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(equal principle)

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(best principle)

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 , 1998). (Rosenblatt(1995) ,
 Goodman(1987) Canale
 & Swain(1980) , Nunan(1988)
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 (constructivism)가 (social situatedness of
 (Fosnot, 1996). mental functioning) (individuality)
 , (Banks, 1988).
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 (, 1998)
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 (Fosont,
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‘ ’ ‘ ’ (, 1997a,c;
 (Vigotsky, 1978) , 1997,, 1997,, , 1997b;
 1998) . (1997) (1997b,c)
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(Allen, 1992),

(, 1997, 60-61) (1998)
 (1998)

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 (, 1998). 1986 ‘ ’ 가 7
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(1998)

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(, 1998)

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(1998)

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(, 1997a, 1997b).

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(, 1997).

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3 4 1 8 2 16 가

(Canale & Swain, 1987)

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(, 1998, 51).”

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“Would you like to drink a cup of tea?” 가 가

가 . 가 , 가 가 가 가 가 가 (decrelative knowledge) (procedural knowledge)

가 (decrelative knowledge) (procedural knowledge)

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ABSTRACT

A Study of the Principles for Development of the Contents Design of an Elementary English Textbook Based on the Seventh Korean National Curriculum

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(Duksung Women's University)

The purpose of this study is to develop principles for designing the contents of an elementary English textbook based on an individualized curriculum. The paper has four sections: a review of the theoretical literature, an analysis of current textbooks, a discussion of principles for content design, and a sample model for the content design of an elementary English textbook.

A brief review of the literature shows that there are important theoretical processes involved in educational paradigm, constructivism, open education, and individualized curriculum design. An analysis of current textbooks shows that there are some problematic factors in current elementary textbooks used in the 7th Korean National Curriculum. Based on this theoretical background and the analysis of current textbooks several principles for designing the contents of textbooks using a new individualized curriculum are presented. Finally, a sample model of the

content design of an elementary English textbook using these principles is provided.

The principles are the following: 1) content should depend on the readiness of students for individualized instruction and the student centered curriculum. 2) content should be structured according to how the knowledge can be integrated in various contexts. 3) content should be designed so that learning can be readily assessed. 4) content should be integrated with teaching of the 4 skills so that students can improve their communicative competence. 5) content should be problematized according to the principles of constructivism.

The first implication of this study relates to the integration of appropriate thematic content and practice on the four language skills. The second implication concerns the problems involved in how to address students' individual study styles in curriculum development.