CHAPTER II

LITERATURE REVIEW

In this chapter will discuss about curriculum definition , curriculum framework , syllabus and lesson plan and previous of the study .

2.1   Curriculum Definition

In a sense, the task of defining the concept of curriculum is perhaps the most difficult of all, for the term curriculum has been used with quite different meanings ever since the field took form. Curriculum, however, can be defined as prescriptive, descriptive, or both.

Prescriptive curriculum definitions provide us with what "ought" to happen, and they more often than not take the form of a plan, an intended program, or some kind of expert opinion about what needs to take place in the course of study. (Ellis, 2004, p. 4).

To understand the nature and extent of curriculum diversity, it is important at this study to examine the prescriptive and descriptive definitions offered by some of the past and present leaders in the field. These prescriptive definitions examples, arranged chronologically, have been chosen for their representativeness. Curriculum refers to a written plan outlining what students will be taught (a course of study). Curriculum may refer to all the courses offered at a given school, or all the courses offered at a school in a particular area of study. (J. L. McBrien & R. Brandt, 1997). Curriculum means the planned interaction of pupils with instructional content, materials, resources, and processes

for evaluating the attainment of educational objectives. (n.p.) (Indiana Department of Education , 2010).

The descriptive definitions of curriculum go beyond the prescriptive terms as they force thought about the curriculum "not merely in terms of how things ought to be . . . but how things are in real classrooms" (Ellis, 2004, p. 5). Another term that could be used to define the descriptive curriculum is experience. The experienced curriculum provides "glimpses" of the curriculum in action.. The definitions provided for prescriptive and descriptive curricula vary primarily in their breadth and emphasis. It would seem that a useful definition of curriculum should meet two criteria: It should reflect the general understanding of the term as used by educators, and it should be useful to educators in making operational distinctions.

Several points in this definition need to be emphasized. First, it suggests that the term curriculum includes both the plans made for learning and the actual learning experiences provided. Limiting the term to the plans made for learning is not enough, because, as will be discussed below, those plans are often ignored or modified. Second, the phrase "retrievable documents" is sufficiently broad in its denotation to include curricula stored in a digital form—i.e., software and/or shared on the Internet. Also, those documents, as will be more fully explained below, are of several levels of specificity: Some, such as curricular policy statements, are very general in their formulation; others, such as daily lesson plans, are quite specific. Third, the definition notes two key dimensions of actualized curriculum: the curriculum as experienced by the learner and that which might be observed by a disinterested observer. Finally, the experienced

curriculum takes place in an environment that influences and impinges on learning, constituting what is usually termed the hidden curriculum.

Although the definition, for the sake of brevity, does not deal explicitly with the relationship between curriculum and instruction, an implicit relationship does exist. Instruction is viewed here as an aspect of curriculum, and its function and importance change throughout the several types of curricula. First, in the written curriculum, when the curriculum is a set of documents that guide planning, instruction is only one relatively minor aspect of the curriculum. Those retrievable documents used in planning for learning typically specify five components: a rationale for the curriculum; the aims, objectives, and content for achieving those objectives; instructional methods; learning materials and resources; and tests or assessment methods.

2.1 Curriculum Frameworks

One of the most important tools in ensuring consistency and quality in a 'curriculum system' is a 'curriculum framework'.Definition of a curriculum framework is a document (or set of documents) that sets standards for curriculum and provides the context (available resources, capabilities of teachers and system support) in which subject specialists develop syllabuses (Kigali, Rwanda , 2007)

A curriculum framework describes the educational environment in which syllabuses (or subject specific outlines of objectives, outcomes, content and appropriate assessment and teaching methodologies) can be developed.

A curriculum framework is most commonly developed at a national level, but a form of curriculum framework could be developed at international level by a

group of countries with similar goals and educational environments. One function of a curriculum framework is to define a set of 'curriculum standards' that enable a range of curricula to co-exist, on the proviso that each curriculum complies with specific criteria. A curriculum framework is therefore a very useful mechanism for allowing flexibility and diversity among countries within an affiliation of some kind or ethnic groups within a single state. Each individual system can maintain the 'identity' of its own curriculum while ensuring consistency and quality through compliance with a set of agreed standards expressed in the framework.

A curriculum framework commonly contains the elements described in table below. However, one of the advantages of a framework approach is flexibility, and elements can be added to or deleted from the framework structure to suit the needs of the education system or systems developing it.

Table : Common Elements of a Curriculum Framework

Element	Function or Purpose
1. Introduction: Current Context	Describes the social and economic environment in which educational policy is made and in which teaching and learning occur
2. Educational Policy Statements	Describes the Government's goals for education, such as universal literacy and numeracy, the development of

Element	Function or Purpose
	skills needed for economic prosperity and the creation of a stable and tolerant society
3. Statement of Broad Learning Objectives and Outcomes / standards for each level / cycle	Describes what students should know and be able to do when they complete their school education. Outcomes should be expressed in a range of domains, including knowledge, understanding, skills and competencies, values and attitudes
4. Structure of the Education System	Describes the school system within which the curriculum framework is to be applied. It should specify: • Number of years of schooling, including compulsory schooling • Stages (or cycles) of schooling and their durations • Number of weeks in the school years, hours / teaching periods in the school week
5. Structure of curriculum content,	Describes the organization of content within the framework and the extent to which schools and students can make choices. It might describe:

Element	Function or Purpose
learning areas and subjects.	• The pattern of Subjects or Learning Areas to be studied in each stage or cycle (such as core, elective and optional subjects) A brief description of each Subject or Learning Area outlining the rationale for its inclusion in the curriculum and the contribution it makes to the achievement of the Learning Outcomes . • The number of hours to be assigned to each subject or Learning Area in each stage or cycle.
6. Standards of resources required for implementation	Describes standards as they apply to: • Teachers – qualifications, teaching load (number of classes per week) • Students – number per class in each subject • Materials – textbooks, computers, other equipment; facilities – classrooms, furniture, fittings.
7. Teaching methodology	Describes the range of teaching approaches that might be employed in the implementation of the framework

Element	Function or Purpose
8. Assessing and reporting student achievement	Describes the importance of assessing the extent to which students achieve the outcomes of each subject, and recommends or prescribes types of assessment strategies and how achievement will be certified

To the above list can be added other agreed elements. These could include agreed policies on contentious issues (such as agreed positions on the content of history syllabuses or how history should be taught), how content and student learning can be integrated, the incorporation of competencies or any other matter which requires a 'standard' to be defined.

Once a curriculum framework is agreed, other documents can be developed, including most importantly, subject or learning area syllabuses and textbooks. It is the curriculum framework which gives guidance to syllabus and textbook writers and which determines the detail of a range of other policy and funding priorities.

2.3 Quality of Curriculum

Curriculum is the simplest terms, a description of what, why, how and when students should learn. The curriculum is not, of course, an end in itself. Rather, it seeks both to achieve worthwhile and useful learning outcomes for students, and to realize a range of societal demands and government policies. It is in and through the curriculum that key economic, political, social and cultural questions about the aims, purposes, content and processes of education are resolved. The

policy statement and technical document that represent the curriculum reflect also a broader political and social agreement about what a society deems of most worth – that which is of sufficient importance to pass on to its children.

A principal objective of a quality curriculum is, in a fair and inclusive manner, to enable students to acquire and develop the knowledge, skills and values, and the associated capabilities and competencies, to lead meaningful and productive lives. Key indicators of curriculum success include the quality of the learning achieved by students, and how effectively students use that learning for their personal, social, physical, cognitive, moral, psychological and emotional development. A quality curriculum maximizes the potential for the effective enhancement of learning. The premise that educational quality should be understood primarily in terms of the quality of student learning, which in turn depends to a great extent on the quality of teaching. Of prime importance in this is the fact that good teaching and learning are greatly enhanced by the quality, relevance and effectiveness of the curriculum.

Learning in schools occurs of course in a range of intended and unintended ways. Intended learning (frequently referred to as the 'planned' or 'formal' curriculum) most often occurs in the classroom and other 'controlled' settings. Its focus is the 'state-endorsed' curriculum as implemented by teachers. The outcomes of the formal curriculum are normally assessed in various formal ways by teachers and examination authorities.

Unintended learning (such as through the 'hidden' curriculum) can occur anywhere –inside or outside the classroom – and is largely 'uncontrolled'. It can emanate from, for example, the ethos or culture of the school, from unintended

features of the intended curriculum (such as gender or cultural bias), from relationships between students and teachers and between students themselves, from societal power structures and existing social arrangements and patterns, from economic, political, social and cultural relationships in the broader society, and, at the broadest level, from how students understand the way things are in their world. If, for example, students see only male teachers in positions of superior authority in their school, they may conclude that positions of power are reserved for men, or that women have a diminished capacity for leadership.

Curriculum is typically a phenomenon which includes many dimensions of learning, including rationale, aims, content, methods, resources, time, assessment, etc; which refers to various levels of planning and decision-making on learning (for example, at the supra-, macro-, meso-, micro- and nano-levels); or, international, national, local, classroom and individual levels; and which relates to multiple representations of learning (for example, as already mentioned, 'intended', 'implemented', 'attained', etc). Curriculum can be understood as the totality of what children learn while at school – including what they learn through classroom activities; in interdisciplinary tasks; across the school, for example, in the playground, at lunch time when eating (civic responsibilities, etc.). This curricular totality also includes opportunities for wider achievement through sport, music, debating, and the like. For the purposes of this paper, curriculum is defined in a holistic, process-oriented way. This definition is based on the belief that, while curriculum might commonly be perceived as a set of documents, the quality of those documents is closely connected to the processes used to develop them and to the means through which they are put into practice. In other words, judging

the quality of the curriculum itself cannot be done in isolation from the broader processes of curriculum development, implementation and evaluation.

2.4   Syllabus

According to the Oxford English Dictionary, the word syllabus made its debut in the English language in 1656 in reference to, in essence, a table of contents. Its more particular use in referring to an outline of lectures or a course dates to 1889. The ambiguity about the meaning of the term does not seem to have dissipated in the subsequent centuries. For example, the term has been used in some fields to refer to a course of study rather than a document outlining information about the course (Bass 1993, Hill 1996, Sheen 1994).

Etymologically syllabus means a "label" or "table of contents." The *American Heritage Dictionary* defines syllabus as outline of a course of study. Agree that a syllabus should contain an outline, and a schedule of topics, and many more items of information.(Howard B. Altman, and William E. Cashin , 1992) , However, we suggest that the primary purpose of a syllabus is to communicate to one's students what the course is about, why the course is taught, where it is going, and what will be required of the students for them to complete the course with a passing grade.

Most of the list of suggestions from the literature about what information might be included in your course syllabus. It is extremely unlikely that you will include every listed. They suggest two criteria in deciding what information to include. First, include all information that students need to have *at the beginning*

of the course; second, include all information that students need to have *in writing.* They believe that any really important information about the course should be in writing. However, it may be better to introduce some information later in the term, e.g., the details of a required project. To attempt to include every single item of importance in your syllabus is to insure that the student will not read much of it.

To the experienced teacher, probably few of the items listed are likely to come as a surprise. However, Lowther, Stark, and Martens (1989) found in their interviews with faculty and in their examinations of syllabi that "obvious" items were often omitted. At the very least we hope this paper will provide the reader with a useful organization of what is already known.

In compiling the list of items of information that might be included in a syllabus, we started with the unpublished article by the first author -- an abbreviated version of which appeared in *The Teaching Professor* (Altman, 1989). We found additional items in other publications (Birdsall, 1989; Lowther, Stark, & Martens, 1989; Millis, no date; Wilkerson & McKnight, 1978). There was surprising agreement about the major areas of information to be included in a syllabus.

2.4.1 Major Content Areas of a Syllabus

1. **Course Information.** The first items of information in a syllabus should give course information: *course title, course number,* and *credit hours.* Also, are there any *prerequisites*? Is the *permission of the instructor* required? Include the *location of classroom*, and the *days and hours class/lab/studio/etc. meets.*

2. **Instructor Information.** Second, the students need information about the instructor: *full name, title; office location* (and where to leave assignments), *office phone number; office hours.* Depending on the size of the class (and other factors), it may be desirable to include an *emergency phone number;* quite often this can be the number of the department office. Many instructors give the students their *home telephone number.* If you do, it is well to also list restrictions, e.g., "No calls between 10:30 pm and 8:30 am please." If you are helped by *teaching assistants* or other instructors, their names, locations, and phone numbers should also be listed.

3. **Text, Readings, Materials.** -- at least in the United States -- is heavily dependent upon the use of print material, if not a required textbook, then a variety of readings. These are becoming increasingly costly. The syllabus should provide the students with detailed information about the following:

   a. **Textbook(s)** -- include the title, author, date (and edition), publisher, cost, where available, (often it is appropriate to indicate why the particular text was chosen and/or how extensively it will be used).

   b. **Supplementary reading(s)** -- in addition to the detailed bibliographic information about the readings, the syllabus should indicate whether the readings are required or only recommended, and whether the readings are on reserve in the library or available for purchase in the bookstore. Sometimes instructors make their own books available to students. If this is the case for the given course, that information might be included in the syllabus along with whatever conditions apply to their use.

c. **Materials** -- although many courses use only print material, there are a myriad of courses that require additional -- something expensive -- materials, e.g., lab or safety equipment, art supplies, special calculators or even computers, etc.

4. **Course Descriptions / Objectives.** The treatments of this area -- variously called course description, content, goals, objectives -- differ more than any other in the publications we reviewed. The bare minimum would be to repeat the *description in the college catalog* -- assuming that it describes the course with some accuracy. Certainly a paragraph describing the *general content of the course* -- would not be excessive. Information about *instructional methods*, e.g., large lecture with small discussion sections, may also be included here. Some instructors, who have developed detailed instructional objectives, include them in their syllabi. Such inclusion may result in information of general *course goals* (e.g., the learning and application of the general principles of..., or the development of the skill..., or the development of a more positive attitude toward...) can help orient the student to the purpose of the course, the instructor's expectations, etc.

5. **Course Calendar/Schedule.** Some instructors are concerned that, if they include a *daily - or weekly - schedule of topics* to be covered, they can be held legally liable if they depart from it. One remedy for this is to state that the schedule is tentative and subject to change depending upon the progress of the class. In many cases the instructor has only limited flexibility about scheduling anyway, e.g., in a multi-section course where departmental exams are administered on specific dates, or in a course which is a prerequisite for

another course (the material has to be -- should be -- covered by the end of the course). If we expect students to meet our deadlines, to plan their work, we must give them the information needed for such planning. The calendar or schedule should also include the dates for *exams, quizzes, or other means of assessment.* (We are *not* implying that all evaluation of students must be in groups and at the same time. A course in college teaching might require that the students be videotaped while teaching a class, so the syllabus could say "to be scheduled individually.") The calendar should also include *due dates for major assignments.* For example, when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due. Finally, any *required special events* need to be included in the calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.

6. **Course Policies.** Every discussion of syllabi we read included something about course policies, although what specifically was included varied. We suggest the following topics:

   a. **Attendance, lateness** -- at least for freshman and sophomore classes, and perhaps for all undergraduate classes, the syllabus should include some statement about attendance (is it required, will students who attend regularly be given a break if the grade is borderline?) and about lateness, at least if it is penalized. (Students who arrive late disturb the class, but on some campuses it is not possible for a student to get from one part of the campus to another within the allotted time; sometimes our colleagues do not let students leave promptly.)

b. **Class participation** -- in the medieval lecture hall, class participation was not an issue, but if students are to learn to apply, analyze, synthesize, etc, they need to be active. Such approaches are contrary to the experiences -- and preferences -- of many students. If active participation is expected, the syllabus needs to say so. It also needs to explain if/how participation will be graded.

c. **Missed exams or assignments** -- since these affect grades, they are of interest to students. Syllabi should inform the students whether exams and assignments can be made up; statements regarding earning extra credit should also be included if that is an option.

d. **Lab safety/health** -- in some courses these issues can literally be a matter of life or death. Even is detailed materials are handed out early in the course, the syllabus should include a short statement about the importance of these issues and indicate that more detailed information will follow.

e. **Academic dishonesty** -- in some syllabi this is treated as a separate area. The syllabus should address questions related to cheating and plagiarism. On campuses where these topics are treated in detail in a student handbook, it is sufficient for the syllabus to simply refer the students to that handbook. In the absence of such a resource, details in the syllabus are necessary. Many students actually do not know what constitutes plagiarism. We owe it to the students to explain what is considered to be plagiarism or cheating.

f. **Grading** -- this topic, even more that academic dishonesty, is often treated as a separate area. Given the students' interest in graded, such treatment is

certainly defensible. Each syllabus should include details about how the students will be evaluated -- what factors will be included, how they will be weighted, and how they will be translated into grades. Information about the appeals procedures, often included in a student handbook, is also appropriate at least for freshman and sophomore classes.

g. **Available Support Services.** Most college courses have available to the students a considerable variety of instructional support services. We often bemoan the fact that the students do not avail themselves of these services. Perhaps this is because we do not draw their attention to the possibilities. The *library* is probably the oldest resource, and perhaps still the richest. Include a brief statement in the syllabus identifying collections, journals, abstracts, audio or video tapes, etc. which the library has which are relevant to the course would be appropriate. If the institution has a *learning center*, making the students aware of its services can be of real benefit to students. In today's world *computers* are becoming almost a necessity. Most campuses have some terminals, if not personal computers, available for student use. Many courses have other support services unique to them. Briefly describe what is available in the syllabus, or tell the students where they can get detailed information.

2.5 Lesson Plan

A lesson plan is a written description to teach academic content. A lesson plan helps teachers organize their objectives and methodologies A lesson plan determines the purpose, aim, and rational of class time activity. It also provides

focus for the lesson that wil learn. A lesson plan is a fairly detailed plan of instruction. It helps to think through the best way to present the information to the students.

English language learners generally have limited time to devote to participating in language classes. A good lesson plan is an important tool that focuses both the instructor and the learners on the purpose of the lesson and, if carefully constructed and followed, enables learners to efficiently meet their goals (Brown, H. D. 2001). A lesson is a unified set of activities that focuses on one teaching objective at a time. A teaching objective states what the learners will be able to do at the end of the lesson. Teachers use the information learned through the needs assessment to develop the objectives. For example, if the learners identify "understand written communication from my children's teachers" as a goal, an objective might be "learners will be able to interpret a child's weekly homework form" or "learners will be able to read the notes that their children's teachers send from school."

2.5.1 The Essential Components of a Lesson Plan

A lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

a. **Enabling objectives** are the basic skills (language skills such as vocabulary, grammar, and pronunciation) and the life skills (including cultural information) that are necessary to accomplish the objective.

b. **Materials and equipment** should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include realia (reallife materials like bus schedules and children's report cards), visual aids, teachermade handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc.

c. **Activities** generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). They should be varied in type (e.g., whole group, paired, individual) and modality (e.g., speaking, listening, writing).

2.5.2 The Stages of a Lesson

Good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages:

a. **Warm-up / Review**—encourages learners to use what they have been taught in previous lessons

b. **Introduction** to a new lesson—focuses the learners' attention on the objective of the new lesson and relates the objective to their lives

c. **Presentation**—introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage

d. **Practice**—provides opportunities to practice and apply the new language or information

e. **Evaluation**—enables the instructor and learners to assess how well they have grasped the lesson

2.5.3 Practical Considerations in Planning Lessons

A good lesson plan involves consideration of more than just what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). The following elements also need to be thought about and planned for:

1. **Sequencing**—Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?

2. **Pacing**—Are activities the right length and varied so that learners remain engaged and enthused?

3. **Gauging difficulty**—Do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear?

4. **Accounting for individual differences**—Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved?

5. **Monitoring learner versus teacher talk**—What is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?

6. **Timing**—Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material?

Most of these aspects of lesson planning are learned by experience, so it is important for the instructor to evaluate how the lesson went at the end of each class period. Ask the following questions:

1. What went well? Why?

2. What did not go as planned? Why?

3. If I had it to do over again, what would I change?

4. What have I learned about my students that I can account for in future lesson planning?

A lesson plan acts as a road map for a class session. It identifies the destination (objective of the lesson) and marks out the route (activities for each stage of the lesson). It is an aid for both new and seasoned teachers. New teachers should write down the details of each activity—perhaps even script them. Experience will guide how detailed a lesson plan needs to be. Sharing the plan with learners (e.g., writing the objective and a brief description of activities on the board) keeps both the teacher and the learner focused on where they are going, how they are going to get there, and when they arrive.

2.6 Previous Study

In this study, the writer takes review of related literature from the other papers, and the title is Descriptive Analysis Of Researches On Curriculum Development In Education, by Elif Akdemir, Esma Nur Karameşe, Ali Arslan Turkey (2014). This study aims at descriptive analysis of the studies using the curriculum as a descriptive and published at the Curriculum Inquiry journal is conducted. Results revealed that literature review is the preferred method,

document analysis is the preferred data collection tool, purposeful sampling is the preferred sampling method, qualitative research is the most used research.

In this study, descriptive analysis method is used (Balcı, 2005). Descriptive analysis of 66 articles about the curricula of the years from 2005 to 2013 that are published in Curriculum Inquiry journal and included in the Web of Science

In that research, the descriptive analysis of 66 published researches from different criteria is realized by searching the years from 2005 to 2013 of Curriculum Inquiry journal that uses definition of curriculum in itself by the digital library of Web of Science. As a result, it is seen as both genders have nearly same proportions in those publications.Also, the numbers of researches are increased until 2009 and decreased coming years.

The previous study's subject between this research is not quite different, but the research technique is still the same using descriptive analysis. Its going to analyze the renewal curriculum for the finding of new approach, but the researcher going to analyze the selected curriculum documents to know how it designed.