



Curriculum innovation in Language Education: From the customary course outline development to contemporary policy reform

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ABSTRACT

Curriculum innovation in language education is sprouting from the development of customary course outline to reforms that address contemporary policy challenges. This paper explored the complex landscape of curriculum innovation by examining the modern policy reform initiatives. By integrating perspectives from teacher perceptions, this study synthesized the advancement of language curriculum design. The research employed a qualitative approach through teacher interviews and case studies. The sample of this study comprised four English language lecturers across diverse offering levels. With the experience already attained, including handling diverse enrollment levels and implementing various language policies, this cohort was considered suitable. The findings suggest that the successful implementation of innovative curricula is dependent on (i) policy coherence and (ii) professional development. Moreover, the study recommends that bridging traditional educational pedagogies with contemporary reforms can enhance learner engagement and overall educational effectiveness. This paper concludes by outlining the essence of a culturally responsive curriculum that would provide educational institutions with a framework for creating a more resilient language learning environment. Therefore, this study argues that the future of language education reform is based on a thorough understanding of contemporary trends, recognizing that effective curriculum design is not only a supplementary aspect but a foundational element of successful policy changes. Without a deliberate emphasis on the interconnection of these factors, there is a risk of perpetuating ineffective language learning environments that fail to meet diverse student needs.

Keywords: Curriculum, Policy, Language Education, Inclusivity.

INTRODUCTION

As a point of departure, this paper defines the variables that underpin the main objectives. It is worth noting that in education, curriculum innovation refers to the proactive process of revising and enhancing educational programs to meet evolving societal needs, integrating diverse pedagogical approaches, and fostering student engagement through adaptable instructional strategies.¹ From the

¹ Catherine Bovill and Cherie Woolmer, "How Conceptualisations of Curriculum in Higher Education Influence Student-Staff Co-Creation in and of the Curriculum," *Higher Education* 78, no. 3 (2019): 407–22.

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language education perspective, Curriculum innovation involves the systematic redesign of language programs to align with contemporary pedagogical approaches, learner needs, and global communication trends, thereby enhancing engagement and efficacy in language acquisition. Reinders et al. have posited that the learning process accelerates when continual adaptation is intended to augment the evolving educational standards, and this is considered essential for enhanced language learning environments.² McArthur contends that to maintain relevance and effectiveness, language education must cater to the diverse learner needs in this rapidly changing global context.³

Subsequently, in the education setting, policy reform is aligned with the systematic modification of educational policies to address changing societal demands for improved educational quality, thus ensuring equity among learners. It is noted by Giroux, it is essential for curriculum designers to collaborate on strategic planning to achieve reform objectives that meet societal needs.⁴ For educational policy reform to be considered successful, implementers must be grounded in a deep understanding of the socio-political landscape and the educational context in which reforms occur.⁵

In an era of rapid globalization and technological disruption, the field of language education is challenged to reconcile teaching practices with contemporary policy reforms. In this regard, curriculum innovation in language education is no longer limited to the integration of digital tools but also encompasses broader theoretical and political dimensions.⁶ Pedagogies previously rooted in prescriptive approaches are increasingly required to adapt to dynamic social, cultural, and economic environments.⁷ As this paper aims to explore the complex landscape of curriculum innovation by examining modern policy reform initiatives, the ultimate intention is to establish how curricular innovations can support the development of language competencies in diverse educational settings. This paper is based on Stenhouse's theory, which emphasizes the need for flexibility and responsiveness to the needs and interests of students, as influenced by the cultural and economic dynamics of this evolving global era.⁸

LITERATURE REVIEW

Historically, curriculum development in language education was rooted in standardized content delivery; however, because language is inherently linked to culture, identity, and communication, research has recognized gaps in addressing evolving educational needs. Upon closer examination of the early reforms, it becomes apparent that they primarily focused on content delivery and teacher-led instruction.⁹ Parallel to this stance, Stavrou advocates contemporary policy reforms that promote flexibility, learner-centred methodologies, and the integration of diverse linguistic practices.¹⁰

In this regard, studies conducted in Singapore highlight the importance of considering teacher perceptions as a means of identifying effective instructional approaches, highlighting the incongruities between policy intentions and classroom realities.¹¹ Similar studies on policy reforms have also been conducted in China, where findings indicate some equivalence in professional development that appears to be influenced by a wide range of congruent factors, such as language policy, teacher preparedness,

² Hayo Reinders et al., *Innovation in Language Learning and Teaching: The Case of the Middle East and North Africa* (Springer, 2019).

³ Jan McArthur, "The Inclusive University: A Critical Theory Perspective Using a Recognition-Based Approach," *Social Inclusion* 9, no. 3 (July 21, 2021): 6–15, <https://doi.org/10.17645/si.v9i3.4122>.

⁴ Henry A. Giroux, *On Critical Pedagogy* (Bloomsbury Academic, 2020), <https://doi.org/10.5040/9781350145016>.

⁵ Pamela Roberts, "Higher Education Curriculum Orientations and the Implications for Institutional Curriculum Change," *Teaching in Higher Education* 20, no. 5 (July 4, 2015): 542–55, <https://doi.org/10.1080/13562517.2015.1036731>.

⁶ Emmanuel Ayisi Abedi, "Tensions between Technology Integration Practices of Teachers and ICT in Education Policy Expectations: Implications for Change in Teacher Knowledge, Beliefs and Teaching Practices," *Journal of Computers in Education* 11, no. 4 (2024): 1215–34.

⁷ John Macalister, "Tracing It Back: Identifying the Impact of a Trans-National Language Teacher Education Programme on Classroom Practice," *RELC Journal* 47, no. 1 (April 28, 2016): 59–70, <https://doi.org/10.1177/0033688216631204>.

⁸ L. Stenhouse, "Defining the Curriculum Problem," *Cambridge Journal of Education* 5, no. 2 (1975): 104–8.

⁹ Ebony N Bridwell-Mitchell, "Theorizing Teacher Agency and Reform: How Institutionalized Instructional Practices Change and Persist," *Sociology of Education* 88, no. 2 (2015): 140–59.

¹⁰ Sophia Stavrou, "Pedagogising the University: On Higher Education Policy Implementation and Its Effects on Social Relations," *Journal of Education Policy* 31, no. 6 (2016): 789–804.

¹¹ Johanna Annala and Marita Mäkinen, "Communities of Practice in Higher Education: Contradictory Narratives of a University-Wide Curriculum Reform," *Studies in Higher Education* 42, no. 11 (2017): 1941–57.

and curriculum implementation.¹² From a global perspective, policy alterations for English language learning are profound, with their underlying characteristic of advancing the understanding of diverse linguistic constituencies that affect accents and intelligibility issues among students.¹³ Henceforth, through the learning contexts discussed, there appears to be a transition from previous pedagogies, which were often considered top-down approaches, to a more holistic integration of policy, thereby taking into consideration the redefined teaching pedagogies and learner needs.

In the South African context, when examining the paradoxes of Language Policies in higher education, there is an imperative need to develop **policies** that promote social inclusion and the public good. Therefore, the implementation of this position in higher learning will therefore ensure access to all languages of instruction, as prescribed by Chapter 2 of the *Constitution* of the Republic of *South Africa* (1976). Because the core mandate of these institutions is to train language teachers, it is crucial to note that language-related courses should focus on conceptual-linguistic knowledge, meaning construction, and the role of languages in teaching and learning. For consistency and alignment with the country's diversity in the shift to the 5th Industrial Revolution (5IR), it is worthwhile to consistently monitor and review the implementation of language policies, thereby ensuring effectiveness and functionality. In line with these claims, language diversity is recognised as a national asset by the Constitution of South Africa.¹⁴ This, therefore, highlights the need for transformations that emphasize consistent policy reforms to harmonize national educational mandates and achieve enhanced educational outcomes.

THEORETICAL FRAMEWORK

The Curriculum theory of Stenhouse is the bedrock of this study.¹⁵ This theory proposes that curriculum should be administered as a process, rather than considered a product, thereby emphasizing the need for flexibility and responsiveness to students' needs and interests. As this approach is learner-centered, it aligns with current educational philosophies that prioritize learner agency and engagement.

This theory emphasizes the importance of curriculum inquiry, as it fosters problem-solving, critical thinking, and active engagement, making the learning process viable. Consistent with these claims, Lethaby and Harries argue that educational experiences are considered empowering when students are given opportunities to explore and research information.¹⁶ Holistic and empowering educational experience promotes this theory. Stenhouse views teachers as researchers who prioritize ongoing professional development, thus integrating research and practice into curriculum development.

Theories aligned with curriculum reform focus on analyzing current practices and proposing changes to redefine them. Furthermore, curriculum innovation is explained by constructivist theories, in which the learning environment is tailored to meet the needs of learners. Therefore, it becomes paramount to allow students to build knowledge through active engagement with content, rather than being passive receivers of information. In light of these implications in the schooling environment, theories on policy reform propose the incorporation of strategies that allow flexibility and learner-centeredness, as these are considered crucial elements for a culturally responsive teaching and learning environment.¹⁷ There is a dire need to augment teacher training programs that inculcate digital literacies and intercultural competencies as a way to address the multifaceted nature of modern language education.

¹² Walter Humes and Mark Priestley, "Curriculum Reform in Scottish Education: Discourse, Narrative and Enactment," 2021.

¹³ R. Kumar, *Research Methodology: A Step-by-Step Guide for Beginners* (London: SAGE, 2020).

¹⁴ Jean-Marc Dewaele et al., "Foreign Language Enjoyment and Anxiety: The Effect of Teacher and Learner Variables," *Language Teaching Research* 22, no. 6 (November 17, 2018): 676–97, <https://doi.org/10.1177/1362168817692161>.

¹⁵ Stenhouse, "Defining the Curriculum Problem."

¹⁶ Carol Lethaby and Patricia Harries, "Learning Styles and Teacher Training: Are We Perpetuating Neuromyths?," *ELT Journal* 70, no. 1 (January 2016): 16–27, <https://doi.org/10.1093/elt/ccv051>.

¹⁷ Beatrice M'mboga Akala, "Revisiting Education Reform in Kenya: A Case of Competency Based Curriculum (CBC)," *Social Sciences & Humanities Open* 3, no. 1 (2021): 100107.

METHODOLOGY

This study employed qualitative approaches to examine teachers' experiences with curriculum innovation in language education. Qualitative methods are effective for exploring subjective experiences and the complex social processes involved in curriculum implementation.¹⁸

Research Design

For this study, an interpretive paradigm was used as an anchor. This paradigm is typically recognized for its ability to understand the complex interplay between policy, practice, and personal experience. As such, compound qualitative methods were used to triangulate data, thereby enhancing the credibility of the findings. The design being descriptive and exploratory, allowed for a rich interpretation of how teachers, as data informants, reconcile the presumed reforms with long-standing pedagogical practices.¹⁹

Sample Selection

Purposive sampling was employed to select the participants of the study. This method was used to ensure that participants were nominated from diverse educational contexts. The participants were lecturers offering English-related modules across varying enrolment levels, where the curriculum is actively challenged by new policy directives. The population of this study comprises all lecturers offering language-related modules, from the 1st to the 4th year, regardless of whether languages offered are native or additional language offerings.²⁰ Henceforth, the study sample consisted of four English language lecturers teaching levels 1, 2, 3, and 4 at a university in the Eastern Cape Province, South Africa, an institution of higher learning. Using this selection strategy, this paper aims to ensure that the research captures a broader spectrum of the teachers' viewpoints relevant to curriculum innovation.

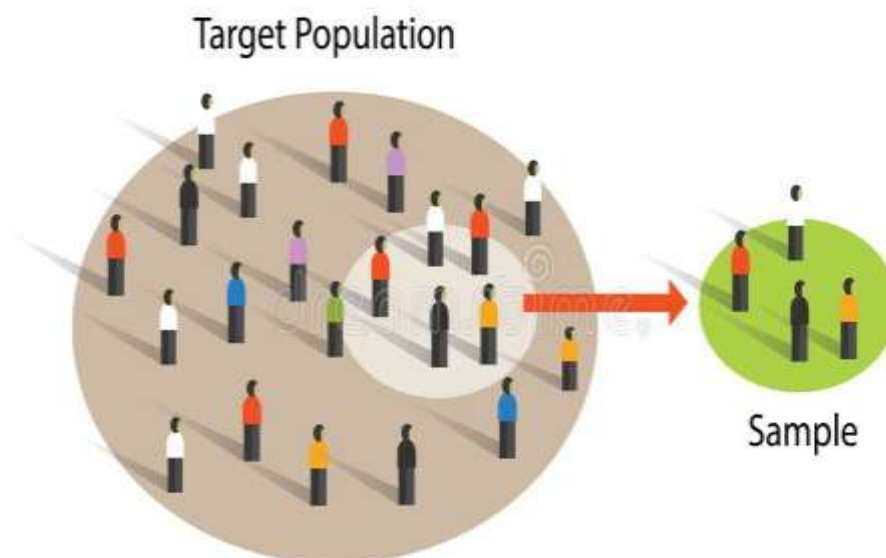


Figure 2: Focus Group Interview (Colton & Covert, 2007)

Data Collection Methods

¹⁸ Wilhelmina C. Savenye and Rhonda S. Robinson, "Using Qualitative Research Methods in Higher Education," *Journal of Computing in Higher Education* 16, no. 2 (March 2005): 65–95, <https://doi.org/10.1007/BF02961475>.

¹⁹ D.K. Remler and G.G. Van Ryzin, *Research Methods in Practice: Strategies for Description and Causation* (SAGE Publications, 2014).

²⁰ S. Merriam, *Qualitative Research: A Guide to Design and Implementation* (San Francisco, CA: Jossey-Bass, 2009).

To capture the complexity of the points of view of the participants, semi-structured focus group interviews were conducted with language teachers discussing curriculum innovation versus contemporary policy reform in language education.²¹ Participants shared their experiences and challenges with respect to curriculum reform, guided by a focussed interview schedule on language enhancement and policy-practice alignment of policies and practices.²² The discussions highlighted disparities in English language module offerings, promoting consistency across diverse educational contexts. This format provided dynamic exchanges and collective reflection among participants as they negotiated meanings related to curriculum innovation.

Upon receiving informed consent from participants, the author maintained transparent communication throughout the study.²³ Strict ethical guidelines ensured that issues of confidentiality, anonymity, and the right to withdraw were clearly discussed to promote openness. Participants expressed interest to participate as data informants. This underscores the importance of transparency regarding the impact of innovation and policy reform on the language education curriculum. In addition, an audio recording of the focus group discussions was agreed upon as consent was already given.

Subsequently, the recordings were transcribed verbatim to ensure that all nuance of discourse was captured. Field notes were maintained during interviews to document non-verbal cues and contextual details. To facilitate effective coding and theme development during the document analysis phase, field notes and transcripts were read and re-read, as well as playing and re-playing of the recorded information.²⁴

Data Analysis Procedures

A thematic analysis approach was employed to analyze the collected data, enabling the identification of recurring patterns within the qualitative data. This process, known as open coding, enabled the generation of initial codes without predetermined categories, facilitating the emergence of unexpected themes, such as professional development and cultural inclusivity. The identified themes were then refined to create principal narratives linking policy initiatives with classroom practices, a process called selective coding.²⁵ To ensure the trustworthiness of the qualitative findings, data were carefully reviewed by repeated reading and listening, with any discrepancies reconciled.

PRESENTATION OF FINDINGS

When analysing this qualitative data, several themes have been identified that articulate the intricate dimensions of curriculum innovation in language education as the key findings of this inquiry. Synthesizing the study findings is premised on two foremost dimensions: policy coherence and professional development.

Policy coherence

When language teachers were interviewed, it emerged as a major concern that, although national reform policies are designed to promote an inclusive curriculum, there appears to be a significant misalignment when these policies are applied to real classroom situations. In this regard, tabled below shows the participants' responses:

P1 commented:

I must admit, engaging in curriculum reform discussions is what I truly adore; moreover, being seated on those platforms where crucial decisions about the viability of the programs we offer as an institution is truly empowering. For the ones directly affected in the implementation of the prescribed curriculum to have opportunities to voice our opinions on how we perceive policy

²¹ D. Colton and R. Covert, *Designing and Constructing Instruments for Social Research and Evaluation* (San Francisco, CA: Jossey-Bass, 2007).

²² A. M. Galletta, *Mastering the Semi-Structured Interview and Beyond* (New York: NYU Press, 2013).

²³ L. Sloan et al., "Social Media Research & Ethics" (London: SAGE Publications Ltd., 2017), <https://doi.org/10.4135/9781526413642>.

²⁴ J. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. (London: Sage, 2011).

²⁵ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101.

implications for language learning, especially in this era where we are expected to observe and infuse local languages in the process of teaching and learning, this is confirmation enough that our voices are acknowledged. This illustrates the correlation between the adaptability and relevance of our course outlines.

P2 shared similar sentiments:

When a meeting is held to discuss policy implementation in emergent aspects, such as translanguaging, in the manner we articulate teaching pedagogies, I become both overwhelmed and excited. This relates to the translation of the student module guides into vernacular languages and making the students aware that, as they are enrolled in the BEd Foundation Phase Teaching Programme, they are expected to offer tuition in vernacular languages for all the subjects underpinning the Foundation Phase curricula. Additionally, I am not sure why we continue to focus solely on written assessments, rather than gradually incorporating assessments that evaluate communicative effectiveness.

P3 articulated a differing opinion:

I do not disagree with the ideas behind the new policy reforms. Realistically, implementation in the classroom situation, in its real-life situation, becomes a different story. With limited resources to integrate home language teaching into a curriculum assessed through the English medium, as examination policies prescribe, it becomes a real challenge. To make matters worse, I have never received any training or workshop on multilingual perspectives. There remains a significant gap in the implementation of professional development.

P4 also notes:

Clearly, there is an urgent need for language policies to be redefined to a state that would embrace and foster inclusivity and engagement. This culturally relevant pedagogy in how I teach the English module does not necessarily cater to the diverse cultural and linguistic constituencies the students emanate from, yet the manner in which diversity expands within the classrooms is rapidly increasing as the university enrolls students across a wide variety of countries and provinces, for the BEd FP programme.

Professional development

On this notion, P1 comments:

As a language teacher who has long offered the English module, even prior to the endorsement of translanguaging policies, I have since noticed a lack of effective integration of language instruction with curricular frameworks. What does not sit well with me is seeing students struggle with unfamiliar terminology as they try to grasp the intricate subject matter.

P2 complains:

To me, the way I perceive things, the curriculum that we offer at times seems to limit the real-world language proficiencies. Of utmost importance are communication skills, such as speaking and listening; however, the current course outline emphasizes rote grammar and vocabulary, rather than their practical application. I think it is high time for students to explore the active use of language, rather than expecting them to focus more on written tasks and assessments. As such, I am always the only one pioneering oral assessments whenever we discuss the mode of assessments as language lecturers.

P3 denotes:

I struggle to find words for this kind of discussion because, truly speaking, our reforms do not necessarily reflect the educational needs we are challenged with, but rather the effects of political pressures. This political climate somehow makes one perturbed when closely looking at the sustainability of our language programs. If, as language teachers, we could strictly focus

on reforms that have that sense of being rooted in evidence-based practices, language learning would be enhanced to its highest heights.

P4 resonates:

As module lecturers, we should be involved in programme reviews, which I consider a worthwhile practice, as we have insights into what works and what is less productive. Such platforms, which allow us to share our perspectives and ultimately inform curriculum decisions, are already believed to lead to restored educational outcomes.

DISCUSSION

The findings of this study indicate that lecturers value and appreciate their involvement in academic activities, where programmes are reviewed to ensure viability and responsiveness to learner needs, community demands, and graduate attributes. For language lecturers to be considered active participants in curriculum transformation-related activities is indeed worth applauding, as they are the implementers and therefore would be held accountable for any deterioration in the expected throughput rate. As such, Datnow emphasizes the importance of curriculum implementers being directly engaged whenever imminent alterations are to be made to the existing curriculum.²⁶ When their voices to be heard and implemented, it denotes ownership of the revised curriculum. This serves as a wake-up call that sentiments like these can be aligned with the teaching cohort to foster close collaboration with policymakers, leading to improved classroom practices and redefined policy reforms, and ultimately improve teaching effectiveness.

Furthermore, perceptions of language learning, derived from the data, advocate for integrated teaching frameworks necessary to improve and develop speaking and communication skills, as required by the field of work from a global perspective. This is an interconnected approach to language learning and instruction. Furthermore, a fusion of cohesive frameworks into the language pedagogies identified discrepancies that seem to intrude on classroom practices.

In relation to institutional contexts, Hernández's claims show a prevalent dissatisfaction with the inadequacies of current language-related course outlines in some educational institutions.²⁷ These claims suggest a significant misalignment that is necessary to implement the skills-based approaches essential for fostering language proficiency. Therefore, institutions of learning are advised to prioritise practical language skills and competencies critical to students' academic and professional advancement, leading to globally competent graduates.

Furthermore, this paper emphasizes that political and sociocultural factors have a significant impact on the development of language education policies. As Kandiko notes, governmental policies on education reforms appear to hold the upper hand as compared to educational philosophies.²⁸ In contrast, contemporary reforms that integrate translanguaging with the currently administered medium of instruction and assessment in most institutions of learning are observed to have an advantage of promoting more inclusive learning environments. Hence, participants advocate for modifications intended to prioritize pedagogical theory and student-centered approaches. They consider this a significant stance towards the observance of learner diversity.

The findings of this study notably enrich existing frameworks, particularly Stenhouse's theory, by highlighting the fundamental concept that curriculum should be regarded as a dynamic and evolving process rather than a static product. Insights from comprehensive research reveal the vital role of teacher agency in the curriculum-making journey, demonstrating how pre-service teachers, through their professional placements, develop an efficacy of understanding their roles as curriculum developers.

²⁶ Amanda Datnow, "The Role of Teachers in Educational Reform: A 20-Year Perspective," *Journal of Educational Change* 21, no. 3 (2020): 431–41.

²⁷ Anita C Hernández, "The Professional Development of Pre-Service Teachers in an Integrated Science and Language Acquisition Curriculum with Third-Grade Students," in *Science Teacher Preparation in Content-Based Second Language Acquisition* (Springer, 2016), 59–77.

²⁸ Camille Kandiko Howson and Martyn Kingsbury, "Curriculum Change as Transformational Learning," *Teaching in Higher Education* 28, no. 8 (November 17, 2023): 1847–66, <https://doi.org/10.1080/13562517.2021.1940923>.

They proficiently adjust their instructional methods to meet the diverse needs of their students. Additionally, the study proclaims the significant impact of authentic collaboration among teachers, which fosters a robust culture of inquiry and responsiveness in curriculum design. This collaborative approach aligns with Stenhouse's call for systematic, self-critical inquiry to evaluate and improve educational practices within contemporary classrooms. Ultimately, the findings signify the crucial need for curricula to remain adaptable, ensuring that they are continually informed by the realities of teaching and the diverse needs of students in an ever-evolving educational landscape.

Summarily, the responses of the study participants reveal a diverse range of views on curriculum innovation in language education. As depicted by the study's findings, there is an urgent need for intensified involvement and the integration of teaching frameworks. This also underscores the importance of considering skills-oriented strategies and policies informed by fundamental educational philosophies.

RECOMMENDATIONS

This study recommends prioritizing a culturally responsive curriculum design to integrate culturally inclusive practices into language teaching frameworks. For educational institutions to leverage diverse cultural backgrounds of learners, recognizing such student traits can foster intercultural dialogue and augmented academic outcomes, as expected for enhanced proficiency in language acquisition. This implies the need for continued collaboration among policymakers, institutions of learning, and cultural experts, as all these are critical stakeholders and worthwhile recipients of teaching and learning. Therefore, the primary consideration must be investing in structured professional development programs with a special focus on curriculum innovation.

To effectively address the needs identified in the study, this paper presents these targeted recommendations for key stakeholders involved in curriculum development and implementation:

- Policymakers are encouraged to establish frameworks that promote teachers' professional autonomy, enabling them to tailor curricula to better align with local contexts and the diverse needs of learners.
- Teacher educators should adopt inquiry-based approaches that encourage pre-service teachers to critically engage with the curriculum, empowering them to be active curriculum architects rather than passive implementers.
- Finally, school leaders are called to cultivate collaborative practices among educators that promote ongoing professional development and foster meaningful dialogue around curriculum design, ensuring that innovation aligns with educational policy and the evolving landscape of language education.

CONCLUSION

In this study, the aspects underpinning curriculum innovation in language education as measured against contemporary policy reform have been explored. From the qualitative data, it is noted that as long as government policies aligned with the education sector aim to establish more inclusive and flexible curricula, challenges will impede their smooth execution. For the implementation of these policies to be considered functional, the prerogative lies in effective communication and comprehensive professional development that bridges the knowledge gaps in teaching and learning pedagogies, which are central to policy reform. This paper establishes that if misalignment between policy and classroom practice is not adequately addressed, the effectiveness of curriculum reforms could be jeopardized or hindered.

This study concludes that it is crucial for teachers, who are at the core of learning and teaching ideologies, to be consistently engaged in professional learning. At the same time, collaborating with peers as a collective enables a stronger position to negotiate the challenges posed by reform initiatives. For improved academic outcomes, this should be an ongoing practice, not just for those involved in language learning, but for all teachers, as collaboration fosters information-sharing and yields the best results. As diverse teachers in the field of education join forces to achieve the best academic outcomes, this aligns with embracing curricular models that incorporate cultural and linguistic diversity to

enhance student engagement, thereby fostering an integrative learning environment. For a holistic approach to be adopted in curriculum innovation, institutions of learning can better acquaint themselves to prepare future-ready graduates eager to face the challenges and opportunities they encounter in the globally interconnected world.

Future Studies

Several avenues for future research have been identified. One study that could be undertaken would explore the long-term effects of curriculum innovations on teaching practices and student outcomes. Such studies would provide valuable insights into the sustainability of reform initiatives. Another expansion of this study should involve comparing cross-cultural contexts, as this will help to interrogate socio-cultural environments and contextualize curriculum reforms. As these comparative studies are conducted, rich data can be gathered if diverse geographical contexts are put to the fore. Furthermore, mixed-method approaches, which combine both qualitative and quantitative insights, are believed by this paper to provide a supplementary, holistic view of curriculum effectiveness.

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