

Index

- accountability 5, 51, 105
 - acquisition
 - and learning 161
 - natural order of 183–4
 - adult ESL 63–78, 178
 - classroom, 7, 10–13, 111, 113, 114–35, 165–8, 176–86, 187–206, 207–21
 - interaction analysis 165–6, 178, 180–3
 - observation 5, 81–2, 207–10, 220–1
 - research 20, 117–18, 180–3, 185, 207–21
 - coherence 1, 2, 6, 9, 11, 12, 18, 20–3
 - communicative competence 5, 6, 251–4
 - consultation 72–8; *see also* integrated curriculum, negotiation
 - Council of Europe 6, 51, 59, 76, 212, 215
 - course books 40, 113–16, 118, 121, 140, 155–75; *see also* materials
 - communicative 165–6
 - curriculum *see also* programme
 - approaches 26–7, 49–50
 - integrated 14–15, 177, 183–5
 - interactive 28, 186
 - learner-centred 12–14, 76–8, 177
 - specialist 13–14, 19, 20
 - systems design 28
 - constraints 1–2, 3–4, 15–18, 20, 21, 29–30, 83–4, 87, 88; *see also*
 - pragmatics
 - definition 1, 24, 25–6
 - design *see also* coherence, mismatch, planning
 - factors 30–3
 - opportunity cost 83–6, 89, 90
 - papers on 79–83
 - problems 86–7
 - developmental stages 2–4, 5, 7–15, 18–23, 215–16
 - hidden 6, 11, 12, 155–7, 162–5, 171–5, 176–86, 189
 - objectives 89, 183
 - policy 1–23, 210, 211–20; *see also* polity
 - policy makers 27
 - process 18–23, 63, 75, 81–3
 - product 4, 18–23, 70–2, 73–4
 - research 5, 20–1, 207–21, 257–8
 - resources 219–20; *see also* pragmatics
 - revision 7
 - and syllabus 1, 24–34
- ecosystem (curriculum as) 3, 88

- English for Academic Purposes 65–9, 79–90
 for Special Purposes 5, 8, 49–51, 52, 67–9, 88, 153, 158
 evaluation 4–6, 9, 18, 20–3, 27–8, 35–47, 177, 187–206, 209, 220, 222–85
 approaches
 a-priori 40–1
 criterion-referenced 242–58, 262, 263–4
 decision-facilitation 227–8, 285
 diagnostic 194–5, 202, 264
 empirical 40–1, 209–10
 norm-referenced 248–51, 257
 objectives-based 245–7
 performance-based 254–7
 process-based 18–20, 21–2, 81–2, 226–7, 231
 product-based 18–20, 21–2, 224–5, 231, 242–58, 263–5
 program-free 245–7
 static characteristics 225–6
 criteria 39–40, 45–6, 105
 data 231–2
 base-line 41–2
 sign vs sample 260–1, 263
 definition 222–4, 241
 design 35–47, 232–41, 265–9, 273–4, 277–82
 factors 219–20, 222–85
 agents 40–3, 45–6, 270–1
 audience 37, 45–6
 focus 38–9, 45–6
 funding 42–3
 presentation of results 44
 purpose 37–8, 45–6, 241, 271
 resources 42–3, 45–6
 results 44, 45–6, 105, 283–4
 sample 274–6
 scores 263–4
 formative and summative 37–8, 41–2, 44, 45–6, 105, 194–5, 229–30, 244–5, 251
 history of 222–32
 mastery 259–69
 measurement 242–3, 259–61, 263, 265–9, 277–8
 objectives 212–15, 244, 245–7, 250–1, 259–60, 271–2
 quantitative and qualitative 41, 231–2, 243
 reliability 265–7
 and research 20, 82, 251–2, 257
 validity 267–9
 examinations 6, 38, 89
 backwash effect 6, 39
 exercises 136–54, 162–71, 174–5, 178–80, 187–206; *see also* course books,
 materials, tasks
 adaptation 194–5
 criteria for evaluation 190–3
 design 138, 153

312 *Index*

problems 143–4, 153, 189, 205

selection 138

sequencing 140–52

structuring 140–53

types

drills 140, 141–2, 165–7

grammar 75, 101, 140, 147, 159–60

problem-solving 169–71

role-play/simulation 142, 145, 152–3, 158–9

written 147–9

Functions 49, 85, 101

multifunctionality of speech acts 85

innovation (curriculum) 81–2

journals 79–80

judgement (expert) 13, 14, 55, 65, 123

language learning 155–69, 176–86

approaches to 162–5, 184–5

‘bucket’ theory 161

cycle 76–7

intake vs input 155–6

mastery 259–69

nature of 73–4, 162–5, 170–1, 177, 184

styles 11, 71, 73, 75–8

learners 11, 12, 14, 15, 16, 19, 21, 71, 72–8, 101–2, 176–86, 190–1, 192–3, 194–203

affective filter 156

characteristics 101–2, 179–80, 190–2, 194, 205

difficulties 130, 180–3

evaluation of 205–6

hidden agenda 11–12, 176–86, 190–2

learner-training 11, 184

perceptions 176, 178–83, 186, 194–5, 201

role in

materials design 152–3, 193–4, 197–203

materials evaluation 194–9, 201, 203

strategies 159–72, 184, 190–2, 194–5

teacher-learner roles 165–8

mastery 5, 259–69

materials 7–9, 113–16, 135, 136–54, 155–75; *see also* course books,

exercises, tasks

authenticity 141–3

content 140–2, 149, 155–65, 171–4, 190–2, 198–9

evaluation 136–7, 153–4, 194–7, 201–3

importance 7, 136

input vs intake 155–6

- model texts 144, 147
- new language 140–1, 145, 203–4
- research 137
- resources 13
- rubrics 162–5
- teachers' guides 8, 9, 19
- units of learning
 - definition 136
 - design 136–54, 187–9
 - problems 141–2, 144, 149–52, 153, 189, 193–5, 203–6
- values and attitudes in
 - politics 172–3
 - racism 172–3
 - sexism 172, 173
- writing 7–9, 19, 118
 - commercial publishers 7–8
 - government agencies 7, 8
- methods, 5–6, 9, 66, 68, 70, 72, 183–6, 207–8, 210–18, 220–1
 - communicative 5, 70, 113–14, 115, 121, 145, 153, 177, 180, 184
 - eclectic 6
 - grammar translation 11
 - Total Physical Response 144
- mismatch (in curriculum) 2, 4, 6, 7, 9, 10, 12, 18, 19, 21, 22, 23, 74, 179, 183, 185–6
- needs analysis 5, 19, 29, 48–62, 63–78, 83–6, 101
 - assessment types 53–6, 66, 83–4
 - definitions 52–3, 63–4, 65, 70, 72
 - learners' needs 49–53, 55–6, 59, 60, 63–78
 - methodology 48–62, 65–72, 74–8
 - objective/subjective 64–5, 70–2, 75, 77
 - orientation
 - ESP 66–9
 - humanistic 66–9, 72
 - proficiency-based 66–9, 70–2
 - teachers' views 65–9
 - product/process 62, 63–4, 73–6
 - purposes 62
 - theory and practice 61–2, 76–8
- negotiation 75, 84, 87, 183–6, 192–3, 197–202, 205–6; *see also* integrated curriculum, consultation
- objectives 197–8, 212–15; *see also* evaluation, syllabus
 - ends 4–6, 10, 48–51, 70, 183–6, 212–6
 - means 4–6, 48, 70, 89, 183–6, 192, 199–200, 207–8, 210–19, 220–1
- planning (the curriculum) 2–4, 20–1, 24–34, 35–47, 48–62, 86–90, 156, 176–8, 216
- polity 4, 24–34
- pre-teaching 141
- proficiency (language) 214, 251–8

314 *Index*

programme *see also* curriculum, materials

administration 27

design 86–90, 176–7

failure 24, 25, 29, 86

research in curriculum development 20, 207–21, 257

Service English (*see* EAP)

staffing (assessment of needs) 99–103, 104–6,

syllabus 1, 4–6, 16, 17, 19, 24, 25–6, 86–7, 92, 93, 154, 164, 171; *see also*
objectives

design 83, 86–7, 137

tasks 137, 142–8, 150, 152–3, 157–9, 162–5, 169–71, 187–206

evaluation 187–206

criteria for 192–3

phases

outcome 188–90

process 188–90, 191

workplan 188–92

teacher training 1, 2, 3, 7, 9–10, 13, 15, 19, 22–3, 91–110, 111–35, 209

approaches 91–9, 114–16, 119–21, 128–32

decision-making and investigation 125–33

problem-solving 119–25

transmission 114–19, 124

attitudes to 95–7

classroom implementation 116–25, 129–35

component elements 92–5

content and method 114–16, 121–2, 128–32

for innovation 106, 112, 114, 116–17, 120–1, 124–6, 133–5

for multicultural environment 94–6

organisation 99–103

problems 117–19, 122–5, 133

trainer-trainee roles 114–15, 120, 123, 127–8

videotapes 94, 122, 130

teachers 3, 4, 7, 10–20, 65–78, 91–110, 111–135, 136, 155, 159, 165–8,
179–83, 209–11

attitudes 97–9, 179–83

characteristics 101–2

evaluation 103–78

and learners 165–71, 179–83, 187–206

as materials writers 8, 118

morale 107–9

professional development 91, 103–4, 106–10

as researchers 127–8, 130

roles 165–8, 204–5

selection 99–103

supervision 103–4, 106–9

teaching *see* teachers

TESOL Quarterly 79