Contents

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

1 Challenges and Opportunities in Designing a New Curriculum for School-Age Learners ..........1
   Kathleen Graves and Lucilla Lopriore

Primary School (Ages 6–11)

2 A New Way for a New Age: Developing a Standards-Based Curriculum for Young Learners in Egypt .........................15
   Barbara Thornton, Nadia A. Touba, Ashraf Bakr, and Susan Iannuzzi

3 Teaching Reading to EFL Students in Belarus ..................................................37
   Liudmila Lapitskaya and Caroline Linse

4 The Introduction of English for Communication in a Japanese Elementary School: “Having an English Shower” .......47
   Yuko Tomita

Middle School (Ages 11–14)

5 Students as Teachers: Collaborating for Greater Success in Science for English Language Learners .........................73
   Elizabeth Park

6 Disturbing the Future: Curriculum Change in a Kibbutz School .................................89
   Arieh (Ari) Sherris
Distilling Content for Chinese Middle School Learners ........107
Thomas Nowalk

Secondary School (Ages 14–18)

Are You Valiant Enough for Content Design
for English Language Learners? .............................................123
Diane A. Dupuis

Russian Revitalization: Innovation in EFL Curricula.............131
Bridget F. Gersten and Pavel V. Sysoyev

All School-Age Learners

Exploring the EFL Curriculum Through the
Use of a Virtual Forum..........................................................153
Amparo Clavijo, Nicolas Hine, and Luz Mary Quintero

Content Learning in English: Issues and Perspectives ............173
Lucilla Lopriore

References ..................................................................................197
About the Editors and Contributors........................................205
Index............................................................................................209
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**

These are exciting and challenging times for English language curriculum development for school-age learners. The global reach of English has spurred a rethinking of its role in education and, consequently, a rethinking of how to teach it. The accounts in this volume span nine countries and describe curriculum development at primary, middle, and secondary school levels. They represent differences in educational systems, language teaching traditions, purposes for learning English, and responses to educational reform. Despite these differences, it is clear that in many countries the role of English is shifting from language as a subject and end in itself to language as a means for academic learning and for cultural communication and exchange. Taken together, the chapters in this volume will help readers better understand how different educational systems are currently interpreting traditions and carrying out innovations in language teaching in an age of change.
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
We would like to thank the contributors to this volume—the language teachers, curriculum developers and materials developers who took time out of their busy lives to write about their experiences. Their accounts are sure to inspire and reassure others. We would also like to thank Barney Bérubé, who fostered the development of this volume during its early stages. Finally, we would like to thank Carol Edwards and Sarah Duffy for their patient, expert, and careful editorial guidance.

Kathleen Graves and Lucilla Lopriore