Contents

Series Editor’s Preface ...........................................................................................................v
Acknowledgments ................................................................................................................ix
Dedication ..............................................................................................................................x

1 Developing a New Course for Adults: Transforming Challenges into Solutions ...............1
   Marguerite Ann Snow and Lia D. Kamhi-Stein

2 Candidates in Camouflage: Designing a Proficiency Test Preparation Course for the Slovenian Armed Forces ..........17
   Jane E. Hardy

3 A Novice’s Experience at Designing a Course for Adults..............39
   M. Camino Bueno Alastuey

4 ESL Meets Nursing: Developing an English for Nursing Course.....................................63
   Susan Bosher

5 Seizing the Opportunity for Change: The Business Preparation Program, a New Pathway to Gain Direct Entry into Macquarie University .......................99
   Cintia Ines Agosti

6 American English as Cultural Expression: Designing a New Course in Linguistic Analysis of Culture for EFL Undergraduates in Japan .........................123
   Patrick Rosenkjør
Developing a Corpus-Based Academic Reading Course........143
  Yasemin Kırkgöz

Animals in the Language Classroom? Teaching English and
Critical Thinking in a Social Issues Class .........................167
  Heidi Evans

English in Academic Settings: A Postgraduate Course for
Students from Non-English-Speaking Backgrounds ..........197
  Lindy Woodrow

Curriculum at the Next Level .............................................219
  Kate M. Donley

ESL Students Bring You the World: Creating a Project-Driven
Course for Adult Immigrant ESL Students ......................243
  Saskia E. Akyil

Welcome to My Web: Preparing Second Language Students
for College and University Academic Settings through
Information Literacy and the Internet .........................261
  Matthew Pizzorno

Let’s Participate: Designing a Civics Course
for Adult Migrants ..............................................................285
  Pam McPherson and Denise E. Murray

References ..............................................................................311

About the Editors and Contributors .....................................327

Index .....................................................................................331
The aim of TESOL’s Language Curriculum Development Series is to provide real-world examples of how a language curriculum is developed, adapted, or renewed in order to encourage readers to carry out their own curriculum innovation. Curriculum development may not be the sexiest of topics in language teaching, but it is surely one of the most vital: at its core, a curriculum is what happens among learners and teachers in classrooms.

**Curriculum as a Dynamic System**

In its broadest sense, a curriculum is the nexus of educational decisions, activities, and outcomes in a particular setting. As such, it is affected by explicit and implicit social expectations, educational and institutional policies and norms, teachers’ beliefs and understandings, and learners’ needs and goals. It is not a set of documents or a textbook, although classroom activities may be guided, governed, or hindered by such documents. Rather, it is a dynamic system. This system can be conceptualized as three interrelated processes: planning, enacting (i.e., teaching and learning), and evaluating, as depicted in the figure on p. vi.

Planning processes include

- analyzing the needs of learners, the expectations of the institution and other stakeholders, and the availability of resources
- deciding on the learning aims or goals and the steps needed to achieve them, and organizing them in a principled way
- translating the aims and steps into materials and activities
Teaching and learning processes include

- using the materials and doing the activities in the classroom
- adjusting them according to learners’ needs, abilities, and interests
- learning with, about, and from each other

Evaluation processes include

- assessing learners’ progress toward and achievement of the aims
- adjusting the aims in response to learners’ abilities and needs
- gathering information about the effectiveness of the aims, organization, materials, and activities, and using this information in planning and teaching

These processes create a system that is at once stable, rooted in what has gone before, and evolving as it responds to change, to new ideas, and to the people involved. People plan, enact, and evaluate a curriculum.

**The Series: Educators Bringing about Change**

In these volumes, readers will encounter teachers, curriculum developers, and administrators from all over the world who sought to understand their learners’ needs and capacities and respond to them in creative, realistic, and effective ways. The volumes focus on different ways in which curriculum is developed or renewed:

- Volume 1: Developing a new curriculum for school-age learners
- Volume 2: Planning and teaching creatively within a required curriculum for school-age learners
- Volume 3: Revitalizing a curriculum for school-age learners
- Volume 4: Developing a new course for adult learners
- Volume 5: Developing a new curriculum for adult learners
- Volume 6: Planning and teaching creatively within a required curriculum for adult learners
- Volume 7: Revitalizing an established program for adult learners
The boundaries between a program and a curriculum are blurred, as are the boundaries between a curriculum and a course. *Curriculum* is used in its broadest sense to mean planning, teaching, and evaluating a course of study (e.g., a grade two curriculum or a university writing curriculum). A *course* is a stand-alone or a specific offering within a curriculum, such as a computer literacy course for intermediate students. A *program* is all of the courses or courses of study offered in a particular institution or department, for example, the high school ESL program.

The overarching theme of these volumes is how educators bring about change. Change is rarely straightforward or simple. It requires creative thinking, collaboration, problematizing, negotiation, and reflection. It involves trial and error, setbacks and breakthroughs, and occasional tearing out of hair. It takes time. The contributors to these volumes invite you into their educational context and describe how it affects their work. They introduce you to their learners—school-age children or adults—and explain the motivation for the curriculum change. They describe what they did, how they evaluated it, and what they learned from it. They allow you to see what is, at its heart, a creative human process. In so doing, they guide the way for you as a reader to set out on the path of your own curriculum innovation and learning.

**This Volume**

The chapters in this volume vividly capture the global range of contexts in which adults learn English, each with its particular national and local challenges and needs. The chapters describe courses that take place in Slovenia, Spain, Turkey, Japan, Australia, and the United States. These accounts portray adult learners as thoughtful, active agents in their learning regardless of level of proficiency or context. Learners in these courses examine academic genres, analyze corpora, design and carry out research projects, navigate and critique Web sites, learn about the rights and responsibilities of citizenship, and engage in self-assessment. The introductory chapter explores themes that thread through the chapters, such as how courses translate policy into action, the integration of Web-based and computer technology, and the development of appropriate materials and assessment plans. In each of the following chapters, the contributors describe their challenges and successes in designing and teaching courses that resourcefully address the needs of adult learners within the institutional, local, and national contexts that affect them. These examples aim to provide readers with practical and conceptual tools for effective course design for adult learners.
Dedication

This series is dedicated to Marilyn Kupetz, a gifted editor, a generous mentor, and a discerning colleague. The quality of TESOL publications, including this series, is due in no small part to her vision, attention to detail, and care.

Kathleen Graves
Developing a New Course for Adult Learners reflects the international face of TESOL. In this book, authors from diverse settings brought to bear their expertise as TESOL professionals and their keen sense of the needs of their students and the multifaceted process of course design. As editors, we were very impressed by the authors’ commitment and creativity. We thank them sincerely for their contributions to this volume.

We also appreciate the insights and guidance that Kathleen Graves, Series Editor, brought to the project. It was truly a pleasure to work with such a consummate professional. We also thank Carol Edwards, Publishing Manager, TESOL Publications, for shepherding this volume through the publication cycle, and Marcella Weiner for her assistance in the final stages of this book.

It is our hope that readers will be inspired by the work of these authors, that they will consider ways to incorporate ideas and strategies presented in this book in their classes, and that they will use the examples as a springboard to designing new courses themselves.

Ann Snow and Lía D. Kamhi-Stein, Editors
Dedication

This book is dedicated to our daughters

Emily Marguerite
Carrie Elizabeth

MAS

Hannah Malena

LDK-S

and to the memory of

Celia A. Hana de Kamhi