BRITISH COUNCIL

II Fórum de Língua Inglesa
Elaboração e Implementação de Currículos

What do we need to consider?

- **Basic principles of curriculum design:** Conceptual frameworks; value orientations; coherence; macro- and micro-level planning

- **Needs assessment:** How do we assess needs? Who should be involved in the assessment?

- **Formulating objectives:** What do we want learners to achieve? Do specific, measurable knowledge, skills and attitudes need to be defined?

- **Means to achieve objectives:** Teaching methods; learning styles and strategies; timelines and required resources

- **Language and other learning outcomes:** What language knowledge do learners need at particular levels? Which language skills should be developed? Do learning skills and critical thinking skills also need to be included?

- **Methods of assessment:** Matching assessment to teaching-learning methods and techniques; forms of assessment to promote learning

Changing trends in curriculum development

Moving from ...

- Curriculum as subject
- ➢ teaching
- ➢ inputs
- ➢ schooling
- ➢ categorized learning
- ➢ rote learning

New trends

Moving to …

- Curriculum as framework

➢ learning

➢ outcomes

➢ lifelong learning

➢ integrated learning

➢ applied learning

- How can we reflect these in our own curriculum?

- Let's start with a look at **values**

Task 1: Values

- **Work in groups of 4**
- **Look at the examples** on the handout of introductions to curricula from other countries.
- Do they have anything in common?
- Can you **identify key words** in the extracts?
- What values do you think these curricula promote?
- What values are appropriate to English language education in Brazil?
- **List the key values** you would like to see promoted in a curriculum for English for the state education sector in Brazil

Objectives

- Objectives for the curriculum can be both linguistic and non-linguistic
- Linguistic objectives may be e.g.
- ➢ Structural: to learn how to use prepositions of place and time accurately and appropriately
- ➢ Functional: to participate actively in a simple conversation, to ask and answer questions or to signal non-understanding
- ➢ Skills-based: to extract essential information from a simple spoken text
- Non-linguistic (though language-based) objectives may include e.g.
- To develop an appreciation of other peoples and cultures
- To develop skills essential for participating in the global economy

Task 2: Outcomes

- The objectives will often be used to define behavioural outcomes
- The levels on the Common European Framework of Reference (CEFR) are increasingly being used to specify broad outcomes which, in turn, provide the basis for detailed specification of language and skills to be acquired by the end of each grade level
- **Look at the CEFR levels on Handout 2** and …
- Taking into account the amount of time (lesson duration, lessons per week, weeks in the school year) available for learning English in schools in Brazil, **determine realistic outcomes by the end of 'fundamental education' and secondary school**
- You can download the Cambridge guide to the CEFR here:
- http://www.englishprofile.org/images/pdf/GuideToCEFR.pdf

Outcomes (Optional task)

- Now look at **Handout 3** from a private English language school

- This gives objectives and an outline syllabus aligned with CEFR levels

- Taking into account the attainment levels you decided on in Task 2, **which aspects** of these objectives and syllabus do you think **would be appropriate for Brazilian schools**?

- Which would you **exclude**? **Why?**

Task 3: Assessment

- All of our good intentions will come to nothing if the means of assessment do not align with recommended teaching and learning methods

- A new curriculum must be clear from the outset about how learning outcomes will be assessed

- Look at **Handout 4**, which gives

- Which of these do you agree with?

- Which should be included in a 'Philosophy' for Brazilian schools?

And finally …

- Developing a new curriculum is a complex process

- Involving many people …

- Not just education officials and teachers …

- But also parents, students and others in the wider society …

- So the curriculum reflects the needs of the students and wider society in the 21st century

- The curriculum, syllabus, teaching methods and materials must all be congruent

- Most important, methods of assessment must match methods of teaching

- And our objectives for learning English in schools must always be realistic – especially if the students don't experience much English outside school