

# Course Design & Practice

View Online



---

[1]

ACCREDITATION UK HANDBOOK:

[https://www.britishcouncil.org/sites/default/files/accreditation\\_uk\\_handbook\\_2016-17.pdf](https://www.britishcouncil.org/sites/default/files/accreditation_uk_handbook_2016-17.pdf).

[2]

An Introduction to Syllabus Design and Evaluation:

<http://iteslj.org/Articles/Rabbini-Syllabus.html>.

[3]

Approaches to Foreign Language Syllabus Design.:

<https://www.ericdigests.org/pre-928/design.htm>.

[4]

BALEAP - The Global Forum for EAP Professionals:

<http://www.baleap.org.uk/accreditation/scheme>.

[5]

Basturkmen, H. 2010. Developing courses in English for specific purposes. Palgrave Macmillan.

[6]

Biggs, J.B. et al. 2011. Teaching for quality learning at university: what the student does.

McGraw-Hill/Society for Research into Higher Education/Open University Press.

[7]

Block, D. 1991. Some thoughts on DIY materials design. *ELT Journal*. 45, 3 (Jul. 1991), 211-217. DOI:<https://doi.org/10.1093/elt/45.3.211>.

[8]

Branden, Kris van den 2006. *Task-Based Language Education: From Theory to Practice*. Cambridge University Press.

[9]

Branden, Kris van den 2006. *Task-Based Language Education: From Theory to Practice*. Cambridge University Press.

[10]

Branden, Kris van den 2006. *Task-Based Language Education: From Theory to Practice*. Cambridge University Press.

[11]

Breen, Michael P. and Littlejohn, Andrew 2005. *Classroom decision-making: negotiation and process syllabuses in practice*. Cambridge University Press.

[12]

Breen, Michael P. and Littlejohn, Andrew 2005. *Classroom decision-making: negotiation and process syllabuses in practice*. Cambridge University Press.

[13]

British Council 1991. *Applied linguistics and English language teaching*. Macmillan Publishers Limited.

[14]

Brown, James Dean 1995. The elements of language curriculum: a systematic approach to program development. Heinle & Heinle.

[15]

Brown, James Dean 1995. The elements of language curriculum: a systematic approach to program development. Heinle & Heinle.

[16]

Brown, James Dean 1995. The elements of language curriculum: a systematic approach to program development. Heinle & Heinle.

[17]

Brown, James Dean 1995. The elements of language curriculum: a systematic approach to program development. Heinle & Heinle.

[18]

Brown, James Dean 1995. The elements of language curriculum: a systematic approach to program development. Heinle & Heinle.

[19]

Brown, J.D. and Ebooks Corporation Limited 2016. Introducing needs analysis and English for specific purposes. Routledge.

[20]

Brown, J.D. and Ebooks Corporation Limited 2016. Introducing needs analysis and English for specific purposes. Routledge.

[21]

Brown, J.D. and Ebooks Corporation Limited 2016. Introducing needs analysis and English

for specific purposes. Routledge.

[22]

Brumfit, C. J. et al. 1990. Research in the language classroom. Macmillan Modern English in association with the British Council.

[23]

Brumfit, Christopher 1984. General English syllabus design: curriculum and syllabus design for the general English classroom. Published in association with the British Council by Pergamon Press.

[24]

Chambers, F. 1997. Seeking consensus in coursebook evaluation. *ELT Journal*. 51, 1 (Jan. 1997), 29–35. DOI:<https://doi.org/10.1093/elt/51.1.29>.

[25]

Clark, John L. 1987. Curriculum renewal in school foreign language learning. Oxford University Press.

[26]

Cotton, David et al. 2010. Market leader: intermediate business English coursebook. Pearson Longman.

[27]

Cowling, J.D. 2007. Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes*. 26, 4 (Jan. 2007), 426–442. DOI:<https://doi.org/10.1016/j.esp.2006.10.003>.

[28]

Crookes, Graham and Gass, Susan M. 1993. Tasks and language learning: integrating theory and practice. *Multilingual Matters*.

[29]

Cunningsworth, Alan 1995. Choosing your coursebook. Heinemann.

[30]

Dublin, Fraida and Olshtain, Elite 1986. Course design: developing programs and materials for language learning. Cambridge University Press.

[31]

Dublin, Fraida and Olshtain, Elite 1986. Course design: developing programs and materials for language learning. Cambridge University Press.

[32]

Dublin, Fraida and Olshtain, Elite 1986. Course design: developing programs and materials for language learning. Cambridge University Press.

[33]

Dupuis, Véronique and European Centre for Modern Languages 2003. Facing the future: language educators across Europe. Council of Europe Publishing.

[34]

Dupuis, Véronique and European Centre for Modern Languages 2003. Facing the future: language educators across Europe. Council of Europe Publishing.

[35]

Ebooks Corporation Limited 2014. Developing materials for language teaching. Bloomsbury.

[36]

Ebooks Corporation Limited 2014. Developing materials for language teaching. Bloomsbury.

[37]

Ebooks Corporation Limited 2014. Developing materials for language teaching. Bloomsbury.

[38]

Ellis, R. 1997. The empirical evaluation of language teaching materials. *ELT Journal*. 51, 1 (Jan. 1997), 36–42. DOI:<https://doi.org/10.1093/elt/51.1.36>.

[39]

Ellis, Rod 1997. *SLA research and language teaching*. Oxford University Press.

[40]

Forman, David and Centre for British Teachers 1991. *Campus English: a problem-solving approach to study skills*. Macmillan.

[41]

Fourth Annual McGraw-Hill Satellite Teleconference:  
<http://www.mhhe.com/socscience/foreignlang/conf/task1.htm>.

[42]

Gairns, Ruth and Redman, Stuart 2002. *Natural English: Intermediate*. Oxford University Press.

[43]

Gilmore, A. 2004. A comparison of textbook and authentic interactions. *ELT Journal*. 58, 4 (Oct. 2004), 363–374. DOI:<https://doi.org/10.1093/elt/58.4.363>.

[44]

Gilmore, A. 2007. Authentic materials and authenticity in foreign language learning. *Language Teaching*. 40, 02 (Apr. 2007). DOI:<https://doi.org/10.1017/S0261444807004144>.

[45]

Guariento, W. 2001. Text and task authenticity in the EFL classroom. *ELT Journal*. 55, 4 (Oct. 2001), 347–353. DOI:<https://doi.org/10.1093/elt/55.4.347>.

[46]

Harwood, N. 2010. *English language teaching materials: theory and practice*. Cambridge University Press.

[47]

Harwood, Nigel 2010. *English language teaching materials: theory and practice*. Cambridge University Press.

[48]

Harwood, Nigel 2010. *English language teaching materials: theory and practice*. Cambridge University Press.

[49]

Huhta et al., M. 2013. Needs analysis and the CEF Professional Profiles in ESP (chpt 1 In *Needs analysis for language course design: A holistic approach to ESP*. Cambridge University Press.

[50]

Huhta, M. et al. 2013. *Needs analysis for language course design: a holistic approach to ESP*. Cambridge University Press.

[51]

Hutchinson, Tom and Waters, Alan 1987. English for specific purposes: a learning-centred approach. Cambridge University Press.

[52]

Johnson, K. et al. 2006. A step forward: investigating expertise in materials evaluation. *ELT Journal*. 62, 2 (Jul. 2006), 157–163. DOI:<https://doi.org/10.1093/elt/ccl021>.

[53]

Koprowski, M. 2005. Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT Journal*. 59, 4 (Oct. 2005), 322–332. DOI:<https://doi.org/10.1093/elt/cci061>.

[54]

Kramsch, Claire J. 1993. Context and culture in language teaching. Oxford University Press.

[55]

Long, M.H. and Crookes, G. 1992. Three Approaches to Task-Based Syllabus Design. *TESOL Quarterly*. 26, 1 (Spring 1992). DOI:<https://doi.org/10.2307/3587368>.

[56]

Long, Michael H. 2005. Second Language Needs Analysis. Cambridge University Press.

[57]

Lynch, Brian K. 1996. Language program evaluation: theory and practice. Cambridge University Press.

[58]

Mager, Robert Frank 1962. Preparing instructional objectives. Fearon.



[59]

MATSDA Home: <http://www.matsda.org/>.

[60]

McDonough, J. 2010. English for specific purposes: a survey review of current materials. *ELT Journal*. 64, 4 (Oct. 2010), 462–477. DOI:<https://doi.org/10.1093/elt/ccq060>.

[61]

McDonough, J. et al. 2013. *Materials and methods in ELT: a teacher's guide*. Wiley-Blackwell.

[62]

McDonough, J. et al. 2013. *Materials and methods in ELT: a teacher's guide*. Wiley-Blackwell.

[63]

McGrath, I. 2016. *Materials evaluation and design for language teaching*. Edinburgh University Press.

[64]

McGrath, I. 2006. Teachers' and learners' images for coursebooks. *ELT Journal*. 60, 2 (Apr. 2006), 171–180. DOI:<https://doi.org/10.1093/elt/cci104>.

[65]

McGrath, I. and JSTOR 2016. *Materials evaluation and design for language teaching*. Edinburgh University Press.

[66]

McGrath, I. and JSTOR 2016. *Materials evaluation and design for language teaching*. Edinburgh University Press.

[67]

Michael H. Long and Graham Crookes Three Approaches to Task-Based Syllabus Design. *TESOL Quarterly*. 26, 1, 27–56.

[68]

Morrow, Keith 2004. *Insights from the Common European Framework*. Oxford University Press.

[69]

Nation, I.S.P. et al. 2010. *Language curriculum design*. Routledge.

[70]

Nation, I.S.P. and Macalister, J. 2010. *Language curriculum design*. Routledge.

[71]

Nation, I.S.P. and Macalister, J. 2010. *Language curriculum design*. Routledge.

[72]

Nation, I.S.P. and Macalister, J. 2010. *Language curriculum design*. Routledge.

[73]

Nitta, R. 2005. Consciousness-raising and practice in ELT coursebooks. *ELT Journal*. 59, 1 (Jan. 2005), 3–13. DOI:<https://doi.org/10.1093/elt/cci001>.

[74]

Nunan, D. and Carter, R. 2001. *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

[75]

Nunan, David 1988. Syllabus design. Oxford University Press.

[76]

Nunan, David 1988. Syllabus design. Oxford University Press.

[77]

Nunan, David 1988. The learner-centred curriculum: a study in second language teaching. Cambridge University Press.

[78]

Nunan, David 1988. The learner-centred curriculum: a study in second language teaching. Cambridge University Press.

[79]

Nunan, David and Carter, Ronald 2001. The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.

[80]

Nunan, David and Carter, Ronald 2001. The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.

[81]

O'Neill, Robert 1978. American kernel lessons, intermediate: Teacher's manual. Longman [for] Eurocentre.

[82]

O'Neill, Robert et al. 1975. Kernel lessons: Intermediate students book. Longman [for]

Eurocentre.

[83]

Oxenden, Clive et al. 2006. *New English file: Intermediate*. Oxford University Press.

[84]

Prabhu, N.S. 1987. *Second language pedagogy*. Oxford University Press.

[85]

Prabhu, N.S. 1987. *Second language pedagogy*. Oxford University Press.

[86]

ProQuest (Firm) 2014. *English language teaching textbooks: content, consumption, production*. Palgrave Macmillan.

[87]

QMUL Good Practice Guide on Writing Aims and Learning Outcomes.

[88]

Rea-Dickins, Pauline and Germaine, Kevin 1992. *Evaluation*. Oxford University Press.

[89]

Reinders, H. 2006. An evaluative checklist for self-access materials. *ELT Journal*. 60, 3 (Jul. 2006), 272–278. DOI:<https://doi.org/10.1093/elt/ccl007>.

[90]

Richards, Jack C. and Rodgers, Theodore S. 2001. *Approaches and methods in language teaching*. Cambridge University Press.

[91]

Richards, J.C. 2017. Curriculum development in language teaching. Cambridge University Press.

[92]

Robinson, Pauline C. 1991. ESP today: a practitioner's guide. Prentice Hall.

[93]

Seedhouse, P. 1995. Needs analysis and the General English classroom. *ELT Journal*. 49, 1 (Jan. 1995), 59–70. DOI:<https://doi.org/10.1093/elt/49.1.59>.

[94]

Seedhouse, P. 1995. Needs analysis and the General English classroom. *ELT Journal*. 49, 1 (Jan. 1995), 59–70. DOI:<https://doi.org/10.1093/elt/49.1.59>.

[95]

Serafini, E.J. et al. 2015. Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes*. 40, (Oct. 2015), 11–26. DOI:<https://doi.org/10.1016/j.esp.2015.05.002>.

[96]

Sheldon, L.E. 1988. Evaluating ELT textbooks and materials. *ELT Journal*. 42, 4 (Oct. 1988), 237–246. DOI:<https://doi.org/10.1093/elt/42.4.237>.

[97]

Sheldon, L.E. and British Council 1987. *ELT textbooks and materials: problems in evaluation and development*. Modern English Publications in association with the British Council.

[98]

Short summary on Traditional and holistic syllabuses:

<http://www.teachingenglish.org.uk/article/which-syllabus-traditional-holistic-syllabus>.

[99]

Skehan, Peter 1998. A cognitive approach to language learning. Oxford University Press.

[100]

Swales, J. 1980. ESP: The textbook problem. *The ESP Journal*. 1, 1 (Sep. 1980), 11–23.

DOI:[https://doi.org/10.1016/0272-2380\(80\)90006-2](https://doi.org/10.1016/0272-2380(80)90006-2).

[101]

Tajino, A. et al. 2005. Beyond needs analysis: soft systems methodology for meaningful collaboration in EAP course design. *Journal of English for Academic Purposes*. 4, 1 (Jan. 2005), 27–42. DOI:<https://doi.org/10.1016/j.jeap.2004.01.001>.

[102]

Tomlinson, B. ed. 2011. *Materials development in language teaching*. Cambridge University Press.

[103]

Tomlinson, Brian and Masuhara, Hitomi 2010. *Research for materials development: evidence for best practice*. Continuum.

[104]

Ur, Penny 1996. *A course in language teaching: practice and theory*. Cambridge University Press.

[105]

Van Lier, Leo 1996. Interaction in the language curriculum: awareness, autonomy, and authenticity. Longman.

[106]

West, R. 1994. Needs analysis in language teaching. *Language Teaching*. 27, 01 (Jan. 1994). DOI:<https://doi.org/10.1017/S0261444800007527>.

[107]

White, Ronald V. 1988. *The ELT curriculum: design, innovation, and management*. Blackwell.

[108]

White, Ronald V. 1988. *The ELT curriculum: design, innovation, and management*. Blackwell.

[109]

White, Ronald V. 1988. *The ELT curriculum: design, innovation, and management*. Blackwell.

[110]

White, R.V. and Arndt, V. 1991. *Process writing*. Longman.

[111]

Widdowson, H. G. 1990. *Aspects of language teaching*. Oxford University Press.

[112]

Widdowson, H. G. 1990. *Aspects of language teaching*. Oxford University Press.

[113]

Willis, Dave and University of Birmingham 1990. *The lexical syllabus: a new approach to language teaching*. HarperCollins.

[114]

Willis, Jane and Willis, Dave 1988. *Collins COBUILD English course*. Collins.

[115]

Wolter, B. 2000. A participant-centred approach to INSET course design. *ELT Journal*. 54, 4 (Oct. 2000), 311–318. DOI:<https://doi.org/10.1093/elt/54.4.311>.

[116]

Woodrow, L. 2018. *Introducing course design in English for specific purposes*. Routledge.

[117]

Woodward, T. 2001. *Planning lessons and courses: designing sequences of work for the language classroom*. Cambridge University Press.

[118]

Woodward, Tessa and Lindstromberg, Seth 1995. *Planning from lesson to lesson: a way of making lesson planning easier*. Longman.

[119]

Wozniak, S. 2010. Language needs analysis from a perspective of international professional mobility: The case of French mountain guides. *English for Specific Purposes*. 29, 4 (Oct. 2010), 243–252. DOI:<https://doi.org/10.1016/j.esp.2010.06.001>.

[120]

Yalden, Janice 1987. *Principles of course design for language teaching*. Cambridge University Press.



[121]

Aims and Intended Learning Outcomes (ILOs)- see the Guidelines for Programme and Course Design and Review.

[122]

2007. Authentic materials and authenticity in foreign language learning. *Language Teaching*. 40, 2 (2007), 97–118. DOI:<https://doi.org/10.1017/S0261444807004144>.

[123]

Chinese Language Curriculum and Pedagogy Review - CLCPRC Committee Report.pdf.

[124]

Common European Framework.

[125]

Common European Framework.

[126]

2009. *Teachers as course developers*. Cambridge University Press.

[127]

2009. *Teachers as course developers*. Cambridge University Press.

[128]

2009. *Teachers as course developers*. Cambridge University Press.