Table of Contents

Series Editor’s Preface ........................................ v

Chapter 1: Introduction ........................................ 1

Chapter 2: The Six Ws and an H of Curriculum Design ............. 3

Chapter 3: From Needs Analysis to Curriculum Design ............ 11

Chapter 4: From Curriculum Design to Implementation ........... 21

Chapter 5: From Implementation to Evaluation .................... 29

Chapter 6: Recommendations and Conclusion .................... 37

References ..................................................... 41
The English Language Teacher Development (ELTD) series consists of a set of short resource books for ESOL teachers that are written in a jargon-free and accessible manner for all types of teachers of English (native, nonnative, experienced, and novice teachers). The ELTD series is designed to offer teachers a theory-to-practice approach to second language teaching, and each book offers a wide variety of practical teaching approaches and methods related to the topic at hand. Each book also offers time for reflections for each teacher to interact with the materials presented in the book. The books can be used in preservice settings or in in-service courses and can also be used by individuals looking for ways to refresh their practice.

In *Curriculum Design*, Ilka Kostka and Lucy Bunning explore various methods and approaches for how knowledge of curriculum design can inform language teaching. They show how curriculum is a multilayered process. The book moves from needs analysis to curriculum design, to implementation, and finally to evaluation of the curriculum. The authors also include their own experiences and reflections with curriculum design, sharing what they learned along the way. *Curriculum Design* is another valuable addition to the literature in our profession and to the ELTD series.
I am very grateful to the authors who contributed to the ELTD series for sharing their knowledge and expertise with other TESOL professionals. It is truly an honor for me to work with each of these authors as they selflessly give their valuable time for the advancement of TESOL.

Thomas S. C. Farrell