## CONTENTS

Thanks and acknowledgments	V
Introduction	moitouborin1
1 The nature of curriculum	abortiem wen tot tesup ed TTTLE 3
Introduction	entroset spermed svides mummoo s.3
1.1 Internal and external influences on curric	culum 3
1.2 The nature of curriculum	sessourier antheograph to right end 6
1.3 Curriculum and the teacher	dea viceda analysis in ESP
1.4 Curriculum as product and process	st ni rissongga mukusimus a to asnagrama 113
Conclusions	18
Discussion questions	19
Appendix 1 Extract from a state curriculum (Hon	ng Kong Government 2004, 4–6)
Appendix 2 The Austrian education system	21
Appendix 3 Extract from an institutional curriculum	(Lone Star College System 2013–2014, 6–7) 23
Appendix 4 Extract from a general curriculum (C	ouncil of Europe 2001) 25
Appendix 5 Extract from a teacher's curriculum	25
Case study 1 Developing a course in creative no	on-fiction Dino Mahoney 27
Case study 2 An institutional curriculum for a pro- Christian Rudianto	e-service English teacher-education program 29
2 Syllabus design: a brief history	elaylana abosn elpos-regrad 35
Introduction	35
2.1 The nature of syllabus design	35
2.2 Selection and gradation	37
2. 3 Vocabulary selection	37
2.4 Grammar selection	40
Conclusions	44
Discussion questions	45

Right Manney more

Appendix 1 The most frequent content words in the British National Corpus (from Kennedy 1998)	46
Appendix 2 Headwords of the Academic Word List (Coxhead 2011)	47
Appendix 3 Part of an early English grammatical syllabus (from Hornby 1959)	52
Case study 3 A course in English for baristas Kyle Smith	53
de la cignowie de grantine de la companie de la com	ous exinent
3 New directions in syllabus and curriculum design	56
Introduction	56
3.1 The quest for new methods	57
3.2 Changing needs for foreign languages in Europe	57
3.3 Communicative Language Teaching	59
3.4 The search for new syllabus models	59
3.5 English for Specific Purposes	Stution ent 61
3.6 Needs analysis in ESP	63
3.7 Emergence of a curriculum approach in language teaching	65
Conclusions	68
Discussion questions	69
Appendix 1 Threshold level syllabus (from Van Ek and Trim 1998)	70
Case study 4 An ESP course for international students Sasha Wajnryb	74
Case study 5 Language learning and technology Christoph A. Hafner	76
25 (1005 equiped to form (Council) multipline tenenge a most toar	Appendix 4 Exi
4 Needs analysis	2 x b neg 79
Introduction	
4.1 The nature of needs	80
4.2 Course design for learners who may have no specific need	81
4.3 Larger-scale needs analysis	82
4.4 The goals of needs analysis	83
4.5 The users of needs analysis	85
4.6 The target population	85
4.7 Procedures for conducting large-scale needs analysis	86
4.8 Making use of the information obtained	90
4.9 Applying the findings of needs analysis	91
Conclusions	92

Appendix 1 Questionnaire to determine learners' subjective needs	93
Appendix 2 Needs analysis questionnaire for non-English-background students (from Gravatt, Richards, and Lewis 1997)	94
Appendix 3 Needs assessment questionnaire for use in designing a course for adultation at beginner level (from TAS 2011, Appendix K, pp. 81–82)	ts 100
Case study 6 Planning a course in technical communication Lindsay Miller	104
Case study 7 Developing a foundation course for college students Rob Haines	107
	110
Introduction	110
5.1 The sociocultural environment	T xbnee111
5.2 The learners	
5.3 The teachers	
5.4 The institution	119
5.5 Means of delivery	122
5.6 Adoption factors	124
5.7 Profiling the factors identified in the situation analysis	126
Conclusions	127
Discussion questions	127
Appendix 1 Situation analysis profile	128
Appendix 2 Matrix for identifying factors in curriculum renewal process (from Rodge	rs 1984) 129
Case study 8 Effective classroom management for in-service teachers Husai Ching	131
Case study 9 A blended undergraduate course in Ecuador José Lema	135
6 Curriculum aims and outcomes	140
Introduction	140
6.1 Goal setting in backward design	141
6.2 Aims, objectives, learning outcomes, competencies	141
6.3 Standards	149
6.4 Process outcomes	152
Conclusions	155
Discussion questions	155
Case study 10 Developing a course on discussion skills Michael Griffin	156

7 Course planning (1)	160
Introduction	160
7.1 Determining the level of the course	161
7.2 Choosing a syllabus framework	164
7.3 Content-based syllabus and CLIL	165
7.4 Competency-based syllabuses	169
7.5 Task-based syllabus	173
7.6 Text-based syllabus	176
Conclusions	179
Discussion questions	180
Appendix 1 The ACTFL Proficiency Guidelines 2012 - For Speaking	181
Appendix 2 Description of performance levels; writing (adapted by Paltridge from the IELTS test [Paltridge 1992])	
Appendix 3 Some common text types	188
Appendix 4 Designing a course from texts (from Burns and Joyce 1997)	189
Case study 11 Developing a content-based course Lindsay Miller	191
Case study 12 A CLIL course: The Thinking Lab Science Rosa Bergadà	195
Case study 13 A pre-university course for international students in Australia Phil Chappell	198
8 Course planning (2)	201
Introduction	201
8.1 Skill-based syllabus	201
8.2 Functional syllabus	203
8.3 Grammatical syllabus	206
8.4 Vocabulary syllabus	208
8.5 Situational syllabus	210
8.6 Determining the scope and sequence	212
8.7 Developing instructional segments	213
Conclusions	213
Discussion questions	215
Appendix 1 Skills syllabus for listening and speaking From Malaysian Secondary School Syllabus form IV (1989)	216
Appendix 2 Curriculum for a listening class - Curriculum design: Low-Intermediate Adult ESL Listening Class by Rebecca Nicholson	218

Appendix 3 Grammar items and their sequence in a first-year English course (from Richards and Bohlke 2012)	219
Case study 14 A course for first-year university students Phil Wade	
Case study 15 A general English course for international students Frank S. Rogers	
9 Curriculum as process	227
Introduction	227
9.1 An alternative understanding of curriculum	227
9.2 What teachers bring to teaching	229
9.3 How teachers think about lesson purposes	230
o 4 What happens during lessons	232
Conclusions	238
Discussion questions	239
Appendix 1 Example of exploratory practice (EP) (Edwards 2005)	239
Case study 16 Thinking through English Alan S. Mackenzie	241
10 Textbooks, technology, and the curriculum	244
Introduction	244
10.1 Textbooks as teaching resource	245
10.2 Criticism of textbooks	246
10.3 Authentic versus created materials	248
10.4 Evaluating textbooks	249
10.5 Adapting materials	251
10.6 Monitoring the use of materials	251
10.7 Technology as a teaching and learning resource	252
10.8 Support provided by technology	254
10.9 Examples of the use of technology in teaching the four skills	258
10.10 Determining the role of technology in the curriculum	261
Conclusions	262
Discussion questions	263
Appendix 1 ESL reading textbook evaluation checklist (from Miekley 2005)	264
Appendix 2 Evaluating technology	266
Case study 17 Using textbooks in a large-scale language program Eric Anthony Tejeda Evans	267
Case study 18 Using the resources of technology in a college English program Hiroyuki Obari	270

11 Approaches to evaluation	
Introduction	277
11.1 The focus of evaluation	278
11.2 Audience for evaluation	279
11.3 Quantitative and qualitative approaches	281
11.4 Product-focused evaluation	282
11.5 Formative and summative evaluation	283
11.6 The importance of documentation	286
11.7 Evaluating the evaluation	286
11.8 Procedures used in conducting evaluations	287
11.9 Process-focused evaluation: descriptive and	d reflective evaluation 291
11.10 Implementing reflective evaluation	294
Conclusions	297
Discussion questions	297
Appendix 1 Best practice in English language teaching	ng 298
Case study 19 Evaluating an in-service program for E Geoffrey Crewes	English language teachers 301
Case study 20 Evaluating the content of an EAP pro-	gram Jonathan Newton 303
Case study 21 Evaluating an English course for tertia	ary-level learners David Crabbe 305
References	308
Index	321

10.10 Determining the rale of technology in the ourniculum

Appendix 1 -- reading texthook avaluation cirecides incire Mener pribles

Conclusions