



A Smooth or Rough Ride? A Case of Curriculum Change from Turkey

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This paper presents the case of a curriculum innovation in the Teaching of English as a Foreign Language for young learners in Turkish National Education. After a realization of the fact that the existing curriculum failed to teach English for real-life purposes within a pragmatic and functional context as confirmed by the research findings [1], the Board of Education initiated the efforts at curriculum change. The New English Curriculum for Primary (NECP) was designed according to the principles of the Common European Framework Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) [2] in 2005.

This paper discusses the general philosophy of the NECP which draws on new theories of learning such as brain-based learning and Neuro Linguistic Programming and is cross-curricular. It aims to bring learners to the proficiency level of A2 and aims to teach communicative competence within

a constructivist view of learning. The shift from a structural curriculum to a constructivist and communicative one however, is not without its problems.

The paper will also discuss the difficulties involved in the writing of the new curriculum, the transfer of the philosophy of the curriculum into textbooks, and implementation, citing evidence. Having taken part in both the writing of the NECP and the new coursebooks, I will then make suggestions about how such difficulties may be remedied in future efforts of change in any context by not only training teachers but also establishing clear channels of communication between change makers and receivers of change prior to and following implementation.