

Contents

Note to the Reader	vi
Acknowledgements	vii
1 Approach, Design, Procedure	1
2 Two Traditions	7
3 Language Curriculum: Values and Options	24
4 Language Syllabus Design: Two Types	44
5 Where, What and How: Other Bases to Syllabus Design	62
6 Type A Syllabuses: Notional-Functional	75
7 The Type B Tradition	94
8 Language Curriculum Design: Process and Management	113
9 Innovation: Managing and Evaluating	136
Appendix Follow-up Activities	157
Bibliography	174
Index	189

Index

action research, 123–4
 adults
 foreign language needs of, 86
 aims, 26, 102
 Alexander, L. G., 17
 assessment
 evaluation v., 40
 audio-lingualism, 13–15
 availability
 and structure selection, 49
 and vocabulary selection, 51

Baldwin, R., 66
 Bangalore/Madras Communicational
 Teaching Project (CTP), 102–9
 evaluated, 109
 tasks used in, 104–7
 Barrow, R., 136
 behavioural objectives, *see* objectives, behavioural
 Bell, M., 151
 Bell, R. T., 84
 Benne, K. D., 128, 131
 Beretta, A., 108
 binary values
 of functions, 77–8
 Bloomfield, L., 14
 Bobbitt, F., 30
 Bowers, R., 138
 Breen, M., 35, 97, 98–101
 British Council, 20
 Broughton, G., 17
 Brumfit, C. J., 3, 35
 Bruner, J. S., 34

Candlin, C., 35, 97–8
 centres of interest

change, *see* innovation
 Chin, R., 128, 130
 Chomsky, N., 15–16
 combinability
 and grading of structures, 53
 communication
 in innovation management, 138–9
 Communicational Teaching Project (CTP), *see* Bangalore/Madras
 Communicational Teaching Project
 communicative competence, 16–17
 Munby's model for specifying, 87–9
 communicative language teaching, 17
 competence, *see* communicative competence
 comprehensive schools
 and teaching traditions, 9–10
 content-type syllabus, 45–6, 47, 91–2, 75–94
 context
 and functions, 76–7
 see also situational syllabus
 contrast
 and grading of structures, 55
 contrastive analysis, 51
 Council of Europe
 adult learner project, 86, 90
 Threshold-level project, 17, 28, 122, 123
 coverage
 and structure selection, 51
 and vocabulary selection, 51
 CTP, *see* Bangalore/Madras
 Communicational Teaching Project
 curriculum
 distinguished from syllabus, 4
 evaluation, 148–9, 152–5

ideologies, 24–6, 132 *fig.*, 133
 innovation, *see* innovation
 objectives model of, 5, 6, 26–33, 132
fig., 133
 process approach to, 5, 6, 33–6, 132
fig., 133
 rational planning model of, 5, 6,
 26–33, 132 *fig.*, 133
 situational model of, 5, 6, 36–41
 curriculum studies
 isolation of ELT from, 19–20
 modern language teaching and, 21
 and reappraisal of ELT methods,
 20–1
 cyclical syllabus, 80–1
 data collection, 146–7, 151, 155 *fig.*
 Davies, A., 108
 Davies, I. K., 31
 dialogue, 25
 diffusion/dissemination
 of innovation, *see* research,
 development and
 diffusion/dissemination
 (RD and D)
 Eisner, E., 31
 Elliott, J., 151, 152
 empirical-rational innovation strategy,
 128–9, 133
 English
 as a world language, 8–10
 English for General Purposes (EGP), 19
 English for Specific Purposes (ESP), 19,
 125
 errors, learners', 95–6, 106
 evaluation
 assessment v., 40
 Bell's model of, 150 *fig.*, 151
 and curriculum innovation, 145,
 147, 148–52, 154–5
 and ethics, 149
 evaluation of, 152
 models, 149
 Fein, D., 66
 frequency
 and structure selection, 51–2
 and vocabulary selection, 49
 Fries, C., 14
 functions
 binary values of, 77–8
 combination with structures, 79–81
 definition and interpretation, 76–8
 grading and selection of, 48, 82–3,
 75–6
 and structural grading, 78–9
 George, H. V., 51–2, 54
 goals, 26
 Graded Objectives Movement, 10
 grading, 11, 12, 47–50
 in communicative syllabus, 58, 59
fig.
 of functions, 48, 75–6, 82–3
 ‘natural’, 56–8
 of structures, 14, 15, 48, 53–9, 78–9
 of topics, 48, 66–7
 of vocabulary, 48–50
 grammar, *see* structures
 Greenwood, J., 108–9
 grouping
 and grading of structures, 54
 Halliday, M. A. V., 48, 125
 Handy, C. A., 137, 138
 Harlen, W., 151, 152
 Havelock, R., 125, 126
 heterophily, 123
 homophily, 123
 Hornby, A. S., 13, 62
 humanism, classical, 24–5
 Humanities Curriculum Project, 35
 Hymes, D., 16–17
 ideologies
 curriculum, 24–6, 132 *fig.*, 133
 information gathering, *see* data collection
 innovation
 adoption curve, 139–40
 adoption rates, 140–1
 characteristics of, 140–1
 context of, 136 *fig.*, 137–9
 curriculum as, 113–15
 data collection and, 146–7, 151, 155
fig.
 defining aims of, 144–5

objectives
 affective, 28
 behavioural, 26–33, 90, 102
 cognitive, 28
 definition of, in situational analysis, 38–9
 terminal course, 29–30

opportunism
 and vocabulary selection, 50

organizational cultures, 137–8

organizations
 innovation in, 116

Palmer, H., 11–12, 53

person culture, 137

phonemes, 14

phonetics, 10–11

Piaget, J., 34

pidginization
 and grading of structures, 55–6

Pienemann, M., 55, 56–8

power-coercive innovation strategy, 127–8, 133, 138

power culture, 137, 138

Prabhu, N. S., 45, 94, 102–9

praxis, 25

private language schools, 20

problem-solving model
 of innovation, 123–5, 132–3, 138

procedural syllabus, 94, 95

process curriculum, 33–6

process syllabus, 94–5

professional organizations, 20

progressivism, 24, 25, 41

proportional syllabus, 81

range
 and structure selection, 51
 and vocabulary selection, 49

rationality
 and innovation strategy, 128–9, 133
 in management, 143–4

rational planning model
 of curriculum, 5, 6, 26–33, 132 *fig.*, 133

reconstructionism, 24, 25, 41

recycling
 in syllabus construction, 80–1

re-education
 and changes to curriculum, 129–31
 Reform Movement, 10–11
 research, development, diffusion/dissemination (RD and D), 120, 121–3, 126, 132, 138

Richards, J., 2

Richterich, R., 18

Rogers, E. M., 2, 123, 140

role cultures, 137, 138

school-based curriculum, 36–40
 innovation in, 118–19

schools
 organizational culture in, 137

second language acquisition (SLA), 16, 82, 83, 91

selection
 of language, criteria for, 48
 of structure, 50–3
 of vocabulary, 48–50

sequencing, 48

Shaw, A. M., 21

Simons, H., 149

situational approach (Hornsby), 13

situational model
 of curriculum, 36–41

situational syllabus, 62–5

Skilbeck, M., 32–3, 36–41

skills, language, 70–3

skills-based syllabuses, 68–9, 72–3

Skinner, B., 15, 25

social interaction model
 of innovation, 125–6, 133

Sockett, H., 30

source/target languages
 contrastive analysis of, 14–15

spiral syllabus, 80–1

staging, 48

Steiner, F., 28–30

Stenhouse, L., 30, 32, 35, 125

Strevens, P., 48

structuralism
 v. notional-functional approach, 17

structure drills, 15

structure
 grading of, 14, 15, 48, 53–9, 78–9
 selection of, 50–3

surrender value, 12–13

Sweet, H., 11

syllabus

- bases for design of, 46 *fig.*, 95
- choice of, 109–11
- content-type, 45–6, 47, 91–2, 75–94
- content v. procedural, 45–6
- defined by Brumfit, 3
- distinguished from curriculum, 4
- functional, *see* notional-functional syllabus
- learner-led v. teacher-led, 44–5
- methods-based, 94–5, *see also* procedural syllabus; process syllabus
- notional-functional, 47, 75–92
- procedural, 94, 95
- process, 33–6, 94–5, 96–102
- proportional, 81
- situational, 62–5
- skills-based, 68–9, 72–3
- spiral, 80–1
- structural, 47
- structural grading in, 58–9
- topic-based, 65–8
- Type A, 91–2, 75–92
- Type B, 94–113
- Types A and B compared, 44–7
- for writing, 72

systems

- innovation within, 115–17
- systems-behavioural approach, 25

Taba-Tyler curriculum model, 26, 27 *fig.*

task-based teaching, 103–9

task cultures, 137, 138

tenses

- frequency analysis of, 52
- Threshold level project (Council of Europe), 17, 28, 75, 122, 123
- topic-based syllabus, 65–8
- traditions

English language v. modern language, 7–8

Reform Movement and British ELT, 10–11

training programmes

model for design of, 85 *fig.*

Trump, J. L., 141

Tumposky, N. R., 30, 32

Valdman, A., 55–6

value systems, 24–6, 132 *fig.*, 133

verbs

frequency analysis of, 52

vocabulary selection, 48–50

United States

language teaching tradition in, 13–15

Waystage syllabus (Council of Europe), 75–8

West, M., 12–13

Widdowson, H. G., 18, 26, 35, 36

Wilkins, D. A., 18

writing syllabus, 72

Yalden, J., 81

Index by Justyn Balinski