

Course Design

*FRAIDA DUBIN
AND
ELITE OLSHTAIN*



*Cambridge Language
Teaching Library*

CAMBRIDGE
UNIVERSITY PRESS

Course Design

Developing programs and
materials for
language learning

*Fraida Dubin and
Elite Olshtain*

NOT TO
TAKEN AWAY

جامعة بومرداس
كلية الآداب واللغات
مكتبة الكلية

697

رقم الجرد

811.111-37/ΔUB

شفرة

Originally published in The New Directions
in Language Teaching Series, edited by
Howard B. Altman and Peter Stevens



CAMBRIDGE
UNIVERSITY PRESS





Contents

Thanks ix

Introduction 1

1 The fact-finding stage: assessing societal factors 5

Overview 5

1.1 The language setting 6 ×

1.1.1 The continuum: ESL — EFL × 7

1.2 Patterns of language use in society 8

1.2.1 Education 8

1.2.2 The labor market 12

1.2.3 The process of modernization 13

1.3 Group and individual attitudes toward language 13

1.4 The political and national context 17

Practical applications 18

References 21

2 The basis for curriculum and syllabus designing 23

Overview 23

2.1 Establishing realistic goals × 24

2.1.1 In an EFL setting × 24

2.1.2 In an ESL setting × 25

2.1.3 Planning for courses outside the school system × 26

2.1.4 Language analysis or language use as course goals × 26

2.2 Surveying existing programs × 27

2.2.1 The existing syllabus × 27

2.2.2 The materials in use × 29

2.2.3 The teachers 30 ×

2.2.4 The learners 31 ×

2.2.5 The resources 32 ×

2.3 When the materials in use constitute the curriculum and syllabus × 32

2.4 The separate purposes of a curriculum and a syllabus × 34

2.4.1 The components of a curriculum × 35

2.4.2 Types of syllabuses × 37

Practical applications 38

References 39

3	How goals become realized through instructional plans	40
	Overview	40
3.1	Translating general goals into syllabus objectives	40
3.1.1	A curriculum provides a statement of policy	40
3.1.2	The link between goals and objectives	42
3.1.3	Syllabuses without a curriculum	44
3.2	Language content, process, and product in syllabus designs	45
3.2.1	The language content dimension	45
3.2.2	The process dimension	46
3.2.3	The product dimension	49
3.3	Selecting the shape of the syllabus	51
3.3.1	The linear format	51
3.3.2	The modular format	53
3.3.3	The cyclical format	55
3.3.4	The matrix format	58
3.3.5	The story-line format	61
3.4	The place of method	63
	Practical applications	66
	References	66
4	A curriculum developed on communicative goals	68
	Overview	68
4.1	Sociocultural views of the nature of language	69
4.2	A cognitively-based view of language learning	70
4.2.1	Strategies and tactics	71
4.2.2	Context-embedded and context-reduced language use	72
4.2.3	The holistic approach to language learning	73
4.2.4	What learners' errors tell us	74
4.3	The fundamentals of a humanistic curriculum	75
4.4	Exploring the roles of teachers, learners and others within a communicative curriculum	76
4.4.1	Teaching/learning as a metaphor	77
4.4.2	Is teaching/learning adequate?	78
4.4.3	Cross-cultural implications	78
4.4.4	Developing alternative metaphors	80
	Practical applications	84
	References	85
5	The scope of a communicative syllabus	88
	Overview	88
5.1	Expansion of the language content dimension	88
5.1.1	Conceptual and functional meaning	88
5.1.2	Sociocultural appropriateness	92
5.1.3	Longer spans of discourse	93

5.2	Communicative processes:workouts	94
5.2.1	Workouts	94
5.2.2	A scale for assessing the communicative potential of workouts	98
5.2.3	A scale for assessing the cognitive potential of workouts	99
5.3	Expanded product: emphasis on skills, needs	100
5.3.1	Implementation of language skills	100
5.3.2	Individual needs	102
5.3.3	Learner autonomy: an added product	102
5.3.4	Highlighting particular syllabus components	103
	Practical applications	104
	References	105

6 **Focusing on language content in a communicative syllabus**

	Overview	106
6.1	Integrating notional and functional meaning with grammar, thematic content and lexis	106
6.1.1	Developing inventories	107
6.1.2	The choice of lexis	111
6.2	Discrete and holistic views: the horns of a dilemma	112
6.2.1	The holistic view	113
6.2.2	The discrete view	114
6.2.3	Evidence of the discrete vs. holistic paradox in language content, process, and product	114
6.2.4	Reconciling opposites in the instructional plans	117
6.2.5	Other systems, other worlds	118
	Practical applications	119
	References	120

7 **Focusing on process: materials that deal with sociocultural appropriateness**

	Overview	122
7.1	Incorporating grammars of social norms: a discrete element view	122
7.1.1	The state of the art	124
7.2	Scripting roleplays: a holistic view of sociocultural content	135
7.2.1	A brief geneology	135
7.2.2	Issues for writers	136
	Practical applications	145
	References	146

Contents

8 Focusing on product: materials that deal with the reading skill 147

Overview 147

8.1 The materials preparer's role 147

8.1.1 The three elements 148

8.1.2 The designer's task 149

8.2 A model reading lesson: 'A moral for any age' by Jacob Bronowski 152

8.2.1 Strategies for developing reading skills 152

8.2.2 Features of the text 152

8.2.3 Accommodating learners' interests: working on hunches 153

8.3 Guided questions for creating a reading lesson 161

8.3.1 Motivation for reading 164

8.3.2 Textual discovery procedures 164

8.3.3 Sharing ideas 165

8.3.4 Producing a reading lesson 165

Practical applications 165

References 166

9 Creating materials: the link between syllabus and audience 167

Overview 167

9.1 The audience for materials 167

9.1.1 Writing for a local audience 168

9.1.2 Writing for a wider audience 169

9.1.3 Issues common to both audiences 170

9.2 Commissioned and self-initiated projects 171

9.2.1 Commissioned projects 171

9.2.2 Self-initiated projects 171

9.2.3 'I have an idea ...' 172

9.3 Writing as a team effort 173

9.3.1 An idealized team 173

9.3.2 Other team models 174

9.4 A checklist for writers 175

9.4.1 Questions about basic assumptions 175

9.4.2 Questions about shape and design 176

Practical applications 177

References 179

Epilogue 180

Cumulative bibliography 184

Acknowledgements 190

Index 191