

## TABLE OF CONTENTS

Chapter	Page
THESIS/DISSERTATION AND DEFENCE APPROVAL FORM -----	ii
CANDIDATE DECLARATION FORM -----	iii
ABSTRACT -----	iv
LIST OF TABLES -----	v
ABBERVATIONS -----	vi
TABLE OF CONTENTS -----	vii
ACKNOWLEDGEMENT -----	xii
<b>I INTRODUCTION -----</b>	<b>1</b>
1.1 Background of the Study -----	1
1.1.1 Importance of English Language -----	2
1.1.2 Constructivists Theory and Language Curriculum -----	3
1.1.3 Selection of Curriculum Content -----	4
1.1.4 Teaching of English in Pakistan -----	5
1.2 Statement of the Problem -----	6
1.3 Significance of the Study -----	6
1.4 Objectives of the Study -----	7
1.5 Delimitations of the Study -----	7
1.6 Hypotheses of the Study -----	8
1.7 Procedures of the Study -----	28
1.7.1 Development of Research Tools -----	28
1.7.2 Population for the Study -----	28
1.7.3 Sample for the Study -----	28
1.8 Administration of Tools -----	31
1.8.1 Collection and Tabulation of Data -----	32
Summary-----	32

II	REVIEW OF RELATED LITERATURE -----	33
2.1	Constructivism as a Philosophy -----	34
2.1.1	Ideas Central to Learning and Knowledge Acquisition -----	36
2.1.2	Constructivist View about Curriculum -----	38
2.2	Foundations of Curriculum -----	41
2.2.1	Epistemology; the Nature of Knowledge -----	41
2.2.1.1	Principles for Knowledge Construction -----	42
2.2.2	Social Forces - Involvement of the Individual and Society -----	44
2.2.3	Constructivism” A Learning Theory -----	46
2.2.3.1	Basic Assumptions of Constructivist Theory -----	47
2.2.3.2	Principles of Constructivist Learning and Teaching -----	48
2.2.3.3	Criticism of Constructivist and other Learning Theories -----	51
2.3	Constructivism and Curriculum Development -----	55
2.3.1	Curriculum Framework -----	56
2.3.2	Constructivist Curriculum Framework -----	57
2.3.2.1	Concept Mapping Approach -----	58
2.3.2.2	Steps in Making a Concept Map -----	59
2.3.2.3	Scaffolding and Constructivism -----	61
2.3.2.4	Salient Features of Constructivist Curriculum Content -----	64
2.3.2.5	Comparison of Traditional and Constructivist Classroom -----	65
2.3.2.6	Guiding Principles of Learning in Constructivism -----	67
2.4	Selection of the Objectives of the Curriculum -----	68
2.4.1	Constructivist’s View of Aims, Goals and Objectives of Curriculum --	69
2.4.2	Selecting Content and Activities-----	70
2.4.2.1	Principles for Selection of Curriculum Content in Pakistan. -----	70
2.4.2.2	Secondary School English in Pakistan -----	71
2.4.2.3	Content Analysis of Current Textbooks of English-----	74
2.4.2.4	Basic Components of Content -----	75

2.4.2.5	Characteristics of Good Criteria for Selecting Content -----	78
2.4.2.6	Constructivism and Criteria for Content Selection-----	79
2.4.2.7	Criticism of Constructivists Learning -----	81
2.4.2.8	Criteria for Selection of Content, available in Literature-----	82
2.5	Procedure of Content Selection-----	84
2.5.1	The Judgmental Procedure-----	84
2.5.2	The Experimental Procedure-----	85
2.5.3	The Analytical Procedure-----	85
2.5.4	The Consensual Procedure-----	86
2.6	Organization of Content-----	86
2.7	Teaching of English as Second/Foreign Language (ESL/EFL) in Schools -----	88
2.7.1	ESL Curriculum Framework-----	89
2.7.1.1	Product Oriented Curriculum-----	90
2.7.1.2	Process-Oriented Curriculum-----	91
2.7.2	Criteria for Writing ESL Curriculum -----	93
2.8	Second/Foreign Language Syllabus Design-----	95
2.8.1	ESL Syllabus Types -----	95
2.8.2	Characteristics of ESL Content-----	97
2.8.3	ESL Content Selection Criteria-----	99
2.8.4	ESL Content for Cross-Curriculum Usage -----	100
2.8.5	Central Concepts of Constructivism to ESL Teaching and Learning --	102
2.8.6	Design of Constructivist Learning (ESL)-----	103
2.8.7	Strategies for Language Learning – Teaching-----	104
2.8.8	Problems and Issues in EFL/ESL -----	105
2.9	Application of Constructivist Approach to ESL Acquisition -----	107
2.9.1	Five “E” approaches of Constructivist to ESL Learning -----	108
2.9.2	Guidelines for Teachers to Implement Constructivists’ Ideas in Class -	109

2.9.3	Constructivists Learning Environment. -----	110
2.9.4	Procedures Used by the Teachers in Classroom under Constructivists Approach -----	111
2.10	ESL Teaching Methods-----	112
2.11	Intended ESL Outcomes at Secondary School-----	115
2.12	Review of Research Studies Conducted on Curriculum Development in Pakistan -----	117
	Summary -----	121
III	RESEARCH METHODOLOGY-----	122
3.1	Population -----	123
3.1.1	Curriculum Experts -----	123
3.1.2	Teachers -----	124
3.1.3	Students -----	124
3.1.4	Parents -----	124
3.2	Sampling Procedure -----	124
3.2.1	Sample Selection -----	124
3.3	Research Methodology -----	127
3.3.1	Development Research Instruments: the Questionnaires-----	127
3.3.2	Validation of the Questionnaires -----	129
3.3.2.1	Translation of the Questionnaires in Urdu Language and its Authentication -----	129
3.3.2.2	Pilot Testing/content validity of the Research Instrument. -----	130
3.3.2.3	Content Reliability of the Research Instrument -----	131
3.3.3	Period -----	149
3.4	Data Collection -----	150

3.4.1	Procedure for Analysis of Data -----	150
	Summary-----	151
IV	ANALYSIS OF DATA -----	152
V	DISCUSSIONS / CONCLUSIONS AND RECOMMENDATIONS.-----	244
5.1	Discussions /Conclusions -----	244
5.2	Finding of the Study-----	267
5.3	Recommendations-----	269
5.4	Recommended Criteria for Selection of Content -----	272
5.5	Suggestions for Feature for Studies-----	276
	Bibliography	277
Annexure I (a)	Questionnaire for Parents of Secondary School Students-----	298
Annexure II (a)	Questionnaire for Teachers of SSC Students (Class IX-X)-----	303
Annexure III (a)	Questionnaire for the Secondary School Students -----	309
Annexure IV	Questionnaire for Curriculum Experts/Subject Specialists SSC--	315
Annexure V	List of Experts for validation of the questionnaires -----	319
Annexure VI	Authentication of Urdu translation of the questionnaire -----	320
Annexure VII	Authentication of Urdu translation of the questionnaire -----	321
Annexure VIII	Authentication of Urdu translation of the questionnaire -----	322
Annexure IX	List of Experts for Construct reliability of the questionnaire -----	323
Annexure I (b)	Urdu translation of questionnaire for Parents -----	324
Annexure II (b)	Urdu translation of questionnaire for Teachers -----	327
Annexure III (b)	Urdu translation of questionnaire for Students -----	330
Annexure-X	Validation of Criteria by Curriculum Wing, M/O Education-----	333
Annexure-XI	Validation of Criteria by Curriculum Bureau Sindh, Jamshoro---	334
Annexure-XII	Validation of Criteria by Punjab Textbook Board, Lahore-----	335
Annexure-XIII	Validation of Criteria by Balochistan Textbook Board, Quetta.---	336
Annexure-XIV	Validation of Criteria by NWFP Textbook Board, Peshawar-----	337