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Special english in curriculum development

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امروزه کتاب‌خوانی و علم‌آموزی، نه تنها یک وظیفه ملی، که یک واجب دینی است.^۱

مقام معظم رهبری

در عصر حاضر یکی از شاخصه‌های ارزیابی رشد، توسعه و پیشرفت فرهنگی هر کشوری میزان تولید کتاب، مطالعه و کتاب‌خوانی مردم آن مرز و بوم است. ایران اسلامی نیز از دیرباز تاکنون با داشتن تمدنی چندهزارساله و مراکز متعدد علمی، فرهنگی، کتابخانه‌های معتبر، علما و دانشمندان بزرگ با آثار ارزشمند تاریخی، سرآمد دولت‌ها و ملت‌های دیگر بوده و در عرصه فرهنگ و تمدن جهانی به‌سان خورشیدی تابناک همچنان می‌درخشد و با فرزندان نیک‌نهاد خویش هنرنمایی می‌کند. چه کسی است که در دنیا با دانشمندان فرزانه و نام‌آور ایرانی همچون ابوعلی سینا، ابوریحان بیرونی، فارابی، خوارزمی و ... همچنین شاعران برجسته‌ای نظیر فردوسی، سعدی، مولوی، حافظ و ... آشنا نباشد و در مقابل عظمت آنها سر تعظیم فرود نیاورد. تمامی این افتخارات ارزشمند، برگرفته از میزان عشق و علاقه فراوان ملت ما به فراگیری علم و دانش از طریق خواندن و مطالعه منابع و کتاب‌های گوناگون است. به شکرانه الهی، تاریخ و گذشته ما، همیشه درخشان و پر بار است. ولی اکنون در این زمینه در چه جایگاهی قرار داریم؟ آمار و ارقام ارائه‌شده از سوی مجامع و سازمان‌های فرهنگی در مورد سرانه مطالعه هر ایرانی، برایمان چندان امیدوارکننده نمی‌باشد.

کتاب، دروازه‌ای به سوی گستره دانش و معرفت است و کتاب خوب، یکی از بهترین ابزارهای کمال بشری است. همه دستاوردهای بشر در سراسر عمر جهان، تا آنجا که قابل کتابت بوده است، در میان دست‌نوشته‌هایی است که انسان‌ها پدید آورده و می‌آورند. در این مجموعه بی‌نظیر، تعالیم الهی، درس‌های پیامبران به بشر، و همچنین علوم مختلفی است که سعادت بشر بدون آگاهی از آنها امکان‌پذیر نیست. کسی که با دنیای زیبا و زندگی‌بخش کتاب ارتباط ندارد بی‌شک از مهم‌ترین دستاورد انسانی و نیز از بیشترین معارف الهی و بشری محروم است. با این دیدگاه، به‌روشنی می‌توان ارزش و مفهوم رمزی عمیق در این حقیقت تاریخی را دریافت که اولین خطاب خداوند متعال به پیامبر گرامی اسلام (ص) این است که «بخوان!» و در اولین

۱. پیام مقام معظم رهبری به مناسبت آغاز هفته کتاب ۷۲/۱۰/۴

سوره‌ای که بر آن فرستاده عظیم‌الشان خداوند، فرود آمده، نام «قلم» به تجلیل یاد شده‌است: «إِقْرَأْ وَ رَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ» در اهمیت عنصر کتاب برای تکامل جامعه انسانی، همین بس که تمامی ادیان آسمانی و رجال بزرگ تاریخ بشری، از طریق کتاب جاودانه مانده‌اند.

دانشگاه پیام‌نور با گستره جغرافیایی ایران‌شمول خود با هدف آموزش برای همه، همه‌جا و همه‌وقت، به‌عنوان دانشگاهی کتاب‌محور در نظام آموزش عالی کشورمان، افتخار دارد جایگاه اندیشه‌سازی و خردورزی بخش عظیمی از جوانان جویای علم این مرز و بوم باشد. تلاش فراوانی در ایام طولانی فعالیت این دانشگاه انجام پذیرفته تا با بهره‌گیری از تجربه‌های گرانقدر استادان و صاحب‌نظران برجسته کشورمان، کتاب‌ها و منابع آموزشی درسی شاخص و خودآموز تولید شود. در آینده هم، این مهم با هدف ارتقای سطح علمی، روزآمدی و توجه بیشتر به نیازهای مخاطبان دانشگاه پیام‌نور با جدیت ادامه خواهد داشت. به‌طور قطع استفاده از نظرات استادان، صاحب‌نظران و دانشجویان محترم، ما را در انجام این وظیفه مهم و خطیر یاری‌رسان خواهد بود. پیشاپیش از تمامی عزیزانی که با نقد، تصحیح و پیشنهادهای خود ما را در انجام این وظیفه خطیر یاری می‌رسانند، سپاسگزاری می‌نماییم. لازم است از تمامی اندیشمندانی که تاکنون دانشگاه پیام‌نور را منزلگاه اندیشه‌سازی خود دانسته و ما را در تولید کتاب و محتوای آموزشی درسی یاری نموده‌اند، صمیمانه قدردانی گردد. موفقیت و بهروزی تمامی دانشجویان و دانش‌پژوهان عزیز آرزوی همیشگی ما است.

دانشگاه پیام‌نور

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Key to pronunciation

The pronunciations given are those in use among educated urban speakers of standard English in Britain and the United States. While avoiding strongly regionally or socially marked forms, they are intended to include the most common variants for each word. The keywords given in this key are to be understood as pronounced in such speech.

Words particularly associated with other parts of the English-speaking world are also given pronunciations in the appropriate global variety of English.

Vowels

British	U.S.	As in...
i:	i	fleece
i	i	happy
ɪ	ɪ	kit
ɛ	ɛ	dress
æ	ɛ	carry
æ	æ	trap
ɑ:	ɑ	father
ɒ	ɑ	lot
ɔ:	ɔ, ɑ	hawk
ʌ	ə	cup
ʊ	ʊ	foot
u:	u	goose
ə	ə	alpha
ɔ:	ɔr	force
ɜ:	ər	nurse
ɪə	ɪ(ə)r	here
ɛ:	ɛ(ə)r	square
ʊə	ʊ(ə)r	cure

eɪ	eɪ	face
aɪ	aɪ	price
aʊ	aʊ	mouth
əʊ	oʊ	goat
ɔɪ	ɔɪ	choice
ɔ̃	æ	fin de siècle
ɒ	ɑ	bon mot

ɪ represents free variation between /ɪ/ and /ə/ ʊ represents free variation between /ʊ/ and /ə/

Consonants

	As in...
B	big /bɪg/
D	dig /dɪg/
dʒ	jet /dʒet/
ð	then /ðen/
F	fig /fɪg/
g	get /get/
h	how /haʊ/
j	yes /jɛs/
k	kit /kɪt/
l	leg /lɛg/
m	main /meɪn/
n	net /net/
ŋ	thing /θɪŋ/
p	pit /pɪt/
R	rain /reɪn/
s	sit /sɪt/
ʃ	ship /ʃɪp/
T	tame /teɪm/
tʃ	chip /tʃɪp/
θ	thin /θɪn/
V	vet /vet/

W	win /wɪn/
Z	zip /zɪp/
ʒ	vision /'vɪʒ(ə)n/
X	(Scottish) loch /lɒx/
ɪ	(Welsh) penillion /pɛ'nɪlɪən/

The consonants l, m, and n can take on the function of a vowel in some unstressed syllables. It should generally be clear when this interpretation is intended, but in cases of potential ambiguity, the consonant symbol appears with a diacritic, as l, m and n, as e.g. meddle /'mɛdl/, meddling /'mɛdlɪŋ/.

After a vowel, U.S. English can have /r/ regardless of the sound which follows, whereas British English retains the /r/ only when it is followed by a vowel. Compare U.S. mar /mɑr/, marring /'mɑrɪŋ/ with British mar /mɑ:/, marring /'mɑ:rɪŋ/

Between vowels, except at the start of a stressed syllable, U.S. English has /d/ where British English has /t/. Compare U.S. butter /'bʌdər/, and waiting /'weɪdɪŋ/ (as against wait /weɪt/) with British butter /'bʌtə/, waiting /'weɪtɪŋ/, wait /weɪt/.

U.S. speakers are more likely than British speakers to distinguish between wear (with /w/) and where (with either /w/ or /hw/).

Stress

The symbol ' at the beginning of a syllable indicates that that syllable is pronounced with primary stress. The symbol ˈ, at the beginning of a syllable indicates that that syllable may be pronounced with either primary or secondary stress. The symbol ˈ sometimes also appears in headwords and derivatives which lack full pronunciations, where it indicates primary stress in the same manner.

Unit 1

Objectives:

1. Explain the meaning of the curriculum
2. Understand the reason for linking curriculum to decision making process
3. Develop an awareness about what a good curriculum is
4. Explore the differences between curriculum definition given by different educators and scholars
5. Compare the different definition of the curriculum
6. Give an example of an individual teacher's curriculum

[A] Before you read the passage, answer the following question?

- How curriculum effects education. Write down your opinion.

[B] Discuss your answer to the following questions in the classroom.

1. How can curriculum create a new method of education?
2. What does curriculum mean?
3. Why curriculum is the heart of education?
4. How does curriculum manage students' time ?
5. How should we make the decisions in curriculum?
6. If the writer wants to choose another title for passage, which one of the following titles is suitable?
 - a) knowledge of curriculum ☐
 - b) effective curriculum ☐
 - c) curriculum in education ☐

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Vocabulary

Foundation / faʊn'deɪʃən/ **n.** an occasion when an organization, state, etc. is established: the foundation of a new state; an organization that has been created in order to provide money for a particular group of people in need of help or for a particular type of study: the Environmental Research Foundation

Tangible / 'tændʒəbəl/ **adj.** that can be touched; definite; not vague; clear: There are no tangible grounds for suspicion.

Encompass (en kum'pəs), **v.t.** to form a circle about; encircle; surround: He built a moat to encompass the castle ;to enclose; envelop: The folds of a great cloak encompassed her person; to include comprehensively: a work that encompasses the entire range of the world's religious beliefs.

en·coun·ter /ɪn'kaʊntə-ər/ **v.** to experience something, especially problems or opposition or difficulties, They encountered serious problems when two members of the expedition were injured

lifelike /'laɪf laɪk/ **adj.** resembling or simulating real life; used to describe something that appears real or very similar to what is real: A lifelike portrait of his two daughter shung on the wall.

Unavoidable /,ʌnə'vɔɪdəbəl/ **adj.** unable to be avoided; inescapable; inevitable an unavoidable delay.

Unfold /ʌn'fəʊld/ **v.** to (cause to) come out of a folded state;(cause to) be spread or opened out: The bird unfolded its wings and flew off; to be revealed or displayed; become clear: The movie's plot gradually unfolded; to spread out or lay open to view; to reveal or display.

What Is Curriculum and Why Does It Matter?

Everyone who discusses teachers, schools, or education uses the term curriculum. The word is unavoidable. Few people, however, stop to think about what curriculum means or what it takes to create a good curriculum. Even fewer people ask questions about what curriculum is

for, what should serve as the proper foundation for curriculum making, and how we should go about making curriculum decisions. These decisions should tie knowledge together, build community, and serve the common good.

Curriculum is the heart of education. It is about what should be taught. It combines thought, action, and purpose. Curriculum, is a specific, tangible subject that is always tied to decision making within institutions, whether they are schools, nonprofit agencies, or governmental programs. It requires those who discuss it to address what subject matter should be taught. In addition to subject matter, curriculum raises numerous questions about sources of content for curriculum making. For example, any curriculum must address why subject matter should be taught. This why aspect of curriculum must take into account questions of purpose and ultimate goals.

Definition of Curriculum

The term *curriculum* refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

It is important to note that while curriculum encompasses a wide variety of potential educational and instructional practices, educators often have a very precise, technical meaning in mind when they use the term. Most teachers spend a lot of time thinking about, studying,

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discussing, and analyzing curriculum, and many educators have acquired a specialist's expertise in curriculum development—i.e., they know how to structure, organize, and deliver lessons in ways that facilitate or accelerate student learning.

Because of the power of a given conception of curriculum to shape behavior, curriculum specialists also need some understanding of alternative views of the term. They need, too, to understand philosophical influences, learning theory influences, and governmental and nongovernmental influences that affect curriculum specialists' behavior. For individuals, these forces come together and are interpreted in ways that give rise to a number of recognizable definition to curriculum.

Tanner and Tanner (1980) described curriculum as, "that reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university), to enable the learner to increase his or her control of knowledge and experience" (p. 43). This conception restricts the range of curriculum to plans for learning occurring within the school (or university) setting.

Another curriculum definition emphasizes the importance of curriculum as the plan for transmitting content rather than as the content itself. In this vein, Taba described "curriculum [as] . . . a plan for learning" (Taba, 1962; p. 11). Oliva continued this tradition, describing curriculum as "a plan or program for all the experiences which the learner encounters under the direction of the school" (Oliva, 1982; p. 10). Varying conceptions of curriculum carry with them different expectations about what curriculum developers should do. Many traditional definitions of curriculum have tended to be school centric in their conception. Large numbers of them reference planning for learning in the schools, but education today occurs in many settings. Through the years, many definitions of curriculum have been proposed, some of the are as following:

<i>Date</i>	<i>Author</i>	<i>Definition</i>
1902	John Dewey	Curriculum is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies . . . the various studies . . . are themselves experience they are that of the race. (pp. 11–12)
1918	Franklin Bobbitt	Curriculum is the entire range of experiences, both directed and undirected, concerned in unfolding the abilities of the individual. (p. 43)
1927	Harold O. Rugg	[The curriculum is] a succession of experiences and enterprises having a maximum lifelikeness for the learner. . . giving the learner that development most helpful in meeting and controlling life situations. (p. 8)
1935	Hollis Caswell	The curriculum is composed of all the experiences children have under the guidance of teachers Thus, curriculum considered as a field of study represents no strictly limited body of content, but rather a process or procedure.
1957	Ralph Tyler	[The curriculum is] all the learning experiences planned and directed by the school to attain its educational goals.
1967	Robert Gagne	Curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner.
1970	James Popham & Eva Baker	Curriculum is all planned learning outcomes for which the school is responsible. . . . Curriculum refers to the desired consequences of instruction.
1997	J. L. McBrien1997 & R. Brandt	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.

As Beane, Toepfer, and Alessi (1986) have pointed out, "... If one selects one definition to have 'most favored status,' one should still recognize that several definitions do exist and are just as favored by others. Thus, they cannot be rejected lightly since all have advantages and disadvantages" (kelly,1999,p. 35).

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Exercises

[C] True or False.

	T	F
1. Few people think deeply what curriculum is.		
2. Decision in curriculum should be brain storm and connect people mind together.		
3. curriculum requires those people who taught in specific subject.		
4. The term 'curriculum' refers to traditional method taught in school or in specific program.		
5. In 1997, curriculum refers to courses in particular way of study.		
6. Curriculum, is a specific, intangible subject that is always tied to decision making within institutions		
7. curriculum specialists need to understand a definite view of the curriculum		
8. Oliva, describing curriculum as "a plan or program for all the experiences under the direction of the school		
9. The term <i>curriculum</i> refers to the lessons and academic content taught in an educational setting.		

[D] choose best answer from a,b,c or d for each sentence.

- This definition of the curriculum “all the learning experiences planned and directed by the school” cited by?
a.) Dewey, 1902 ☐ b. Tyler,1957 ☐
c) Bobit, 1919 ☐ d) Rugg,1927 ☐
- which of the following curriculum definition is belong to Caswell 1935?
a) Curriculum is the entire range of experiences. ☐
b) a written plan outlining what students will be taught ☐
c) composed of all the experiences children have under the guidance of teachers ☐
d) all planned learning outcomes for which the school is responsible ☐

3. "Curriculum is a continuous reconstruction", means?
- a) integrating present and past knowledge of the students ☐
 - b) moving from the child's present experience out into that represented by the organized bodies of truth ☐
 - c) give new knowledge, skills and attitude to students ☐
 - d) a succession of experiences having a maximum lifelikeness for the learner ☐
4. "while curriculum encompasses a wide variety of potential educational and instructional practices, educators often have a very precise, technical meaning in mind", precise means?
- a) exact ☐
 - b) different ☐
 - c) detailed ☐
 - d) similar ☐
5. Most teachers spend a lot of time for
- a) preparing their lesson ☐
 - b) knowing students' abilities and capabilities ☐
 - c) thinking about, studying, discussing, and analyzing curriculum ☐
 - d) thinking about instructional materials ☐
6. The definition of the Tanner and Tanner (1980) for curriculum is
- a) Cover variety of curriculum planning for learning ☐
 - b) restricts the range of curriculum to plans for learning to school settings ☐
 - c) differentiate the curriculum of the school from other types of curriculum ☐
 - d) is more precise than the other definitions ☐
7. Many educators have acquired:
- a) training course on the new subject and lessons ☐
 - b) specialist's expertise in curriculum development ☐
 - c) position within the school and community environment ☐
 - d) knowledge and skills necessary for their profession ☐
8. The term **curriculum** refers to the ----- and ----- content taught in a school or in a specific course or program.
- a) program, software ☐
 - b) lessons , academic ☐
 - c) lessons, courses ☐
 - d) lessons , program ☐

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9. curriculum typically refers to the ----- and ----- students are expected to learn.
- a) learning , knowledge ☐ b) knowledge , courses ☐
c) knowledge , skills ☐ d) skills , learning ☐
10. they cannot be ----- lightly since all have advantages and disadvantages.
- a) rejected ☐ b) continued ☐
c) achieved ☐ d) expected ☐
11. Curriculum is a ----- of content units arranged in such a way.
- a) option ☐ b) sequence ☐
c) skill ☐ d) action ☐

[E] match the word with its definition.

- | | |
|----------------|---|
| 1. curriculum | a) when an organization is established |
| 2. foundation | b) group of subjects studied in a school, college, etc. |
| 3. purpose | c) when you judge or decide the amount or value of sth. |
| 4. assessment | d) why you do something or why something exists. |
| 5. evaluate | e) it goes faster |
| 6. accelerate | f) to judge or calculate the quality, importance or amount of something |
| 7. alternative | g) with the protection or support of someone or something. |
| 8. auspices | h) something that is different from something else. |
| 9. conception | i) a series of actions that you take in order to achieve a result |
| 10. process | j) idea of what something or someone is like; basic understanding |

[F]. Vocabulary : choose the correct answer from a, b, c, or d.

1. these are the only upon which an assessment can be made
 - a) tangibles ☐
 - b) intangible ☐
 - c) available ☐
 - d) unavailable ☐
2. this book the whole range of knowledge
 - a) surpass ☐
 - b) encompasses ☐
 - c) impass ☐
 - d) compass ☐
3. any investment on education economic growth
 - a) accelerates ☐
 - b) decrease ☐
 - c) cease ☐
 - d) facilitate ☐
4. Educational policies are in effect since the
 - a) tradition ☐
 - b) condition ☐
 - c) foundation ☐
 - d) communication ☐
5. She has some odd about life
 - a) conceptions ☐
 - b) perception ☐
 - c) inception ☐
 - d) reception ☐

[G]. Based on passage, complete the following table.

Noun	Verb	Adjective	Adverb
	Avoid	Unavoidable	
purpose			
government			
		Typical	
particular		Particular	
		Educational	
tradition			traditionally

[H]. complete the sentences with the words from [G].

1. Everyone who discusses teachers, schools, or education uses the term curriculum. The word is
2. This why aspect of curriculum must take into account questions of and ultimate goals.

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3. whether they are schools, nonprofit agencies, or
Programs.
4. curriculum refers to the knowledge and skills students
are expected to learn.
5. materials used to organize and teach a course.
6. Curriculum is the heart of
7. Oliva continued this, describing curriculum as "a
plan or program for all the experiences.

Unit 2

Objectives

1. Explain why the study of curriculum is complex.
2. Understand why theories differ in terms of how they unify phenomena
3. Define numerous conceptions of what a curriculum theory should be
4. Compare different definition of curriculum theories.
5. Describe how theories consider learning situation
6. Perceive how a curriculum theory could be as a set of norms and rules
7. Explain the relevance of content in methods of learning and recognize practical problems effect

[A] Before you read

1. Think & answers to the following questions.
 - A) Do you know these theorists? Who they define curriculum theory? (Frey, Tyler, Herrick, Walker, Schiro)
 - B) Can you think of other famous curriculum theorists?
 - C) Could you provide another definition for curriculum theory?

Vocabulary

Benefit /'ben.ɪ.fɪt/: n.a helpful or good effect, or something intended to help: He explained the benefits of public ownership of the postal system.

Circumscribe /sur-kuh m-skrahya /v.to enclose within bounds; limit or confine, especially narrowly: Her social activities are circumscribed by school regulations.

Context /'kɒn.tekst/:n. The situation within which something exists or happens, and that can help explain it. You have misinterpreted my remark because you took it out of context

Deliberation /dɪ.lɪb.ə'reɪ.ʃ ə n/:n. considering or discussing something: After much deliberation, first prize was awarded to Derek Murray

Evaluate /ɪ'væl.ju.ert/:v. to judge or calculate the quality, importance, amount or value of something: *to evaluate the results of an experiment*

Legitimate /lə'dʒɪt.ɪ.mət/:adj. to make something legal or acceptable: a legitimate conclusion

phenomenon /fɪ'nɒmənən /n. something that happens or exists in society, science, or nature, especially something that is studied because it is difficult to understand: to study the phenomena of nature

Process /'prəʊ.ses/:n. a series of actions that you take in order to achieve a result.

Propose /prə 'pəʊz/:n. to offer or state a possible plan or action for other people to consider: The changes were first proposed last year

Provide /prə'vaɪd/:v. to give someone something that they need: to provide employees with various benefits

Relate /rɪ'leɪt/:v. to find or show the connection between two or more things: to relate events to probable causes