

**College of Education for Humanities**

**English Department**



**Ph. D. Studies/ Methodology**

**(Second Course) 2023-2024**

**Curriculum Design**

**“Goals, Content and Sequencing”**

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## **Goals, Content and Sequencing**

Content and sequencing must take account of the environment in which the course will be used, the needs of the learners, and principles of teaching and learning. The goals of a language lesson can focus on one or more of the following:

### **(Language, Ideas, Skills or Text Discourse)**

Within each of these four areas, choices have to be made regarding the units for planning and checking the course. In the area of language, the units may be based on vocabulary, verb forms and verb patterns, sentence patterns or language functions.

Some curriculum designers break goals down into smaller well-specified performance objectives, this is especially useful for monitoring and assessing learners' progress.

Guidelines for Deciding or Checking the Content and Sequencing of a Course .

The Units of Progression in the Course .

The units of progression in a course are the items that are used to grade the progress of the course. Long and Crookes (1993: 9–19) call units of progression units of analysis” and argue that the choice of the unit of analysis should be one“ of the starting points of curriculum design. Harden and Witte (2006:11) explore the different kinds of progression from a historical perspective, noting that “the notion of progression has undergone remarkable changes throughout the history of

The units of progression can be .”foreign language teaching methodologies classified into two types – those that progress in a definite series, such as vocabulary levels, and those that represent a field of

:knowledge that could be covered in any order, such as topics. Harden notes (2006 that there is a big difference between progress (learning) and progression (how (29 the course moves forward) – “there seems to exist an enormous gap between the structure underlying a course and the one that individuals subjectively create for themselves.” Although certain units of progression may be used to select and sequence the material in a course, it is useful to check that other units are covered the course and that other units are at an appropriate level in

What Will the Progression be Used For?

.Units of progression can be used to set targets and paths to those targets .

Units of progression can be used to check the adequacy of selection and ordering .

.in a course

Units of progression can be used to monitor and report on learners’ progress .3 and achievement in the course.

## **Vocabulary**

The sequencing of vocabulary in a course can be loosely based on frequency levels as it is in series of graded readers. The sequencing of vocabulary should not .be based on lexical sets or the grouping together of opposites or near synonyms

There should also be the opportunity for learners to meet the same vocabulary in a variety of contexts and across the four strands of a course.

## **Grammar**

There are several frequency counts of verb form usage in English which can act as (the basis for the selection and sequencing of items in a course. George (1963b suggests that a reasonable basis for Stage 1 of a course would consist of the

.following verbs

Imperative •

(Don't + stem (Imperative •

Simple Present Actual and Neutral •

Verb + to + stem •

Simple Past Narrative and Actual •

Past Participle •

.Stage 2 of a course could add the following items

Simple Past Neutral and Habitual •

Past Perfect from Simple Past Narrative •

Stem+ing in Free Adjuncts •

Noun + to + Stem •

Simple Present Iterative and Future •

(Verb + to + Stem (Stem dominant •

Verb + Noun + to + Stem •

Noun + Preposition + Stem+ing •

Stem+ed = Adjective in a Noun Group •

Stem+ing = Adjective in a Noun Group •

Stem+ing = Noun •

(Can + Stem (immediately and characteristically able •

May + Stem (possibility and uncertainty •

ll + Stem' •

(Must + Stem (necessity from circumstances •

Many courses use grammar as the major unit of progression. Unfortunately the selection and sequencing of the items is at the best opportunistic and gives no consideration of the value of learning particular items

## **Functions .**

The most widely available list of functions can be found in Van Ek and Alexander :and is organised under the six headings of (1980)

Imparting and seeking factual information

Expressing and finding out intellectual attitudes

Expressing and finding out emotional attitudes

Expressing and finding out moral attitudes

.(Getting things done (suasion