

CHAPTER ONE

INTRODUCTION

The present study entitled “An Analysis of Course of ELT Curriculum, Materials and Management” consists of information about the background to the study including review of related literature, the objectives and the significance of the study with the methodology of the study.

1.1 General Background

Curriculum is an area of vital importance to the professional teachers. Since the 1960s, the study of curriculum has become an established part of teacher education in Nepal. Teachers have become familiar with the concepts of curriculum in some way. In recent years, the term 'curriculum' has become quite frequently used in media and the community in general. Such a development is highly appropriate for professional teachers. Curriculum is, after all, the very substance of schooling and for teachers in schools. Therefore, teachers need to be knowledgeable about curriculum and understand the processes by which curricula may be developed. In this discussion I want to stimulate students thinking about what teachers teach in school and what purposes are served by this teaching and whom the teachers teach.

The term 'curriculum' refers to the purposes, contents, activities and organization of the educational program created in schools by the teachers and learners. All the planned learning opportunities offered by the organization to the learners are included in the curriculum. Working with the curriculum is an integral part of all teachers' daily lives. When teachers consider curriculum issues, for example, they tackle the substantive matter of schooling which may be expressed in terms of the fundamental questions of curriculum, namely:

Who to teach?

How to teach?

When to teach?

What is the impact of teaching?

Traditionally, curriculum has been treated as the subjects taught in schools, colleges, and campuses, or the course of study. The tendency in recent decades has been to use the term in a broader sense to refer to the whole life and program of schools, colleges and campuses. According to William (1960, p.4) some of the implications of the broader concept of curriculum are given below:

-) The curriculum exists only in the experiences of learners; it doesn't exist in text books, in the course of study, or in the plans and intentions of teachers. The course of study has the same relationship to the curriculum that a road map has to the actual experiences involved in taking a trip. It is necessary to observe carefully the quality of living that goes on in it.
-) The curriculum includes more than content to be learned. The selection of useful and accurate content is a very important responsibility of teachers, but content does not constitute the curriculum until it becomes a part of the experience of the learners. The amount of content that becomes curriculum for one learner may differ from that which becomes curriculum for another. The human relations in the classrooms, the methods of teaching, and the evaluation procedures used are as much as part of the curriculum as the content to be learned.
-) The curriculum as an enterprise instead of being as broad as life itself, the curriculum represents a special environment that has been systematized, edited, and simplified for a special purpose in guided living.
-) The curriculum is a specialized learning environment deliberately arranged for directing the interests and abilities of learner toward effective participation in the life of community and the nation. It is

concerned with helping learner enrich their own lives and contribute to the improvement of society through the acquisition of useful information, skills and attitudes.

-) The problem with which the curriculum worker is concerned is not merely that of deciding what subjects should be taught, of knowledge. It is also a problem of improving individual and community living.

The term curriculum has long history despite its apparently recent common usage. Curriculum was considered by writers on education such as Plato, Aristotle, J.A. Comenius and Friedrich Froebel although the usage of the term has not been popularized until this century.

Educators define curriculum in different ways because they bring to that task different perceptions of what curriculum should be. Some educators see curriculum as a list of subjects to be studied, while others see it as entire course content. Some others perceive curriculum as a set of planned learning experiences offered by the teachers.

Another group states that the curriculum is written plan of action, thereby distinguishing it from what actually happens in a school. So many curriculum writers participated in this debate that additional discussion of appropriate definitions may provide little illumination.

Curriculum can be concluded that all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented is curriculum. This includes those activities that curriculum designers have devised for learners which are invariably represented in the form of written document. Teachers make decisions to implement those activities given interaction with the context variables such as learners, resources, teachers and learning environment. Generally, a curriculum consists of:

-) Planned learning experiences.
-) Offered within an educational institution.
-) Represented as a document.

-) Includes experiences resulting from implementing that document.

1.1.1 The Nature of Curriculum

Many people find the term 'curriculum' rather confusing. After all, they contend, it is used in many different ways. For example, the common use of the term refers to 'the school curriculum'. This incorporates all the planned learning offered by the school. An equally accepted use of the term is to talk about secondary school curriculum of a higher secondary school curriculum. One can also refer to the English curriculum of master's level. The above are examples of the term curriculum in practice and they can be placed in one of the following categories:

-) Systematic curriculum, for example secondary school curriculum of Nepal.
-) A subject curriculum.
-) A school curriculum.

1.1.2 Characteristics of Curriculum

There are several characteristics of curriculum. The most important characteristic features of curriculum suggested by Glattorn (1987 as cited in Bhatta, 2012, p. 6) are described as below:

1.1.2.1 Curriculum as a Subject Matter

This is the most traditional image of curriculum which depicts it as the combining of the subject matter to form a body of content to be taught. Such content is the product of accumulated wisdom particularly acquired through the traditional academic disciplines. As a result one can predetermine the curriculum for the learners. Most teachers provide a subject matter taught to the learners. This characterization of curriculum has become deeply ingrained in people's understanding of curriculum.

1.1.2.2 Curriculum as Experience

A more recent image sees curriculum as the set of experiences learners encounter in educational context. Most of these experiences purposively have been planned by means of written curriculum but many more experiences have been encountered by learners in educational context. Experience is also seen from the perspective argued by Dewey (1939, p. 149) namely that in experiencing a curriculum one also reflects upon that experience and one consequently strives to monitor one's thoughts and actions in that curriculum context. In this characterization of curriculum, teacher acts more as facilitator to enhance the learners' personal growth.

1.1.2.3 Curriculum as Intention

This characterization of curriculum argues that a comprehensive planning of learning experiences for students predetermined, before they commence that curriculum, is the best way to be addressed the learner's needs. This view of curriculum as a plan has two variations: curriculum consisting of a plan predetermined statements (aim, objectives and goals what students should learn), and second, curriculum as statement of intended learning outcomes (what learners must acquire).

1.1.2.4 Curriculum as Cultural Reproduction

Curriculum should reflect the culture of the particular society. The role of the school is to pass on the knowledge and values used by one generation to the succeeding generation. Thus, the curriculum provides vehicle for that reproduction process.

1.1.2.5 Curriculum as Currere

A more recent characterization of curriculum views it as a process of providing continuous personal meaning to individuals, derived from the Latin 'currere'. It means running of the race. This emphasizes the individuals' capacity to participate and to reconceptualize upon one's experience of life. Thus, the

curriculum is the interpretation of live experience. It emphasizes on experimental perspective of learning.

1.1.3 Background of the Curriculum Development

As teachers become involved with curriculum development, they require the sound knowledge, concept and process of curriculum. To participate in any form of curriculum development, it is evident that the teachers require a basic familiarity with the principles of curriculum development. Thus, it is important to understand the meaning of the term 'curriculum development' as planning, designing and development are closely related terms.

Once the curriculum has been conceptualized through the process of curriculum planning and incorporating curriculum design, it may be developed usually to become a written document and finally to be implemented and evaluated. Within the literature a definition of curriculum development has gained some degree of consensus unlike a definition of curriculum. For our purpose curriculum development is defined as the process of planning, constructing, implementing and evaluating learning opportunities intended to produce desired changes in learners.

In practice, this means the curriculum designers take with them their conceptualization of curriculum, construct a curriculum document from it and implement and monitor the implementation of the document and finally appraise the effectiveness of the entire curriculum. This is particularly the case at school level where teachers are integrally involved in both curriculum design and development.

In conclusion curriculum is defined as all the planned learning opportunities offered to learners by the educational institution and the experiences learners encounter when the curriculum is implemented. Thus, curriculum development must be seen as a deliberate and purposeful planning activity that seeks to achieve general and specific objectives. The process of curriculum

development may be considered manipulative strategy by answering the questions: What, How and When?

1.1.4 Historical Background of Language Curriculum

The history of curriculum development in language teaching starts with the notion of syllabus design. A syllabus design is one aspect of curriculum development but it is not identical with it. A syllabus is a specification of the content of a course instruction and lists what will be taught and tested. But curriculum development is more comprehensive process than syllabus design. It includes the processes that are used to determine the needs of a group of learners and to develop aims and objectives for a program to address those needs. It determines an appropriate syllabus, course structure, teaching methods, and materials. It also carries out an evaluation of the language program that result from these processes, for example, primary school teachers' language training program, M.Ed. English program, etc.

Curriculum development in language teaching as we know it today really began in the 1960s. Those issues of language teaching syllabus design emerged as a major factor in language teaching much earlier. The approaches to syllabus design that emerged in the first part of the 20th century has laid the foundations on curriculum approaches that are used in language teaching today.

Most of the historical development and changes in approaches to language teaching came about changes from teaching methods. These methods highlight in teaching and the notion of a systematic set of teaching practices based on particular theory of language teaching and language learning in particular time. It is a powerful one and quest for better methods has been a preoccupation of many teachers and applied linguistics since the beginning of the 20th century. Many methods have come and gone in the last 100 years in search of the best method. The Grammar Translation Method (1800-1900), Direct Method (1880-1930), Structural Method (1930 – 1960) etc. are specifications for the process of instruction in language teaching. Mackey (1965, p. 151) commented that

there has been a preference for particular methods at different times and they continue in some form long after they have fallen out of favor. This observation is still true today, with still GTM is alive well in some parts of the world.

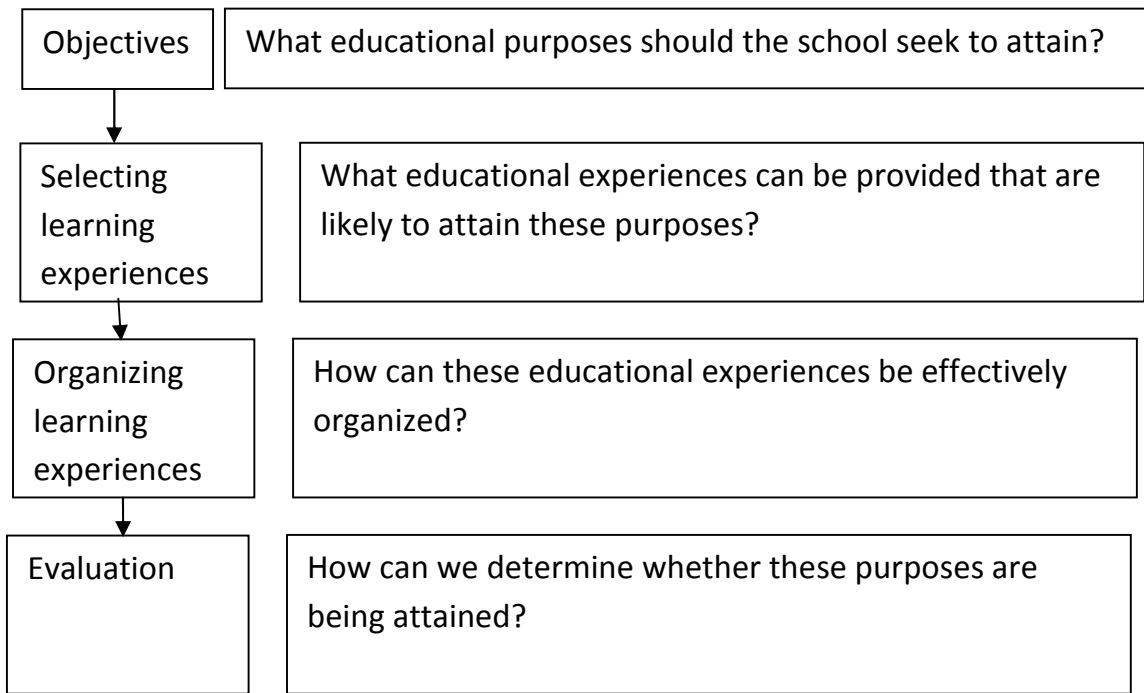
1.1.5 Emergence of a Curriculum Approach in Language Teaching

The term 'curriculum studies' refers to a very broad field of inquiry that deals with what happens in schools and other educational institutions. It is also concerned with the planning of instruction and the study of how plans are implemented and evaluated. A curriculum, in school context, refers to the whole body of knowledge that children acquire in school.

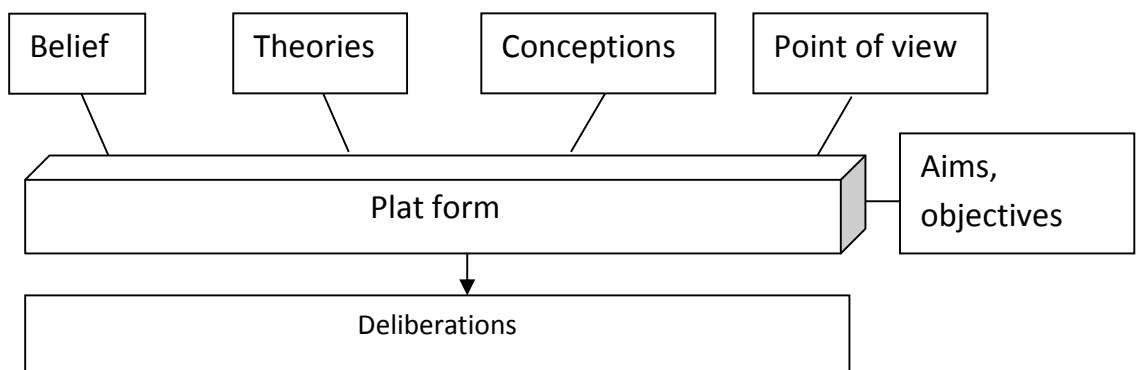
According to Rodgers (1989, p.24) syllabus which prescribes the content to be covered by a given course is a small part of the total school program.

Curriculum is far broader concept. Curriculum is all those activities in which children engage under the total program of school. This includes as what pupils learn but how they learn it. It also focuses on how teachers help them learn using what supportive materials, styles and methods of assessment and in what kind of facilities.

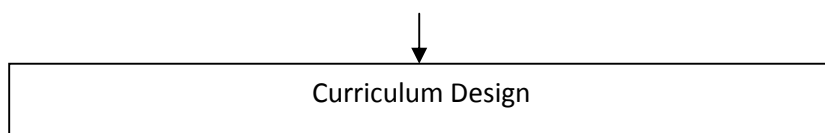
One of the most important statements on the nature and process of curriculum development was made by Tyler (1950, p. 98). That brought about changes in curriculum development throughout 1950s. Earlier the teachers were unable to describe their objectives to teach English clearly. After his observation, Tyler argues that educational objectives should describe learner behavior (into teacher behavior). They should identify what changes have come about in learners as a result of teaching. Tyler's model objective-content-organization and evaluation was widely used in the development of curriculum. Tyler's model of the curriculum process for curriculum development is given below:



Critics raised a number of objections on Tyler's model of curriculum development. Some argued that the notion of objectives represent a limited view of knowledge. Some considered it as technical and rationalist approach of curriculum development model. Some said it is only suitable to business and industry. Some said it lacks evaluation as the final stage rather than building it in every stage. In its place, they proposed a cyclic model. Nichols and Nicholls (1972, p. 172) proposed a cyclical model to describe curriculum development as involving four states:

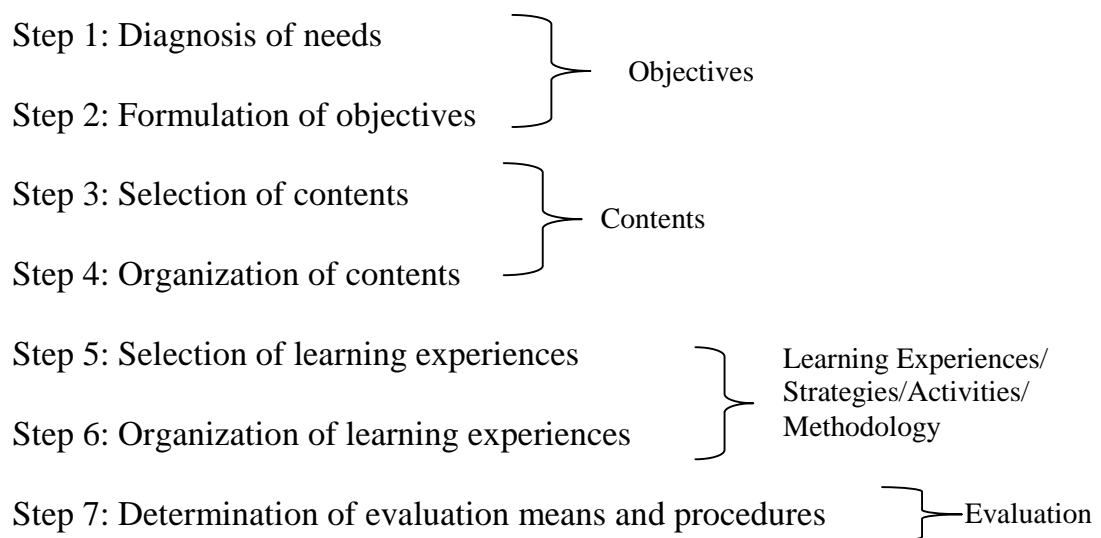


(Applying them to practical situations, arguing about accepting, refusing, changing, adapting)



This view of curriculum development has been widely adopted in language teaching from the 1980s. It has been described as an ends- means model because it starts with a determination of the kinds of language skills. The learner needs in order to accomplish specific roles and tasks and then sets out to teach language needed to get there. They argue that "... changes should be planned and introduced on a rational and valid basis according to a logical process and this has not been the case in the vast majority of change that have already taken place.

In this way, Taba sketch a model to the process of curriculum development in her book entitled "Curriculum Development: Theory and Practice" that was published in 1962 (Taba (1962, p. 10) noted seven major steps to their grass-root model in which teachers would have major input. These steps are mentioned below:



Above mentioned steps are briefly described below:

1.1.5.1 Diagnosis of Needs

Curriculum developers should identify the learner's needs to devise an appropriate curriculum. Different sources should be analyzed to identify the actual needs. The school's records may contain some data related to achieve and intelligence. It may be necessary to interview parents to throw light on the

emotional climate at home. Socio-metric data may help to describe the climate of interpersonal relations (Taba, 1962, p. 300). The curriculum designer particularly the teacher starts the curriculum development process by identifying the various needs (physical, social, integrative) of the students for whom the curriculum is to be planned.

1.1.5.2 Formulation of Objectives

After identifying the various needs, the curriculum designer should specify the objectives should be accomplished. The formulated objectives should be representative to the real needs of the learner, society and so on. Three sources such as learner society and culture, and subject matter should be analyzed to formulate effective. Taba (1962, pp. 199-205) has suggested certain principles useful to formulate the specific objectives that are given below:

- Z Objectives should describe both expected behavior and the content,
- Z Complex objectives need to be stated specifically,
- Z Objectives should be clear enough to indicate various learning experiences required to attain different behavior,
- Z Objectives should be developmental,
- Z Objectives should be realistic,
- Z The scope of objectives should be broad enough to encompass all types of outcomes.

1.1.5.3 Selection of Contents

The diagnosis of needs described above will have provided clues as to which objectives or which aspects of them to emphasize. A comprehensive set of objectives is likely to help extend both the content and the learning activities and to point the attention to the need for devising learning activities which are capable of carrying multiple objectives. Thus, the formulated objectives suggest the subject matter and learning experiences of the curriculum. It is the special function of the curriculum developers to select and arrange content, so that the desired curriculum aims, goals and objectives are achieved effectively, and the most important and desirable knowledge of the race is effectively transmitted. Hence, the selected content should be handy to attain the

formulated objectives. Moreover, the selected content should be significant and valid. Hence, content must be important, meaningful and factual to be significant. The significance of content usually is judged in terms of how essential or basic it is the discipline under study. For most curriculum developers, this criterion involves an appropriate balance between concepts, ideas and facts. Taba (1962) states that to make the content significant, it should be selected not only based on cognitive aspects of learners, but also affective dimensions. Similarly, content may be regarded as valid when it is authentic, true, and accurate. In technical sense, the world implies a close connection between content and the foals that it is intended to serve. The criterion of validity of content may also be measured in terms of the relationship between content and objectives. For content to be valid, it must reflect the stated objectives. As a whole, following criteria are useful to select appropriate content:

-) Validity and significance of contents,
-) Consistency with social realities,
-) Balance of breadth and depth
-) Provision of wide range of objectives,
-) Learn ability and adaptability to experiences,
-) Need and interest of the students.

1.1.5.4 Organization of Contents

The selected contents should be arranged appropriately so that the dimensions of inquiry are in a sequential order according to a feasible learning sequence. The topics, the ideas, and the concrete contents samples need to be arranged, so that there is a movement from known to unknown, from immediate to remote, from concrete to abstract, from easy to difficult. The curriculum designer cannot just select contents, but must organize it in some type of sequence, taking into consideration in the maturity of the learners, their academic achievement, and their interests. Particularly, the logical and psychological principle should be considered to organize the selected content for effective learning. Hence, logical organization is that type of organization in which

curricularists organize selected content (knowledge, values and skills) rationally but psychological organization is that type of organization in which curricularists organize selected content on the basis of pupils' needs, interest, pre-experience, abilities and activities. Following criteria are fruitful to organize selected content meaningfully.

-) Establishing sequences,
-) Providing for cumulative learning,
-) Providing for integration
-) Combining the logical and psychological requirements.

1.1.5.5 Selection of Learning Experiences

Contents must be presented to pupils and pupils must engage in the contents. At this point, the teacher selects learning experiences that involve the students with the contents. With the tentative contents outline, it is possible to plan the learning experiences or learning activities. All objectives need to be implemented by appropriate learning activities designed to help students develop and practice the powers and the behaviours they are supported to learn. Attainment of objectives such as thinking and attitudes are sued (Taba, 1962, p.363) without the proper learning experience, selected content becomes meaningless even having valid and significant. Therefore, appropriative learning experience should be selected to make the curriculum more effective and successful. Long period experience and many researches indicate that a variety of learning experiences are important for effective teaching. Therefore, all teaches should have an effective repertoire of variety of learning experiences. Validity, comprehensiveness, variety, suitability, pattern, relevance to life and pupil participation in planning are the bases of selecting learning experiences.

1.1.5.6 Organization of Learning Experiences

The sequence of the learning experience is determined by the content. But the teacher should keep in mind to the particular students to whom he/she will be teaching. To translate the criteria for effective learning experiences into an actual program, it is important; first, to visualize what students heed to do or

experience in order to acquire certain behavioral competencies and what the order of these experiences should be. Without proper organization of learning experiences, it is very difficult to attain the intended objectives by delivering the selected contents successfully.

1.1.5.7 Determination of Evaluation Means and Procedure

Evaluation is considered as the final step of Taba's model. 'Evaluation consists of determining the objectives, the diagnosis, or the establishment of baseline for learning, and appraising progress and changes. There are many ways of securing fairly substantial data on students' progress. For the evaluation of single units a continuous evaluation built into the very instructional procedures is perhaps wise. The curriculum planner must determine just what objectives have been accomplished. Evaluation procedures need to be considered by the students and teachers.

Since 1980s, view point of curriculum development process has been central to language teaching programs. It is taken as a wider sense of the system model. Curriculum development includes need analysis, goal setting, syllabus designing, material designing, teacher preparation, implementation of programs in schools, monitoring, feedback and evaluation. Teaching methodology is also included as an element of curriculum development. Curriculum development refers to the range of planning and implementation process involved in developing or renewing a curriculum. it focuses on need analysis, situation analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching and evaluation. All the processes are interrelated to each other. This approach seeks to place teachers and language teaching professionals at the center of planning. (Taba (1962, pp. 10-25).

1.1.6 A Framework of Course Development Process

Course is a part of curriculum. Course development includes planning a course, teaching it and modifying the plan, both while the course in progress and after the course is over.

Curriculum design specialists have developed various frameworks that breakdown the process of curriculum and course development into components and subcomponents. A framework of components is useful for several reasons. Firstly, it provides an organized way of conceiving of a complex process. Secondly, it sets forth domains of inquiry for the teacher, in that each component forth ideas as well as raises issues for the teacher to pursue. Furthermore, it provides a set of terms currently used in talking about course development. A framework component proposed by Graves (1996, p.46) includes:

Need assessment: What are my students' needs? How can I assess them so that I can address them?

Determining goals and objectives: What are the purposes and intended outcomes of the course? What will my students need to do or learn to achieve the goals?

Conceptualizing content: What will be the backbone of what I teach? What will I include in my syllabus?

Selecting and developing materials and activities: How and with what will I teach the course? What is my role? What is my student's role?

Organization of content and activities: How will I organize the content and activities? What systems will I develop?

Evaluation : How will I assess what students have learned? How will I assess the effectiveness of the course?

Consideration of resources and constraints : What are the Givens of my situation?

1.1.7 ELT Course Development in Nepal

English has been an increasingly popular foreign language among the people of Nepal. It is adopted as the language of business, diplomacy and working language in the international context whereas Nepali is widely used as the official and working language at the national level. Nepal was brought into global world by the colonial influences of British in India particularly through the establishment of Darbar high school in 1954. Then the elite began its entry into the development of education in Nepal. The reasons for choosing a particular as a favored foreign language include historical tradition, political expediency and the desire for commercial, cultural and technological contact. This claim applies to the context of Nepal. As such these factors have contributed to choose English as a major foreign language in Nepal. The influence of oriental attitude towards the acquisition of English language was also the major factor for choosing it as the major foreign language. Initially an English educated elite group was formed on rules of Ranas(1846-1950). Their establishment of a school was restricted to the members of the ruling families and their favorite courtiers only.

And it was not till 1950s when the Rana Government was overthrown and control over the spread of English split over from the elite to the general public and English was introduced into the general education system. Many schools came into existence in the private capacity. The change from the elitist to a liberal attitude led to increased enrolment after the 1950s. Consequently, this day English has more student's that any other language in Nepal.

There is strong evidence that more and more Nepalese are adopting English as their language at home, workplaces and at places of study. Especially in Kathmandu, it has become a king if fashion to learn to speak English and communicate in this language. It is due to this trend there has been a rush into so called English medium schools. Urban people are extremely concerned about their children's ability to speak English. In other words, the ability to speak English is one of the key inculcators of a good education. Many young

and educated Nepalese are fond of speaking English to show their level of sophistication and to demonstrate that they are educated and knowledgeable. For many the ability of speaking English is a status symbol. For many others speaking local languages may even be an indication of backwardness.

With the increasing attractions of computer education tailor made short English language courses etc, a large number of English medium channels in Satellite TV, English have indeed started to reach the masses and it is now no more the privilege of the ruling of the rich class people only.

Nepal, which in the past, lagged behind most of other countries in its provision of foreign languages, has made serious attempts to bring about improvement in schools with plans to consolidate its study after the 1970s. Learning English as a foreign language owes its popularity in Nepal to various factors: economic, political, social, cultural, etc.

Socio-cultural factors are even more stimulating. They are embodied in many people's desire to travel or stay in developed western countries to study at schools and universities to look for new career opportunities for themselves. Opportunities for shopping, sightseeing and entertainment (different kinds of tourism) in developed countries are also a temptation. All those who learn English because of the reasons enumerated above do it knowing that English is an international language and having learned it, learners will be able to cope with their communicative problems practically everywhere in the world. Economic and political reasons should not be ignored as well. For some learners, English speaking countries symbolize democracy, advanced technology, and prosperity. Another important reason is that many organizations in Nepal, especially private firms, offer good job opportunities and business to persons with practical knowledge of English for maintaining international contacts.

It is the language profitably used by doctors, pilots, English teachers, businessmen, engineers who also strive to establish stable contacts with foreign colleagues for getting an opportunity to exchange knowledge and information.

The combination of all the factors outlined above indicated the popularity of English and the ardent need felt by the people of Nepal for learning the language.

Since 1976, English in Nepali is the dominant foreign language and consequently the change from an elitist to a liberal attitude led to increased enrolment in English. However proficiency in English is apparently going down and the Nepalese people demand a better command of English.

1.1.8 Criteria for Course Analysis and Evaluation

Course is a part o a curriculum. According to Hutchinson and Waters (1987, p.73), a course is an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In this way, Johnson (1989, p.33) says, teachers are involved in a cycle of decision making about their course. It involves a dynamic and ongoing process unlike ‘specialist approach’ in course development.

Evaluation of course finds out the effectiveness of the course. It provides feedback for further supplementation or adaptation and adoption of course. However, assessment of the students progress help to course evaluation is either internal or external matter. A course is evaluated to promote and improve its effectiveness. Course is also evaluated to provide documentation for policy reasons.

The selection of a course for use in a particular context may be determined by different factors, such as Ministry of Education, Head of Department. Where teachers have no direct control over course evaluation, these materials may not be context sensitive and cannot address the learners' needs. In such a case teachers should be the evaluators of a course. They can select appropriate

course by adapting and supplementing the prescribed course. A course may be ideal in one situation because it matches the needs of the situation perfectly. The same course in different situation may turn out to be quite unusable or unsuitable. Before evaluating a course, a course evaluator should take information of the following issues:

-) The role of course in the Program.
-) The teachers in the Program.
-) The learners in the Program.

A course tries to satisfy the teacher, students, institution, funding agencies and publisher too. For evaluating a course, Cunningsworth (1995, p.7) proposes four criteria for evaluating courses:

-) They should correspond to learners' needs. They should match the aims and objectives of language learning Program.
-) They should reflect the uses that learners will make of the language. Course should be chosen that help equip students to use language effectively for their own purposes.
-) They should take an account of students needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
-) They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Based on the factors in each situation, the evaluators need to generate questions around the main issues involved in evaluation and selection:

-) Program factors – questions relating to concerns of the program.
-) Teacher factors – questions relating to teaching concerns
-) Learner factors – questions relating to learner concerns
-) Content factors – questions relating to the content and organization of the materials in the books.

) Pedagogic factors – questions relating to the principles underlying the materials and the pedagogical design of the materials, including choice of activities and exercise types.

In this way, Grant (1987, p. 12) provides the eight criteria for evaluating a course. The eight letters the word CATALYST represent the eight criteria as key questions. Which are given below:

Communicative? Is the course communicative? Will the students be able to use the language to communicate as a result of using the book?
Many researchers regard this as a fundamental question.

Aims? Does it fit in with or aims and objectives? These may be laid down by the authorities, or devised by ourselves.

Teachable? Does the course seem teachable? Does it seem reasonably easy to use, well-organized, and easy to find your way around?

Available-add-ones? Are there any useful 'add-ones'- additional materials such as teacher's book, tapes, workbooks, etc.? If so, are they available?

Level? Does the level seem about right?

Your impression? What is your overall impression of the course?

Student interest? Are your students likely to find the book interesting?

Tried a tested? Has the course been tried and tested in real classroom? Where?
By whom? What were the results? How do you know?

1.1.9 ELT Curriculum, Materials and Management: An Introduction

This is an elective course which can be taken instead of Translation Studies and/ or Readings in English. It has been designed to equip the students with the knowledge and skills required for developing curriculum, designing materials and managing programs in English language teaching. The course is divided into four units. The first unit deals with the history and the process of ELT

curriculum design. Likewise, the second unit discusses the processes and approaches required for developing ELT learning materials. The third unit prepares the students to develop ELT course and the last unit helps them manage the ELT Programs and events.

The general objectives of the course are as follows:

-) To familiarize the students with the process of ELT curriculum design.
-) To help the students develop ELT materials.
-) To expose the students to the various studies of ELT course development process.
-) To equip the students with the skills required to manage ELT programs.

Specific objectives and contents of the course are as follows:

Specific objectives	Contents
<ul style="list-style-type: none">) Describe the history of the language curriculum.) Discuss the process of syllabus designing and curriculum development.) Analyze needs and situation, and plan goals and learning outcomes for curriculum development.) Differentiate course planning from syllabus design.) Design instructional materials and discuss their roles. 	<p>Unit I : The ELT Curriculum</p> <ul style="list-style-type: none"> 1.1 History of language curriculum. 1.2 Syllabus design to curriculum development. 1.3 Needs analysis 1.4 Situation analysis 1.5 Planning goals and learning outcomes. 1.6 Course planning and syllabus design. 1.7 Role and design of instructional materials. 1.8 Approaches to emulation of ELT curriculum.

<p>) Discuss approaches to evaluating ELT curriculum.</p>	
<p>) Discuss the materials development process.</p> <p>) Develop materials for teaching English.</p> <p>) Discuss the various aspects of self-access centre materials.</p>	<p>Unit II: Material Development in ELT</p> <p>2.1 Data collection and materials development.</p> <p>2.2 The process of materials writing.</p> <p>2.3 The process of materials evaluation.</p> <p>2.4 Ideas for materials development.</p> <p>2.5 Designing worksheets.</p> <p>2.5.1 The function of worksheets.</p> <p>2.5.2 General issues in worksheet design.</p> <p>2.5.3 Designing grammar exercise.</p> <p>2.5.4 Designing vocabulary exercise.</p> <p>2.6 Materials for self-access centers (SACs).</p> <p>2.6.1 Categories of materials.</p> <p>2.6.2 Learner involvement.</p> <p>2.6.3 Design criteria.</p> <p>2.6.4 Advice, principles and models for materials design.</p>
<p>) Discuss the role of teachers as course developers.</p> <p>) Develop the framework for course development.</p> <p>) Discuss various case studies on course development.</p> <p>) Discuss how curricular</p>	<p>Unit III : Studies in ELT Course Development</p> <p>3.1 Teacher as course developers</p> <p>3.2 A framework of course development process.</p> <p>3.3 case studies of course development (Uvin, Fisher, Carmen Blyth, Pinheirlo Franco,</p>

<p>innovations are managed.</p> <p>) Present the course development process in Nepal.</p>	<p>Fujiwara, and Hall in Richards, 1996).</p> <p>3.4 Managing curricular innovations</p> <p>3.5 ELT course development in Nepal.</p>
<p>) Market and support ELT programmes.</p> <p>) Suggest marketing strategies for the promotion of ELT programmes.</p> <p>) Discuss the ways of managing human resources and operation of ELT programmes.</p> <p>) Manage long and short-term ELT courses.</p>	<p>Unit IV: Managing ELT programmes</p> <p>4.1 Marketing and promotion</p> <p>4.2 Marketing People</p> <p>4.3 Selling the products</p> <p>4.4 Managing continuing operation</p> <p>4.5 Managing short and long courses</p>

On the whole, this course aims to equip the students with the knowledge and skills required for developing curriculum, designing materials and managing Programs in English language teaching.

1.2 Review of Related Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. Similarly, a number of research works have been carried out on text book analysis and perspectives of students towards different books under the supervision of the Department of English Education. Only a few research works have been carried out for the evaluation and analysis of any new existing course. So, I want to analyze and evaluate the course of ELT Curriculum, Materials and Management. Therefore, some research works related to this topic have been reviewed below:

Lamicchane (1999) carried out a research work entitled, "An Analysis of the New English Textbook for Grade Eight." He analyzed the textbook on speaking

and writing skills designed in the grade eight English textbook. He used two set of questionnaire as a main tool for data collection. He found that the materials and exercises are organized on the basis of psychological principles and practices are prepared on the basis of maxim of teaching. He concluded that there is lack of sufficient exercises.

Ghimire (2001) conducted a research entitled "Teacher Perception towards Expanding Horizons in English." The responses provided by fifteen subject teachers of B.Ed. second year from different campuses in Rupandehi district affiliated to T.U. were the primary sources of data. He used a set of open-ended and close-ended questionnaire as a main tool for data collection and concluded that the textbook is primarily concerned with the reading and the writings skills. The textbook helps to link reading with creative writing. So, he found out positive perception towards the book.

Dahal (2002) carried out a research work on the topic "English for Grade X: A Textbook Analysis." In which, he analyzed the textbook in terms of two aspects, i.e. academic and physical. This research work shows that the cover page design of the textbook is not attractive and durable. Binding of the textbook is weak. The hand drawn pictures of the textbook do not clarify abstract concepts. The textbook lacks drills and the textbook has not provided any model of post card writing, questionnaire, CBs, Bio-data, notices and advertisement although the curriculum has stated that students will be able to produce a variety of authentic text type.

Neupane ((2005) studied on "The Content Validity of the English Textbook for Grade Seven." In his research, he used a set of questionnaire as a main tool for data collection. The responses provided by 10 subjects' teachers of Lower Secondary Level from different schools. He found that some of the contents are valid and some are less valid. Finally, he concluded that the textbook of Grade Seven has less content validity.

Subedi (2005) carried out a research work in the topic, "Analysis of the Academic Aspects of the Textbook of Grade Eleven Meaning into Words." He used two set of questionnaire as a main tool for data collection. He found that the book had more communicative activities and there is integration of all language skills. Functional, notional and grammatical aspects are dealt systematically which cover seven broad functional areas of language. He used two set of questionnaire as a main tool for data collection. Similarly, he found that the book lacks pronunciation aspects of language.

Bhandari (2012) conducted a research entitled " An Analysis of content validity of the M.Ed. Course Sociolinguistics". In her research, she used checklist as the main tool for document (question paper) analysis. She used those checklists to examine the content validity of the exam papers of sociolinguistics Eng. Ed. 518 in terms of content coverage and content weightage. She found that the question papers of sociolinguistics have good content validity in terms of content coverage because out of 54 language items in totality of the course, 33 language items (i.e. 61.11%) were represented during three years [2066 to 2067(I) and 2967 (II)].

Likewise Sigdel (2012) carried out a research work in the topic, "Perceptions of Teachers and Students towards the Course English Language Teacher Development." He used questionnaire as a chief tool for data collection in survey research. A set of open ended and close ended questionnaire were distributed the selected 10 teachers and 40 students in order to find out strengths and weaknesses for the improvement of the course ELTD. He found that most of the students and teachers have similar understanding of the term 'professional development' as ongoing process of gaining skills and knowledge to enhance profession. This course changed the perception towards ELT and ELT condition in Nepal.

1.3 Objectives of the Study

The present study had the following objectives:

- a. To find out the strengths and weaknesses of the course of ELT Curriculum, Materials and Management with special reference to the present context of English language education in Nepal.
- b. To list some pedagogical implications and recommendations as suggestion.

1.4 Significance of the Study

The study deals with analyzing and evaluating the Course in the context of English Language Education. The study is significant and beneficial to the language students, stakeholders, teachers, syllabus designers, course writers, language planners, testers and policy makers. This study plays a crucial role to all those who are involved directly and indirectly in the field of analyzing, evaluating, planning and designing the English Language Course. The study is important because no research work has carried out to evaluate the ELT course of M.Ed. level. The study is important because the worth and urgency of the study is mentioned here. Thus, this study will be helpful and useful for the next other researcher of future.

The study thoroughly introduces and discusses some of the major criteria of planning and designing course with reference to the English Language Education in a simple and coherent manner. I am sure; it will be fruitful to the course writer, planner and designer. The main purpose of analyzing and evaluating the course of ELT curriculum, materials and management is to find out strengths and weaknesses of the course. So, the findings, of the study will have significant contribution to those who are interested in analyzing and evaluating course as well.

CHAPTER TWO

METHODOLOGY

This study investigated the ELT course planners' practices of planning and designing ELT courses which was very helpful for ELT course planning and designing context. So, to fulfill the objective of the study, the following methodology was adopted;

2.1 Sources of Data

Both primary and secondary sources of the data were used to collect the authentic information in relation to research activities.

2.1.1 Primary Sources of Data

The primary source of data of the study was M.Ed. 2nd year English Course of ELT Curriculum, Materials and Management.

2.1.2 Secondary Sources of Data

In addition to the primary sources of data, I consulted different prescribed books for ELT Curriculum Materials and Management and other related reference books such as Dewey (1939), Tyler (1950), William (1960), Taba (1962), Nicholls and Nicholis (1972), Johnson (1989), Tomilson (2007), Richards (2008), Aryal and Niure (2010), Bhatta (2012), theses, magazines, articles, journals, electronic journals like e-mail/internet, etc. and related to the present research to facilitate the study and other reference books were the sources of secondary data.

2.2 Sampling Procedures

In this study, I deeply studied the course of ELT Curriculum Materials and Management and collected the required information.

2.3 Tools for Data Collection

Checklist was used systematically for this study in order to find out strengths and weaknesses for the improvement of the course ELT curriculum, materials and management. I prepared separate checklist for objectives and contents through which evaluating and analyzing course was mirrored in the study. The checklist was limited to my research only: objectives and contents.

2.4 Process of Data Collection

I collected the data from the primary sources by administrating the checklist. For this, I deeply studied the course of ELT curriculum, materials and management in a great detail and prepare a set of checklist. For this purpose, I adopted the following steps:

-) At first, I collected curriculum, syllabus, course of study and course related prescribed books to the research work to discover certain findings.
-) After collecting related materials for this study, I studied objectives and contents deeply.
-) After that, I evaluated and analyzed the objectives and the contents of the course.
-) I prepared and expressed my views, perspectives and attitudes through checklist regarding to the study.
-) Finally, I interpreted data and displayed qualitative variables by the help of language.

2.5. Limitations of the Study

The limitations of the study were as follows;

-) The study was limited to in-depth study towards newly introduced course of ELT curriculum, materials and management.
-) Checklist was only tool for data collection.

-) The study was limited to special reference to the field of analyzing and evaluating objectives and contents of the course.
-) It was not generalizable.
-) The study was limited to evaluation of the academic and pedagogic aspect of the course.
-) Objectives and contents of the course were major evaluating aspects of the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter consists of analysis and interpretation of the data on the basis of checklist. The data collected from the primary source was analyzed and interpreted to find out the strengths and weakness of the course of ELT curriculum, materials and management with special reference to the present context of Nepal which is prescribed for the students of M.Ed. second year with major English.

The checklist was used as a main tool for collection of data in which both objectives and contents were analyzed.

The analysis has been made under the following headings;

-) Analysis of the objectives of the course.
-) Analysis of the contents of the course.

3.1 Analysis of the objectives of the course

This section of the thesis is concerned with analysis and interpretation of data. The purpose of this analysis was to find out the strengths and weaknesses of the objectives of the course.

Under this heading, general objectives, specific objectives, relevancy of objective to the curriculum, sufficiency of prescribed book to meet the objectives, relationship between objectives and contents, strengths and weaknesses of the objectives are described to make the analysis and interpretation more effective. The analysis has been made under the following sub-headings;

3.1.1 General objectives

This subsection of the thesis consists of an analysis and interpretation of data on the basis of general objectives of the course. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	objectives of the course are general			

The general objectives are more specific in comparison to aims or goals because they are general. The objectives are sometimes referred to as instructional objectives or teaching objectives. An objective refers to a statement of specific changes a language program seeks to bring about result from an analysis of the aim into its different components.

Every course should have clear and strong objectives. I have deeply studied the course of ELT Curriculum Materials and Management and I found the course has following general objectives;

- i) To familiarize the students with the process of ELT curriculum design.
- ii) To help the students develop ELT materials.
- iii) To expose the students to the various studies of ELT course development process.
- iv) To equip the students with the skill required to manage ELT programmes.

The course is appropriate and strong enough in its aims and objectives. It has up to date qualities in both central area of the subject and in teaching methodology. Objectives are clear but it should be wide. To fulfill the desired

objectives some of the contents are not enough. For example: Approaches to evaluation of ELT courses, foundation of curriculum, principles of curriculum development, the principles of ELT, etc. It should match with universal human values. Some contents are repeated to sum up, above mentioned objectives of the course are general because of the following reasons;

- i) They describe learning in terms of observable behavior or performance.
- ii) They provide a basis for the organization of teaching activities.
- iii) They describe what the aim seeks to achieve in terms of smaller units of learning.

3.1.2 Specific objectives

This subsection of the thesis consists of an analysis and interpretation of data on the basis of specific objectives of the course. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	Chapter wise specific objectives for the content of units are relevant to the contents.			

Regarding the specific objectives, there is a good balance between contents and chapter wise objectives. There are 18 specific objectives for the contents of respected units set out in the course. I found 6 specific objectives for unit I (The ELT Curriculum) and 3 specific objectives for unit II (Materials Development in ELT). In this way, there are 5 specific objectives for unit III (Studies in ELT Course Development) and 4 specific objectives for unit IV

(Managing ELT Programmes). Chapter wise objectives are clear, strong and specific. Learners are generally motivated. Specific objective of the course help in teaching to improve the effectiveness of teaching and learning. Specific objectives are sound and clearly described in detail by contents. The specific objectives are determined by general objectives. So, organizations of chapter wise objectives are specific to knowledge, skills and values that educational planners believe learners need to develop. Academically and pedagogically, the objectives are specific and relevant to the contents of the course.

3.1.3 Relevancy of objectives to the curriculum

This subsection of the thesis consists of an analysis and interpretation on the basis of relevancy of objectives to the curriculum. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	Course objectives are relevant to the curriculum and syllabus.			

Learning outcomes are aims and objectives of a curriculum. An objective refers to a more specific and concrete description of purposes. An aim refers to a statement of a general change that a language program seeks to bring about in learners. Objectives of the course should be guided by curriculum. Curriculum is a plan of whole educational program and course is a part of curriculum.

Regarding the relevance of objectives of the course; ELT Curriculum, Materials and Management is relevant to the curriculum. Clear goals and objectives give the teacher a base for determining which content and activities

are appropriate for the course based on curriculum. The objectives of the course represent the description. This means, the objectives are the target points to obtain the goals of the curriculum.

Regarding the relevancy of objectives of the course; ELT curriculum Material and Management are the target points to obtain the goals of curriculum. Therefore, the course objectives are relevant to the curriculum. The objectives of the course are clear and suitable to the curriculum, students' needs, level and interest.

3.1.4 Sufficiency of prescribed books to meet the objectives

This subsection of the thesis consists of an analysis and interpretation on the basis of sufficiency of prescribed books to meet the objectives. The result has been presented and described based on table given below;

S.N.	Category	Variables		
		yes	partly	no
a	The prescribed books are sufficient to meet the objectives set out in the course.			

Regarding this topic, the prescribed books are not sufficient. Though, students are suggested to study the relevant prescribed books and additional materials and details as they can open new vistas of information. Furthermore these prescribed books generate interest and enthusiasm in general readers willing to pursue curriculum designing and the materials development. These books also serve the needs of ELT practioners and researchers. I found following 6 prescribed books for the course for different units.

- i) Teachers as course developers.
- ii) The ELT managers' hand book.
- iii) Managing curricular innovation.
- iv) Curriculum development in language teaching.
- v) Materials development in language teaching.
- vi) For teacher to manager. Managing language teaching organization.

Above mentioned prescribed books are written by foreign scholars. The prescribed books are not sufficient to meet the objectives of the course. Therefore, prescribed books cannot meet the objectives of the course. It is better to teach and study through other foreign course related reference books.

3.1.5 Strengths of the objectives of the course

Regarding the strengths of the objectives of the course, following points were found to be striking;

- i) Objectives are relevant to the curriculum and course contents.
- ii) General and specific objectives of the course are clear and appropriate to the target learners' level, interest and needs.
- iii) Learners can achieve various learning outcomes from the objectives of the course.
- iv) Objectives facilitate planning; once the objectives have been agreed on, course planning, materials presentation, course book selection and related processes can begin.
- v) To teach, the objectives can be measured in a program. So, objectives are accountable.
- vi) They are prescriptive.

- vii) They describe how planning should proceed and do away with subjective interpretations and personal opinion.
- viii) Objectives of the course describe learning outcomes.
- ix) Objectives are consistent with the curriculum aim.
- x) They provide a clear definition of the purposes of course.
- xi) Objectives of the course are feasible (attainable in the time available during a course)
- xii) They provide guidelines for teachers, learners and materials writers.
- xiii) They describe important and reliable changes in language learning.

3.1.6 Weaknesses of the objectives of the Course

Regarding the weaknesses of the objectives of the course, the following issues were found to be as weak points;

- i) The objectives are related to foreign principles. So they are not enough in Nepalese context.
- ii) Course objectives are not successful to provide appropriate practical knowledge to the learners' desire.
- iii) Suitable published supplementary materials are not available to meet the objectives of the course.
- iv) The objectives are not sufficient for the level of M.Ed. to meet the learners' needs and interests.

3.2. Analysis of the contents of the course

This section of the thesis is concerned with analysis and interpretation of data on the basis of contents of the course. The purpose of this analysis is to find out the strengths and weaknesses of contents of the course. The analysis has been made under the following sub- headings.

3.2.1 Relevancy of contents to the curriculum

This subsection of the thesis consists of an analysis and interpretation on the basis of relevancy of contents to the curriculum. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	Contents are relevant to the curriculum, course, students' needs, level and interest.			

Regarding the relevancy of contents of the course, they are completely based on curriculum. The objectives of the course and contents are based on ELT curriculum. The contents of this course aim to equip the students with the knowledge and skills required for developing curriculum, designing materials and managing program in English language teaching. The contents of the course are relevant to the curriculum, students' needs, level and interest. In my view, learners can feel contents interesting because of the following reasons.

- i) Learners' needs are identified exclusively in terms of language needs in the contents.
- ii) Contents can be taught by the use of different activities in the classroom from presentation, controlled practice and free production (ppp method).
- iii) Contents are useful to develop academic and cognitive skills of the language learners on a daily basis.
- iv) Those contents are necessary to enable learners to participate in ELT.
- v) Learners' needs are highly addressed in those contents. It means learners' wants; desires, demands, expectations, motivations, lacks, constraints and requirements are mentioned in the contents.

Those contents included in the course are based on the objectives of curriculum. Those contents are suitable and appropriate to the learners' purposes. Likewise, those items like managing ELT program, case studies of course development (with special reference to the foreign context), ELT materials development etc. are specially valid and reliable to the learners' level needs interest and purpose. Those types of contents are required for this course. In this course learners can actively participate to carry out a specific task and set of tasks.

In order to determine learners' needs, a number of approaches are suggested. Learners, teachers and employers can involve in determining learners' needs and other information can be collected about the resources of the teaching instructions, objectives, methods of assessment used through these contents of the course. So that contents of the course are directed by the curriculum and they are relevant

3.2.2 Relationship between contents and objectives

There is a good balance between contents and objectives of the course. The formulated objectives of the course of ELT curriculum, materials and management are representative to the real needs of the Nepali learners, Nepalese society and so on. General and specific objectives which are mentioned in the course are clear, developmental and realistic.

On the other hand, contents of the course are useful and appropriate based on the objectives.

-) Contents of the course are valid and significant
-) Contents of the course are consistent with social realities.
-) Contents of the course are in balance of breadth and depth.

This subsection of the thesis consists of an analysis and interpretation on the basis of relationship between specific objectives and contents. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	There is good balance between contents and objectives.			

In a language program, there has been a set of objectives. To achieve those objectives, it is necessary to list or select appropriate contents that reflect the objectives as nature, use and learning the language. Contents include subject matter knowledge and the learners' proficiency level. It is necessary to do need analysis which contributes the planning of the course contents.

Regarding the relationship between specific objectives and contents, I found the course contents and specific objectives are interrelated and relevant to the students' level and interest. Actually the relevance between specific objectives and course contents are in good balance.

The planning of the course contents and specific objectives are based on scope and sequence of the course. I found the objectives and contents are based on the following criteria.

- i) Simple to complex.
- ii) Chronology (as given take place) writing brain storming, drafting, revising and editing
- iii) Need as in order of its importance prerequisite-learning (one may be foundation of others)
- iv) Whole to part.
- v) Spiral sequencing (recycling of items to ensure that learners help repeated opportunities to learn them)

3.2.3 Coverage and weightage of the contents

This subsection of the thesis consists of an analysis and interpretation on the basis of coverage and weightage of the contents. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	Coverage and weightage of the content is satisfactory.			

Every course should have proper weightage to give required information to provide sufficient contents. Regarding the coverage and weightage of the contents for the annual examination, I found the following;

This course is for one academic year which carries 50 marks. The distribution of marks is as follows;

	Units	Marks
i:	The ELT curriculum	15
ii:	Materials development in ELT	15
iii:	Studies in ELT course development	10
iv:	Managing ELT programmes	10

This is a theory course. The learning of the students will be assessed through annual examination held by the Office of Controller of Examination. Types and number of questions in the annual examination are given in the following table;

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	8 questions	8×1 marks	8
Group B: Short answer questions	5 with 2 'or' questions	5×6 marks	30
Group C: Long answer questions	1 question	1×12 marks	12

There are a number of issues which are still not addressed of covering by those contents of the course. So, the coverage and weightage of the course is not enough and sufficient and that should be increased. The weightage should be increased to 100 marks. 50 marks should be for theory and 50 marks should be for practice. It is necessary to include other important issues related with managing short and long ELT courses. Some contents are related to the present context of Nepal should be included like principle of analyzing and evaluating ELT courses, ELT policy determination in Nepal etc. Similarly, online based and concept of rural and local based Open University for ELT and English language learners should be included. Though, this course makes clear about the following questions;

Z What is ELT curriculum?

Z What is curriculum development?

Z How to promote ELT sales market?

Z Why the role of teacher as the course developers?

Z What are the beliefs and working principles of framework for? etc.

Which are sufficient for ELT curriculum planner, course developer and policy maker. Likewise, this course deals with different issues, problems and

challenges as well as qualities of ELT curriculum planner and course designer. In this course, there is not fixed amount of the issues and purposes in program evaluation to implement the course.

3.2.4 Teachability of contents

This subsection of the thesis consists of an analysis and interpretation of data in terms of teachability of contents. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	The contents seem teachable or reasonably easy to teach.			
b	Learners are likely to find the content interesting.			

Based on objectives, the contents of the course are teachable. To teach the contents included in the course, teacher should be trained and experienced. The Tribhuvan University should provide different types of training programs, seminars, workshops etc. to the lecturer and teacher. It is better to involve all the lecturers and teachers and learners in the process of ELT curriculum development and course designing. Teachers can use different types of instructional techniques to teach the contents of the course. General instructional techniques are applicable to most of the units. In this way, specific instructional techniques are applicable to the specific units.

Regarding teachability of contents, teacher can easily teach the different items of the subject matter in relation to ELT Curriculum, Materials and Management but teacher should have appropriate detail knowledge about the contents. Most

of the contents are appropriate with reference to the present context of Nepal. Based on the applicability of the course contents, it is necessary to teach easily and effectively to the learners by the use of different techniques i.e.

- ❖ General instruction techniques
 -) Lecture and discussion
 -) Demonstration
 -) Self study
- ❖ Specific instructional Techniques
 -) Presentation
 -) Project work
 -) Group and individual work etc.

3.2.5 Applicability and implementation of contents

This subsection of the thesis consists of an analysis and interpretation on the basis of applicability and implementation of contents. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	The course content has been tried and tested in the real classroom.			
b	The contents are used in the course well organized, planned and executed.			

Regarding the applicability and implementation of contents, the contents of the course are complete to equip the students with knowledge and skills required for designing and developing curriculum. The course content has been tried and

tested in the real classroom since the educational session 2067 B.S. M.Ed. second year students have been taught through Tribhuvan University. Hence, learners are likely to find the contents interesting.

The present course entitled "ELT Curriculum Materials and Management" primarily deals with a range of contents, theories, practices and debates pertaining to curriculum materials and ELT management in the changing global context. The course contents serve as explicit up to date information needed to the students of ELT curriculum development.

The course is particularly based on T.U. curriculum for M.Ed. second year specialization in English. The expectation of the contents of the course is to fulfill the students' requirements. It means the contents of the course are fruitful to the learners. The course generates interest and enthusiasm in general readers willing to pursue curriculum designing and the materials development.

3.2.6 Overall impression of the contents

This subsection of the thesis consists of an analysis and interpretation on the basis of overall impression of the contents. The result has been presented and described in the table given below;

S.N.	Category	Variables		
		yes	partly	no
a	Overall imprecation of the contents of the course is favorable.			
b	The course content is complete to equip the students with knowledge and skills required for designing and developing curriculum.			

Regarding the overall impression of the contents, the contents are overall impressive. Most of the contents included in the course of ELT curriculum, materials and management, they give required knowledge to the language students. Contents of the course are helpful and useful to the teachers, curriculum planner, syllabus and contents of the course, impress to all those who are involved directly and indirectly in the field of analyzing, evaluating, planning and designing the ELT courses. Some of the contents are relevant to the present context of Nepal because English language learning process is going overall in Nepal.

Contents familiarize and help the students with the process of ELT course contents not only impress the Nepalese English language learners, it helps the foreign English language learners, too.

On the whole, contents of the course are overall impressive to expose the English language learners to the various studies of ELT course development process.

3.2.7 Strengths of contents of the course

- i. Contents address learner's needs and interests.
- ii. Contents allow the use of authentic materials.
- iii. Contents motivate the learners.
- iv. There is a good balance between contents and specific objectives.
- v. Contents relate more closely to learners needs.
- vi. The amount of time spent on each unit is sufficient.
- vii. Contents of the course are valid and sufficient.
- viii. Contents of the course are consistent with social realities.
- ix. Contents of the course are in balance of breadth and depth.

3.2.8 Weaknesses of the contents of the course

- i. Authentic instructional materials are essential for teaching contents of the course such as cassette recordings, coursebook, reference book, teachers' guide etc.
- ii. Contents are based on theory only.
- iii. The contents of the course is unrealistically crowded and teachers lack time and materials to give their students opportunities to practice and reinforce.
- iv. Reference books and regarding materials are not available at the university.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with major findings of the study. It also deals with some recommendations made on the basis of major findings of the study.

4.1 Findings

On the basis of presentation, analysis and interpretation of the data, the major findings of the study has been summarized and presented as follows:

- i. It was found that the course of ELT curriculum, materials and management is relevant in terms of learners' needs, level, interest, its contents, aims and objectives.
- ii. It was found that the weightage of the course is not sufficient with its organization and it should be increased; the contents should be enlarged. For example: Approaches to evaluation of ELT courses, Foundation of curriculum, Principles of curriculum development and course designing, Changing concept of curriculum, The principles of ELT, etc.
- iii. It was found that academically and pedagogically this course is really applicable in Nepalese context but it should be practical.
- iv. It was found that this course really helps the language learners to design, plan, improve and develop the ELT courses.
- v. It was found that this course is not sufficient to expand language awareness in the learners.
- vi. It was found that the organization of this course is logical and psychological.
- vii. It was found that this course changes the perception towards the ELT curriculum and planning, developing, improving systems of ELT courses in Nepal.

- viii. The prescribed books are not sufficient to meet the objectives because they are not easily available in the market and are not intelligible.
- ix. The importance of launching similar type of course in other faculty under T.U.
- x. The knowledge of ELT curriculum, materials and management is necessary to get mastery over ELT and this knowledge helps in future.
- xi. Teachers and learners can satisfy with this course because most of the contents reflect students' needs.
- xii. It is better to include more creative writing activities and exercises in the course for learners.

4.2 Recommendations

The following recommendations have been made on the basis of the findings of the study.

- i. The course ELT curriculum, materials and management is relevant in terms of learner's level interest and its contents, aims and objectives. So, other needs also should be explored and addressed.
- ii. This course changes the perception of ELT curriculum planners and learners with special reference to the present context of Nepal. So, this should be practiced.
- iii. The weightage of the course should be increased; contents should be extended.
- iv. The course should includes those contents related to the objectives like changing concept of curriculum, course and course, criteria for evaluating and analyzing the ELT courses etc.
- v. Teachers and learners satisfaction should be maintained in the Course.

- vi. The course is criticized as it is more theoretical so, practical aspects should be increased. Moreover actual problems related to teaching ELT curriculum and course should be included in the course.
- vii. Prescribed books are not easily available in the market. Thus, they should be available easily in the market. Moreover learners should be encouraged to read prescribed books and they should be intelligible to the learners otherwise it is not sufficient to meet the aims and objectives set out in the course.
- viii. To produce experts of ELT curriculum, the course ELT curriculum, materials and management should be launched in other faculties of T.U. i.e. Humanities.
- ix. The knowledge of curriculum, materials and management is necessary to get mastery over planning and designing ELT courses, so that this course should be taught in other faculty where English taught as a major subject.
- x. The course should be practice oriented; practical works should be carried out effectively.
- xi. Course books should be written in Nepalese context and learners should be involved in practical activities like analyzing and evaluating curriculum, syllabus and course book, and reflection along with planning, developing and designing session for workshops, seminar and short term training to make the course qualitative.
- xii. Issues related to the present context of Nepal, Nepalese ELT curriculum planner, learners, designer and policy maker should have appropriate knowledge about ELT curriculum, materials and management.
- xiii. The different topics included in the course should be organized from simple to complex manners.

xiv. To meet the objectives of this course, learners can use self access center (SAC) to get ample opportunity to learn course related subject matter because SAC is a resource of learning materials to which learners can have direct access without the mediation of a teacher or other member of staff but it should be at peaceful environment and organized properly.

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APPENDIX-I

Checklist

Name of the Researcher: Ram Chandra Sharma (Phuyal)

Research Work Guided by: Mr. Resham Acharya, Teaching Assistant,
Department of English Education, T.U., Kirtipur, Kathmandu.

Research Title: An Analysis of Course of ELT Curriculum, Materials and
Management.

1. Objectives of the Course

	<u>Category</u>	<u>Variables</u>		
		Yes	Partly	No.
a	General objectives and Chapter-wise specific objectives for the content of units are relevant to the content.			
b	The prescribed books are sufficient to meet the objectives set out in the course.			
c	Objectives of the course are clear and suitable to the target learner's level and interest and needs.			
d	Course objectives are suitable in the situation of teaching.			
e	Course objectives are relevant to the curriculum and syllabus.			

2. Contents of the Course

	<u>Category</u>	<u>Variables</u>		
		Yes	Partly	No.
a.	Contents are relevant to the curriculum, course, student's needs, level and interest.			
b.	Coverage of content is satisfactory.			
c.	The contents seem teachable or reasonably easy to teach.			
d.	Learners are likely to find the content interesting			
e.	The course content has been tried and tested in the real classroom.			
f.	There is a good relevancy balance between contents and objectives.			
g.	Overall impression of the contents of the course is favorable.			
h.	The contents are used in the course well organized, planned and executed.			
i.	Learners are facing problems while learning this course.			
j.	The course content is complete to equip the students with knowledge and skills required for designing and developing curriculum.			
k.	This is a theory course, it should be practical.			

l.	Contents of the course are reliable and valid.			
m.	The course ELT curriculum, materials and management is really beneficial for the planning and designing curriculum.			

Suggestions to make the course more effective and qualitative.

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