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Reformulating Curriculum and Classroom Practices

Abstract

Reformulating curriculum give a platform to students to acquire the required knowledge, skill and develop positive attitude, values and beliefs. This can be done with the help of the provided curriculum. The current expectation is that educational reform will foster greater student achievement via inquiry teaching within classrooms. The topics were tested in the context of a unit from a reform-based curriculum that features. This curriculum provides step-by-step guidance for each lesson in the teacher materials, in order to promote quality inquiry teaching. After reviewing the curriculum and significant role of teachers' in framing the curriculum the process of curriculum development was decentralized. As curriculum is the best mean of overall development of students. And teacher is mediator between curriculum and students. The quality of education is maintained by curriculum of classroom practices. The curriculum development is dynamic process. The paper will dealt with the following objectives such as 1. To explain the curriculum development process. 2. To explain the role of the teacher as curriculum developer. 3. To communicates the best classroom practices in the Reform of curriculum development.

Introduction

The New Curriculum reforms have aimed at changes in educational beliefs, practices and structures with the goal of enhancing student well-being and all-round development. Very little rigorous evaluation data is, as yet, available to determine whether or not the reforms have succeeded in achieving these aims. What attitudes do teachers and principals have about the New Curriculum reforms? Have beliefs about the goals of education been affected by the reforms? What do classroom practices look like after several years of reform implementation? To what extent have teachers received New Curriculum training and professional development? How has the structure and production of curriculum changed? What are the main challenges to successful implementation of the reforms? Finally, and most importantly, what are the student outcomes of reform accomplishment? In this paper, I draw on student, teacher, principal and county level data from three waves of the practices, structures and student outcomes during the period of New Curriculum reform implementation.

Curriculum Reform

The process of globalization has led to changes in various aspects of life, such as socioeconomic features, culture, the status of the English language and rapid advancement in computing and technology innovation. The need to respond to these profound and multifaceted changes occurring in the world has in turn prompted changes or reforms in both general education and English language policy in many countries. The rationale behind revising and updating existing educational curricula is thus to provide learners with the very best opportunities and progression in local and global communities. In other words, education must continue to change and curriculum should be regularly altered in order to fulfill this pressing need.

In the context of the education system, the motivation for the English language component of the recent curriculum reform known as the Standard Curriculum for students “to realign the curriculum and the education standards globally and to match current teaching to the country’s existing and future needs, particularly in recognition of the need to adapt to rapid technological development within and outside the country” in order to develop a more competitive workforce as many countries push towards being a developed nation by 2020. The recent ELT curriculum reform in large country is hence proposing transitions and changes in line with local, regional and global needs. In short, educational reform movements are intended to improve education and schools and to make them more effective to meet the current and future needs of the country by maximizing the effectiveness of teaching and learning. The following section examines different conceptualizations of the curriculum. The purpose is to establish a theoretical basis for later discussion of the factors or variables (a) affecting the development of curriculum reform and its implementation, and (b) determining the effectiveness of curriculum reform in both general and English language education. However, in order to explain the concept of curriculum reform, the curriculum itself needs to be first defined and characterized.

Dynamic Process of Curriculum Development

1. Curriculum development:

Curriculum development is the process of creating planned syllabus, teaching, training, and exhibition modes. It is a term used to refer to the process of instituting and putting in place precise guidelines of instruction for the curriculum. It describes ways in which teaching and different training organizations plan and guide learning which can be in groups or as an individual. Curriculum development is a local, regional, or state/provincial level process that student teachers often have difficulty comprehending. In their eyes, it is

something undertaken by authorities (e.g., regional advisory committee members) with years of experience in the teacher education system. The expectation of the teacher candidates, often enough, is that they will learn how to teach and thereby become effective at transmitting the knowledge, skills, and attitudes associated with a particular subject or program. Education practitioners with years in the profession know differently. Successful practice in the classroom is inextricably linked to curriculum development-the everyday decisions about both what to teach and how to teach.

2. Curriculum Development process

Curriculum development is dynamic process it changes according to the need of the society and the stakeholders of the education system. The curriculum development process includes several stages such as planning, preparing, designing, developing, implementing, valuating, revising, and improving. Traditionally curriculum development has been seen as planning for a sustained process of teaching and learning in a formal institutional setting. Curriculum development is systematic and dynamic process sensitive to time and place in which preparation, development, implementation and evaluation steps are involved.

❖ The challenges in curriculum development

There are varieties of challenges facing curriculum development, but in general they are Classified into three types, global challenges (external), internal challenges of the education Systems, and challenges specific to Region. With regard to the external challenges, curriculum planners should response to eight critical processes: the process of globalization, accelerated pace of scientific and technological progress, radical transformation in the work field, increasing social inequalities, progress of democracy and human rights, multi-cultureless, the feeling of

insecurity, and moral decline. In addition, the third type of challenges may be summarized as: universal literacy, shortage of highly skilled human resources, reconciling traditional orientation of education with the aspiration for modernity, privatization of schools, diversification of the economy, the need to invest more in education research.

3. Role of teacher in curriculum development

Teachers know the needs of all stakeholders of teacher education. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies. Teachers also play the role as evaluator for the assessment of learning outcomes. So teachers must possess some qualities such as planner, designer, manager, evaluator, researcher, decision maker and administrator. Teachers play the respective role for the each step of curriculum development process. Curriculum planning involves analysis of philosophy, social forces, needs, goals and Objectives, treatment of knowledge, human development, learning process & instruction, and decision. Curriculum preparation factors includes school (levels, types, Structures), educational technology, systemic vocational, social reconstruction, Curriculum design, analysis of social needs, translating the needs into Course/general/learning/terminal objectives, splitting the objectives into specific objectives, grouping the specific objectives into subjects, deriving the subjects from the above classification, specifying enabling objectives, unitizing each subject matter, specification of required time, and syllabus formulation.

Curriculum development phases consist of Instructional development, Materials & media

development, Methods of teaching & testing Implementation of the Curriculum involves Instructional scheme of each subject to be completed in the semester, Planning the lessons as

per the timetable, Using the transactional strategies, Using the appropriate media, Providing the learning resources, Promoting classroom learning experiences, Progressive testing Curriculum evaluation involves, Intra-curricular evaluation, Teacher evaluation of students, Student evaluation of teachers, Materials evaluation, Verification of methods, Evaluation of tests and examinations, Checking the learning outcomes while on the field, Curriculum review/ improvement/ change/ modification, System revision. After evaluating the prepared curriculum it is observed that the curriculum is not satisfactory then developer turns for revising and improving phase.

The Impact of Curriculum Reform on Teachers' Classroom Practices

The impact of curriculum reform on teachers' classroom practices as mentioned earlier, there is often found to be very little impact of educational reform on teachers' general classroom practices. Their instructional practices placed more emphasis on the delivery of knowledge about the language and the development of basic grammatical skills than on the development of pupils' communicative abilities. Despite the curriculum reform efforts in ELT to promote a new, more communicative approach to teaching, which emphasized contribution from pupils and a heuristic style of learning, there was no evidence of teachers using learner-centred and communicative approaches as suggested in the reform strategies. Teaching took the form of lecturing to the whole class and students' work comprised only choral work and individual seatwork. Notwithstanding the policy, which aimed to develop the students' competence in the four basic language skills namely listening, speaking, reading and writing?

Best Practices in Classroom:

Students who receive a Reform curriculum and possess the knowledge, skills and abilities to transfer and connect ideas and concepts across disciplines will be successful as measured by standardized tests and other indicators of student success. Three best practices for teachers include teaching Reformulating curriculum and teaching an integrated curriculum, differentiating instruction to meet individual student needs and providing active learning opportunities for students to internalize learning. 1. Classrooms are activity-based spaces as opposed to places to “sit and get” lectures. 2. Teachers are actively engaged with different groups and students are anxious to enlist visitors in their various tasks or assignments. 3. There is a joyful feeling of purposeful movement, industrious thinking and a vital and vibrant atmosphere and environment.

Classroom Practices

Teacher and student reports of the frequency of use of teaching methods were analyzed to gain insight into the extent to which classroom practices reflect the New Curriculum ideals. Even in the framework of the New Curriculum reforms teachers report frequent use of methods commonly considered to be consistent with traditional examination oriented education. 72 percent of teachers report frequent use of lecture and 61 percent of teachers report frequent use of memorization and recitation. Less than half of all teachers, however, report frequent use of drill and choral response. A vast majority of teachers also reported frequent use of several teaching methods in line with the reforms such as open-ended questions (79 percent), class discussion (89 percent), group work (79 percent), and opportunities for students to express their own ideas and opinions (87 percent). A majority of teachers also report an increase since the start of reform implementation in methods that are promoted by the reforms, such as class discussion, small group work, inquiry based learning,

applied activities, role play, use of multimedia, student expression of ideas and opinions, teacher demonstrations, games, and hands on activities.

Teacher self-reports of classroom practice differ markedly from student reports of teachers' classroom practice. It is possible that teacher self-reports of their classroom practices are biased, but whatever the case these results indicate a widespread familiarity with the types of methods that are currently advocated by the New Curriculum reforms.

Conclusion

Curriculum development is intellectual and research activity. It needs the skillful programmers for planning, developing, designing, implementing, evaluation and improving Phase. However, this impact has been limited in important ways. Enthusiasm for the reforms seems to have been strongest in the earliest years of the reforms but may have been waning in more recent years. There has been a decline in teachers' sense that the New Curriculum reforms are in line with their teaching style and ideals and a decrease in positive attitudes about the effects of the reforms on students. In the early years of reform "creativity and thinking skills" was the most important goal of teachers and student achievement but, after several years of reform implementation, this was overtaken by "good habits and discipline." An increase in the use of technology in education has been highlighted as an important component of the reforms. Teachers can understand the psychology of the learner. Teachers are aware about the teaching methods and teaching strategies in the classroom. Teacher can be worked as planner, designer, manager, programmer, implementer, coordinator, decision maker, evaluator, researcher etc. so teachers can play important role in the Reformulating curriculum and classroom practices to development for teacher education.

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