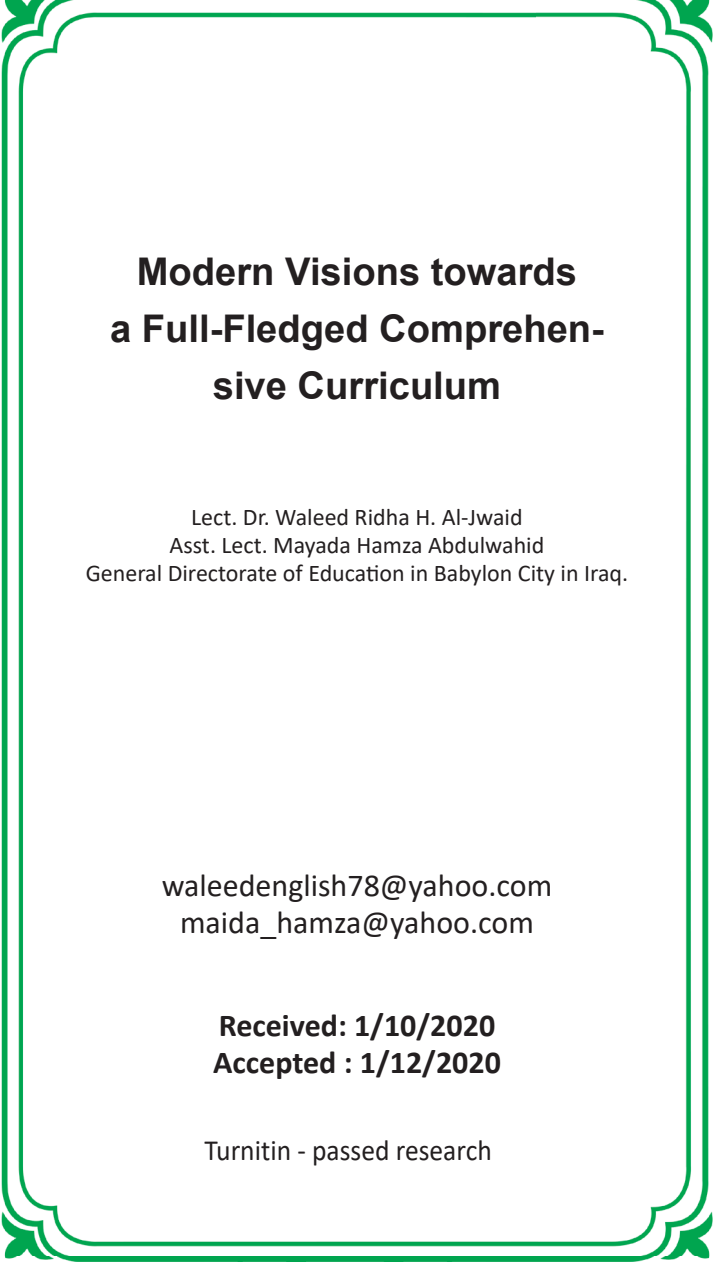




Modern Visions towards a Full-Fledged Comprehensive Curriculum

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a Full-Fledged Comprehensive
Curriculum**

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Abstract

A curriculum is not merely a kind of book or books that is/are taught at schools. It should meet individual and society needs. Curriculum plans an individual's gradual development throughout his/her life within a certain society. Building the desired curriculum means building an individual and opening a way to a strong society, protecting it, and giving it the possibility and ability to stand the test of time. It is a policy that reflects various aspects: knowledgeable, philosophical, moral, intellectual, societal, among others to result in a positive change in people's behaviour and in turn in their society's status. It is also worth mentioning to say that a curriculum plays a crucial role in transmitting a society's heritage and culture to upcoming generations. In addition, it has an impact on its development among other societies. Furthermore, this transmission happens through building individuals.

The current paper tries to provide an answer to the question of what a curriculum should involve achieving what an individual and a society need. The following sub-questions are developed to present the problem of the current study and to reach the desired result: (1) what is a curriculum?, (2) what are the elements required to build a full-fledged comprehensive curriculum?, (3) what should a curriculum develop?, and (4) what is the role of society and its members in this process?.

As part of a curriculum, teaching and learning English as a foreign language has been involved in the current paper. Accordingly, a questionnaire has been developed to explore and conclude the requirements for building a full-fledged comprehensive curriculum.

Keywords: curriculum, foreign language, curriculum tasks, accumulating information

1. Introduction

Good work comes in many forms. “Greatness lies not in being strong, but in the right using of strength; and strength is not used rightly when it only serves to carry a man above his fellows for his own solitary glory” H. W. Beecher (cited in Davis 2018: 242).

But how can work be good? And how can it be great?

When we read the above saying, we can portrait curriculum as a kind of planning: to build a country, a nation, a society, society’s members, politics, psychology, knowledge, morals, education, among others. It also correlates with the word ‘development’. Therefore, what brings these concepts together is one culture and one language. To expand our linguistic competence, Wittgenstein states that “the limits of our language are the limits of our world” (cited in Brown, 2006: 601). A curriculum, as far as education is concerned, has a role to make students (as society members) reflect on and engage with texts to uncover and develop their potential abilities, and accordingly, they have a role to participate in their society. A curriculum is a way that experts design so that people can follow. It is a policy to build a society and a policy to build a human being.

Ultimately, then, a curriculum is one of the things that should be given its due attention in newly developing and developed societies. A curriculum can be achieved through language which is an intriguing thing that reflects people’s needs and culture, among other things. A curriculum is supposed to promote the intellectual, personal, social, and physical development of its society’s members. It is not only important that a curriculum makes students pass exams. Rather, it is more important that it makes sure that students accomplish what they are supposed to do and what makes them effective members of their society. A curriculum helps students to be responsible and be effective members of society.

One of the curriculum tasks is to offer students a way how to exercise their mental abilities in a particular way that ensures their potential creativity and progress. For example, a task a curriculum plays in developed countries around the world is learning English as

a foreign language (alongside other areas such as science, mathematics, art, physics, chemistry, biology, and literacy) which becomes one of the most increasingly indispensable core subjects in schools.

2. Education and curriculum definitions

Education is regarded as fundamental. It is a life-long process. It is an important factor that newly developing countries have to first-ly plan so as to build a strong society, a strong nation, a strong country. Education is regarded as an indispensable part of a curriculum.

To begin with, a curriculum can be commonly understood as the subjects that are included in a course of study or taught in a school, college, etc.

But it is not a picture curriculum desires where students at the end of each year will be able to pass final exams. Rather, it is to expose members to what is written in the assigned subjects so as to develop their competences and thus be able to uncover the potentials that benefit them and their society. It is also a matter of gradual brain development. Essentially, then, the curriculum mainly aims to build a human being.

Among definitions that are offered to curriculum, Wayne (2012: 29) defines it as:

- “a form of complex environmental design”

The same author one page later adds that curriculum refers to:

- “the entire range of experiences concerned ... [with] the abilities of the individual (ibid. 30)”

- “the series of consciously directed training experiences that schools use” (ibid.) to unfold perfectibility.

Our definition to the curriculum is:

It is a gradual, purposeful, planned, and systematic policy that is to be followed in a society to build cooperative and effective members. It is a kind of psychological, philosophical, cognitive, intellectual, moral, and social development throughout a society's members lifelong.

A society is a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done (Cambridge Advanced Learner's Dictionary 2008: 1372).

The Curriculum represents a core through which we build the knowledge people have, since they are born, in a society that makes them gradually belong to a society day by day. So this means that we are growing people step by step according to the curriculum that experts design. A curriculum, in addition to other elements, helps in doing that. It means teaching people how to behave in society as effective members so as to build a strong society.

Curriculum to members of a society is different from curriculum to government's members those who run the society. It is different in the sense that the latter lead the society and thus have a more important responsibility towards it and its members.

To go a step further, a curriculum has some bases that are regarded as pillars:

1. Philosophical (to be able to express our potential)(to ask)
2. Sociological (to be an effective member of our society)
3. Psychological (two stages are critical in our life: before age 6 and after age 6)
4. Educational (Cognitive) (intellectual)

Essentially, to put curriculum in practice, education in schools and universities (as part of the curriculum) aims at enabling students a gradual development of their competences, say the linguistic one. For example, we can test the same students both in their foreign language skills and in their reading skills in general (in their own language). We will then be able to compare to what extent strong reading skills in a foreign language are 'just' strong reading skills in general, or whether it is related specifically to language skills.

Accordingly, to enforce curriculum in education, Curriculum designers should offer the educational members (say, principals and

teachers) the appropriate real imparting education to assure the development of students and they should create conditions as needed for successful language and other sciences learning.

3. Purpose of curriculum

There are local as well as global purposes that are expected to be gained through the curriculum. In Figure (1) below,

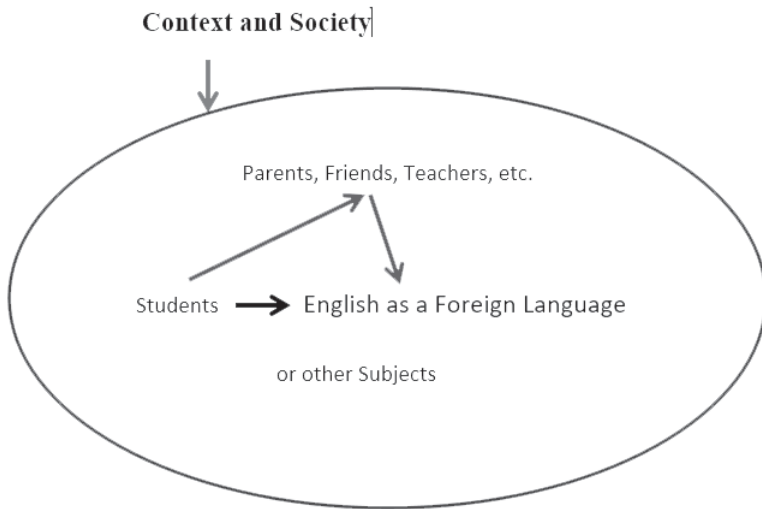


Figure (1): The process of learning English as a foreign language or subjects

we notice that a student learns English as a foreign language (or any other subjects such as Arabic, mathematics, art, history, biology, physics, chemistry, science) either indirectly (through parents, friends, teachers) and/or directly (on their own). It is however crucial to understand that the most important aim is that he/she begins becoming a part of or a member of his society subconsciously with or without the help of his family and his society. He is supposed to reach this belonging subconsciously. As per English, it should subconsciously become part of him/her. Thus, the curriculum's purpose is to offer him/her a fertile ground towards achieving these basic goals.

3.1 Local Purpose of Curriculum

A local purpose of curriculum refers to build a curriculum within the framework of its society's and community members' needs and demands. It is demanded to take into account the society where a human being lives. The curriculum should consider exposing its members to their own culture.

The question that needs to be answered is that as teachers, parents, and government, what is the responsibility that is allocated to each? Actually, each is responsible for inspiring children and pushing them to learn: *Students are what they learn*. And each is responsible to build cooperative and effective members in the society: *Students are what teachers, parents, and government building*.

What they learn and what teachers, parents, and the government build will decide nothing less than the future and prosperity of the country and society. The future of society depends on us as parents, teachers, and the government. The future needs everyone to share what he has. As such, to meet the needs that students are inspired to achieve, the curriculum is the keyword and it should involve what makes sure the sustainable development and enhancement of students potentials. To fulfill that each has a responsibility. Everyone has something that he is good at. Everyone has something to offer. As far as the curriculum is concerned, the responsibility is to make children discover to uncover their abilities and potentials. It is the school's responsibility, parents' responsibility, government's responsibility to take part in building their strong society.

Each member of society has a responsibility to accomplish. They should give a priority to their society's demands at the expense of their personal interests. In addition, the government has its own responsibility. They should take care of their people and provide public services to people. A government is supposed to work harder to build a strong and safe society. How they are going to do that is through planning an effective curriculum. Regarding the school's objectives as part of the curriculum's objectives, it should advocate, for example, the progressive education and the development (psy-

chological, philosophical, intellectual, moral, cognitive, etc.) of students inside and outside the classroom. Besides, an effective curriculum should allow the majority of students to progress together.

3.2 Global Purpose of Curriculum

The curriculum should be given the possibility to deal with global issues as well as local ones. This gives students the ability to widen their thinking and understanding. The more students read about their society and other societies, the more they become knowledgeable, developed, and creative. It is important to involve a global dimension in the school curriculum.

The Global purpose enables students to get a better understanding of the worlds around their world. It aims to develop knowledgeable students toward a better world. The purpose of the global approach in the curriculum, according to Johnson (2018), is to “foster multicultural awareness and education by helping to understand, respect, and appreciate similarities and differences across cultures”. This helps societies to keep up with the developments happening around their world. As such, the curriculum should give students the possibility to be exposed to other cultures.

4. Imitation and curriculum

When a group of familiar European and American scholars had met to discuss the debate between Jean Piaget’s and Noam Chomsky’s pivotal theories about language learning in 1975 in Abbaye de Royaumont near Paris, an interesting part of the discussion was about Piaget’s inclination to the claim that the development of cognition can be traced through the observation of children’s intellectual abilities (see Wagner, 1982: 178). Wagner states that an important concern about Piaget’s theory is the development of knowledge in the individual. We can say that the interaction between the individual’s biological genes and the experience he is exposed to throughout his life is behind this development of his knowledge. Without such interaction, a human being will not be able to develop his knowledge, say for example if a newborn human being is left in the jungle alone with the animals; surely he will learn no lan-

guage but the animals' sounds he /she hears around him. To Wagner,

this growth is constructive in the sense that the child continually adapts environmental events to his or her own knowledge structures and is simultaneously changed in the process, producing a continuous set of transformations that may be described in terms of "stages" of cognitive development.

It is true, in the way Chomsky debates it, that children have the ability to construct utterances that they have never heard before. But it is true as well to say that the ability to develop and learn a language is different from the development of any bodily organs which requires no exposition to and interaction with the surrounding environment. It is possible to say that language is a gift from God to make human beings as the most intelligent creature who has the ability to develop his/her brain and in specific his/her language from the first day if he/she is exposed to the appropriate surrounding environment.

Yet, there is a possibility that a newly born human being is endowed in his/her brain with ready-made full languages; but still, they require an exposition to the environment to develop. A human being, as such, develops the language or languages that he/she is exposed to at the expense of the other languages.

A study by Prabhu et al. (2015) shows how imitation helps in learning a language. According to the findings obtained from the study, using imitation in learning by teachers changed their conventional pedagogical methods. In a study by Yang (2019), innovation evolves through stages from imitating imported models to innovating practices. Imitation and constant practice should be one of the things taken into account in the curriculum. Liang (2019), on his part, examines stylistic imitation as a technique when teaching English as a foreign language in the classroom. She (ibid.: 80) recommends that interesting and meaningful passages should be involved in the curriculum for stylistic imitation and students could choose a paragraph from their favourite author to imitate. We can see from these studies that if imitation has nothing to offer to learning and teaching of

English as a foreign language, it absolutely supports the learning and teaching process of English as a foreign language in one way or another.

Part of the curriculum is to instigate students and guide them to investigate and observe what they see. Imitation is a matter of exposing and triggering which is not simple in the sense that it is followed by a process of thinking and producing which is more complex. For example, students try to imitate the way a poem or a story is written.

To recapitulate, we can say that learning is based on imitation as a matter of development and interaction between a human being and the surrounding environment. One possibility is that everything in life is learned through imitation. But how a human being imitates is different from how other creatures do because a human being is given a more developed capacity which makes him/her different from other creatures. It is our God Who gives a human being the clues to everything in life. Human beings are just imitators. It is only God Who Creates. And everything which is created is given life. And since, it is only God Who Gives life. Thus, we imitate what we see around us; what is provided to us by our God. Imitation can give us the ability to think creatively about what surrounds us.

5. Teachers, Students, and content

Teachers should be dealt with as facilitators of learning. However, they should provide and control the atmosphere that ensures students acquire knowledge independently and subconsciously. As far as students are concerned, though students are considered as passive learners in the sense that they are guided by teachers, a curriculum is designed for the purpose of developing knowledgeable, intellectual, moral, and effective members in a society. Besides, it is the teacher who can orient the students and direct them towards achieving their objectives (Zohrabi, 2011: 70).

To Harmer (2002, 154-156), a teacher should follow certain techniques and activities inside the classroom: demonstration, explanation, discovery, accurate reproduction, immediate creativity, and check questions.

6. Socialization and curriculum

Socialization is a process of adaptation where a human being is prepared to behave in such a manner as required by a given social environment (Keel, 2016: 1). To deal with students as social beings is to shape them within the framework that both benefits themselves as individuals and as belonging to their society. A good curriculum is that one which seeks to create an environment where students become able to relate what they learn to what they need in their everyday life. Part of socialization is to create a classroom that is harmonious and cooperative.

7. Elements of a good curriculum

There should be certain elements that ensure the success of the curriculum. According to Keel (2016: 296), an effective curriculum skips the traditional thought to deal with it as just the selection of content students should master. This deprives students of the opportunities to participate actively in their educational process. According to Scott (2001: vii), there are four dimensions of curriculum: aims and objectives, content or subjects matters, methods or procedures, and evaluation or assessment. Elaboration of each of these four elements is presented shortly below. In relation to some modification based on the literature review and the two researchers' observation, the research's questionnaire has been divided into four parts: aims of the curriculum, content of the curriculum, activities: methods and means, and assessment of the curriculum (see Appendix (1) below).

The questionnaire has been created and designed by the two researchers based on literature review and their knowledge and own observations and handed to experts' reviewers (see Table (1) below for the names and the current status of the experts' reviewers) in order to be revised and reviewed before handing it to professors from various universities around the world (Iraq, Canada, America, Turkey, to mention a few) whose specialist is methods of teaching English as a foreign language, supervisors at the General Directorate of Education in Babylon City in Iraq, and teachers of English as

a foreign language at Iraqi schools.

Table (1) Experts Reviewers List

No.	Expert Name	Specialist	University
1.	Prof. Dr. Raghad Slman Alwan.	Educational Sciences/ Curricula and Methods of Teaching.	University of Babylon/ College of Education for Human Science/ Department of Educational and Psychological Sciences, Iraq.
2.	Prof. Dr. Hamza Hashim Al-Sultani	Educational Sciences/ Curricula and Methods of Teaching.	University of Babylon/ College of Education for Human Science/ Department of Educational and Psychological Sciences, Iraq.
3.	Asst. Prof. Mohammed Nasser Abdulsada	General and Applied Linguistics	College of Basic Education Wasit University, Iraq
4.	Prof. Dr. Hamza Abdulwahid Hammadi	Curricula and Methods of Teaching	Dean of Al-Taf University, Kerbala, Iraq.
5.	Prof. Dr. Umrans Jasim Al-Juburi.	Methods of Teaching	Retired. University of Babylon/ College of Education for Human Science/ Department of Educational and Psychological Sciences, Iraq.
6.	Prof. Dr. Aasim Abood Zbar	Teaching of the English Language as a Foreign Language	Almstaqbal University College, Iraq.
7.	Asst. Prof. Dr. Farman Kkahaht Rahama	Methods of Teaching	University of Babylon/ College of Islamic Sciences, Iraq.

Based on the teachers' responses to the questionnaire and on the literature review, the two researchers calculated the findings and the results using some statistical methods including Cronbach's coefficient Alfa to check the correlation and reliability statistics of each item and the total score of each of the questionnaire four parts based on the IPM SPSS Statistics 24 program. And accordingly, they arrive at some indispensable conclusions.

7.1 Aims of curriculum

A curriculum has a role to determine the knowledge and skills that students should learn and develop during their lifelong. The aims of curriculum represent here in the current work the aims of education, i.e. what education aims at, in general, and as far as teaching English as a foreign language is concerned in specific. In their book *Curriculum and Aims*, three issues have been pointed by Walker and Soltis (2004: 3) as far as building a curriculum is concerned: the time and resources needed, the decisions to be made about curriculum, and whether the changes requested to be made on a curriculum are really changes for the better. They (p. 6) add that a curriculum should be clear and that it is "inherently a social creation". On his part, White (2004: x) states in the preface of his book *Rethinking the School Curriculum: values, aims, and purposes* that a curriculum aims at preparing students for a flourishing personal and civic life. As far as education is concerned, curriculum aims should be collective involving, including the teaching of English as a foreign language, the subjects that are taught at schools. White (p. 2) mentions two aims:

- "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society" and
- "prepare such pupils for the opportunities, responsibilities, and experiences of adult life."

The author (pp. 6-7) elaborates that students should be encouraged to:

- "listen to things (stories, instructions, others' views);
- look at things (diagrams in books, writing on the board, videos);

- reason things out (how to solve a problem in maths);
- how to create more interest in the School Council;
- imagine things (what it is like to be in someone else's shoes);
- contemplate things (poems, paintings, aesthetic features of the school environment);
- feel various emotions (compassion, suspense, delight, imagination-mediated fear);
- try to remember things (past feelings, geographical facts);
- exercise their bodies."

Here, we can say that the aims of a curriculum should depend on scientific investigations and practical experience. Besides, through observations, a curriculum mainly aims at developing the psychological, educational, and social perspectives throughout students' lifelong. As such, an effective curriculum monitors building a society and a human being as well as its educational process' monitoring.

7.2 Content of curriculum

In 2020, Deng in his book *Knowledge, Content, Curriculum, and Didaktik: Beyond Social Realism* inquires what knowledge worth be selected and be organized into the curriculum content. He (ibid.: x) states that "helping students gain access to disciplinary knowledge that they cannot acquire at home is the central purpose of school."

Content of the curriculum should reflect the past, present, and future of a society's life. Besides, it should tackle various aspects such as religion, politics, beliefs, customs, among other societal needs. Moreover, it should cater to mental, emotional, social, intellectual, and moral developments throughout a human's life. Furthermore, in accordance with what Lucy Crehan presents in a conference titled *Research into Practice evidence-based decision-making in international education* on Wednesday 18th November in 2020, a fewer curriculum in length allows all students to progress together.

7.3 Activities: methods and means

A curriculum should take into account the activities (methods and means) that are employed in the classroom. Developing students' critical thinking, collaborative works, and creativity are among the important activities that ensure great progress of students' performance. For example, a curriculum should engage students to participate in community volunteer works. Curriculum designers should think of what helps to increase the understanding and visions of the students' worlds. In addition, an effective curriculum requires the participation of all society's members (parents, teachers, and government). Activities should involve outside classroom activities besides the classroom ones. Students should also be guided to consult additional library resources.

7.4 Assessment of curriculum

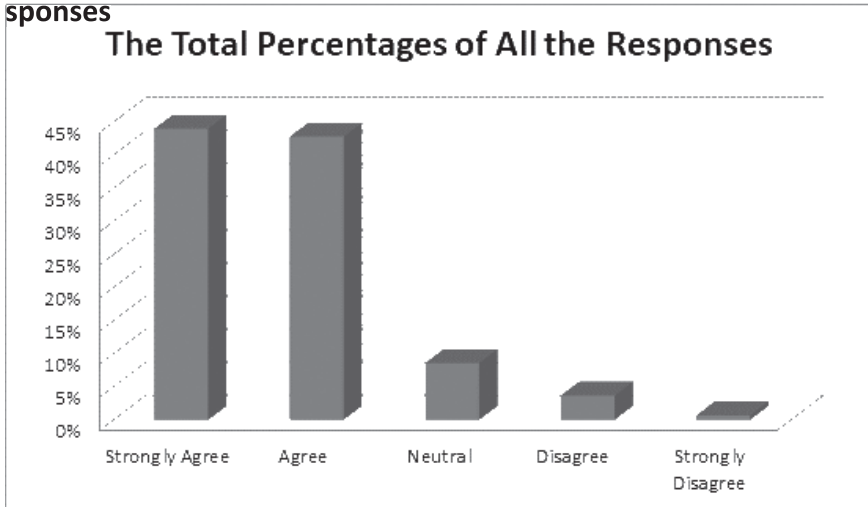
To Scott (2001: vii-viii), is a sign that a curriculum has been implemented successfully. According to Ewin (2010), assessment practices arise as a part of how and why learning happens and what a curriculum means to teachers and students. To us, assessment means that an effective curriculum ensures that the education aims have been communicated successfully to all students.

To build a practical curriculum, certain points should be taken into consideration. Firstly, a curriculum task is to make teachers do all the job of teaching. Parents should not be overloaded with additional duties alongside their family affairs. This is one of the weaknesses that a curriculum may witness. However, the parents' duty is to check and follow their children learning progress. Secondly, a curriculum should allow for extra outside and/or online classroom meetings with their teachers. Such meetings provide the appropriate solution to improve students' knowledge. Thirdly, each of the four skills of language (speaking, reading, listening, and writing) should be given its due attention.

8. Discussion of the findings

This section is devoted to calculating the findings and discussing the practical part of this research paper. 116 participants have responded to the questionnaire items. Figure (2) below calculated the total percentages of all the questionnaire responses.

Figure (2): The Total Percentages of the Questionnaire’s Responses



The following tables explain the findings of each part of the questionnaire’s statistics.

As far as the Aims of Curriculum part of the questionnaire is concerned, Table (2) shows that the degrees of their weighted mean have been limited between (3.75 - 4.44) whereas the weight percentages between (75.1% – 88.9%).

Table (2): Teachers’ Responses to the Questionnaire’s Items

Aims of Curriculum	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Freq.	weighted mean	weight percentage	Reliability Statistics Cronbach's Alpha
	1	52	64	0	0	0	116	4.44	88.9	95.4
	2	68	36	8	4	0	116	4.44	88.9	
	3	68	40	4	4	0	116	4.44	88.9	
	4	48	40	16	8	4	116	4.03	80.6	
	5	28	48	24	16	0	116	3.75	75.1	

As per the second part of the questionnaire represented by the Content of the Curriculum, the degrees of the weighted mean have been between (4.17 – 4.44) whereas the weight percentages between (84.8% - 88.9%) as revealed in Table (3) below.

Table (3): Teachers’ Responses to the Questionnaire’s Items

Content of Curriculum	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Freq.	weighted mean	weight percentage	Reliability Statistics Cronbach's Alpha
	1	52	44	16	4	0	116	4.24	84.8	98.5
	2	40	68	8	0	0	116	4.27	85.5	
	3	48	44	20	4	0	116	4.17	83.4	
	4	52	64	0	0	0	116	4.44	88.9	
	5	56	48	8	4	0	116	4.34	86.8	
	6	60	40	12	4	0	116	4.34	86.8	

Regarding the third part of the questionnaire which allocated for the Activities: Methods and Means, the results show that the degrees of the weighted mean have been between (4.06 – 4.72) while

the percentages of the weight between (81.3% - 94.4%) as shown in Table (4) below.

Table (4): Teachers’ Responses to the Questionnaire’s Items

Activities: Methods and Means	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Freq.	weighted mean	weight percentage	Reliability Statistics Cronbach's Alpha 97.5
	1	84	32	0	0	0	116	4.72	94.4	
	2	56	48	12	0	0	116	4.37	87.5	
	3	44	60	8	4	0	116	4.24	84.8	
	4	52	52	12	0	0	116	4.34	86.8	
	5	28	72	12	4	0	116	4.06	81.3	
	6	68	40	0	4	4	116	4.41	88.2	
	7	52	56	4	4	0	116	4.34	86.8	

Table (5), which discusses the Assessment of Curriculum findings, demonstrates that the degrees of the weighted mean have been between (3.65 – 4.55) whilst the weight percentages are located between (72.2% - 91%).

Table (5): Teachers’ Responses to the Questionnaire’s Items

Assessment of Curriculum	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Freq.	weighted mean	weight percentage	reliability statistics Cronbach's Alpha 94.7
	1	36	40	12	20	8	116	3.65	73%	
	2	28	68	16	4	0	116	4.03	80.6	
	3	28	64	8	12	4	116	3.86	77.2	
	4	64	36	16	0	0	116	4.41	88.2	
	5	44	52	16	4	0	116	4.17	83.4	
	6	72	36	8	0	0	116	4.55	91	

According to the frequencies that have been calculated from the responses to the questionnaire's parts and items, nearly all responses have been fluctuating between the two rates (strongly agree) and (agree). This gives the idea that all experts' reviewers and participants firmly accept our questionnaire items (see Figure (1) above).

9. Conclusions, recommendations, and suggestions

According to the results calculated based on the used statistics, the two researchers have concluded that the curriculum has not been used correctly because it is dealt with as a matter of accumulating information rather than as a policy that can be employed to build effective members in a society. The curriculum's task is to develop various aspects of life. A curriculum is defined in the current study as **a gradual, purposeful, planned, and systematic policy that is to be followed in a society to build cooperative and effective members. It is a kind of psychological, philosophical, cognitive, intellectual, moral, and social development throughout a society's members lifelong.**

What has been triggered by Chomsky, Piaget, and others concerning human being development has not been dealt with through the curriculum. The four parts of the curriculum (aims, content, activities: methods and means, and assessment) have not been appropriately employed or referred to by teachers or teachers' supervisors in schools. What has been mattered in schools is only that students pass the exams at the end of each year. Their potential critical thinking and creativity have not been taken into account. Nor have they utilized as effective members of society.

Regarding the two languages (Arabic as a native language and English as a foreign language) which are related in this study, the current study concludes that there is a gap concerning the four skills of both: speaking, listening, reading, and writing. Put in other words, the curriculum, as far as these four skills are concerned, should give each of them its right due attention if teachers desire that their students speak the two languages appropriately and effectively.

To improve teaching and learning as far as teaching English as a foreign language is concerned, certain recommendations are indispensable. First and foremost, to build an effective curriculum, the two researchers decisively recommend that the questionnaire's items should be taken into consideration. To back up the policy to be used and adopted when designing a curriculum, it is necessary and promising to consider the recommendations below:

1. the policy is based on scientific evidence to ensure teachers access to better language teaching and students increase creativity and mental alertness;

2. case studies of innovative practices can be helpful to broaden teachers' and curriculum designers' perspectives;

3. intercultural studies increase teachers' and curriculum designers' understanding and visions of the worlds of other cultures;

4. school activities and projects of developed countries are good examples to be followed by other schools in developing countries. As such, teachers and curriculum designers can benefit. For example, the case where students are engaged in voluntary works; and

5. Extra teaching meetings with their teachers.

6. Voluntary works should be part of the graduation requirements and they should be obligatory.

The two researchers have suggested the following points:

1. To conduct successive scientific studies on various schools' stages: kindergarten, primary, intermediate, preparatory, and even the university stage.

2. To conduct similar scientific studies regarding the Arabic Language.

3. To conduct comparative scientific studies on both the native (Arabic) and the foreign (English) languages.

4. The purpose of the three points above is to enhance and also test the adopted curriculum's workability.

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Appendix 1:

A Questionnaire

Sub./ A Questionnaire

Warm Greetings...

The two researchers aim to investigate

**(Modern Visions towards
a Full-Fledged Comprehensive Curriculum)**

As a teacher of English (as a foreign language), you are kindly requested dear teacher to sincerely give us the rating scale (1= strongly agree, 2= agree, 3= neutral, 4= disagree, 5= strongly disagree) you choose and your comment where relevant of the items below. The purpose of this questionnaire is to explore **modern visions towards a full-fledged comprehensive curriculum** that teachers, parents, curriculum designers, and government can take into consideration as far as teaching and learning English as a foreign language is concerned.

We wish that we all work together to provide a safe haven for our society and our students as part of its members.

Best Regards,

The two researchers



1. Aims of Curriculum							
No.	Items	Choices					Notes
		1	2	3	4	5	
1.	A curriculum is a gradual, purposeful, planned, and systematic policy that is followed in a society to build cooperative and effective members.						
2.	A good curriculum monitors students' psychological, educational, and social development throughout his/her life-long.						
3.	A curriculum is developed according to society's needs.						
4.	A curriculum is mainly a matter of building a society and a human being rather than just an educational process.						
5.	A curriculum should cite other schools' activities and projects that developed countries use.						



2. Content of Curriculum							
No.	Items	Choices					Notes
		1	2	3	4	5	
6.	A curriculum should involve the past, present, and future of a society's life.						
7.	An effective curriculum refers to concrete and abstract topics and materials. Besides, it is also distinguished in its organization from easy to difficult.						
8.	A curriculum should tackle various perspectives such as religion, politics, beliefs, customs, and society's conventions.						
9.	A good curriculum should take into account and benefit from innovative case studies as well as the various theories of learning of qualified scholars around the world.						

2. Content of Curriculum							
No.	Items	Choices					Notes
		1	2	3	4	5	
10.	A curriculum should cater to mental, emotional, social, psychological, philosophical, cognitive, intellectual, and moral developments throughout a society's members lifelong.						
11.	A good curriculum is fewer in length but greater in-depth. It is not a matter of quantity but quality.						

3. Activities: Methods and Means							
No.	Items	Choices					Notes
		1	2	3	4	5	
12.	A good curriculum aims at developing students' critical thinking, collaborative works, and creativity.						
13.	A good curriculum engages students to participate in community volunteer works.						

3. Activities: Methods and Means							
No.	Items	Choices					Notes
		1	2	3	4	5	
14.	A curriculum should be supported by additional library resources.						
15.	An effective curriculum policy is based on scientific evidence to ensure teachers' access to better language teaching and students' increase creativity and mental alertness.						
16.	A curriculum takes into account intercultural studies which help in increasing teachers' and curriculum designers' understanding and visions of the worlds of other cultures.						
17.	An effective curriculum requires the active participation of all society's members (parents, teachers, and government).						
18.	Curriculum activities involve classroom activities and outside classroom activities.						



4. Assessment of Curriculum							
No.	Items	Choices					Notes
		1	2	3	4	5	
19.	A curriculum should not overload parents with additional duties alongside their own family affairs. It is the responsibility of teachers and the government to teach students. However, parents should check their children's learning progress.						
20.	A curriculum should allow for online or outside schools' extra meetings of students with their teachers.						
21.	An effective curriculum takes into account that students should all progress together.						



4. Assessment of Curriculum							
No.	Items	Choices					Notes
		1	2	3	4	5	
22.	An effective curriculum gives each of the four skills (speaking, reading, listening, and writing) its due attention.						
23.	A Curriculum diagnoses students' weaknesses and provides the appropriate solution.						
24.	An effective curriculum is liable and flexible to be assessed by specialists and experts.						