KEY TERMS OF TEACHING BY OBJECTIVES

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W e have compiled a list of terms related to pedagogy by objectives. It includes key concepts concerning syllabus design, teaching approaches, and evaluation strategies as they appear in the language teaching reference books mentioned in the bibliography. The list is by no means exhaustive.

- **analytic syllabus**
a syllabus based on non-linguistic units such as topics, themes, settings, and situations. Learners are exposed to holistic 'chunks' of language and are required to extract patterns and regularities from these (as opposed to **synthetic syllabus**).

- **behavioural objectives**
see **intended learning income.**

- **communicative approaches**
approaches to language teaching in which the focus is on processes of communication rather than on structural, functional, or notional items.

- **course design**
the process of producing an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. This entails producing a syllabus, selecting or writing materials, developing a methodology and establishing evaluation procedures.

- **criterion-referenced testing**
using tests built to measure specific competence.

- **curriculum**
principles and procedures for the planning, implementation, evaluation, and management of an educational programme. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities).

- **cyclical syllabus**
a syllabus which enables teachers and learners to work with the same topic more than once, but each time a particular one reappears it is at a more complex or difficult level.

- **discovery-based teaching**
see **inquiry-based teaching**

- **evaluation syllabus**
document handed down by ministries or other regulating bodies, containing a statement of what is to be learnt, which puts on record the basis on which success or failure will be evaluated.

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- **expressive objectives** — the concern of education of making possible creative responses which go beyond what is available and help to develop it and individualize it (as opposed to **instructional objectives**).

- **formative evaluation** — evaluation done and feedback gained during a process so that the process can be changed to make it more effective.

- **goal** — the broad, general purposes behind a course of study. Goals can be expressed in terms of what the teacher is to do or what the learner is to do.

- **goal-oriented course** — course designed in terms of goals. The emphasis is on achieving a particular set of goals, in the narrow sense of 'target situation, necessities' (as opposed to **process-oriented course**).

- **grading** — the arrangement of syllabus content from easy to difficult.

- **hidden curriculum** — content which may contradict or reinforce the school's expressed curricular intentions but which is not publicly acknowledged.

- **inquiry-based teaching** or **discovery-based teaching** — a teaching strategy by which the teacher involves the students in situations that imply or hide the knowledge which (s)he wishes them to learn (as opposed to **instruction-based teaching**).

- **instruction-based teaching** — a teaching strategy by which the teacher passes on to students knowledge or skills of which (s)he is master (as opposed to **inquiry-based teaching**).

- **instructional objectives** — the concern of education of giving mastery of the cultural tools already available (as opposed to **expressive objectives**).

- **intended learning income (ILO)** or **behavioural objectives** — the kind of behaviour the student is expected to acquire after a language programme.

- **job analysis** — the methods used to obtain a detailed description of a learner's current or target job with particular regard to the use of English in the job.

- **language-centred course** — a course whose content is determined by an analysis of the target situation performance.

- **learner-centred curriculum** — planning, implementing and evaluating language programmes on the basis of information by and from learners.

- **learning-centred course** — Course which brings into play factors concerned with learning at all stages of the design process. It looks beyond the competence that enables someone to perform (cf. **skills-centred course**), and focuses on how someone acquires that competence.

- **linear syllabus** — a traditional syllabus with linear shape adopted for discrete element content, particularly grammar or structure.

- **mastery learning** — a teaching method aiming to give each learner the optimum quality of instruction and the time required to achieve task completion according to the learner's aptitude level.

- **matrix syllabus**   a flexible syllabus that allows selection of topics from a table of contents in a random order, suited to situational content.

- **means/end model**   an educational approach which takes into account both the subject matter (the ends) and the teaching strategy (the means).

- **methodology**   the study and development of learning tasks and activities.

- **modular syllabus**   a syllabus made up of modules designed for a programme in which the objective is maximum flexibility.

- **needs analysis**   techniques and procedures for obtaining information from and about learners to be used in curriculum development.

- **norm-referenced testing**   using test results to compare a student's performance with that of other students.

- **objective**   a statement describing what learners will be able to do as a result of instruction. Formal objectives are meant to have three parts: an activity (what learners will do), conditions (under what circumstances), and standards (how well they will perform).

- **pedagogic objectives**   tasks which the learner might be required to carry out inside the classroom (as opposed to **real-life objectives**).

- **performance contracting**   payment by results, made to school boards by the government according to the students' performance.

- **performance objectives**   precise statements of what the learner is to be able to do at the end of a course.

- **pre-ordinate evaluation**   evaluation strategy that relies on pre-specification and emphasizes the statement of goals and the use of objective tests.

- **process-oriented course**   Course focusing not on achieving a particular set of goals (see **goal-oriented course**), but on enabling the learners to achieve what they can within the given constraints.

- **process syllabus**   a syllabus which focuses on the means by which communicative skills will be brought about.

- **product syllabus**   a syllabus which focuses on the outcomes or end products of a language programme.

- **real-life objectives**   tasks which learners might wish to carry out outside the classroom (as opposed to **pedagogic objectives**).

- **responsive evaluation**   evaluation oriented more directly to programme activities than to programme intents, responding to audience requirements.

- **sequencing**   determining the order in which syllabus content will be taught. Content can be sequenced according to difficulty, frequency, or the communicative needs of the learners.

- **skills-centred course**   Course designed to enable learners to develop the skills and strategies underlying the target performance.

- **story-line syllabus**   a coherent syllabus built on notions and functions with thematic continuity.

- **summative evaluation**   evaluation done and feedback gained at the end of a process.

- **synthetic syllabus**   a syllabus in which the content is divided into discrete lists of items which are taught separately. The task for the learner is to reintegrate the elements in communication (as opposed to **analytic syllabus**).

- **syllabus**   a specification of what is to be learnt/taught in a language programme and the order in which it is to be learnt/taught.

- **task**   a unit of planning/teaching containing language data and an activity or sequence of activities to be carried out by the learner on the data.

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