

# Contents

Series Editors' Preface x

Preface xi

- 1 Introduction 1
  - 1.1 Preamble 1
  - 1.2 Linguistics and Language Teaching 1
  - 1.3 Learner-Centred Curriculum Development 2
  - 1.4 The Curriculum Process 4
  - 1.5 The Structure of the Study 8
  - 1.6 Conclusion 9
- 2 Curriculum Processes 10
  - 2.1 Traditional Approaches to the Curriculum 10
  - 2.2 ESL and Curriculum Planning 15
  - 2.3 Summary 20
- 3 Learner-Centred Curriculum Development 21
  - 3.1 Introduction 21
  - 3.2 Theoretical Bases for Learner-Centred Curricula 22
  - 3.3 Communicative Language Teaching and Learner-Centred Curricula 24
  - 3.4 Communicative Language Teaching – The Teacher's Perspective 28
  - 3.5 The Concept of Language Proficiency 32
  - 3.6 Towards a Generalised Language Curriculum Framework 35
  - 3.7 The Teacher and the Curriculum 36
  - 3.8 Summary 41
- 4 Pre-Course Planning Procedures 42
  - 4.1 Introduction 42
  - 4.2 The Starting Point 42
  - 4.3 Needs Analysis 43
  - 4.4 Participants in Pre-Course Planning Procedures 45
  - 4.5 Grouping Learners 46
  - 4.6 Resources for Planning 48

4.7	Investigating Needs–Analysis Procedures	51
4.8	Conclusion	52
<b>5</b>	<b>Planning Content</b>	<b>54</b>
5.1	Introduction	54
5.2	Content Selection – An Empirical Investigation	55
5.3	Analytical Approaches to Content Specification	57
5.4	Deriving Content from Learner Data	62
5.5	Grading Content	66
5.6	Conclusion	75
<b>6</b>	<b>Methodology</b>	<b>76</b>
6.1	Introduction	76
6.2	Methodology and Communicative Language Teaching	78
6.3	Acquisition in the Classroom	81
6.4	Stimulating Classroom Acquisition	84
6.5	Methodology in a Learner-Centred Curriculum	88
6.6	Negotiating Learning Activities	95
6.7	Conclusion	97
<b>7</b>	<b>Resources for a Learner-Centred Curriculum</b>	<b>98</b>
7.1	Introduction	98
7.2	Materials in a Learner-Centred Curriculum	99
7.3	The Community as a Resource	105
7.4	The Teacher as Developer of Resources	108
7.5	Conclusion	115
<b>8</b>	<b>Assessment and Evaluation</b>	<b>116</b>
8.1	The Place of Evaluation in the Curriculum	116
8.2	Some Key Concepts in Evaluation	118
8.3	Some Key Questions in Evaluation	121
8.4	The Assessment of Second-Language Proficiency	123
8.5	Techniques for Self-Assessment	130
8.6	Conclusion	134
<b>9</b>	<b>Evaluation and Professional Development</b>	<b>136</b>
9.1	Introduction	136
9.2	Evaluation and the Planning Process	137
9.3	Evaluation and the Implemented Curriculum	138
9.4	Evaluation and the Assessed Curriculum	142
9.5	Causes of Learner Failure	144
9.6	Evaluation and Teacher Development	147
9.7	Conclusion	150

<b>10 The Teacher as Curriculum Developer</b>	<b>151</b>
10.1 Introduction	151
10.2 The Teacher as Curriculum Developer – A National Study	151
10.3 Future Directions	174
10.4 Conclusion	178
<b>References</b>	<b>181</b>
<b>Appendix</b>	<b>187</b>
<b>Subject Index</b>	<b>191</b>
<b>Author Index</b>	<b>195</b>