

Trends in Young Learner EFL Curriculum Content

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Communities set parameters for the English Curriculum

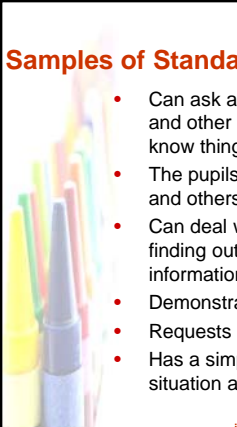
- Values of the community and the culture reflected
- Government's desire to provide equity
- Context for use in the community, particularly language
- Parent's knowledge and experience learning: Values
- Availability of teachers and instructional materials
- Balancing the timetable
- The influence of the Ministry of Education, District Education Offices and other Government entities

A Review of EFL Curriculum for Young Learners

- Curriculum reviewed:
 - Brazil
 - Egypt
 - France
 - Germany (Baden Wurttemberg & Hesse)
 - Korea
 - Japan
 - Mexico
 - Taiwan
- Other Sources
 - Common European Framework (A1 and A2)
 - Cambridge Young Learner English Tests
- *Data collection*
 - Standards
 - Functions
 - Grammar
 - Vocabulary and Themes

Standards

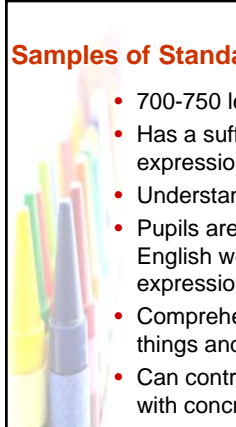
- Standards describe what pupils should know and be able to do as a result of instruction.
- Pupil achievements expression varied
- China; Egypt; Korea; Hesse, Germany
- Common standards focused on:
 - Information exchange
 - Describing experience
 - Vocabulary
 - Text comprehension
 - Conversation
 - Correspondence



Samples of Standards: Information Exchange

- Can ask and answer questions about themselves and other people, where they live, people they know things they have.
- The pupils demonstrate ability to introduce self and others.
- Can deal with practical everyday demands: finding out and passing on straightforward factual information.
- Demonstrate ability to introduce self and others
- Requests and commands using 2 to 3 sentences.
- Has a simple conversation appropriate to situation and purpose

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Samples of Standards: Vocabulary

- 700-750 lexical items
- Has a sufficient vocabulary for the expression of basic communicative needs.
- Understands formulaic expressions.
- Pupils are able to use about 600-700 English words and 50 phrases or expressions.
- Comprehends simple explanation about things and people around student.
- Can control a narrow repertoire dealing with concrete everyday needs.

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Functions

- Functions are “the role language plays in communication” (Crystal)
- Sample sentences used to guide the aggregation
- Mexico, Japan, Germany, Brazil, France, Taiwan, China.
- **Frequently used functions:**
 - Express facts
 - Greetings
 - Express time
 - Express preference
 - Naming Colors
 - Describing weather

Functions: Examples

- It's a bedroom. This is the bathroom.
- Good morning! Good afternoon! Good evening! Goodbye, See you later!
- What's the day? It's Monday/ Tuesday.. What's the date (today)? It's (Monday 8 January 1996) the eighth of January
- I like tea very much but I don't like coffee. He likes sports/his teacher/her/ watching T.V. Do you like chocolate? Yes, (I do)
- The flowers blossom. The weather is fine. I plant some flowers.

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Grammar

- Few syllabi defined grammatical content:
 - Brazil, China, Germany, Mexico, and Cambridge Young Learners Tests
- Breadth and depth of description varied, e.g. S+V+O, determiner, article.
- Commonly taught grammar:
 - Interrogative sentences beginning with WH- words
 - Prepositions
 - Adjectives
 - Conjunctions
 - Present tense
 - Nouns – plural, possessive, count

Grammar Examples:

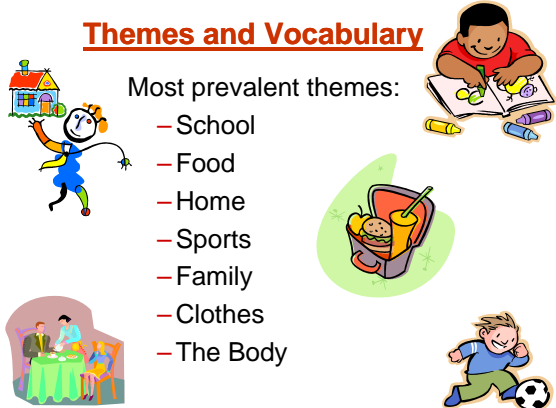
- Ask questions with WHAT
- Have you got a .? Are you.? Can I have a ..?
- by, from, in, on, under, to
- identify physical attributes of athletes
- On Mondays, Jane plays hockey after school. “talk about customary actions, habits and routines”
- know the basic structures and naming of commonly-used language forms.

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Themes and Vocabulary

Most prevalent themes:

- School
- Food
- Home
- Sports
- Family
- Clothes
- The Body



YL – EFL Curriculum Design Decisions

1. Curriculum Approach – Student focused (product) and Instruction focused (process focused-application and strategies)
2. Language Strands – Grammar, Vocabulary, Functions, Standards, L-S-R-W, Literature-based
3. Cross-cutting themes – values, subjects, citizenship, learning strategies and technology
4. Manner of expressing curriculum expectations – wording.

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