

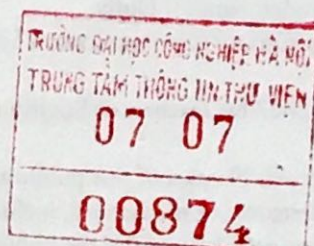
TESOL Language Curriculum Development Series
Kathleen Graves, Series Editor

Revitalizing an Established Program for Adult Learners

Alison Rice, Editor



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ALISON RICE, EDITOR

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Series Editor's Preface

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.

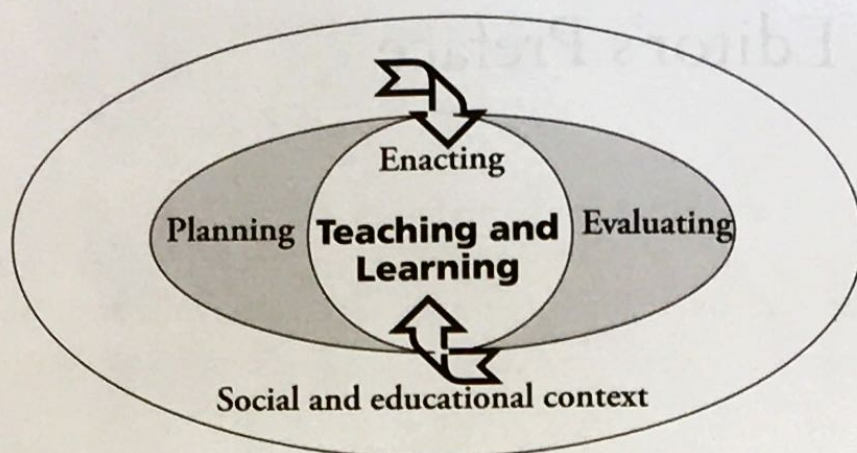
Curriculum as a Dynamic System

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, and evaluating, as depicted in the figure.

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 2 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

This volume provides accounts of 11 English language programs in Australia, Canada, Korea, Turkey, and the United States. These programs have sought solutions to issues such as increased competition for declining numbers of students, changing student populations and demands, and institutional requirements to better prepare future undergraduate or graduate students. The authors present strategies for long-range planning and situation and needs analysis as well as practical ideas for creating collaborative teams and solutions for working with stakeholders who, for a variety of reasons, are uncomfortable with change. The contributors provide valuable and frank insights into the complex process of innovation and provide the reader with thoughtful models for revitalizing an established program.

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