

Course Design & Practice

View Online



-
1.
Nation, I. S. P., Macalister, J., & Askews & Holts Library Services. Language curriculum design. (Routledge, 2010).

 2.
Common European Framework.

 3.
Woodrow, L. Introducing course design in English for specific purposes. (Routledge, 2018).

 4.
Brown, J. D. & Ebooks Corporation Limited. Introducing needs analysis and English for specific purposes. (Routledge, 2016).

 5.
Nunan, David. Syllabus design. vol. Language teaching: a scheme for teacher education (Oxford University Press, 1988).

 6.
McGrath, I. Materials evaluation and design for language teaching. vol. Edinburgh textbooks in applied linguistics (Edinburgh University Press, 2016).

7.

McDonough, J., Shaw, C. & Masuhara, H. Materials and methods in ELT: a teacher's guide. (Wiley-Blackwell, 2013).

8.

Ebooks Corporation Limited. Developing materials for language teaching. (Bloomsbury, 2014).

9.

Harwood, N. English language teaching materials: theory and practice. vol. Cambridge language education (Cambridge University Press, 2010).

10.

Tomlinson, Brian & Masuhara, Hitomi. Research for materials development: evidence for best practice. (Continuum, 2010).

11.

Dublin, Fraida & Olshtain, Elite. Course design: developing programs and materials for language learning. vol. New directions in language teaching (Cambridge University Press, 1986).

12.

White, Ronald V. The ELT curriculum: design, innovation, and management. vol. Applied language studies (Blackwell, 1988).

13.

Yalden, Janice. Principles of course design for language teaching. vol. New directions in language teaching (Cambridge University Press, 1987).

14.

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

15.

Biggs, J. B., Tang, C. S., Society for Research into Higher Education, & Ebooks Corporation Limited. Teaching for quality learning at university: what the student does. (McGraw-Hill/Society for Research into Higher Education/Open University Press, 2011).

16.

Nation, I. S. P. & Macalister, J. Language curriculum design. (Routledge, 2010).

17.

Common European Framework.

18.

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

19.

Nunan, D. & Carter, R. The Cambridge guide to teaching English to speakers of other languages. (Cambridge University Press, 2001).

20.

British Council. Applied linguistics and English language teaching. vol. Developments in ELT. (Macmillan Publishers Limited, 1991).

21.

Long, M. H. & Crookes, G. Three Approaches to Task-Based Syllabus Design. TESOL Quarterly **26**, (1992).

22.

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

23.

Dublin, Fraida & Olshtain, Elite. Course design: developing programs and materials for language learning. vol. New directions in language teaching (Cambridge University Press, 1986).

24.

Teachers as course developers. (Cambridge University Press, 2009).

25.

Nunan, David. Syllabus design. vol. Language teaching: a scheme for teacher education (Oxford University Press, 1988).

26.

White, Ronald V. The ELT curriculum: design, innovation, and management. vol. Applied language studies (Blackwell, 1988).

27.

Prabhu, N. S. Second language pedagogy. vol. Oxford English (Oxford University Press, 1987).

28.

Branden, Kris van den. Task-Based Language Education: From Theory to Practice. vol. Cambridge Applied Linguistics (Cambridge University Press, 2006).

29.

Widdowson, H. G. Aspects of language teaching. vol. Oxford English (Oxford University Press, 1990).

30.

Nation, I. S. P. & Macalister, J. Language curriculum design. (Routledge, 2010).

31.

O'Neill, Robert, Kingsbury, Roy, Yeadon, Tony, Val, James, & Foundation for European Language and Educational Centre. Kernel lessons: Intermediate students book. (Longman [for] Eurocentre, 1975).

32.

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

33.

Gairns, Ruth & Redman, Stuart. Natural English: Intermediate. (Oxford University Press, 2002).

34.

Cotton, David, Falvey, David, & Kent, Simon. Market leader: intermediate business English coursebook. (Pearson Longman, 2010).

35.

Oxenden, Clive, Latham-Koenig, Christina, & Byrne, Tracy. New English file: Intermediate. (Oxford University Press, 2006).

36.

Willis, Jane & Willis, Dave. Collins COBUILD English course. (Collins, 1988).

37.

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

38.

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

39.

White, R. V. & Arndt, V. *Process writing*. (Longman, 1991).

40.

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

41.

West, R. Needs analysis in language teaching. *Language Teaching* **27**, (1994).

42.

Cowling, J. D. Needs analysis: Planning a syllabus for a series of intensive workplace courses at a leading Japanese company. *English for Specific Purposes* **26**, 426–442 (2007).

43.

Serafini, E. J., Lake, J. B. & Long, M. H. Needs analysis for specialized learner populations: Essential methodological improvements. *English for Specific Purposes* **40**, 11–26 (2015).

44.

Wozniak, S. Language needs analysis from a perspective of international professional

mobility: The case of French mountain guides. *English for Specific Purposes* **29**, 243–252 (2010).

45.

Brown, J. D. & Ebooks Corporation Limited. *Introducing needs analysis and English for specific purposes*. vol. *Routledge introductions to English for specific purposes* (Routledge, 2016).

46.

Long, Michael H. *Second Language Needs Analysis*. vol. *Cambridge Applied Linguistics* (Cambridge University Press, 2005).

47.

Seedhouse, P. Needs analysis and the General English classroom. *ELT Journal* **49**, 59–70 (1995).

48.

Huhta, M., Vogt, K., Johnson, E., Tulkki, H. & Hall, D. R. *Needs analysis for language course design: a holistic approach to ESP*. (Cambridge University Press, 2013).

49.

Tajino, A., James, R. & Kijima, K. Beyond needs analysis: soft systems methodology for meaningful collaboration in EAP course design. *Journal of English for Academic Purposes* **4**, 27–42 (2005).

50.

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

51.

Mager, Robert Frank. *Preparing instructional objectives*. (Fearon, 1962).

52.

QMUL. Good Practice Guide on Writing Aims and Learning Outcomes.

53.

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

54.

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

55.

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

56.

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

57.

Branden, Kris van den. Task-Based Language Education: From Theory to Practice. vol. Cambridge Applied Linguistics (Cambridge University Press, 2006).

58.

Nunan, David. The learner-centred curriculum: a study in second language teaching. vol. The Cambridge applied linguistics series (Cambridge University Press, 1988).

59.

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

60.

Ellis, Rod. SLA research and language teaching. vol. Oxford applied linguistics (Oxford University Press, 1997).

61.

Breen, Michael P. & Littlejohn, Andrew. Classroom decision-making: negotiation and process syllabuses in practice. vol. Cambridge language teaching library (Cambridge University Press, 2005).

62.

Chambers, F. Seeking consensus in coursebook evaluation. *ELT Journal* **51**, 29–35 (1997).

63.

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

64.

Ellis, R. The empirical evaluation of language teaching materials. *ELT Journal* **51**, 36–42 (1997).

65.

Ebooks Corporation Limited. Developing materials for language teaching. (Bloomsbury, 2014).

66.

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

67.

Sheldon, L. E. Evaluating ELT textbooks and materials. *ELT Journal* **42**, 237–246 (1988).

68.

Sheldon, L. E. & British Council. *ELT textbooks and materials: problems in evaluation and development*. vol. 126 (Modern English Publications in association with the British Council, 1987).

69.

McDonough, J., Shaw, C. & Masuhara, H. *Materials and methods in ELT: a teacher's guide*. (Wiley-Blackwell, 2013).

70.

Materials development in language teaching. (Cambridge University Press, 2011).

71.

Cunningsworth, Alan. *Choosing your coursebook*. (Heinemann, 1995).

72.

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

73.

Dublin, Fraida & Olshtain, Elite. *Course design: developing programs and materials for language learning*. vol. *New directions in language teaching* (Cambridge University Press, 1986).

74.

Ur, Penny. *A course in language teaching: practice and theory*. vol. *Cambridge teacher*

training and development (Cambridge University Press, 1996).

75.

Johnson, K. et al. A step forward: investigating expertise in materials evaluation. *ELT Journal* **62**, 157–163 (2006).

76.

McDonough, J. English for specific purposes: a survey review of current materials. *ELT Journal* **64**, 462–477 (2010).

77.

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

78.

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

79.

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

80.

Gilmore, A. Authentic materials and authenticity in foreign language learning. *Language Teaching* **40**, (2007).

81.

Authentic materials and authenticity in foreign language learning. *Language Teaching* **40**, 97–118 (2007).

82.

Block, D. Some thoughts on DIY materials design. *ELT Journal* **45**, 211–217 (1991).

83.

Guariento, W. Text and task authenticity in the EFL classroom. *ELT Journal* **55**, 347–353 (2001).

84.

McGrath, I. Teachers' and learners' images for coursebooks. *ELT Journal* **60**, 171–180 (2006).

85.

Koprowski, M. Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT Journal* **59**, 322–332 (2005).

86.

Nitta, R. Consciousness-raising and practice in ELT coursebooks. *ELT Journal* **59**, 3–13 (2005).

87.

Gilmore, A. A comparison of textbook and authentic interactions. *ELT Journal* **58**, 363–374 (2004).

88.

Reinders, H. An evaluative checklist for self-access materials. *ELT Journal* **60**, 272–278 (2006).

89.

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

90.

Teachers as course developers. (Cambridge University Press, 2009).

91.

Seedhouse, P. Needs analysis and the General English classroom. *ELT Journal* **49**, 59–70 (1995).

92.

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

93.

Wolter, B. A participant-centred approach to INSET course design. *ELT Journal* **54**, 311–318 (2000).

94.

Harwood, Nigel. English language teaching materials: theory and practice. vol. Cambridge language education (Cambridge University Press, 2010).

95.

Woodward, Tessa & Lindstromberg, Seth. Planning from lesson to lesson: a way of making lesson planning easier. vol. Pilgrims Longman resource books (Longman, 1995).

96.

Ebooks Corporation Limited. Developing materials for language teaching. (Bloomsbury, 2014).

97.

Nation, I. S. P. & Macalister, J. Language curriculum design. (Routledge, 2010).

98.

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

99.

BALEAP - The Global Forum for EAP Professionals.
<http://www.baleap.org.uk/accreditation/scheme>.

100.

ACCREDITATION UK HANDBOOK.
https://www.britishcouncil.org/sites/default/files/accreditation_uk_handbook_2016-17.pdf.

101.

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

102.

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

103.

Brumfit, C. J., Mitchell, R. J., & British Council. Research in the language classroom. vol. ELT documents (Macmillan Modern English in association with the British Council, 1990).

104.

Lynch, Brian K. Language program evaluation: theory and practice. vol. The Cambridge applied linguistics series (Cambridge University Press, 1996).

105.

Nunan, David. The learner-centred curriculum: a study in second language teaching. vol. The Cambridge applied linguistics series (Cambridge University Press, 1988).

106.

Rea-Dickins, Pauline & Germaine, Kevin. Evaluation. (Oxford University Press, 1992).

107.

White, Ronald V. The ELT curriculum: design, innovation, and management. vol. Applied language studies (Blackwell, 1988).

108.

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

109.

Breen, Michael P. & Littlejohn, Andrew. Classroom decision-making: negotiation and process syllabuses in practice. vol. Cambridge language teaching library (Cambridge University Press, 2005).

110.

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

111.

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

112.

Teachers as course developers. (Cambridge University Press, 2009).

113.

Hutchinson, Tom & Waters, Alan. English for specific purposes: a learning-centred approach. vol. New directions in language teaching (Cambridge University Press, 1987).

114.

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

115.

Crookes, Graham & Gass, Susan M. Tasks and language learning: integrating theory and practice. vol. Multilingual matters (Multilingual Matters, 1993).

116.

Kramsch, Claire J. Context and culture in language teaching. vol. Oxford applied linguistics (Oxford University Press, 1993).

117.

Prabhu, N. S. Second language pedagogy. vol. Oxford English (Oxford University Press, 1987).

118.

Richards, Jack C. & Rodgers, Theodore S. Approaches and methods in language teaching. vol. Cambridge language teaching library (Cambridge University Press, 2001).

119.

Robinson, Pauline C. ESP today: a practitioner's guide. vol. Language teaching methodology series (Prentice Hall, 1991).

120.

Skehan, Peter. A cognitive approach to language learning. vol. Oxford applied linguistics (Oxford University Press, 1998).

121.

Branden, Kris van den. Task-Based Language Education: From Theory to Practice. vol. Cambridge Applied Linguistics (Cambridge University Press, 2006).

122.

Van Lier, Leo. Interaction in the language curriculum: awareness, autonomy, and authenticity. vol. Applied linguistics and language study (Longman, 1996).

123.

Widdowson, H. G. Aspects of language teaching. vol. Oxford English (Oxford University Press, 1990).

124.

Willis, Dave & University of Birmingham. The lexical syllabus: a new approach to language teaching. (HarperCollins, 1990).

125.

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

126.

Approaches to Foreign Language Syllabus Design.
<https://www.ericdigests.org/pre-928/design.htm>.

127.

An Introduction to Syllabus Design and Evaluation.
<http://iteslj.org/Articles/Rabbini-Syllabus.html>.

128.

Short summary on Traditional and holistic syllabuses.
<http://www.teachingenglish.org.uk/article/which-syllabus-traditional-holistic-syllabus>.