustments for next lesson. They are seen as achievement indicators teachers list to know whether or not students have been successful.

Materials: Planning includes realizing what you need to take with you to the classroom, such as, flashcards, memory game, computer, poster.

C. After planning

Once teachers have implemented their lesson plans it is time to start “action research”, for Harmer (2007). Teachers sometimes start action research because they worry about a problem and they want to decide what to do about it. Action research starts when teachers identify an issue they wish to investigate, for instance, know more about the learners and what they consider motivating and challenging. Teachers might want learn more about themselves as teachers, how effective they are, how they look to their students, how they would look to themselves if they were observing their own teaching. They might want to see if an activity would work better done in groups rather than in pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.

8. Steps for a lesson plan

Lesson planning follows a structured process that helps ensure organized and effective teaching.

Step 1: Identify Learning Objectives

The first and most crucial step is to define the **learning objectives**. These objectives should specify what students will learn by the end of the lesson. They should be specific, measurable, achievable, relevant, and time-bound. Having clear objectives helps both teachers and students stay focused and aligned with the lesson’s purpose.

Step 2: Determine the Lesson Structure

A well-structured lesson ensures a logical flow of activities. The typical structure includes:

1. Introduction (5-10 minutes):
 - Set the context and capture students’ attention.
 - Use a question, story, or real-life example to introduce the topic.
2. Development (20-30 minutes):
 - Present the main content using lectures, discussions, or hands-on activities.
 - Break the content into manageable parts.
3. Conclusion (5-10 minutes):
 - Summarize the key points and reinforce learning.
 - Link the lesson to future topics.

Step 3: Select Appropriate Teaching Methods

Choosing the right teaching method is essential for delivering the lesson effectively. Here are some common methods:

- **Lecture Method:** Suitable for presenting factual information.
- **Discussion Method:** Encourages critical thinking and student interaction.
- **Project-Based Learning:** Helps students explore real-world problems.
- **Role-Playing:** Ideal for history or language lessons.
- **Use of Technology:** Incorporating multimedia tools makes learning more engaging.

Step 4: Plan Instructional Materials and Resources

Gather and prepare all materials required for the lesson. These may include:

- Textbooks, handouts, charts, and posters
- Visual aids (maps, diagrams, videos)
- Technological tools (smartboards, educational apps)

Step 5: Design Engaging Activities

Activities help reinforce learning and make lessons interactive. Include a mix of individual and group activities to cater to different learning styles. Always ensure that activities align with the learning objectives. Examples of Activities:

- **Group Work:** Students work in teams to solve a problem.
- **Debate:** Ideal for social science topics.
- **Science Experiments:** Hands-on activities for subjects like physics or chemistry.
- **Creative Writing Exercises:** Useful in language classes.

Step 6: Allocate Time for Each Activity

Time management is key to effective teaching. Allocate specific time slots for each activity to avoid rushing through important content. Having a time-bound plan keeps the lesson on track and ensures that all key points are covered. Example:

- **Introduction:** 5 minutes
- **Core Content:** 20 minutes
- **Group Discussion:** 10 minutes
- **Assessment:** 5 minutes

Step 7: Plan for Assessment and Feedback

Assessment helps teachers evaluate whether students have understood the lesson. Plan both formative assessments (ongoing checks) and summative assessments (end-of-lesson evaluations). Provide constructive feedback to help students improve. Examples of Assessment Methods:

- Quizzes
- Question-Answer Sessions
- Peer Assessment
- Short Written Reflections

Step 8: Include a Contingency Plan

Always have a backup plan for unforeseen situations. For example, if technology fails, be ready with printed materials or alternative activities.

9. Different Lesson Plan Frameworks in English Language Teaching

English language teaching offers various frameworks to structure lessons effectively. Each framework caters to different teaching styles, learning objectives, and classroom contexts. Below is an overview of the most common lesson plan frameworks:

A. **PPP (Presentation, Practice, and Production):** This is traditional and widely used framework focuses on gradual learning and practical application.

- **Presentation:** The teacher introduces the target language (e.g., grammar or vocabulary) using examples or context.
- **Practice:** Students engage in controlled activities to practice the new language (e.g., gap fills, repetition exercises).
- **Production:** Students use the language creatively in real-life scenarios (e.g., role-play or discussions).

B. **ESA (Engage, Study, and Activate):** Popularized by Jeremy Harmer, this framework allows for flexibility and emphasizes student engagement.

- **Engage:** Activities to capture students' interest and motivation (e.g., videos, games, or discussions).
- **Study:** Focus on language rules or concepts, including explanations and practice exercises.

- **Activate:** Students apply the language in communicative tasks like storytelling or debates.
- C. **TTT (Test, Teach, and Test):** This lesson plan format framework is diagnostic and adaptive, allowing teachers to assess students' knowledge and adjust the lesson accordingly.
- **Test 1:** Students complete a task or activity to show their current knowledge of the target language.
 - **Teach:** The teacher explains or corrects areas where students struggled.
 - **Test 2:** Students perform a similar activity to demonstrate improvement and understanding.
- D. **Discovery Learning:** In this inductive framework, students discover language rules or patterns through guided activities.
- The teacher provides examples or contexts, and students analyze them to deduce rules (e.g., grammar structures or word usage).
 - Encourages critical thinking and active participation.
- E. **Lexical Approach:** This framework focuses on teaching language in “chunks” (collocations, phrases, and expressions) rather than isolated grammar points.
- Activities include identifying collocations, analyzing authentic texts, and practicing phrases in context.

10. Lesson plan format: completed sample

DATE: LESSON NO. 5	UNIT: Daily Routines
COURSE: General English	TOPIC: Present Simple Tense for Daily Routines
INSTRUCTOR:	OBJECTIVES: Students will be able to use the Present Simple to describe daily routines with accuracy and fluency.
Materials	<ul style="list-style-type: none"> – Whiteboard or PowerPoint for grammar rules and examples – Worksheet with gap-fill and matching activities – Flashcards with daily routine verbs
Stage	Procedure
Warm-up	Ask students about their morning routines (e.g., “What do you do when you wake up?”).
Examples	
Presentation	<p>1. Contextualize the Target Language Assign a reading task & brief comprehension activity Write examples from the text on the board (e.g., “She eats breakfast.”).</p> <p>2. Introduce the Present Simple tense:</p> <ul style="list-style-type: none"> – Form: Subject + Verb (he/she/it adds -s). – Use: Habitual actions (e.g., “I brush my teeth every morning.”).
Practice	<p>1. Matching Match subjects to verbs to form correct sentences (e.g., “She → brushes her teeth.”).</p> <p>2. Gap- Fill Provide gap-fill worksheets:</p> <ul style="list-style-type: none"> – “I _____ (wake up) at 7 AM every day.” – “He _____ (go) to school at 8 AM.” – “They _____ (play) football on weekends.” <p>Review answers as a class.</p>

Production	<p>1. Pair Work Students discuss their daily routines in pairs. Example prompts:</p> <ul style="list-style-type: none"> – “What time do you wake up?” – “What do you do after school/work?” <p>2. Class Activity Create a group timeline of daily routines. Each student contributes one action. Example:</p> <ul style="list-style-type: none"> – “At 7 AM, I wake up.” – “At 8 AM, she goes to school.”
Note	<ul style="list-style-type: none"> – Reinforce the difference between 3rd person singular (“He plays”) and other forms (“They play”). – Use gestures and visuals to engage learners during the explanation.
Assignment Task	Write a short paragraph (5-7 sentences) describing your daily routine using the Present Simple tense.
References	<p>Resources:</p> <ul style="list-style-type: none"> – English Grammar in Use by Raymond Murphy – Teacher-created worksheets and visuals

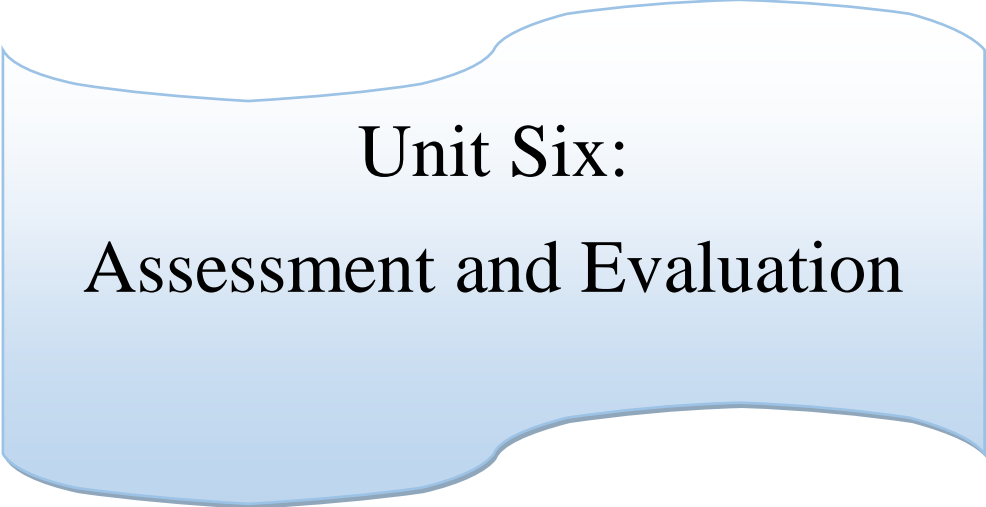
Table 6: Lesson Plan Template

11. Show your Understanding: Completion Task

The following table represent a lesson plan based on PPP framework. Complete the table by adding the suitable type of activities and procedures based on your method of teaching.

DATE: LESSON NO.	UNIT:
COURSE: General English	TOPIC:
INSTRUCTOR:	OBJECTIVES:

Materials	
Stage	Procedure
Warm-up	
Examples	
Presentation	
Practice	
Production	
Note	
Assignment Task	
References	



Unit Six: Assessment and Evaluation

Main Lessons' Objectives:

- **Describing and demonstrating the main difference between assessment, evaluation and test**
- **Explaining the types and stages of assessment**

1. Introduction

When defined within an educational setting, assessment, evaluation, and testing are all used to measure how much of the assigned materials students are mastering, how well student are learning the materials, and how well student are meeting the stated goals and objectives. Although you may believe that assessments only provide instructors with information on which to base a score or grade, assessments also help you to assess your own learning.

The terms **testing, assessment, and evaluation** are often used interchangeably. However, each term has a distinct meaning and purpose.

2. Definition of Testing, Assessment, and Evaluation

While these terms are related, they serve different functions in the educational process.

Below, we define each term and explain its significance.

2.1 Definition of evaluation

The term evaluation originates from the French word *évaluer*, meaning “to find the value of,” and the Latin word *valere*, which means “to be strong, be well, or be of value.” In essence, evaluation involves forming an idea or judgment about something based on specific criteria and evidence.

In an educational context, evaluation is a systematic process of gathering information to make informed decisions. It is not focused on individual student performance but rather on broader aspects. The verb “evaluate” often collocates with things like:

- The effectiveness of an educational system,
- A program or course,
- Instructional methods,
- The curriculum as a whole.

According to Weiss (1972), evaluation is about collecting data to make judgments about the worth or effectiveness of educational components. For example, educators might evaluate a curriculum to determine whether it meets learning objectives or aligns with institutional goals. Evaluation is comprehensive and often involves analyzing multiple facets of the educational system.

2.2 Definition of assessment

The verb assess comes from the French ‘assesser’, but the origin is from the Medieval Latin ‘assessare’ meaning “fix a tax upon,”. Another derivation of the Latin term is ‘assidere’ or ‘adsidere’ meaning “to sit beside” (a judge). Reference is made to the assistant of the judge whose job was to fix the amount of a fine or tax by estimating the value of a property.

Assessment is thus the process of collecting information about students from diverse sources so that educators can form an idea of what they know and can do with this knowledge. While evaluation is concerned with making judgments about instruction, a curriculum, or an educational system, assessment is concerned with the students’ performance. In other words, one assesses an individual but evaluates a program, a curriculum, an educational system. The verb ‘assess’ often collocates with: skills, abilities, performance, aptitude, competence.

Assessment in educational setting may describe the progress students have made towards a given educational goal at a point in time. However, it is not concerned with the explanation of the underlying reasons and does not proffer recommendations for action. Although, there may be some implied judgement as to the satisfactoriness or otherwise of the situation.

In the classroom, assessment refers to all the processes and products which are used to describe the nature and the extent of pupils’ learning. This also takes cognisance of the degree of correspondence of such learning with the objectives of instruction.

Assessment is thus the process of collecting information about learners using different methods or tools (tests, quizzes, and /or portfolios. Educators assess their students for a variety of purposes:

- To evaluate learners’ educational needs,
- To diagnose students’ academic readiness,
- To measure their progress in a course,
- To measure skill acquisition.

For teachers and curriculum/course designers, carefully constructed learner assessment techniques can help determining whether or not the stated goals are being achieved. According to Brissenden and Slater (n.d.), classroom assessment can help teachers answer the following specific questions: To what extent are my students achieving the stated goals?

- How should I allocate class time for the current topic?
- Can I teach this topic in a more efficient or effective way?
- What parts of this course/unit are my students finding most valuable?

- How will I change this course/unit the next time I teach it?
- Which grades do I assign my students?

For students, learner assessment answers a different set of questions:

- Do I know what my instructor thinks is most important?
- Am I mastering the course content?
- How can I improve the way I study in this course?
- What grade am I earning in this course?

2.3 Definition of testing

A test refers to a tool, technique, or method that is intended to measure students' knowledge or their ability to complete a particular task. In this sense, testing can be considered as a form of assessment.

3. The Purposes of Evaluation

According to Oguniyi (1984), educational evaluation is carried out from time to time for the following purposes:

- to determine the relative effectiveness of the programme in terms of students' behavioural output;
- to make reliable decisions about educational planning; to ascertain the worth of time, energy and resources invested in a programme;
- to identify students' growth or lack of growth in acquiring desirable knowledge, skills, attitudes and societal values;
- to help teachers determine the effectiveness of their teaching techniques and learning materials;
- to help motivate students to want to learn more as they discover their progress or lack of progress in given tasks;
- to encourage students to develop a sense of discipline and systematic study habits;
- to provide educational administrators with adequate information about teachers' effectiveness and school need;
- to acquaint parents or guardians with their children's performances;
- to identify problems that might hinder or prevent the achievement of set goals;

- to predict the general trend in the development of the teaching-learning process;
- to ensure an economical and efficient management of scarce resources;
- to provide an objective basis for determining the promotion of students from one class to another as well as the award of certificates;
- to provide a just basis for determining at what level of education the possessor of a certificate should enter a career.

4. Types of assessment

Numerous terms are used to describe different types and approaches to learner assessment.

4.1 Formative assessment vs. Summative assessment

Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to identify strengths and weakness and hence improve future performance. Formative assessment is most appropriate where the results are to be used internally by those involved in the learning process (students, teachers, curriculum developers).

Summative assessment is used primarily to make decisions for grading or determine readiness for progression. Typically summative assessment occurs at the end of an educational activity and is designed to judge the learner's overall performance. In addition to providing the basis for grade assignment, summative assessment is used to communicate students' abilities to external stakeholders, for example administrators and employers.

4.2 Informal assessment vs. Formal assessment

Informal assessment, the judgments are integrated with other tasks, e.g., lecturer feedback on the answer to a question or preceptor feedback provided while performing a bedside procedure. Informal assessment is most often used to provide formative feedback. As such, it tends to be less threatening and thus less stressful to the student. However, informal feedback is prone to high subjectivity or bias.

Formal assessment occurs when students are aware that the task that they are doing is for assessment purposes, for example a written examination or OSCE. Most formal assessments also are summative in nature and thus tend to have greater motivation impact and are

associated with increased stress. Given their role in decision-making, formal assessments should be held to higher standards of reliability and validity than informal assessments.

5. Types of test

5.1 Achievement test

Achievement tests are designed to measure a student's learning progress after a period of instruction. These tests assess how well a student has mastered specific content, skills, or concepts that have been taught during a course or instructional unit. Achievement tests are often summative in nature, providing a snapshot of what students have learned at the end of a lesson, chapter, or school year.

5.1.1 Purpose and focus of achievement test

The primary purpose of an achievement test is to evaluate the outcome of a student's learning in a particular subject area. It measures the extent to which students have acquired knowledge or skills after being taught specific content. For instance, a math achievement test may evaluate students' understanding of algebraic equations after a series of lessons on the topic. The goal is to gauge how much students have learned and whether they are ready to move on to the next set of skills or concepts.

5.1.2 Characteristics of achievement test

- **Summative in nature:** Achievement tests typically come at the end of an instructional period, offering a final assessment of learning.
- **Content-specific:** These tests focus on a particular subject area, such as mathematics, science, or literature, and assess whether the objectives of that subject have been met.
- **Standardized format:** Achievement tests are often structured in a standardized format to allow for consistent evaluation and comparison among students.
- **Measure of general proficiency:** Achievement tests measure overall proficiency in the subject rather than diagnosing specific weaknesses or areas of improvement.

5.1.3 Example of achievement test

Examples of achievement tests include final exams, end-of-unit tests, national board exams. These tests are meant to determine whether the learning objectives for a particular course or subject have been achieved. Achievement tests are useful for providing a general measure of

how well a student has learned the content and can often serve as a determinant for promotion to the next academic level.

5.1.4 When to use of diagnostic test

Achievement tests are ideal when the goal is to measure the overall outcomes of a learning experience. They are most useful in situations like:

- **End-of-unit or semester assessments:** To evaluate how much students have learned in a specific subject area.
- **Standardized testing:** For measuring student performance against a national or regional benchmark.
- **Promotion decisions:** Achievement tests can help determine whether a student is ready to move on to the next grade level or subject area.

5.2 Diagnostic Test

Unlike achievement tests, diagnostic tests are designed to uncover specific areas of strength and weakness in a student's learning. These tests are more formative in nature and are typically administered during or after the learning process rather than at the end. Diagnostic assessments focus on identifying learning gaps or misunderstandings, helping educators tailor their instruction to meet the individual needs of their students.

5.2.1 Purpose and focus of diagnostic test

The main purpose of a diagnostic test is to identify where students are struggling and which areas need further attention. While achievement tests tell us what a student has learned, diagnostic tests help us understand how they arrived at that point and where they might have faltered. For example, a diagnostic test in mathematics may focus on identifying specific misconceptions about basic operations before a student can progress to more complex concepts like algebra.

5.2.2 Characteristics of diagnostic test

- **Formative in nature:** Diagnostic tests are typically given during the learning process, allowing teachers to pinpoint specific issues in students' understanding.
- **Targeted focus:** These tests focus on identifying particular areas of difficulty within a subject or skill set.

- **Customized approach:** Unlike achievement tests, diagnostic tests are more individualized and can be used to create personalized interventions for students who need extra help.
- **Can be ongoing:** Diagnostic tests are not limited to a single event. Teachers can use them repeatedly throughout the term to monitor student progress and adjust instruction accordingly.

5.2.3 Example of diagnostic test

Examples of diagnostic tests include quizzes focused on specific skills, pre-assessments given before a new lesson or unit begins, or more informal forms of assessment like concept maps. For instance, a teacher may give a short diagnostic test on reading comprehension before beginning a new unit on literature to identify specific areas where students struggle, such as vocabulary or identifying key themes in a story.

5.2.4 When to use of diagnostic test

Diagnostic tests are especially useful during the learning process, allowing teachers to pinpoint areas of difficulty before they become larger problems. They are beneficial in the following cases:

- **Identifying learning gaps:** To assess where students are struggling early on in the unit or lesson.
- **Targeted interventions:** When there is a need for specific support or remediation in areas like reading comprehension, math skills, or writing.
- **Pre-assessments:** Before starting a new unit or lesson, to gather information on students' prior knowledge and prepare for differentiated instruction.

5.3 Characteristics of a good test

Here are some general characteristics of a good test:

- **Validity:** A good test must measure what it is intended to measure. It should have content validity, which means that the test items. Or questions should be representative of the domain or construct it is assessing. It should also have construct validity, which means it accurately measures the underlying concept or constructs it claims to measure.

- **Reliability:** Reliability refers to the consistency and stability of test scores over time and across different administrations. A reliable test produces consistent results when taken by the same individual multiple times or by different individuals under similar conditions. Common measures of reliability include test-retest reliability and internal consistency.
- **Objectivity:** A good test should minimize subjective judgment or bias in scoring. The scoring process should be standardized and transparent. So different raters would arrive at similar scores for the same response or performance.
- **Fairness:** Tests should be designed to be fair and unbiased. Avoiding discrimination against any group of individuals based on their race, gender, age, or other characteristics. Test items and procedures should not favor or disadvantage any particular group.
- **Clear and precise instructions:** Test takers should have a clear understanding of what is expected of them. The instructions for taking the test should be unambiguous, easy to understand, and free from unnecessary jargon.

6. Key Differences between Testing, Assessment, and Evaluation

While these terms are interconnected, they differ in scope and purpose:

- Testing is a specific tool used within the broader process of assessment.
- Assessment focuses on individual student performance and learning outcomes.
- Evaluation is a comprehensive process that examines the effectiveness of educational programs, systems, or curricula.

Understanding the differences between testing, assessment, and evaluation is crucial for educators. Each process serves a unique purpose and provides valuable insights into different aspects of education. For example:

- Testing helps measure specific knowledge or skills.
- Assessment provides a holistic view of student learning and progress.
- Evaluation informs decisions about the effectiveness of educational programs and systems.

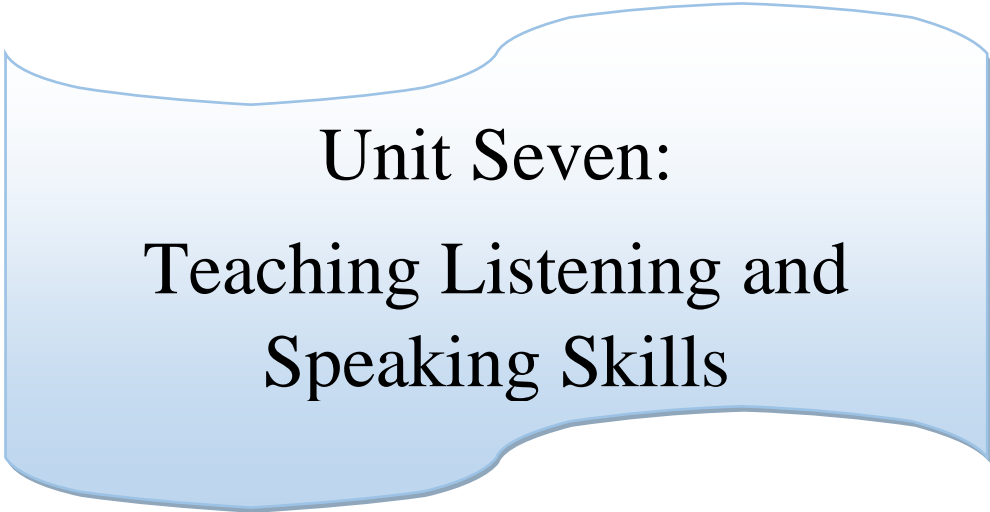
A concise table summarizing the key differences between **evaluation, assessment,** and **testing**:

Aspect	Testing	Assessment	Evaluation
Definition	A tool or method to measure knowledge, skills, or abilities.	The process of collecting information about students' learning and performance.	The systematic process of gathering information to judge the effectiveness of programs, systems, or curricula.
Focus	Specific knowledge or skills.	Individual student performance and learning outcomes.	Broader educational components (e.g., programs, courses, systems).
Purpose	To measure what students know or can do.	To understand students' learning needs, progress, and achievements.	To make judgments about the value or effectiveness of educational components.
Scope	Narrow (focused on specific tasks or content).	Broader (includes multiple methods and tools).	Comprehensive (analyzes entire systems or programs).
Examples	Placement tests, diagnostic tests, proficiency tests, achievement tests.	Formative assessment, summative assessment, alternative assessment.	Curriculum evaluation, program effectiveness, instructional quality.
Key Characteristics	<ul style="list-style-type: none"> – Quantitative data. – Focuses on specific outcomes. – Requires validity and reliability. 	<ul style="list-style-type: none"> – Qualitative and quantitative data. – Ongoing process. – Provides feedback for improvement. 	<ul style="list-style-type: none"> – Holistic analysis. – Based on criteria and evidence. – Informs decision-making.
Primary Users	Teachers, administrators.	Teachers, students.	Administrators, policymakers, curriculum designers.
Outcome	Scores or grades.	Insights into student learning and progress.	Judgments about the effectiveness of educational systems or programs.

Table 7: Key differences between assessment, evaluation, and testing

7. Show your Understanding: Completion Task

- Distinguish clearly between Assessment, Testing and Evaluation.
- With suitable examples, distinguish between formative and summative evaluation.
- Why is evaluation important to the classroom teacher?



Unit Seven: Teaching Listening and Speaking Skills

Main Lessons' Objectives:

- **Understanding the difference between productive and receptive skills**
- **Explaining the teaching of each skills**

1. Four Skills of Language

When we learn a language, there are four skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four “language skills”.

2. Receptive and Productive Skills

Reading and Listening are called receptive skills because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

Receptive skills comprise silent reading and following the media. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

Productive skills, speaking and writing, are defined by Jaramillo and Medina (2011) as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

3. Teaching Oral Language Skills: Listening and Speaking Skills

4. Speaking Skills

“Speaking” is the delivery of language through mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; for him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct (pp. 330-358).

3.1 Teaching Speaking Skills

Robert S. Brown and Nation claim that students should be offered form-focused instructions and meaning-focused instructions.

- **Form-focused Speaking** goes deeply into details of pronunciation, grammar and vocabulary. This stage is suitable for beginners. An effective way how to start teaching foreign languages is to base speaking on some simple, useful phrases and sentences e.g. greetings, simple questions and answers or personal descriptions which are easy to remember.
- **Meaning-focused Speaking** is that stage of speaking where attention lays on the message being communicated. The activity develops learners' ability to speak.

Broughton and his colleagues divide speaking activities into: a) Controlled oral work b) Guided oral work c) Free oral work.

- **Controlled oral work:** includes the dialogue. The advantage of dialogue is that it can be used for controlled, guided or free work. It is also possible to use the dialogue for each level, starting with elementary level. The students prepare mini-dialogue in pairs even in the first lesson. Controlled oral work can be supported by drills (similar to R.S Brown's and Nation's opinion), especially substitution drills which are widely used. The advantage of drills is that the error is almost eliminated and the students feel more comfortable to speak, which is a very important point mainly at lower levels.
- **Guided oral work:** The aim of the guided oral work is to give students a limited freedom and to practice what they have learnt. In this phase, making mistakes in Learning is taken as a natural part. Among guided oral work activities is role- plays. Here the students can learn some practical phrases used in everyday life (e.g. shopping in the supermarket). However, not only a role-play but also setting up a role-play situation is another way how to practice speaking skills in a guided way.
- **Free oral work:** It is the last phase in which the students should be able to produce such an amount of language that they will be able to express themselves. This Phase is typical for advanced students. The aim of the teacher in this phase is to create such situation and stimuli that all students will be actively involved in a communicative way. The stimuli means: visual stimuli – pictures, maps, cartoon, films or photographs

that are motivating for discussion starters. Another stimulus is written words – magazines, newspapers (excellent for developing skill of reporting), leaflets, book according to the level. aural stimuli – sound , games or puzzles play an important role in teaching speaking skills.

3.2 Why Activities are provided?

There are three basic reasons why teachers should provide students with activities:

- a. **Rehearsal:** To organize for example a role-play for students in a shop or an airport offers them an opportunity to rehearse a real-life event and the students get the feeling of what is the communication in a foreign language like.
- b. **Feedback:** Having students to present what they know, that means, to use all the language they have learnt provides feedback for the teacher as well as for the students. The teachers can see what the students are doing well and what is needed to be improved.
- c. **Engagement:** All speaking activities are highly motivating and the students find those interesting to work on and to participate fully.

3.3 Types of Speaking Skills activities

Speaking skills are best developed through extensive, meaningful practice in a low-anxiety environment.

- **Create a Supportive Environment:** Encourage risk-taking and view mistakes as part of the learning process. Model good listening and speaking skills yourself.
- **Maximize Student Talk Time:** The teacher should talk less and facilitate more student-to-student interaction through pair and group work.
- **Communicative Activities:** Focus on real-life communication tasks rather than just grammatical accuracy.
- **Role-plays and Simulations:** Students act out real-world scenarios (job interviews, ordering food, making phone calls).
- **Discussions and Debates:** Use engaging or even “provocative” topics to encourage students to express and justify their opinions.

- **Information Gap Activities:** Pair students and have them exchange information to complete a task; a barrier between them can force them to rely on verbal communication.
- **Storytelling:** Students can create and deliver speeches or retell stories, building confidence and fluency.
- **Picture Stories:** Picture stories can be used with all students, particularly those with limited literacy skills. Learners can interpret a story based on a picture sequences. Students work collaboratively to put the story in the correct order. Once they have done so, they stand in a circle and tell the story.
- **Mingle Activities:** A mingle activity involves learners mingling around and gathering information from other students in the class on a given topic. Mingle activities have the benefit of maximizing student participation for learners at all levels.
- **Surveys and Questionnaires:** Students prepare questions on topics such as cinema, sleep, free time activities, likes and dislikes and conduct a survey by interviewing each other and compiling information.

5. Teaching Listening

5.1 Before listening

- Set a purpose for listening by asking questions or providing background information to help students focus.
- Teach them what to listen for, such as specific words, main ideas, or grammatical patterns.
- Help students activate prior knowledge about the topic or pre-teach key vocabulary.

5.2 During listening

- Provide tasks such as identifying the main idea, answering general questions, or finding specific details.
- Use a mix of visual and auditory input, such as video clips.
- Allow students to listen multiple times if needed.

5.3 After listening

- Give students an opportunity to respond to what they have heard by discussing, rephrasing, or answering comprehension questions.
- Have students check and verify their answers, and clarify any confusion.
- Engage in activities like directed drawing or a listening-based game.

5.4 Teaching Listening Skills activities

Effective listening instruction moves beyond simple testing to focus on skill development strategies.

5.4.1 Pre-listening Activities

Activate students' prior knowledge (schemata) and set a purpose for listening.

- **Brainstorming/Prediction:** Write the topic on the board and ask students to predict what they will hear.
- **Vocabulary Preview:** Pre-teach key vocabulary or phrases necessary for comprehension.
- **Visual Aids:** Use pictures, maps, or diagrams related to the listening text to provide context.

5.4.2 While-listening Activities

Guide students to listen for specific information.

Listening for Gist/Specific Details: Ask students to identify the main idea or specific information (e.g., numbers, times, dates).

- **Graphic Organizers/Note-taking:** Scaffold note-taking with Venn diagrams or other graphic organizers to help students structure information.
- **Ordering Information:** Provide jumbled sentences or images from the audio and have students sequence them correctly as they listen.

5.4.3 Post-listening Activities

Reinforce comprehension and link listening to other skills.

- **Summarizing/Retelling:** Have students verbally summarize or retell the information they heard.
- **Discussion:** Engage students in discussions about the topic of the listening material.

- **Using the Transcript:** After a difficult activity, review the transcript to address specific pronunciation or vocabulary issues, connecting what they heard with what is written

6. Skills Integration


Skill integration refers to the process of combining various competencies and abilities to perform tasks more effectively and efficiently. This approach enhances learning, problem-solving, and adaptability by allowing individuals to draw on multiple skill sets simultaneously. By mastering skill integration, students can improve their proficiency in diverse areas and increase their employability in rapidly changing job markets.

Integrated skills are the teaching approach that incorporates the four language skills (listening, speaking, reading, and writing) to develop students' communicative competence and their ability to use English to gain access to social, vocational, educational, or professional opportunities. This approach was based on the philosophical view that using a single language skill is very rare in everyday life because daily communication requires people to use the four language skills together, which has motivated researchers, scholars, psychologists, and educators since the 1980s to come to the consensus about the necessity of teaching the four language skills in an integrative mode in language teaching, including the teaching of English as a second language (ESL) and English as a foreign language (EFL). Unlike the traditional segregated language skills approach which teaches a language skill discretely from the others, this approach presents all language skills side by side with each other so that, besides knowing the language they are learning, the learners are also able to use it in natural communication. (Pardede, 2019). Hinkel (2010) highlighted that the current integrated skills teaching models aim at developing learners' fluency, accuracy, and socio-cultural communicative competence.

7. The segregated language skills approach

The segregated language skills approach dominated language teaching up to the end of the 1970s due to the predomination of the traditional language teaching methods, such as Grammar Translation Method (GTM), Audio-Lingual Method, Structuralism Approach, Direct Method, Total Physical Response, and Natural Approach. Under the domination of GTM, for instance, an SL/FL language learning was focused on grammatical rules analysis and literary texts translation from the target language to the learners' native language.

Therefore, learners were not prepared to use the language as a means of communication in everyday life. Structuralism Approach views language as a complex system of interrelated parts. Under this approach, EFL teaching was directed to assist the learners to master the language elements and learn the rules to see how these elements were combined consequently; the learners knew the target language elements and rules but could not use them to communicate. At the end of the 1970s, the segregated skills approach was challenged by the advent of the communicative language teaching (CLT). Widdowson (1978), the first advocate of language skills integration, designated that language uses do not take place in discrete "units" but in the form of discourse and in specific social contexts.



Unit Eight: Material and Media in Language Teaching

Main Lessons' Objectives:

- **Understanding the importance of media and textbook use in teaching-learning processes**

1. Definition of materials

Anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

2. Types of Teaching-Learning Materials

Teaching-learning materials (TLMs) encompass diverse resources designed to facilitate language learning and instruction. These materials serve various purposes, including providing information, guiding practice, offering experiential learning opportunities, eliciting language use, and encouraging exploration. Here are the main types of teaching-learning materials commonly used in language education:

- **Printed Materials:** Textbooks, maps, worksheets, charts, pictures, photographs, posters, newspapers, and magazines fall under this category. These materials visually represent information, making concepts them and more comprehensible and engaging for learners. Printed materials are essential for illustrating theoretical concepts and enhancing students' understanding of the subject matter.
- **Audio and Audio-visual Materials:** This includes resources such as cassette tapes, CDs, video CDs, and films. Audio materials feature human speech, telephonic conversations, radio broadcasts, and other auditory resources. Audio-visual materials combine visual and auditory elements to reinforce learning and comprehension. These materials provide learners with authentic language use and exposure to real-life contexts.
- **Interactive Teaching Materials:** The dissemination of education digitally through internet enabled resources belong to this category of TLMs. Computers and the internet play a significant role in interactive learning, offering opportunities for both individual and group activities. Interactive materials expand learning possibilities by providing diverse learning situations and methods. They enhance students' understanding of academic subjects and support teachers in lesson preparation and delivery.

- **Textbooks:** Textbooks and instructional tools designed explicitly for learning are considered created materials. Otugen (2016) notes the importance of coursebooks among all other materials. He claims that “textbooks are preferred mostly because they are considered advantageous in terms of accessibility, clearness, consistency, continuity, and time” (p.23). Textbooks are a primary source of knowledge transmission, presenting essential concepts and information to learners. Authors create textbooks to help students acquire new knowledge and understand key concepts in various subjects.
- **Authentic Materials:** Authentic materials refers to the use of real life examples of language use for the purpose of teaching learning. Such materials offer an immersive and a realistic context for tasks pertaining to learners’ needs (Benavent & Penamaria, 2011, p.89). While commercially produced teaching materials are available, authentic materials offer a more meaningful learning experience aligned communication.
- **Teacher-created Materials:** Teachers develop their instructional materials to cater to the actual learning demands of their students. Teacher-created materials allow customization and adaptation to suit diverse learning styles and preferences. These materials enable teachers to enhance their understanding of topics and concepts while providing students with effective and experiences.

3. Material Development

Material development is a dynamic process aimed at creating effective teaching resources that facilitate meaningful learning experiences for students. It involves creating, adapting, and refining instructional materials to suit diverse learner needs and teaching contexts. Material development encompasses various stages, including needs analysis, design, production, and evaluation, all aimed at ensuring the quality and relevance of the resources. These stages are further explained below:

- **Needs Analysis:** The first step in material development is conducting a thorough needs analysis to identify the specific requirements of learners and instructors. This involves assessing learners’ proficiency levels, learning styles, cultural backgrounds, and educational goals and considering the pedagogical approaches teachers favour. Needs analysis provides valuable insights into the gaps and challenges in existing materials, guiding the development process toward effectively addressing these areas.

- **Design and Production:** Once the needs are identified, the design and production phase begins, where instructional materials are conceptualized and created. Designers and educators collaborate to develop content that aligns with curriculum objectives and engages learners effectively. This stage involves selecting appropriate language, visuals, activities, and multimedia elements to enhance comprehension and retention. The production process may involve writing, editing, illustrating, and formatting materials for print or digital distribution, ensuring accessibility and usability for all learners.
- **Adaptation and Revision:** Materials are often revised based on evaluation feedback and changing educational trends. This iterative process allows continuous improvement and ensures that teaching resources remain current, engaging, and effective. Adaptation modifying content, may involve activities, or assessments to suit learners' needs or incorporating new pedagogical approaches and technological advancements. Revision ensures that materials remain relevant and aligned with evolving standards and practices.

4. Principles of Material Development

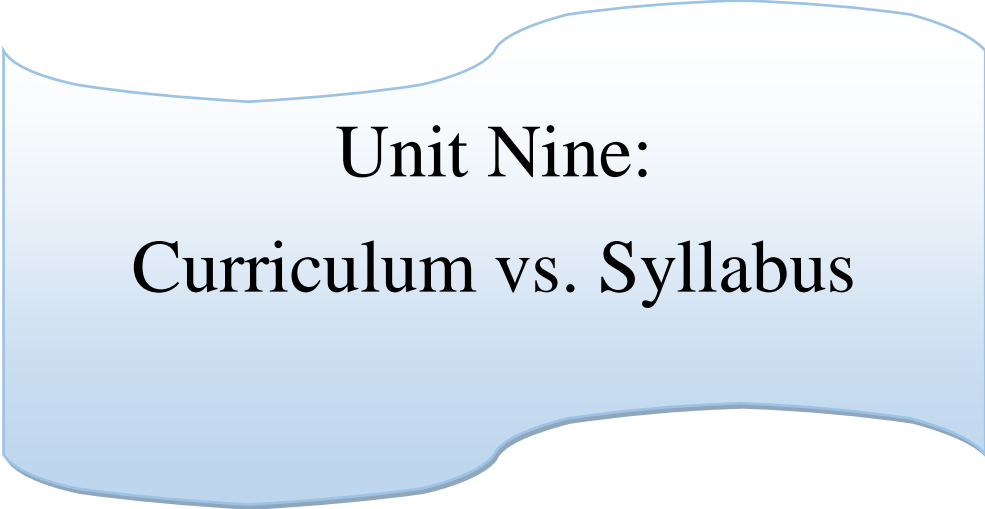
Material development in language teaching requires careful consideration of various factors to ensure effectiveness and relevance to learners' needs. Howard and Major (2004) provide a set of recommendations for creating teaching and learning materials in English, which encompass the following principles:

- **Contextualization:** Nunan (1988) advocated that while developing teaching materials, material developers should look into learners' existing knowledge based on their experiences, social context, and use of first language. Cultural appropriacy should be considered, with materials reflecting familiar cultural scenes and social situations to engage students effectively.
- **Promotion of Interaction:** Materials should stimulate student interaction, fostering genuine communication through meaningful tasks and activities.
- **Building Learning Abilities:** Materials should help develop learning abilities and techniques, supporting teachers and students in achieving linguistic goals. Providing learners with confidence in their language acquisition journey is crucial, particularly in the face of initial challenges (Hall, 1995).

- **Focus on Form and Function:** Materials should balance attention to language form with opportunities for functional communication. Learners should develop a critical and analytical approach to language use, understanding underlying forms and practical applications.
- **Integrated Language Use:** Ideal materials should facilitate the integrated use of all language skills, avoiding overemphasizing any particular skill. Opportunities for integrating extralinguistic aspects should be provided to enhance language learning comprehensively.
- **Authenticity:** Materials should aim for authenticity, exposing learners to natural language use through authentic spoken and visual texts.
- **Attractiveness:** Learning materials must be appealing and eye-catching to attract users. The ‘look’ and the ‘feel’ of the product are one of the USPs of any product that comes to the market. Therefore, materials should be visually appealing and user-friendly to engage learners effectively. Considerations for physical appearance, usability, and durability should be integrated into material design to enhance effectiveness.
- **Clear Instructions:** Materials should provide appropriate instructions to guide learners effectively through activities and tasks. Clear and concise instructions are essential for facilitating learning and maximizing the effectiveness of materials (Jolly & Bolitho, 1998).
- **Flexibility:** Materials should offer flexibility to accommodate diverse learning needs and preferences. Providing options and alternatives allows teachers and students to adapt materials to suit individual learning styles and requirements. By adhering to these principles, material developers can create resources that are engaging, effective, and aligned with language teaching and learning goals.

5. Materials adaptation

Making changes to materials in order to improve them or to make them more suitable for a particular type of learner. Adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximise the value of the book for their particular learners.



Unit Nine: Curriculum vs. Syllabus

Main Lessons' Objectives:

- **Understanding the difference between curriculum and syllabus**

1. Definition of Syllabus

The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously.

A syllabus is considered as a guide to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, what are the expectations from students, consequences of failure, etc. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on.

1.1 What Does a Syllabus Include?

- List of chapters or topics to be covered
- Recommended reading materials or textbooks
- Assignment and project deadlines
- Exam or test dates
- Grading or marking scheme
- Course objectives and learning outcomes

2. Definition of Curriculum

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.

2.1 What Does a Curriculum Include?

- List of all subjects/courses offered
- Learning goals and educational outcomes
- Teaching methods and assessment techniques
- Values and life skills to be developed
- Overall structure across classes or semesters
- Co-curricular and extracurricular components

3. Key Differences between Syllabus and Curriculum

The basic differences between syllabus and curriculum are explained in the point given below:

1. The syllabus is described as the summary of the topics covered or units to be taught in the particular subject. Curriculum refers to the overall content, taught in an educational system or a course.
2. Syllabus varies from teacher to teacher while the curriculum is same for all teachers.
3. The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.
4. The curriculum has a wider scope than the syllabus.
5. The syllabus is provided to the students by the teachers so that they can take an interest in the subject. On the other hand, normally the curriculum is not made available to the students unless specifically asked for.
6. Syllabus is descriptive in nature, but the curriculum is prescriptive.
7. Syllabus is set for a particular subject. Unlike curriculum, which covers a particular course of study or a program.
8. Syllabus is prepared by teachers. Conversely, a curriculum is decided by the government or the school or college administration.
9. The duration of a syllabus is for a year only, but curriculum lasts till the completion of the course.

4. Comparison Chart

Basis for Comparison	Syllabus	Curriculum
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Meaning	Syllabus is the document that contains all the portion of the concepts covered in a subject.	Curriculum is the overall content, taught in an educational system or a course.
Origin	Syllabus is a Greek term.	Curriculum is a Latin term.
Set for	A subject	A course
Nature	Descriptive	Prescriptive
Scope	Narrow	Wide
Set out by	Exam board	Government or the administration of school, college or institute.
Term	For a fixed term, normally a year.	Till the course lasts.
Uniformity	Varies from teacher to teacher.	Same for all teachers.

Table 8: Key differences between curriculum and syllabus

4.1 Flexibility and Adaptability

One key attribute of a curriculum is its flexibility. A curriculum is designed to be adaptable to different contexts, allowing educators to tailor it to the needs of their students. It provides a framework that can be adjusted based on the learners' abilities, interests, and cultural backgrounds. This flexibility ensures that the curriculum remains relevant and engaging, promoting effective learning.

Similarly, a syllabus can also be flexible to some extent. While it outlines the core content and learning outcomes of a course, it can be modified by the instructor to accommodate specific class dynamics or emerging educational trends. However, compared to the curriculum, the syllabus is more focused on the specific details of a single course and may have less room for significant modifications.

4.2 Scope and Depth

Curriculum and syllabus also differ in terms of their scope and depth. A curriculum covers a broader range of topics and learning objectives, often spanning multiple courses or an entire program. It provides a comprehensive overview of the subject matter, ensuring that students gain a deep understanding of the field of study. The curriculum sets the foundation for further learning and specialization.

On the other hand, a syllabus has a narrower focus, concentrating on the content and objectives of a single course. It delves into the specific details and concepts that students will explore during the semester. While the syllabus may reference broader themes from the curriculum, its primary purpose is to guide students through the specific content and assessments of the course at hand.

4.3 Development and Implementation

The development and implementation of a curriculum involve a collaborative effort among educators, administrators, and subject matter experts. It requires careful planning, research, and alignment with educational standards. The curriculum development process considers the needs of the learners, the goals of the educational institution, and the requirements of the field of study. Once developed, the curriculum is implemented by educators who follow its guidelines to deliver instruction.

On the other hand, the development and implementation of a syllabus are primarily the responsibility of the instructor. The syllabus is created based on the curriculum, but it allows the instructor to add their own teaching style, preferences, and expertise. The syllabus is typically reviewed and approved by the department or institution, ensuring that it aligns with the overall curriculum. Once implemented, the instructor follows the syllabus to structure the course and guide student learning.

4.4 Assessment and Evaluation

Both curriculum and syllabus play a crucial role in assessment and evaluation. The curriculum sets the foundation for designing assessments that measure students' understanding and progress across the entire program or course sequence. It ensures that assessments align with the learning objectives and provide a comprehensive evaluation of students' knowledge and skills.

On the other hand, the syllabus guides the design of assessments specific to a particular course. It outlines the types of assessments, their weightage, and the criteria for grading. The syllabus helps students understand how their performance will be evaluated and provides transparency in the assessment process.

5. Relationship between Curriculum, Syllabus and Textbook

There is a close and interrelated relationship between Curriculum, Syllabus and Textbooks because these three are essential components of an academic session. Let's understand this relationship in further detail:

- Curriculum defines the intricate structure of how the syllabus, teaching periods and prescribed study materials would be. The syllabus includes all the chapters and topics in detail, along with the reference books, study guides and further academic instructions. Then, the textbook follows all the essentials mentioned in both the curriculum and syllabus for an academic semester or year.
- Lesson plans for a certain subject are part of the curriculum, but are detailed in terms of chapters and topics in a syllabus, which are further studied through textbooks.
- The more structured a curriculum is, the simpler the syllabus will be, and the easier it will be to cover with the help of textbooks.
- When it comes to the formulation of these three, the curriculum and syllabus are constituted by the education board and teachers, while textbooks are created by academic authors and publishers as per the curriculum and syllabus.
- The curriculum is provided for a whole year, the syllabus is for a certain academic session, like a semester, and textbooks differ as per the syllabus for each session, as well as the curriculum for each year.

6. Is a syllabus a part of a curriculum or vice versa?

A syllabus is a subset of a curriculum. While the curriculum outlines the overall educational framework, the syllabus focuses on specific subjects within that framework. Think of the curriculum as a blueprint for an educational program, and the syllabus as the detailed instructions for individual components within that program. For example, in a high school curriculum, the syllabus for biology would detail the topics, experiments, and assignments specific to that subject.

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