

An Appraisal of the Design, Content, Approaches and Materials of the K-12 Grade 8 English Curriculum by Language Teachers, Supervisors and Teacher-Trainers

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Abstract : This paper examined the feed-backs, concerns, and insights of the teachers, supervisors, and teacher-trainers on the nature and qualities of the K-12 grade 8 design, content, approaches, and materials. Specifically, it sought to achieve the following objectives: 1) to describe the critical nature and qualities of the design, content, teaching-learning-and-evaluation approaches, and the materials to be utilized in the implementation of the grade 8 curriculum; 2) to extract the possible challenges relevant to the implementation of the design, content, teaching-learning-and-evaluation approaches, and the materials of the grade 8 curriculum in terms of the linguistic and technical competence of the teachers, readiness to implement, willingness to implement, and capability to make relevant adaptations; 3) to present essential demands on the successful and meaningful implementation of the grade 8 curriculum in terms of teacher-related factors, school-related factors, and student-related concerns.

Keywords : curriculum reforms, K-12, teacher-training, language teaching, learning

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