

A Research Proposal of Critically Applying Objective Model and Process Model in Designing Primary English Activity Curriculum Themed on “Chinese Cuisine Culture”

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Abstract: This paper is a research proposal that aims to critically apply two influential curriculum theories, Tyler’s Objective Model and Stenhouse’s Process Model, to primary English curriculum design themed on Chinese Cuisine Culture.

Keywords: Objective Model; Process Model; Primary English; Activity Curriculum; Chinese Culture

1. Introduction

1.1 Research Background

Today’s society is an era of knowledge explosion. What knowledge is the most valuable? How can students learn more valuable knowledge in a limited amount of time when human life is finite? This is a situation in which curriculum design and development becomes increasingly important. ^[1]

The curriculum is a means of achieving educational goals and is the sum of all types of activities that help students gain useful learning experiences and promote their all-round physical and mental development.”What is taught”, “why is it taught”, “how is it taught”, “why is it taught this way” and “what impact does it have on students”? Curriculum developers must consider not only the way in which knowledge is linked, but also how students learn that knowledge. The way curriculum is presented is implicit in the way it is taught, and different teaching styles are actually based on different forms of content and classroom organisation. ^[2]

Curriculum, as an independent field of study from education, was separated from education in the early 20th century. Educational scholars have put forward many classical theories of curriculum models, such as Tyler’s objective model, Bruner’s structuralist view of curriculum, Schwab’s practical view of curriculum, Stenhouse’s process model, Doll’s postmodernist view of curriculum and so on. ^[3]

1.2 Research Aim

Many curriculum models have also been widely used in the development and design of English curricula in China with good outcomes. Nevertheless, there are still a number of issues that need to be addressed in terms of how curriculum models can be effectively applied to children’s English lessons for learning Chinese culture.

1) At present, English teaching in primary schools is still dominated by traditional object-oriented language learning, and activity-based English lessons for learning about Chinese culture are still relatively rare. On the one hand, traditional teaching ignores students’ psycho-emotional experiences and limits their creativity, thus providing a poor learning experience. On the other hand, traditional goal-oriented pedagogy ignores the value of the teacher and undervalues the role of the teacher in the classroom. ^[4]

2) If English activity lessons do not have a fixed objective-based curriculum model and focus only on the learning process, leaving students’ personalities free to develop, confusion can again arise because there are no learning objectives. ^[5]

3) English activity lessons in Chinese culture lack specific evaluation criteria.

In order to solve the above problems, this research proposal integrates Tyler’s goal model and Stenhouse’s process model, analyses the advantages and disadvantages of both, and critically applies them to a Chinese culture-themed primary school English activity classroom to fully reflect the value of the curriculum, thus promoting the development of English education in China’s primary schools and also achieving the purpose of spreading Chinese culture in English.

2 Literature Review

2.1 Research on the advantages and disadvantages of Objective Model and Process Model in curriculum design

2.1.1 Advantages and disadvantages of Tyler’s objective model

The Basic Principles of Curriculum and Instruction, which sets out the basic procedures and methods of curriculum development, is recognised as a hallmark of the classical form of the objective model of curriculum development, and was published in 1949 by R.W. Tyler, one of the foremost contemporary curriculum theorists and evaluation experts in the United States. ^[6]

Tyler’s model is also known as the ‘objectives model’ because the book is only 128 pages long but 62 pages are devoted to curriculum objectives. He raises four classic questions around educational objectives. They are so vital in curriculum design and

development that no school's curriculum development can bypass Tyler's rationale, and the objective model remains the basic norm and procedure for curriculum development.

Zhen emphasizes that the reason it still holds an important place in the curriculum field is because of the simplicity of the conceptual framework it reveals and the influence it has had on curriculum studies. Wang points out that the main function of the handbook is to guide the selection, organisation and assessment of the curriculum. It has been illustrated that Tyler's use of objectives, selection, organisation and evaluation as the key elements of curriculum design and development encapsulated the principles of curriculum development in the first half of the twentieth century and has since been refined and applied in the curriculum field, making it widely used in practice. [7]

But Tyler's objective model is not perfect, and criticism of it is widespread. The controversy over pre-determined and filtered objectives has never ceased.

The choice of objectives as a prerequisite for curriculum development has also been criticised as "stating predetermined behavioural outcomes, fragmenting the behaviour of learners, manipulating them to achieve ends that are of no value to them at the moment, and thus desecrating the integrity of learners". [8]

It has been pointed out that there is a lack of clarity and cogency as to why certain objectives are chosen and not others. "The emphasis on behaviouralisation of objectives has significant limitations, for example, important objectives such as emotion and aesthetics are difficult to demonstrate directly through behaviour", and it is a mistake to put the "basic issues of curriculum development in a linear fashion, as the real situation is much more complex, with interactions and interactions between issues". [9]

It is argued that Tyler's proposal to filter the construction of curriculum objectives through a philosophical sieve is pointless and unimportant. "Leaving the question of retaining or discarding objectives to the teachers of individual schools, Tyler did not propose guidelines for selecting objectives". [10]

2.1.2 Advantages and disadvantages of Stenhouse's process model

Stenhouse presents the well-known process model of curriculum planning. The process model was developed in response to Tyler's objective model in which curriculum development was not intended to produce a set of program prescriptions that could be implemented and evaluated for effectiveness. [11]

One of the greatest contributions of Stenhouse, the leading British curriculum scholar, was his radical critique of the objective model of curriculum development and the introduction and practice of a 'process model' of curriculum development in his Humanities Curriculum Initiative. [12]

A Taiwanese case is used by Cheng-Yu Hung, an associate professor in education at National Taiwan University, to demonstrate that the process model that emerged in the 1970s is still relevant to current curriculum development and that this revived version can bring a new perspective to the scholarship of curriculum development. Interviews with 15 curriculum developers demonstrate that applying the new guidelines of the process model pays more attention to students' personal experiences and different perspectives, and promotes mutual understanding, dialogue and possible consensus.

As some curriculum researchers have cautioned, the teacher-as-researcher process model presents certain difficulties in concrete practice.

Firstly, it puts inexplicable pressure on teachers, even to the extent of creating a dilemma of disorientation or isolation in teaching. [13]

Secondly, although student participation is valued, the extent to which students are able to recognise the experimental research role they are playing in actual teaching is yet to be explored in depth. [14]

Thirdly, the weakened role of classroom authority and students' independent inquiry can easily lead to uncontrolled learning, thereby endangering students' interests and even creating social tensions, conflicts and confrontations.

2.2 Research on teaching Chinese Culture in English classes

The emphasis on Western culture has led to Chinese cultural aphasia among Chinese learners of English. Song investigated this phenomenon and concluded that Chinese cultural aphasia was mainly due to the lack of Chinese cultural influence in university English teaching classrooms, and that Chinese culture should be integrated into university English teaching by developing effective teaching strategies including, but not limited to, writing a sound syllabus and improving the overall quality of teachers.

Researcher Liu & Yang takes tea culture as an example, looks at the aspects of analysis, design, development, implementation and evaluation based on the ADDIE model to optimise the teaching design of Chinese culture into English language teaching and develop students' intercultural communication skills.

In order to promote intercultural communication competence (ICC) among university students, Zheng's study constructed a process-oriented model of intercultural teaching and learning, and he used the following instruments to demonstrate that such teaching models were more effective and achieve significantly higher levels of satisfaction among teachers and students than traditional cultural teaching from the perspectives of knowledge, competence and emotion.

- 1) Pre- and post-academic cultural tests to test students' knowledge.
- 2) ICC's self-report scale, which measures emotional and behavioural development
- 3) Satisfaction surveys and semi-structured interviews with teachers and students to find out their views and suggestions on the curriculum.

3. Methodology

3.1 Research Objectives

This study examined the effectiveness of critically integrating the application of the Objective Model and the Process Model in

developing a Chinese food culture-based English curriculum for third grade students of primary school. Three research questions were posed.

1) To identify whether such curriculum models are effective in enhancing students' competence in the cognitive, affective and behavioural domains ^[15]. To help young learners learn to evaluate others and make self-assessment. ^[16]

2) To improve the curriculum so that students can better learn Chinese culture in English. ^[17]

3.2 Research Design

My framework was based on a philosophy of interpretation and because the research is about developing students' abilities and skills and enhancing their patriotism, I used an inductive approach to do qualitative research.

As a teacher and researcher in school, I have first-hand experience as well as in-direct experience through discussion with my colleagues. The strategies adopted classroom observation, questionnaire, evaluation scale, semi-structured interview.

3.3 Participants

This study was conducted in an English training school in a fifth-tier city in China, with 15 third-grade students as participants. The steps were as follows: the 15 participants were divided into three groups of five participants each, and a group leader was selected for each group. In each of the three groups, there were two participants who spoke English well, two participants who were good at drawing, and one participant who had coordination skills.

3.4 Research Method

3.4.1 Data Collection Method

The study conducted primary sources, the data accumulated carrying classroom observation, evaluation scale, semi-structured interview and questionnaire.

A. Classroom Observation

Tally sheet as followed is used in classroom observation for the teacher to record student's behaviour. ^[18]

Table 1. Classroom Observation

Student Name: _____	Behaviour Record (1-5)				
Classroom Activities	1	2	3	4	5
1. Takes the initiative to answer questions					
2. Asks questions					
3. Complete pre-class tasks					
4. Group activities (free conversation, interview,					
5. Actively participate in poster design					
6. Perform generously in activities					

B. Evaluation Scale

Students assessed each others' work in the theme poster design. The scale uses a 5-point Likert scale range from 1 (strongly agree) to 5 (strongly disagree).

They are encouraged to follow the principle of fairness when assessing each other, to give a full account of strengths and an accurate account of weaknesses. Students themselves are suggested to be open to kind criticism. ^[19]

Table 2. Evaluation of others' work

Works	Evaluation Points (1-5)				Valuer
	Design	Pictures	Handwriting	Presentation	

Learning to self-assess helps students to develop a proper understanding of themselves, which is one of the most difficult skills to develop. Self-assessment promotes reflection on one's own learning and helps to develop students' independence and their ability to develop and grow on their own. (Wang, 2010)

Table 3. Self-assessment

Name: _____ Date: _____ Title of the Show: _____	Needs Improvement	Not bad	Excellent work
Voice- Did you speak clearly and loudly enough so everyone in the audience could hear you? Did you speak to your audience, not your paper?			
Eye contact- Did you look at the audience as you are speaking? could the audience see your eyes?			
Fluency- Did you stumbled over a lot of your works? were you speaking at a good pace? Not too slow or too fast.			
Actions- Did you use various expressions and get your audience involved? Did you change your voice to fit the character? Did you use any props?			

C. Questionnaire to students after class

Table 4. Questionnaire

Dish Name	Cuisine	Taste	Raw Ingredients	Regional Main Crops

D. Semi-structured Interview

Semi-structured interviews were conducted separately with the teachers of the classes and with five randomly selected students.

The main purpose of the student interviews was to examine how well the students learned in the interdisciplinary English classes conducted under an integration of two curriculum models, as well as the students' ideas and suggestions for this type of course.

The interview questions with the teacher focused on the effectiveness of the application of this teaching model, as well as the problems encountered in the implementation and suggestions for the improvement of the curriculum model.

3.4.2 Data Analysis

A.The classroom observation sheets indicated that 100% of the students were able to take the initiative to answer questions and ask questions, 80% of the students completed the tasks set by the teacher before class, and 95% of the students performed creditably in the group activities.

B.Student assessment focuses on evaluating the performance of others in the classroom and on self-evaluation. It was clear from the evaluation form and the self-assessment form that the students understood the teacher's requirements and took the first step towards evaluating others and reviewing and evaluating themselves.

C.The results of the questionnaire showed that the students' understanding of Chinese cuisine culture had broadened and deepened. They could name several foods and the cuisine to which they belong in English, and understood their tastes and main raw materials.

D.Semi-structured interviews with students suggest that 1/5 of them were content with culture based English activity class, while one student was quite nervous when performing on stage.

E.Problems and difficulties were summarised by semi-structured interview with teachers.

1) Primary 3 students did not have an adequate English vocabulary and many expressions required native language support.

2) The students were young and did not understand the raw materials of the cuisine, even in their mother tongue.

3) This mode of teaching requires a high level of general competence, and the need to act as a researcher in the classroom while fulfilling the teaching objectives is sometimes beyond the teacher's ability to juggle.

3.5 Ethical Issues

1) Informed Consent

Prior to the interview, I briefed the teachers and students on the background, topic and purpose of my research, obtained their verbal consent, as well as getting the teachers' and students' parents' signatures on the consent forms.

2) Privacy

I have maintained the anonymity of all the teachers and students I interviewed. Their identifying information was not disclosed in this study.

4. Conclusion

Teaching Chinese cuisine culture in English activity class in a fifth-tier Chinese city is a bold attempt at curriculum development, and there are still many challenges and difficulties to be addressed. Integrate the objective model with the process model and applying it to the English activity classroom in a complementary way did not bring the expected results, and I conclude that there are the following reasons for this.

1) The cognitive objectives were set at a high level. Because of their young age, the students themselves had little cultural background and insufficient English vocabulary. Some of the curriculum content involved geography and culture, crops, etc., which

were somewhat difficult for children to understand when explained in Chinese, let alone expressed in English.

2) Teachers need to change from their customary role as traditional knowledge imparters to that of researchers, which is a long-term and continuous process that requires teachers to adapt gradually in their daily teaching and also to improve their professional skills.

Chinese culture is vast and profound, Chinese culture-themed English activity curriculum for primary schools have a positive and far-reaching influence on the promotion and spread of Chinese culture among children^[20]. Curriculum development is a prerequisite for determining the success or failure of teaching and learning. Scientific and reasonable curriculum development is not only the key to achieving effective teaching and improving the quality of classroom teaching, but also a long-term need to improve teachers' teaching standards^[21]. Critically applying Tyler's objective model and Stenhouse's process model to design an activity-based curriculum for primary school English is an attempt and starting point for curriculum development research. Practice and exploration in everyday teaching will help to reorient and promote better development of the primary English curriculum.

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