
Brief Contents

<i>Preface</i>	xvii
<i>Acknowledgments</i>	xxi
PART I	
Contexts for ELT Curricula	I
1 The Nature of Curriculum Design	3
2 Social, Political, and Historical Contexts	14
3 The World of English Language Teaching	25
4 The Technological Context	37
PART II	
Key Processes in Curriculum Design	49
5 The Cycle of Curriculum Design	51
6 Using Curriculum to Connect Lessons, Courses, and Programs	64
7 Quality Assurance and the Curriculum	72
PART III	
Linguistic-based Curricula	83
8 The Structural Approach	85
9 The Notional-Functional Approach	97
10 The Academic Language Functions Approach	109

11	A Genre and Text-based Approach	123
12	A Vocabulary Approach	134
13	A Skills-based Approach	143
PART IV		
Content-based Curricula		153
14	The Integration of Content and Language	155
15	Topical and Situational Approaches	169
PART V		
Learner Centered Curricula		179
16	A Negotiated Curriculum	181
17	A Humanistic Curriculum	191
18	A Task-based Curriculum	201
PART VI		
Learning Centered Curricula		211
19	Outcome-based Education	213
20	Competency-based Curriculum	223
21	Standards-based Curriculum	235
	<i>Index</i>	246

Contents

<i>Preface</i>	xvii
<i>Acknowledgments</i>	xxi
PART I	
Contexts for ELT Curricula	1
1 The Nature of Curriculum Design	3
<i>Vignette</i>	3
<i>Introduction</i>	4
<i>Defining Curriculum</i>	5
<i>The Role of Textbooks and Materials</i>	8
<i>Curriculum in Practice</i>	8
<i>Models of Curriculum Development</i>	9
<i>Curriculum Change</i>	11
<i>Conclusion</i>	12
<i>Questions for Discussion</i>	12
<i>Note</i>	13
<i>References</i>	13
2 Social, Political, and Historical Contexts	14
<i>Vignette</i>	14
<i>Introduction</i>	15
<i>Social, Political, and Historical Influences</i>	15
<i>Perspectives on the Past</i>	20
<i>The Politics of Curriculum</i>	22
<i>Questions for Discussion</i>	23
<i>Notes</i>	23
<i>References</i>	23
3 The World of English Language Teaching	25
<i>Vignette</i>	25
<i>Introduction</i>	26

	<i>World Englishes</i>	26
	<i>Appropriate Variety of English for Instruction</i>	31
	<i>Conclusion</i>	33
	<i>Questions for Discussion</i>	34
	<i>Notes</i>	34
	<i>References</i>	34
4	The Technological Context	37
	<i>Vignette</i>	37
	<i>Introduction</i>	38
	<i>Key Definitions</i>	38
	<i>Roles of Technology in Curricula</i>	39
	<i>Language Use in Technology</i>	45
	<i>Conclusion</i>	45
	<i>Questions for Discussion</i>	46
	<i>References</i>	47
	PART II	
	Key Processes in Curriculum Design	49
5	The Cycle of Curriculum Design	51
	<i>Vignette</i>	51
	<i>Introduction</i>	52
	<i>Curriculum Design Process</i>	52
	<i>Understanding the Context</i>	54
	<i>Developing Curriculum Relevant to Context</i>	58
	<i>Evaluating the Curriculum</i>	61
	<i>Conclusion</i>	61
	<i>Questions for Discussion</i>	62
	<i>Notes</i>	62
	<i>References</i>	62
6	Using Curriculum to Connect Lessons, Courses, and Programs	64
	<i>Vignette</i>	64
	<i>Introduction</i>	65
	<i>General Approaches to Curriculum Design</i>	65
	<i>Types of Connections</i>	66
	<i>Making Connections within Lessons</i>	67
	<i>Making Connections among Lessons</i>	68
	<i>Making Connections among Courses</i>	69
	<i>Making Connections among Programs</i>	69
	<i>Making Connections beyond Programs or Language-teaching Centers</i>	70

<i>Conclusion</i>	70
<i>Questions for Discussion</i>	71
<i>References</i>	71
7 Quality Assurance and the Curriculum	72
<i>Vignette</i>	72
<i>Introduction</i>	73
<i>Defining Quality</i>	73
<i>Approaches to Quality Assurance</i>	74
<i>Developing a Continuous Improvement Quality System</i>	78
<i>Conclusion</i>	81
<i>Questions for Discussion</i>	82
<i>Notes</i>	82
<i>References</i>	82
PART III	
Linguistic-based Curricula	83
8 The Structural Approach	85
<i>Vignette</i>	85
<i>Introduction</i>	85
<i>Defining Grammar</i>	86
<i>The Grammatical Syllabus</i>	86
<i>Issues with a Structural Approach</i>	87
<i>Teaching Grammatical Structures</i>	88
<i>Conclusion</i>	89
<i>Questions for Discussion</i>	90
<i>References</i>	90
<i>Appendix A</i>	92
9 The Notional-Functional Approach	97
<i>Vignette</i>	97
<i>Introduction</i>	98
<i>Defining Notional-Functional</i>	99
<i>Major Characteristics of a Notional-Functional Approach</i>	99
<i>Implementation</i>	100
<i>Instructional Materials</i>	102
<i>Issues in a Notional-Functional Curriculum</i>	103
<i>Conclusion</i>	104
<i>Questions for Discussion</i>	104
<i>Note</i>	105
<i>References</i>	105
<i>Appendix A</i>	106

10 The Academic Language Functions Approach	109
<i>Vignette</i>	109
<i>Introduction</i>	110
<i>Defining Academic Language</i>	112
<i>Defining Academic Language Functions</i>	113
<i>Academic Language Functions in the Classroom</i>	114
<i>Conclusion</i>	120
<i>Questions for Discussion</i>	120
<i>Note</i>	120
<i>References</i>	120
11 A Genre and Text-based Approach	123
<i>Vignette</i>	123
<i>Introduction</i>	124
<i>Defining Text and Genre</i>	124
<i>Major Characteristics of GB Approaches</i>	125
<i>English for Specific Purposes (ESP)</i>	125
<i>Australian SFL Curricula</i>	126
<i>SFL Influences in Singapore's English Curriculum</i>	127
<i>New Rhetoric</i>	128
<i>Issues in a GB Approach</i>	128
<i>Teaching in a GB Approach</i>	129
<i>Conclusion</i>	130
<i>Questions for Discussion</i>	131
<i>References</i>	131
12 A Vocabulary Approach	134
<i>Vignette</i>	134
<i>Introduction</i>	135
<i>Defining Vocabulary</i>	136
<i>English Vocabulary</i>	137
<i>Issues in Learning Vocabulary</i>	138
<i>Planning for Vocabulary Instruction</i>	139
<i>Vocabulary Development and the Four Skills</i>	140
<i>Vocabulary Learning Strategies</i>	140
<i>Conclusion</i>	141
<i>Questions for Discussion</i>	141
<i>References</i>	142
13 A Skills-based Approach	143
<i>Vignette</i>	143
<i>Introduction</i>	144
<i>Language Skills as Separated</i>	144

Language Skills as Integrated 146
Defining Language Skills 147
Conclusion 150
Questions for Discussion 151
Notes 151
References 151

PART IV

Content-based Curricula 153

14 The Integration of Content and Language 155

Vignette 155
Introduction 156
Defining Content and Language Integration 157
Options for the Delivery of Instruction 158
Characteristics of Content and Language Integration 159
Content and Language Integrated Models 162
Conclusion 166
Questions for Discussion 166
Notes 166
References 167

15 Topical and Situational Approaches 169

Vignette 169
Introduction 170
Situational Language Teaching 171
Topics in Language Teaching 172
A Process of Curriculum Design in a Topical-Situational Approach 172
Issues in a Topical-Situational Approach 173
Influences on Textbooks and Materials 174
The Topical-Situational Approach in Practice 175
Conclusion 177
Questions for Discussion 177
References 177

PART V

Learner Centered Curricula 179

16 A Negotiated Curriculum 181

Vignette 181
Introduction 182
Defining Negotiation 182

Major Characteristics of a Negotiated Curriculum 183
Implementation 187
Issues in Negotiated Curriculum 188
Teacher as Curriculum Designer 188
Conclusion 189
Questions for Discussion 189
Notes 189
References 190

17 A Humanistic Curriculum 191

Vignette 191
Introduction 192
Defining Humanism 194
Principles of Humanistic Education 195
The Affective Domain 197
Humanistic Language Teaching in Practice 198
Conclusion 199
Questions for Discussion 199
Note 200
References 200

18 A Task-based Curriculum 201

Vignette 201
Introduction 202
Definition of Task-based Language Learning 202
Categorizing Tasks 203
TBLL in the Classroom 205
Issues in TBLL 207
Project-based Curricula 207
Conclusion 208
Questions for Discussion 209
Note 209
References 209

PART VI
Learning Centered Curricula 211

19 Outcome-based Education 213

Vignette 213
Introduction 214
Defining Outcome 215
Major Characteristics of OBE 215
OBE Curriculum Design 219

<i>Issues in OBE Curriculum</i>	220
<i>Conclusion</i>	221
<i>Questions for Discussion</i>	221
<i>Note</i>	222
<i>References</i>	222
20 Competency-based Curriculum	223
<i>Vignette</i>	223
<i>Introduction</i>	224
<i>Defining Competency</i>	224
<i>Major Characteristics of CBLT</i>	225
<i>Implementation</i>	226
<i>Competency-based Curriculum Design</i>	230
<i>Issues in CBLT Curriculum</i>	230
<i>Conclusion</i>	232
<i>Questions for Discussions</i>	233
<i>Notes</i>	233
<i>References</i>	233
21 Standards-based Curriculum	235
<i>Vignette</i>	235
<i>Introduction</i>	236
<i>Defining Standards</i>	236
<i>Major Characteristics of Standards-based Curricula</i>	237
<i>Sample Standards-based Curricula</i>	237
<i>Standards-based Curriculum Design</i>	241
<i>Issues in Standards-based Curriculum</i>	243
<i>Conclusion</i>	243
<i>Questions for Discussion</i>	244
<i>Notes</i>	244
<i>References</i>	244
 <i>Index</i>	 246