Translation Pedagogy
PH.D. students (2024-2025)
Lecture Four
Prof. Dr. Luqman A. Nasser

Curriculum design in Translation

What is a curriculum ?

What are the components of a curriculum ?

What are the factors to be considered to reach a qualified curriculum ?

What are the concerns of curriculum design?

What are the most important curriculum design approaches?

What are the most common curriculum design models?

Curriculum is a fixed course of study in the pursuit of a defined goal

Curriculum should be seen as an overall **plan** for instruction. It consists of a statement of **aims** and **objectives**, of content in terms of theoretical knowledge, practical **skills** to be acquired, attitude towards work and necessary **support materials** to be used in its presentation.

The word **Curriculum** has the meaning of **educational path**
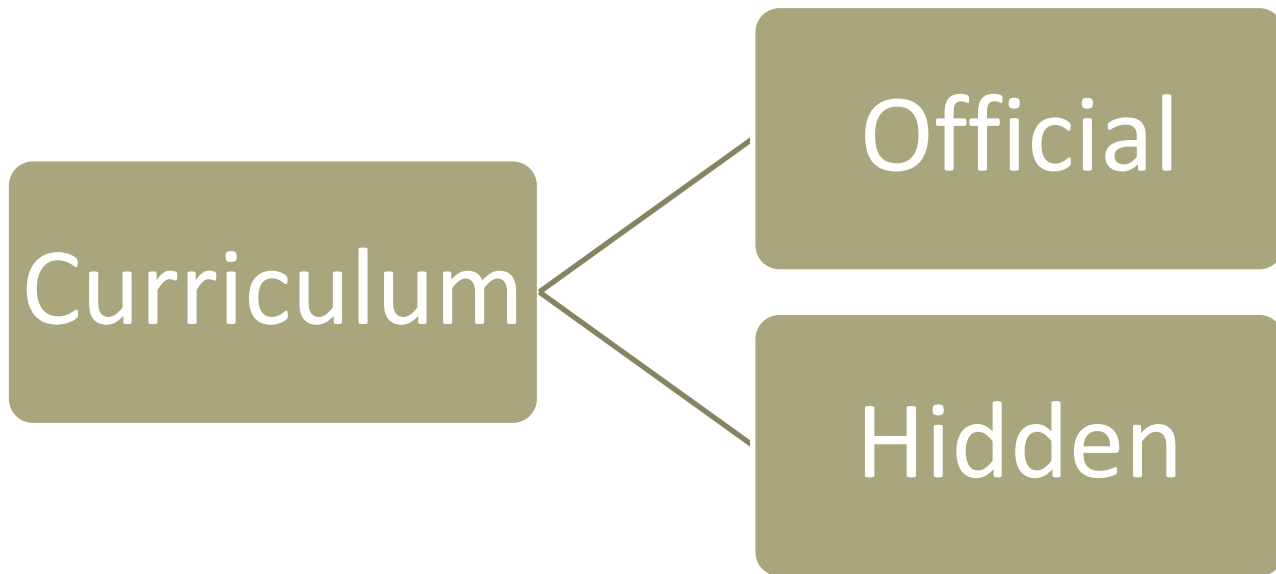
Official curriculum is a written *plan of action*, which is reflected in curriculum documents that contain clearly stated learning objectives

The hidden curriculum, part of the curriculum that, while not written, will certainly be learned by students. (Ornstein & Hunkins 1998: 12) Thus, the hidden curriculum instills values and beliefs that shape future members of the professional community.

If, for example, simultaneous interpretation into the non-native language is not offered officially in the curriculum and remains in the hidden curriculum, students may come to believe that it is not a legitimate practice.

If court translation theory is not offered in the curriculum, students may have the impression that such content is not valued in the professional community (Ornstein & Hunkins 1998).

Foundations of Curriculum

Four skills of reading, writing, listening, and speaking are regarded as the most important milestones that will be tested and evaluated on students of each level by ELT teachers, so these skills play an important role in the design of curriculum in ELT area.

Similarly, there are four fields of study that Ornstein and Hunkins (1998) present as the principal bases of curriculum:

philosophy, psychology, sociology, and history.

The curriculum developer has to keep in mind these factors so as to produce a curriculum that is relevant, implementable and useful to individual learners and society.

The key elements such as the goals, the content (materials), learning experiences (methods), and evaluation.

Curriculum design process consists of the studies to determine which components the curriculum is going to be made up of and aims to handle this process with the appropriate design approaches in a meaningful unity.

The key elements of a program can be expressed as the goal, the content, learning experiences, and evaluation. In order for the curriculum to be a qualified one several factors need to be taken into account in respect of their connection with the key elements of that education program.

1.Cultural background,
2.family,
3.application of technology,
4.changing values and morality,
5.crime and violence, etc. are some of the social forces that have a great effect on curriculum design.

The knowledge of human development is also one of the factors curriculum planners take into consideration to design curricula to meet the needs of learners at various levels of education.

The nature of learning – how people can learn is also of importance for curriculum planners, because they can design the curriculum on condition that learners all participate and understand the course.

The curriculum design studies and find answers to the following four important questions:
1. What should be done?
2. What should the subject area consist of?
3. Which learning strategies, resources, and activities should be used?
4. Which measurement techniques and materials should be used to evaluate the results? (Demirel, 2010).

The answers to be found to these questions will help curriculum designer have a clear idea about what to include in the curriculum so that it can be a very favorable and trustable one because these four aspects are always interconnected with each other.

Curriculum Design Approaches

Subject-Centered Curriculum Design

This is the commonly used curriculum design approach in educational implementations and it is related to the organization of curriculum in terms of separate subjects. Most of the curricula implemented at schools and even colleges have been designed by utilizing this approach.

As teachers' training is mainly based on this approach of education, the subject-centered curriculum is better and more easily understood and implemented by teachers.

In addition, curriculum planning through this approach is easier and most course books and extra materials are organized according to it. But there are also some criticisms about subject-centered curriculum design and they caused a wide rejection   through some arguments. One of the arguments is the fact that it mainly focuses on content but not the needs or experiences or students.

Learner-Centered Curriculum Design

All curriculum designers give particular importance to learners, so the idea that student is the center of curriculum studies and every subject should be specified according to him/her emerged at the beginning of the twentieth century. So, the curriculum is organized around the needs, interests, abilities and aspirations of students in this design.

Advocates of the design emphasize that attention should be paid to what is known about human growth, development and learning. This type of design requires a lot of resources and manpower, in order to meet the variety of needs. Hence, the design is more commonly used in the developed countries, while in developing world the use is more limited (Nyagah, 2000).

Problem-Centered Curriculum Design

Such curriculum designs supply the refreshment of the cultural and traditional values and point out the unmet needs of the society. They address students' social problems, needs, interests, and talents as their improvement is at the forefront as well as the subject. Some designers, on the other hand, are more interested in the reconstruction of the society.

The variety between them comes out as a result of the importance they give to the societal needs rather than individual needs (Demirel, 50).

Broad-Field Curriculum Design

In this curriculum design approach, two or more subjects are unified into one broad course of study. In other words, it is an organization combining subjects that are related in the curriculum. So, the unification and integration of knowledge are believed to come true through this approach of curriculum design.

It integrates separate subjects into a single course and this enables learners to see the relationships among various elements in the curriculum. Such properties of curriculum design cause the advantage of saving time on the school time-table.

On the other hand, opponents of this approach believe that it doesn't have a depth and it provides only bits and pieces of information from a variety of subjects (Nyagah, 2000).

Curriculum Design Models

curriculum designers usually provide the content and sequencing, goals, and assessment parts of the course, and leave it to the teacher to decide on the materials to use to deal with format and presentation.

curriculum designers are supposed to consider different but very important factors

The needs of teachers in terms of materials and suitable teaching techniques, the needs of students in terms of having a positive class atmosphere and learning through sophisticated materials while designing up-to-date curricula and course books including these curricular peculiarities

A Waterfall Model

Tessmer and Wedman (as cited by Macalister, 1990) describe this view as a —waterfall‖ model, where one stage of curriculum design, e.g. environment analysis, is done thoroughly, then the next stage of needs analysis is done thoroughly, and so on in much the same way as the flow of water fills one container in a stepped-down series and then flows over to fill the next.

A Focused Opportunistic Model

The development is done while implementing the course depending on the experiments of the instructor . Then, with each re-teaching of the course, one part of the curriculum design process is done thoroughly.

This model is clearly not ideal but realistic. It can be effective if teachers have the opportunity to teach the same course several times because they can direct the course according to their experience

A Layers of Necessity Model

It is similar to the Focused Opportunistic Model, but the most important difference of it is covering all the major parts of the curriculum design process at the same time.

The main pillars of an effective curriculum can be viewed in four categories as David Nunan mentions in his book *The Learner Centered Curriculum*:

1. Initial planning procedures (including data collection and learner grouping),

2. Content selection and gradation,

3. Methodology (which includes the selection of learning activities and materials),

4. Ongoing monitoring, assessment and evaluation.

The first step in the curriculum process is the collection of information about learners in order to diagnose the objective needs, that is, needs which are external to the learner.

This initial data collection is usually superficial, relating mainly to factual information such as current proficiency level, age, educational background, previous learning experiences, time in the target culture and previous and current occupation.

It is also sometimes possible to obtain more subjective information on preferred length and intensity of the course, preferred learning arrangement, learning goals and information relating to preferred methodology, learning-style preferences and so on.

However, this sort of information, relating to learner's subjective needs as an individual in the learning situation, can only be obtained once a course has begun.

Content selection, as the second step in curriculum process, is an important component of a learner-centered curriculum. In such a curriculum, clear criteria for content selection give guidance on the selection of materials and learning activities and assist in assessment and evaluation.

By making explicit the content objectives of a course and, eventually, by training learners to set their own objectives,

The selection of content and objectives is therefore something which is shaped and refined during the initial stages of a learning arrangement rather than being completely pre-determined