


# Language Curriculum: a challenge or a choice?

Andréa Hughes

 @andrea\_hughes/  
@brazilianethnica



# Content

Definition of  
*Curriculum* in  
mainstream and  
CLS

Good readings

Common  
misconceptions

Examples of the  
Brazilian Ethnic  
School of SA

Varied ideas



@andrea\_hughes7  
@brazilianethnica

# Introduction to Curriculum

## ACARA

Language curriculum is designed to enable all students to engage in learning a language in addition to English. (mainstream classes- 150 minutes per week)



@andrea\_hughes7  
@brazilianethnica

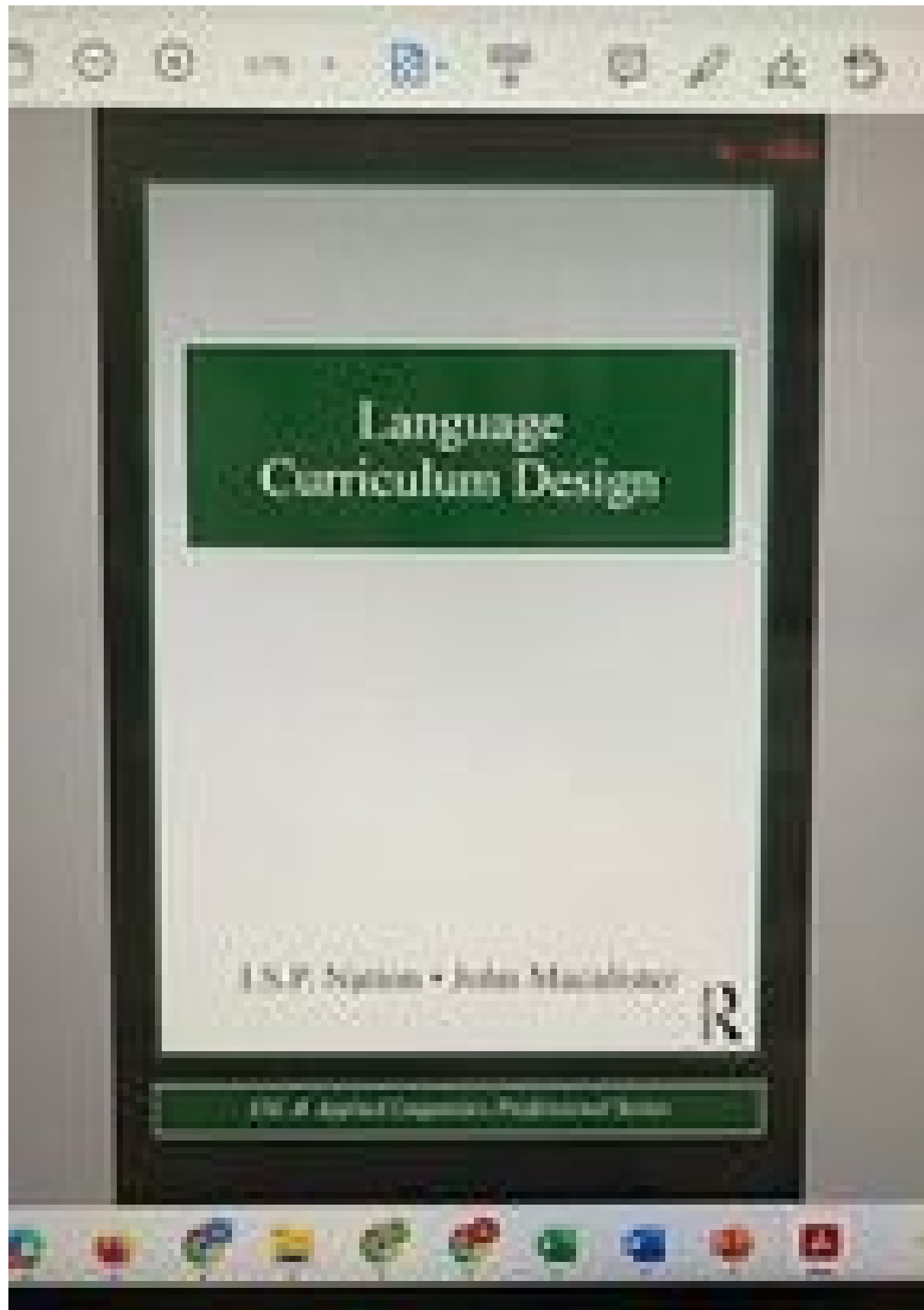
# Introduction to Curriculum

## Community Language schools

Language schools are created to provide language in contextual and cultural environment. Usually, all children come from the same background. (120 minutes per week)







# SOME GOOD READINGS ABOUT CURRICULUM DESIGN

---

John Macalister

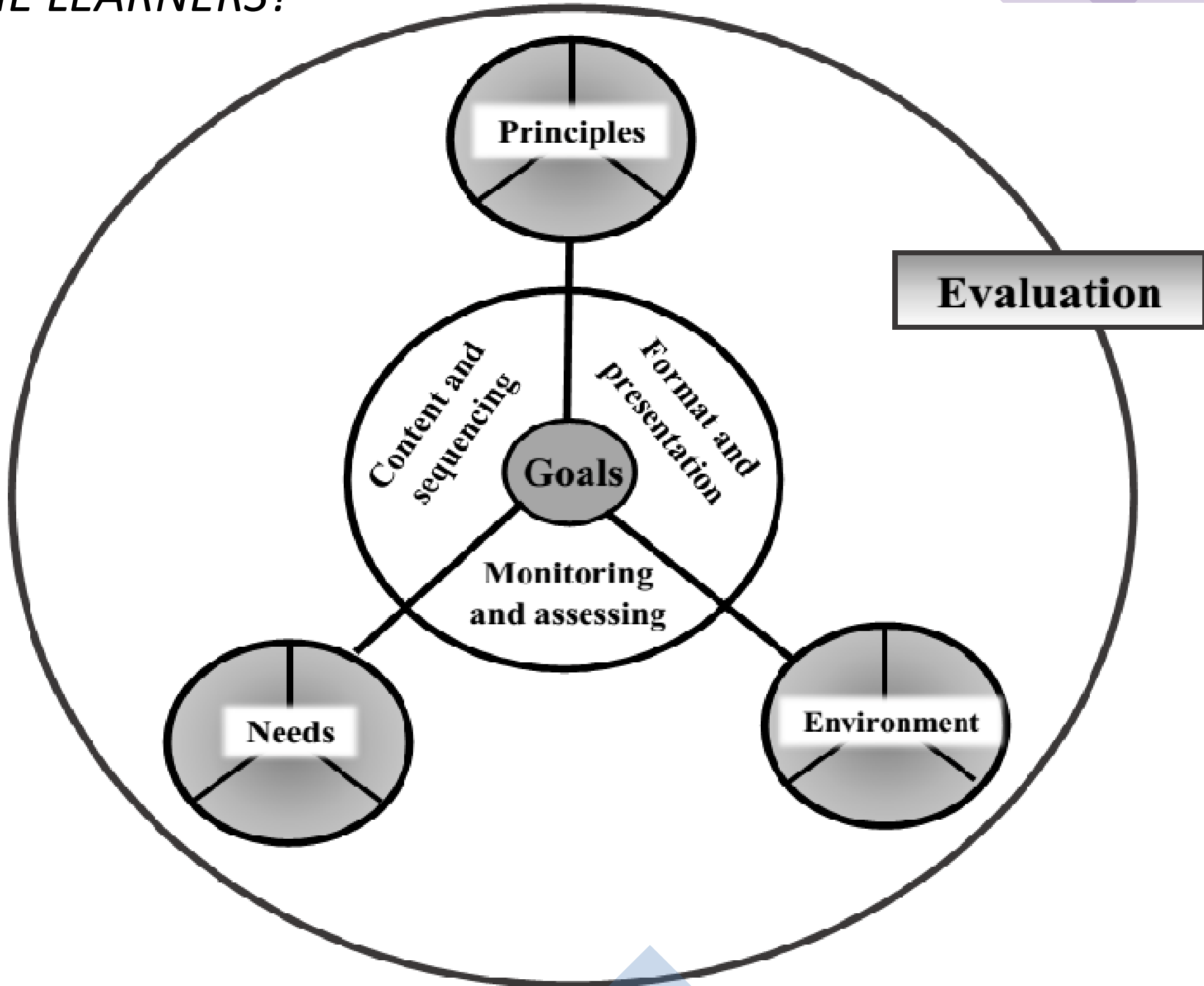


@andrea\_hughes7  
@brazilianethnica

# Some principles about curriculum preparation

*WHERE WOULD YOU PLACE THE LEARNERS?*

**LEARNERS**





can be applied to curriculum design, but it makes it easier to draw on current curriculum design theory and practice if a different set of parts is used. The curriculum design model in Figure 1.1 consists of three outside circles and a subdivided inner circle. The outer circles (principles, environment, needs) involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. There is a wide range of factors to consider when designing a course. These include the learners' present knowledge and lacks, the resources available including time, the skill of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning. If factors such as these are not considered then the course may be unsuited to the situation and learners for which it is used, and may be ineffective and inefficient as a means of encouraging learning. In the curriculum design process these factors are considered in three sub-processes, environment analysis, needs analysis and the application of principles. The result of environment analysis is a ranked list of factors and a consideration of the effects of these factors on the design. The result of needs analysis is a realistic list of language, ideas or skill items, as a result of considering the present proficiency, future needs and wants of the learners. The application of principles involves first of all deciding on the most impor-

... and monitoring their application through the whole







@andrea\_hughes7  
@brazilianethnica



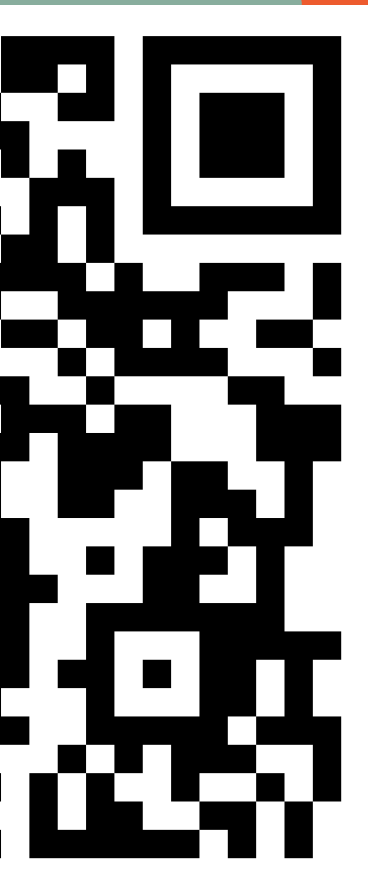
# Misconception or not?

Q1. If a student is born in a country, they speak the home language of that country:

TRUE ?

FALSE? Why?

<https://padlet.com/hughesandrea/conference-padlet-8lx3g64a81arv8ex>



@andrea\_hughes7  
@brazilianethnicsa



## Misconception or not?

- Each student has their own unique culture, language, and traditions, followed and taught by families.

Q2. How can I create an interesting language curriculum/syllabus that adds to what they know?



@andrea\_hughes7  
@brazilianethnica





## Getting it right

- Should we start with ‘what do class teacher and students (all) have in common’?

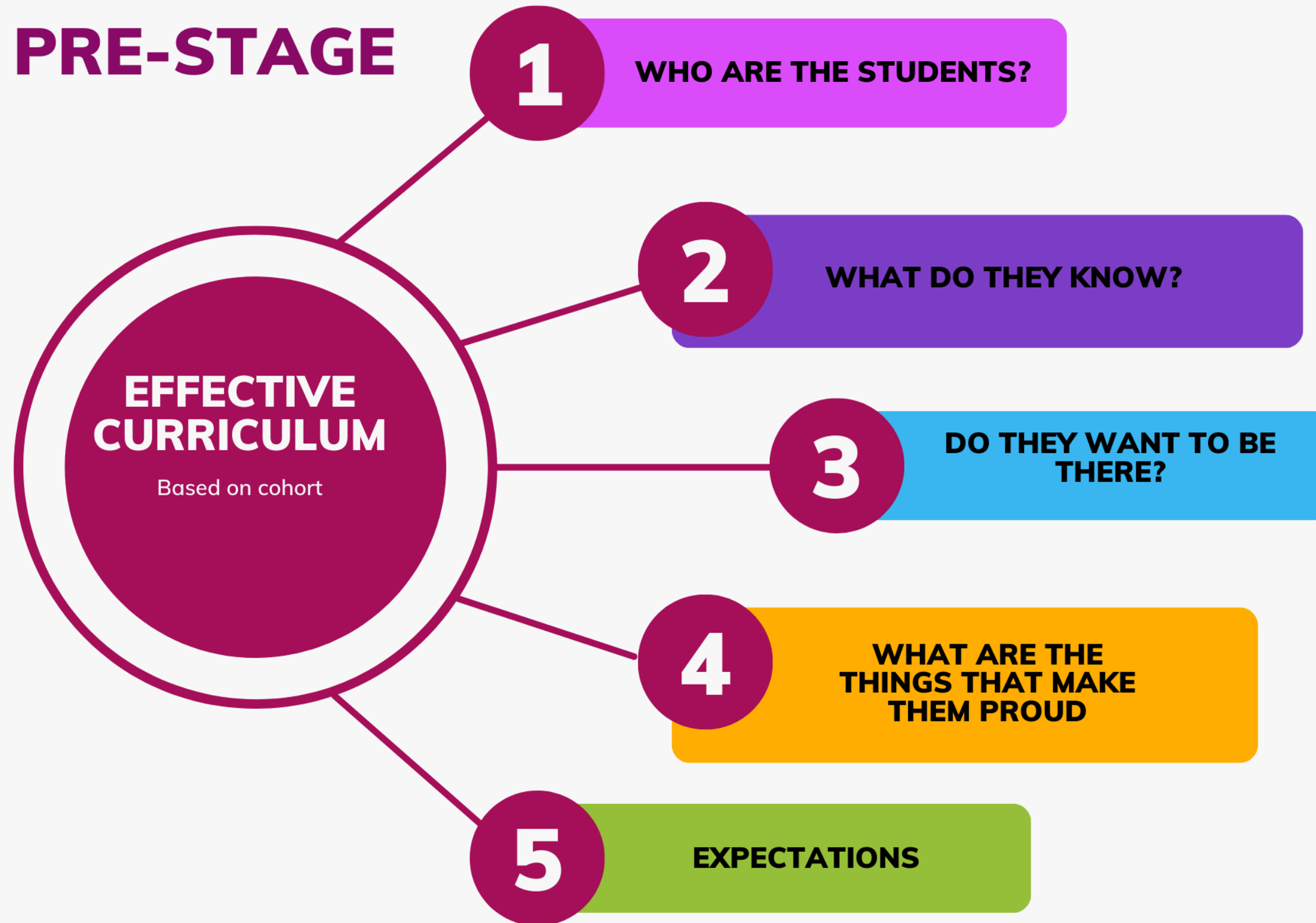
Q3. What is it that we have in common?



@andrea\_hughes7

@brazilianethnica

# PRE-STAGE



## 20th CENTURY "APPROACHES" TO LANGUAGE TEACHING



Thursday, November 30, 2017

## Difference between Syllabus, Course and Curriculum

Syllabus	Course	Curriculum
Syllabus describes the summary of topics covered or units like Chapters (Baabs) in any subject.	Course is a path, sequence, development or evolution.	Curriculum is the overall content, taught in an educational system or a course.
Syllabus can contain outlines, objectives and time required.	A set of classes or a plan of study on a particular subject, usually leading to an exam or qualification.	Curriculum actually contains all the learning materials: worksheets, slides and exams.
Syllabus is a Greek term.		Curriculum is a Latin term.
Syllabus is a subject.		Curriculum is a Course.
Descriptive		Prescriptive
Exam board	A course is a set of lectures that can consist of any type of content (e.g. video, documents, presentations etc).	Government or the administration of school, college or institute.
Varies from teacher to teacher.		Same for all teachers.

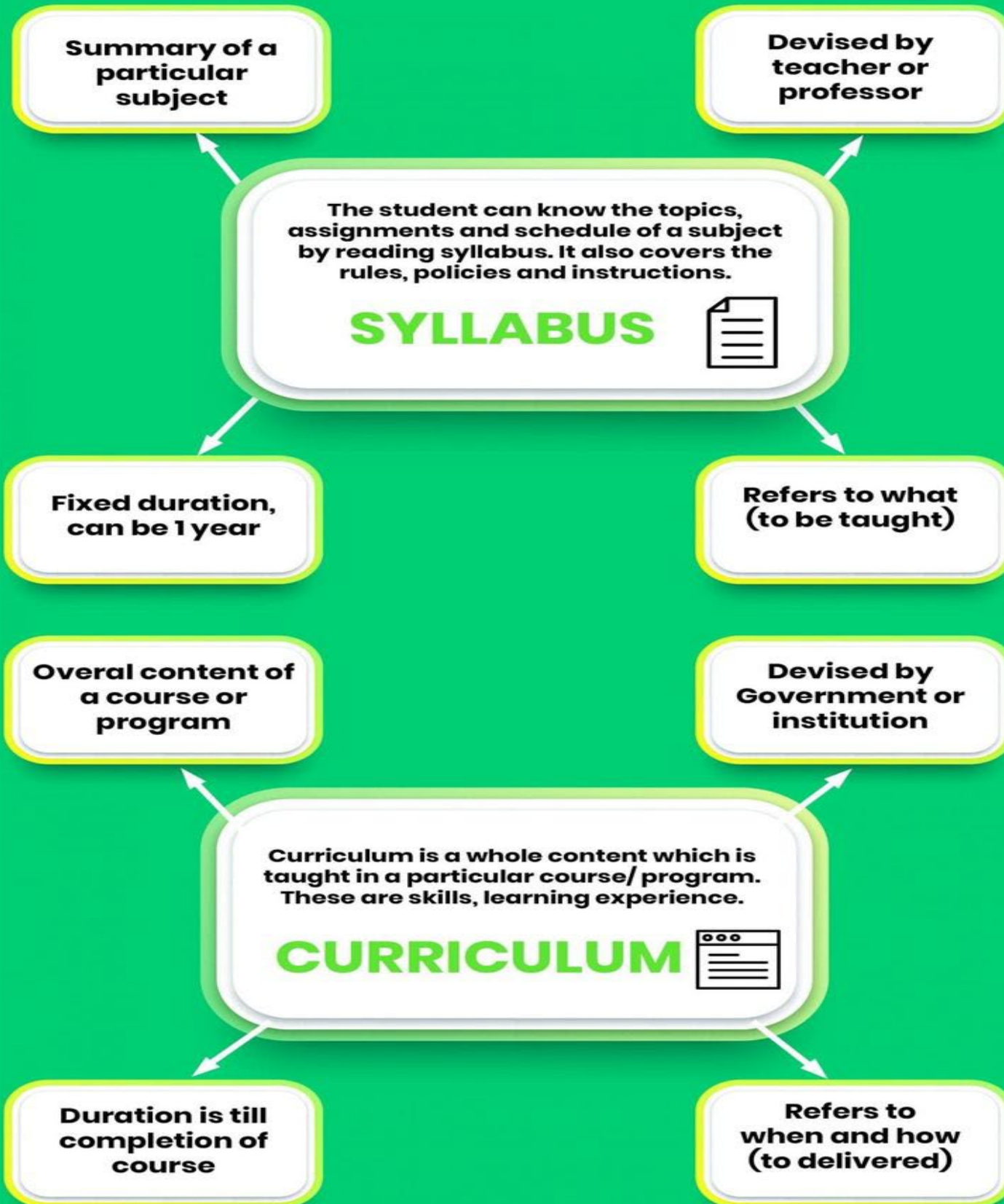
The basic differences between syllabus and curriculum are explained in the point given below:

- 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.
- Syllabus varies from teacher to teacher while the curriculum is same for all teachers.
- The term syllabus is a Greek origin, whereas the term curriculum is a Latin origin.
- The curriculum has a wider scope than the syllabus.

Institute of Research and Education



@andrea\_hughes7  
@brazilianethnicsa





Old methods  
(until the 20<sup>th</sup>  
century)

es of Syllabuses

## QUIZ TIME! 😊

- ⦿ What were some of the popular methods of the 20<sup>th</sup> century that have influenced curriculum design?
- ⦿ Grammar Translation Method (1800-1900)
- ⦿ Direct Method (1890-1930)
- ⦿ Structural Method (1930-1960)
- ⦿ Reading Method (1920-1950)
- ⦿ Audiolingual Method (150-1970)
- ⦿ Situational Method (1950-1970)
- ⦿ Communicative *Approach* (1970-present)



@andrea\_hughes7  
@brazilianethnica



# CURRICULUM

A curriculum is more than a list of topics to be covered by an educational programme, for which the more commonly accepted word is “syllabus”. A curriculum is first and foremost a policy statement about a piece of education, and secondly an indication as to the ways in which that policy is to be realized through a programme of action. It is the sum of all the activities, experiences and learning opportunities for which an institution (such as the Society) or a teacher (such as a faculty member) takes responsibility – either deliberately or by default (Coles, 2003).



## Social and Economic Efficiency

- *Curriculum development is seen as **based on scientific principles**, its practitioners were “**educational engineers**” whose job was to discover the **total range of habits, skills, abilities, forms of thoughts, etc** that its members need for the **effective performance** of their **vocational labors**.*
- *In language teaching, this philosophy leads to an **emphasis on practical and functional skills** in a foreign or second language*

# In a nutshell:

- [‘Morrison \(2003\)’](#) claimed that no curriculum was perfect in design and delivery. If the results of an evaluation show that no further development is needed, doubt is cast on the methods of evaluation or the interpretation of the results’.
- *Scientific Research Publishing*
- <https://www.scirp.org/journal/jss>



According to [Simplyeducate.me](http://Simplyeducate.me)

<b>20th Century Classroom</b>	<b>21st Century Classroom</b>
Time-based	Outcome-based
Focus: memorization of discrete facts	Focus: what students Know, Can Do, and Like after all the details are forgotten
Lessons focus on the lower level of Bloom's Taxonomy – knowledge, comprehension, and application	Learning is designed on upper levels of Bloom's Taxonomy – synthesis, analysis, and evaluation
Textbook-driven	Research-driven
Passive learning	Active learning
Learners work in isolation, classroom within four walls	Learners work collaboratively with classmates and others around the world – the Global classroom
Teacher-centered: teacher is center of attention and provider of information	Student-centered: teacher is facilitator/coach
Little to no student freedom	A great deal of student freedom

<p>“Discipline problems”educators do not trust students and vice-versa. No student motivation.</p>	<p>No “discipline problems”- students and teachers have mutually respectful relationship as co-learners; students are highly motivated.</p>
<p>Fragmented curriculum</p>	<p>Integrated and interdisciplinary curriculum</p>
<p>Grades averaged</p>	<p>Grades based on what was learned (?)</p>
<p>Low expectations</p>	<p>High expectations – “If it isn’t good it isn’t done.” We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that.</p>
<p>Teacher is judge. No one else sees student work.</p>	<p>Self, peer, and other assessments. Public audience, authentic assessments.</p>
<p>Curriculum/School is irrelevant and meaningless to the students</p>	<p>Curriculum is connected to students’ interests, experiences, talents and the real world.</p>



Print is the primary vehicle of learning and assessment.	Performances, projects, and multiple forms of media are used for learning and assessment.
Diversity in students is ignored.	Curriculum and instruction address student diversity.
Literacy is the 3 R's: reading, writing and math	Multiple literacies of the 21st century – aligned to living and working in a globalized new millenium
Factory model, based upon the needs of employers for the Industrial Age of the 19th century; scientific management	Global model, based upon the needs of a globalized, high-tech society.
Driven by the NCLB and standardized testing mania.	Standardized testing has its place. Education is not driven by the NCLB and standardized testing mania.

# Expanding...

*'While a variety of definitions of the term "curriculum" have been suggested and this study does not contain all of the definitions of "curriculum", the definition proposed here is consistent with the tradition that views the curriculum as a systematic plan for learning, a master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners' behaviours and insights.'*

- *Scientific Research Publishing*

- <https://www.scirp.org/journal/jss>



@andrea\_hughes7  
@brazilianethnica



Here is a short list of some of the other factors that teachers considered most important:

The small amount of time available for the course

The large size of the classes

The lack of appropriate reading materials

The immediate survival needs of the learners

The wide range of proficiency in the class

The teachers' lack of experience and training

The learners' use of the xxx language in the classroom

The need for the learners to be more autonomous

What does it mean?

Do we differentiate?



@andrea\_hughes7  
@brazilianethnica

# Some good videos to reflect upon

[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)

(find inspiration to inspire)- Be a champion

<https://www.youtube.com/watch?v=UURtUxjOpuc>

[https://www.youtube.com/watch?v=llhrW\\_EBE04](https://www.youtube.com/watch?v=llhrW_EBE04)



@andrea\_hughes7  
@brazilianethnica



# *So, how do we write a curriculum?*



*We don't- it's written already (somewhere)*



*We 'modify' or 'adjust' according to the needs of our learners*



*Works better in teams of teachers*



*Works better if 'shifted' constantly*



*Associate it with learners' interests*



@andrea\_hughes7  
@brazilianethnica





# Considerations about our learners' :

---

- *Ages*
- *Abilities*
- *Mother tongue experience*
- *English experience*
- *Time in both countries*
- *Mother-country cultural understanding*
- *Special/complex needs*



@andrea\_hughes7  
@brazilianethnica



# School leaders' considerations (about the teachers)

*Teacher's  
degree*

*Area of  
expertise*

*Experience  
(personal and  
professional)*

*Cultural  
awareness*

*Openness*

*Mindset*

*Availability*

*Conceptual  
understanding*







# Teachers' considerations:

- 
- *Lesson time limit*
  - *Long and short-term goals*
  - *Small goals*
  - *Length of each unit of work and activities related*
  - *Complexities in class (different levels, class size, behaviour)*
  - *Pace*
  - *How each student learns (visual, sensorial, auditive)*
  - *Material*





# Revelations (how students evaluate)

- Most of the respondents (12/15 students) felt the **materials were unattractive and boring**. One of them also expressed that although some textbooks of some subjects were so boring due to **full of words**, she felt excited at the textbooks of some subjects related to **culture and history** (i.e., tourism, American studies). On the other hand, one respondent was satisfied with the materials because they helped her widen her knowledge.

- *Scientific Research Publishing*
- <https://www.scirp.org/journal/jss>



@andrea\_hughes7  
@brazilianethnica



## Using authentic materials in the EFL classroom: Some key considerations

Are ss exposed to 'real life discourse'?

Are the materials accompanied by suitable tasks?

Is the vocabulary included in the materials relevant to our ss' needs?

Are we using a variety of different sources? (exposure to both written and spoken word)

Do the materials contain useful samples of TL lexis and grammar? Will our ss acquire an 'effective receptive knowledge' of TL structures?

Is the information included in the materials up to date?

Could the materials be too culturally biased?

Do they increase our learners' cultural awareness?

Comprehensible input: Can our ss' extract the info they need using contextual clues?

Can we simplify the materials for lower levels without losing the authenticity?

Do they add variety to the lesson? Do they promote learner motivation?

Do they contain interesting topics, relevant to our learners' level and needs?

Do the materials extend our ss' knowledge of the world?



@andrea\_hughes7  
@brazilianethnica



# What has worked for us

- Finding connections
- Creating positive relationships
- Bringing the background/country culture experience to plan (calendar, special dates)
- What is special about the country that you can bring in and adjust to your teaching?



@andrea\_hughes7  
@brazilianethnica



## *In practice, try to combine:*

---

- *Dates*
- *Activities*
- *Culture*
- *Language development*
- *(one theme will be spread out among all group ages and abilities)*
- *Register continuum*



@andrea\_hughes7  
@brazilianethnica

Dia	semana	Atividade/turma	Detalhes
5/2	1	Open Day 9.30-10:30 – playgroup 1 e 2 anos...	<i>Um dia aberto para apresentar a escola a comunidade</i>
<u>12/2</u>	2	Volta às aulas	Abertura do currículo para todas as crianças de uma maneira interativa Regras, o que fazemos, cuidados com o espaço, comportamento na sala e escola e etc.
19/2	3	Aula normal	DIA DA LÍNGUA MATERNA; Ensinar uma música ou trava-língua para as crianças?
26/2	4	Preparação Carnaval das crianças	<i>Sugestão de atividades em preparação</i>  Plays e pré 1- enfeitar uma peça de roupa, fazer máscara  Pré 2 e Primário- Preparação para o carnaval: Faça uma atividade de pesquisa, separe grupos para criarem uma apresentação sobre como o Carnaval é comemorado em diferentes países/estados do Brasil.  Não esqueça de abordar as diferenças entre as regiões do país, por exemplo, ritmos musicais, figuras carnavalescas e a importância na cultura brasileira.  ** cada turma aprende a dança referente a um estado e apresenta no carnaval?  Rio- Samba Bahia – Axé Pernambuco (Olinda)- frevo Outros?







# Ideas in practice

Our school has a young cohort

Visual is important for them

Sensorial is important to the young ones



@andrea\_hughes7  
@brazilianethnica

# Lessons that counts= build a curriculum

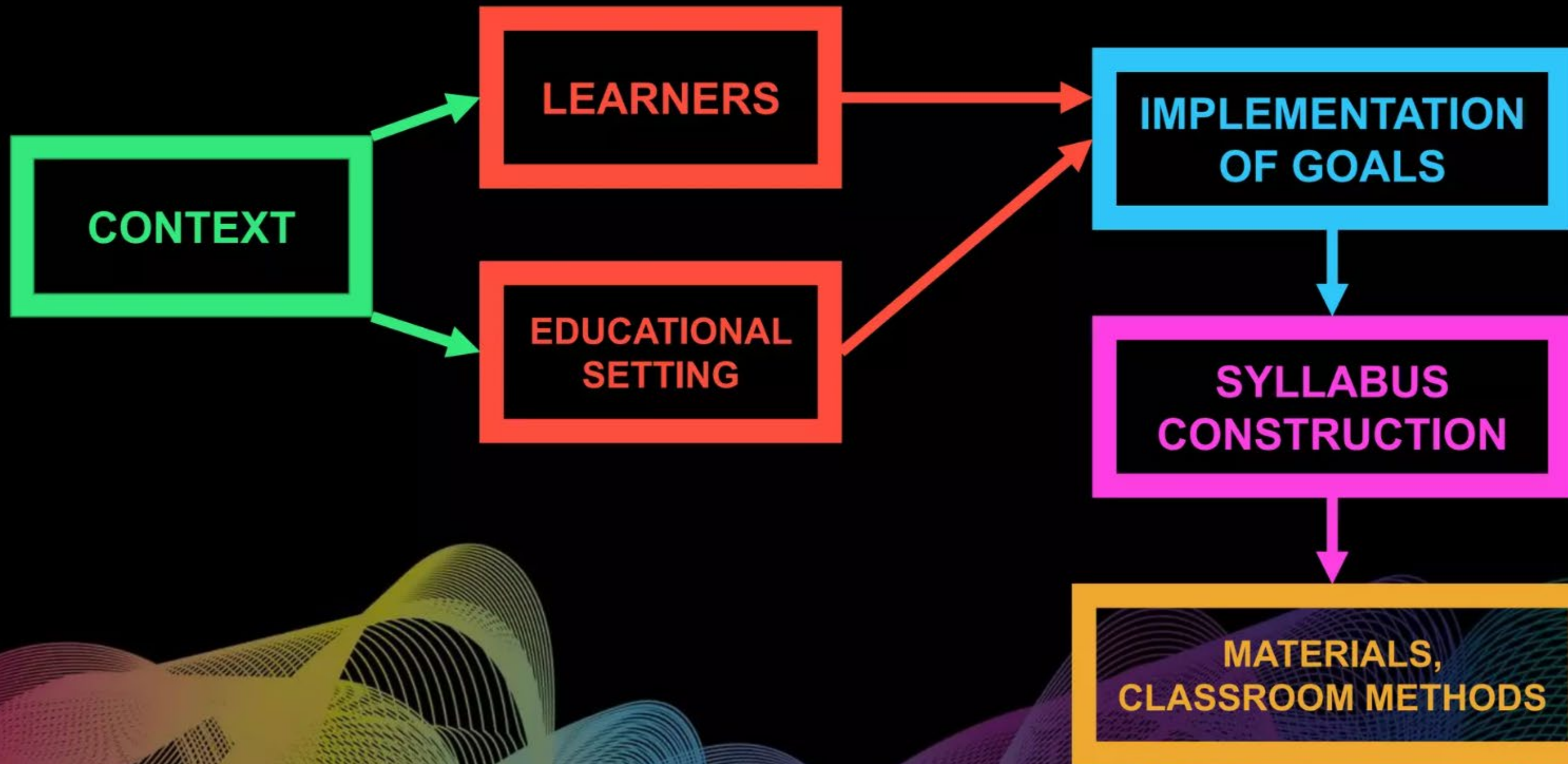
- Students are curious
- Stories are relevant
- How?

Use material that is appropriate for the age group



@andrea\_hughes7  
@brazilianethnica

# Framework of Materials and Methods





## Babies (1-2)

### Recurso Didático

Chocalho, latas, pacotes, chaves e papel.

Ajudar os bebês a baterem palma, o pé, balbuciar, esticar, engatinhar.

Inserir no dia a dia imagens de objetos, fauna e flora para facilitar a aprendizagem, bem como histórias e brinquedos que representem animais e os sons

## Pre-schoolers (3-4 years old)

### Recurso Didático

Cantigas e cirandas  
Contação de histórias  
Narração de histórias  
Conversas com as crianças

Manusear livro, caderno e papel e em seguida formular questões básicas para as crianças sobre histórias que lê no dia a dia, como por exemplo, qual som o cachorro emite? Manusear e usar objetos da escrita, como lápis, caneta, giz de cera, pincel e dentre outros

## Pre-schoolers 2 (5-6)

### Recurso Didático

Brinquedos de encaixe de variados tamanhos  
Expor a criança no ambiente natural

Ter zelo

Objetos como papelão, corda, fio para conhecimento de variados objetos

Adivinhar qual objeto está na mão da professora

Montar material para criança aprender sobre os meses, dia e semanas, bem como ter uma noção numérica

Cartazes, cartas, papel, cola, lantejoulas para fazer quadro com números



@andrea\_hughes7  
@brazilianethnica

Know oneself

Know others

Play (have fun)

Participate  
(sense of  
belonging)

explore

express

Songs

Handle books

Images/cards  
(animals, toys,  
themselves)

Know where  
they are

Care for  
where they  
are

Be attentive to  
what is  
around them



## Lessons that counts= build a curriculum

- Students are curious
- Stories are relevant
- How?

Use resources material that is appropriate  
for the age group



@andrea\_hughes7  
@brazilianethnica





# Kindergarten Curriculum



Kindergarten Skills Scope and Sequence

Week	Letters	Sight Words
1	Rainbow Writing Letters	---
2	Rainbow Writing Letters F-J	---
3	Rainbow Writing Letters K-O	---
4	Rainbow Writing Letters P-T	---
5	Rainbow Writing Letters U-Y	---
6	Rainbow Writing Letters Z	---
7	Letter Cc	the
8	Letter Mm	my
9	Letter Aa	see, the
10	Introduce long vowels / Long a sound	
11	Letter Tt / word family -at	see, my
12	Letter Rr	I, see, the
13	Letter Ss	the, is (color words)
14	Letter Ii/ short and long sounds	look, at, the
15	Letter Pp / word family -it	look, at, the (color words)
16	Letter Bb	can, you, see, the
17	Letter Ff / word family -an	this, can, go
18	Letter Oo/ short and long sounds	an, can
19	Letter Gg / word family -og	do, you, like, this
20	Letter Hh	we, like, this (color words)
21	Letter Jj	come, and, see, the
22	Letter Uu/ short and long sounds	did, you, see, the
23	Letter Ll / word family -ug	he, has, a, it, is (color words)
24	Letter Dd	do, you, have
25	Letter Ww / word family -ing	here, is, the, little, big
26	Letter Ee / short and long sounds	are, you, an, yes, am
27	Letter Nn / word family -et	we, saw, in, water
28	Letter Kk / word family -ack	will, go, up, yes, it, no, not
29	Letter Qq	here, is, she, it, is
30	Letter Vv / word family -am	am, looking, for, there, it, is
31	Letter Xx / word families -ox, -ix, -ax	had, to, get, an
32	Letter Yy / word family -ay	want, to, play, with, mom, said, yes, no
33	Letter Zz / word family -ow	how, many, are, on, this page
34	CVC words / Digraphs	

# Older students (primary-pre-teens)

Promover brincadeiras em grupo, estimulando os maiores a ajudarem os menores em situações básicas do dia a dia

Piquenique (cultural/traditional food)

Amarelinha (traditional games)

Brincar de manja; Bambolês; Caça ao tesouro;

Reconhecimento do ambiente escolar

Dividir objetos, no dia do brinquedo;

Teatro de fantoche (puppets)

Ler histórias com conteúdo do meio ambiente e colocar a criança para desenhar (reading)

Rodas de conversa sobre comportamento e características únicas; (free talk – two languages)

Leitura de histórias, poesias e poemas;

Reprodução de obras de arte com massinha e argila (play dough/ clay)

Ajudar a arrumar a sala de aula depois da aula



@andrea\_hughes7  
@brazilianethnica

## Lesson that counts outside the classroom

- Parents need to be on board
- Speak in the household is a way to go
- Stories are relevant in the family environment
- After school: group chat where teachers sent to parent what has been done. No much homework but light tasks (reading, listening to music, watch a short video, etc)
- Magic key: **open communication**



@andrea\_hughes7  
@brazilianethnica

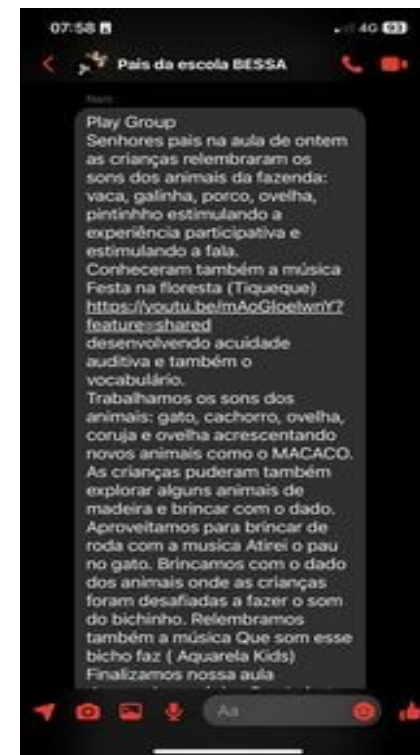




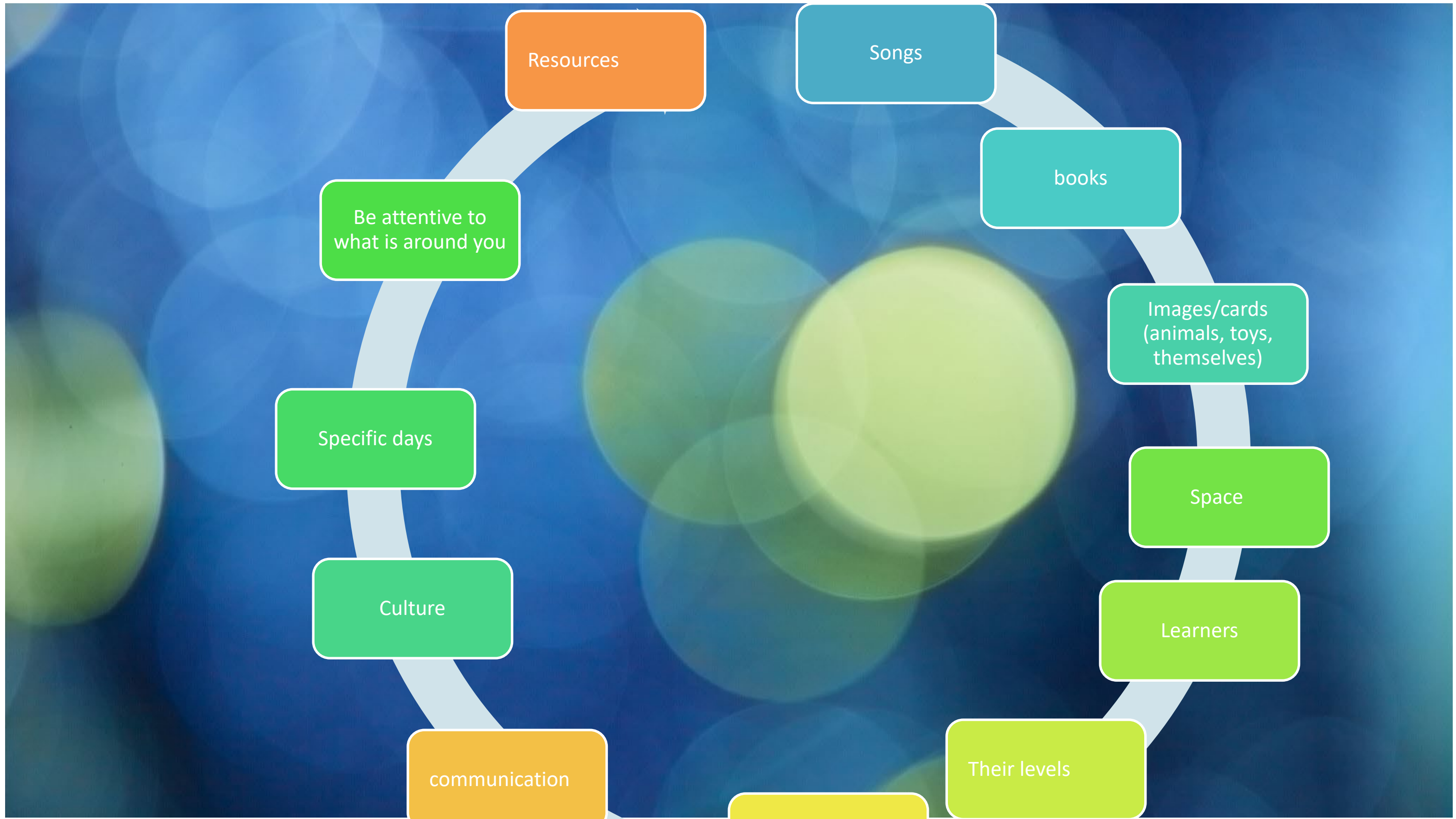
# Communication is always the key- aligned with curriculum



- Teachers' communication is crucial
- Parents need to be on board: group chat
- Social activities
- Outdoor activities
- **Australian lifestyle needs to be considered**



@andrea\_hughes7  
@brazilianethnicsa



@andrea\_hughes7  
@brazilianethnica



@andrea\_hughes7  
@brazilianethnica



# CONCLUSION

Students even when from same countries and cultures have different ideas of language. Their interests help us to understand and appreciate diversity. Let's celebrate our differences and similarities by creating a curriculum that will promote learning and students' agency.



@andrea\_hughes7  
@brazilianethnica



THANK YOU FOR  
SHARING YOUR  
IDEAS WITH ME!



@andrea\_hughes7  
@brazilianethnica

# REFERENCE LIST

## Secondary/online sources

<https://ioannanifli.wordpress.com/2021/03/30/selecting-authentic-materials-to-promote-language-learning/>

<https://www.pbs.org/parents/thrive/when-to-introduce-your-child-to-a-smartphone-or-tablet#:~:text=Just%20because%20toddlers%20like%20to,is%20at%20least%20preschool%20age.>

<https://www.scirp.org/journal/jss>

<https://simplyeducate.me/2014/12/10/curriculum-and-instruction/>

<https://www.slideshare.net/benithgariales/language-curriculum-59867134>

<https://www.slideshare.net/simplyjeyd/language-curriculum-86742500>

[https://www.ted.com/talks/rita\\_pierson\\_every\\_kid\\_needs\\_a\\_champion](https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion)

[https://www.slideshare.net/EXO\\_Honey/introduction-to-materials-development](https://www.slideshare.net/EXO_Honey/introduction-to-materials-development)

Other sources & books:

The Routledge handbook of language education curriculum design

Australian language teaching

SACE LAPS

 **acara** AUSTRALIAN CURRICULUM,  
ASSESSMENT AND  
REPORTING AUTHORITY 



@andrea\_hughes7

@brazilianethnica