A Report on Parameters for Curriculum Planning and Teaching Methods

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Abstract – Curriculum planning is one of the most important components of the teaching methodology used in foreign languages. Pedagogy and course planning are distinctive and peculiar because language learning is cognitive. This document focuses on the aspects and challenges of the curriculum strategy and the design of the Spanish language in particular. The modules must be precise and call the attention of the student. As the Spanish language is easier to learn, students are generally attracted to learning this language. However, Spanish grammar can be complex at times and, therefore, more emphasis can be placed on communicative learning. The Spanish curriculum can be delineated in such a way that the learning includes both the direct method and the grammatical translation method. The teaching method has a vital role in the planning of the course, which will be analyzed in this document. However, techniques and pedagogies may differ since students may have different requirements. In addition, the academy involved in curriculum planning needs to take into account many factors, such as the age of the students, their mother tongue and their cognitive capacity. This study will be an inspection on the various elements and tools needed to plan, write and assemble the curriculum of the Spanish course.

Keywords - Curriculum, Pedegogy, Foreign Language, Challenges and Factors;

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INTRODUCTION

The excellence of an academy depends directly on the structure of the teaching plans of any educational institution such as the school, the university or a private institution. All those aspects that intervene in the framework of education, be it theoretical or in educational activities, can be included in the parentheses of the curriculum. A multidimensional curriculum is one of the many crucial factors involved in the intellectual capital by the institution.

However, teaching foreign languages requires a planned curriculum and a unique pedagogy to achieve the desired results. And, therefore, a study and analysis can be carried out in this area to evaluate and contribute different techniques and pedagogies while the curriculum design is being elaborated. For decades, the field of foreign language teaching has undergone considerable changes as a result of the impact of various related factors. The arrival of the new perspective has marked new approaches towards the promotion of multilingualism and higher levels of competence and, therefore, an appropriate initiative can be made to delineate a unique structure when planning the teaching of a foreign language. Curriculum planning in a foreign language includes different challenges that affect the acquisition of the teaching language. One of these factors has been the objective of the

institution that will be discussed at length in this document. The planning of the curriculum, therefore, can be formulated by determining the desired result and various other factors that affect the students and their cultural perspective.

Factors Associated with the Planning of Foreign Language Courses

When writing the syllabus, it is important to address the objective of the course plan which, in turn, is directly affected by the interests, economic situations, socio-cultural background, linguistic and cognitive ability of the selected students. According to Hessische Kultusminister: "communicative intentions" replace grammatical forms, and "communicative competence" is "the primary objective" of instruction. I agree, to some extent, with Jack C. Richards RELC and Honorary Professor at the University of Sydney, which qualifies the curriculum based on objectives as a backward method, the formulation of the objective, the accumulation of resources and the design of a design and course plan. This is a well-established tradition in curricular design in general education and in recent years has resurfaced as a prominent focus of curricular development in language teaching. It was sometimes described as a 'middle-end' approach, as seen in the work of Tyler (1949) and Taba (1962), who saw instruction as the

specification of ends as a prerequisite for devising means to reach them.

The curriculum design must be based on objectives and involves the following stages

•   Formulating the results

•   Designing the curriculum and then the curriculum.

•   Compilation and organization of materials and tests.

•   Use of specific methodologies to comply with the structure of the course and

•   Evaluating the desired result.

The various effects that affect the coding of the objective of the course curriculum, techniques and strategies that can be used to achieve an expected result will be the following:

I. Based on Interest and Knowledge Search Approach

Students who find Spanish culture attractive can connect with the Spanish language more easily than other students who no longer know where Spain is. Some students find passion in learning different languages. Research shows that students who learn foreign languages for interests get more grades than other students who end up learning a language. In such cases, teaching pedagogy and the curriculum are not a challenge. The objective is easily achieved since the target students cooperate in the learning process. The universities and colleges that offer honors courses have a prescribed curriculum decided upon and approved by the Indian Ministry of Education. Jawaharlal Nehru University, Delhi University, Indian Foreign Language University, Hindu University Banaras are some of these educational bodies, to name a few. The structure of the program at Jawaharlal Nehru University, for example, "imparts language proficiency in oral and written skills in Spanish through a combination of traditional / modern methods, including language labs and film programs that I believe should be the standard framework of the course curriculum. It offers courses in civilization, culture and literature from Spain and other Spanish-speaking countries. There are also translation courses with professional, technical, literary and commercial texts. " The goal of learning is to learn and obtain all the knowledge associated with the target language. Studies and linguistics have been linked to assimilate deeply to the target language in the personalities of the students as if the target language were theirs. In the process of language learning, students go through a large number of concepts and theories, studying and analyzing the target language, for me it was Spanish. After a while, it is no longer about learning the

foreign language, but about transmitting the thoughts, ideas and concepts in the target language to the other person. The curriculum is divided into 3 or 5 years. It is more competitive. There are a lot of exercises and activities. Students after the prescribed period can communicate and deal with daily experiences in the target language.

II. Linguistic and Cognitive Competition of the Students

Students with a strong linguistic and cognitive ability do not find much difficulty in keeping up with the course plan and the teaching of pedagogy. I observed this by teaching different students falling into the same group. For example, students of computer applications took two days to understand a particular exercise on 'possessive pronouns' in which biotechnology students covered the same exercise in one hour using the same stickiness. After observing such experiences, I believe that teachers should have some power to improvise on the curriculum and the pedagogy that is given to situations and immediate factors that affect teaching and learning.

III. Sociocultural Factors and Sociolinguistic Principles

That said, sociocultural and sociolinguistic factors of students can play an important role in writing and planning the curriculum. For example, students who know Hindi and English have an advantage while learning Spanish, since Spanish can easily be compared to English and Hindi.

In a classroom there may be students of all backgrounds. However, students from a particular area or region may require a different curriculum and pedagogy than other students. For example, students studying in Europe have a different curriculum (MARCO COMUN) and a specific pedagogy for their needs than students studying Spanish at Amity University, Lucknow. Therefore, the curriculum should be peculiar to the requirement of students with that particular geographic area with certain language limitations and cognitive challenges.

IV. The Economic Situations Affect the Students in the Choice of A Foreign Language

Many students think that learning the Spanish language will help them gain a future and, therefore, they are inclined towards learning languages, not because of their interests, but because of the contraction of work in other areas of study. Since the last two decades, Spanish or any other foreign language that is a "convenient" and "unconventional" area of study is finding more or equal value in the labor market in India compared to other "professional courses" such as medicine, law and engineering. Institutions where the teaching of foreign languages are aimed at

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producing a communicative workforce with the desire of global capitalism that Spanish-speaking human resources design a brief, precise and in-depth curriculum. The curriculum begins with basic grammatical rules and includes a large number of communicative exercises, exercises and activities that shape the cognitive minds of the student in grasping the target language. The methodology used can be the direct method, since the courses are taught by native teachers or faculties with almost native language. The design of the curriculum is precise and so that students can reach their goal in a short period of time. The design of the study is efficient and students can speak in the target language in a short period of time. However, sometimes, the structure of the course can be a challenge for students who come from a monolingual environment.

On the other hand, in some institutions such as Amity University and Lovely Professional University, where Spanish is one of the additional courses, the aim of the curriculum is to achieve a basic knowledge of the language.

The objective of the curricular course of Universitad de Lovely Profesional is as follows.

"To improve students' communication skills in various languages, which allows them to work in different cultural environments and guide them completely to face the challenges of the global professional world using the Spanish language.

"To close the communication gap for business projects with relevant educational knowledge in new territories".

The institutions work together to establish certain ethics in a university, for example, the standards under which the Jawaharlal Nehru University works is totally different from the point of view of the Lovely Professional University. Therefore, taking this into account, the institutions establish a certain framework under which the curriculum should be drafted.

In some cases, even when the curriculum is divided into 3 or 4 years, the language learning process is not vigorous. This also happens because in some universities foreign languages are a secondary issue, while in others, where foreign languages are the main topic, considerable success is achieved. Teachers are expected to transmit the knowledge of the foreign language in the simplest way. The design of the course and the teaching pedagogy are mainly based on the grammar and communicative activities do not pay much attention. The program is expected to complete a time with some knowledge of the grammar rules.

When the goal is to achieve professional communication skills, the curriculum is structural and based on grammatical translation methods rather than a more realistic approach. No explanation of the current use of language and standards is presented. Translations are also often unsatisfactory, as they are made word by word. Students have to learn many grammar rules and tend to see language from a grammatical point of view. Often, my students ask me why there is a question mark canceled in Spanish and why "elle" has a double. They try to find a logic behind each grammar rule since the prescribed curriculum requires following the method of grammar translation.

CONCLUSION

Once the goal has been decided, the content should be organized into learning and learning units, as well as organized into a rational sequence also called curriculum. There may be many different approaches to a curriculum with the design of the curriculum reflected. The essential components of teaching foreign languages, such as vocabulary, grammar, functions or types of text.

After analysing different study plans, I come to the conclusion that some of them are successful and others are not. The answer was based on the fact that a successful curriculum requires that the entire community of teachers and students become active participants and researchers and not just "evaluators" or "performers". A curriculum is meaningful to the people who have helped design it and it must also be a course map for the students they must meet.

There may be an improvised curriculum that meets the needs of all types of students according to the geographic region. An international curriculum for all geographic areas could be the convenient way to design and frame the result, but, the final needs may not be able to reach a high level.

The purpose of the curriculum will therefore be defeated. I believe that a combined research and survey on innovative new ways will allow teachers and students to function effectively in the effective teaching and learning process. The result will be achieved with the greatest efficiency, which in turn will encourage more research and technological innovations in the planning and design of the curriculum.

Questions arise about how and what pedagogy will be the most appropriate for the backward design curriculum. To achieve effective teaching and learning, course design may include literature such as storytelling and poetry. Literature can also include songs and movies. Activities outside the classroom and presentations can also be included. Special interaction in the classroom, foreign language learning supported by technology, assessment of the second language in the classroom, dialogical teaching and learning and

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practical activities. I think that when language is no longer just about learning, but also about transmitting and communicating, the classroom becomes more interactive and teaching and learning go hand in hand and more effectively.

A humanistic approach to the learning process can directly guide the individuality of the students. Bringing your interests and needs contributes to a faster study of foreign languages. Creating game situations, taking into account the individual characteristics of a stronger person involved.

In the humanist approach formed around 1960, the teacher's personality becomes less important, although it is still important enough. The humanistic approach can lead to the formation of a series of alternative methods of learning and perform the training of oral and written expression skills. To increase the efficiency of the learning process, the humanistic approach can combine a communicative approach.

During the selection of the innovative approach and techniques, the following criteria can be taken into account, such as creating a comfortable and supportive environment for the student, promoting natural interest and the desire to learn a new foreign language, getting involved in emotions, feelings , experiences in the educational process to stimulate verbal, written and creative abilities and the use of the cognitive approach in the educational process.

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