



外语教学法丛书之二

CHOOSING YOUR COURSEBOOK

如何选择教材

Alan Cunningsworth

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



外教社

Choosing your Coursebook

Alan Cunningsworth

图书在版编目 (CIP) 数据

如何选择教材=Choosing Your Coursebook / (英)坎宁斯沃思
(Cunningsworth, A.) 著. —上海: 上海外语教育出版社, 2002
(外语教学法丛书)

ISBN 7-81080-616-5

I. 如… II. 坎… III. 外语—教材—选择—英文 IV. H3

中国版本图书馆CIP数据核字 (2002) 第079925号

图字: 09-2002-521号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机), 35051812 (发行部)

电子邮箱: bookinfo@sflap.com.cn

网 址: <http://www.sflap.com.cn> <http://www.sflap.com>

责任编辑: 王彤福

印 刷: 上海江杨印刷厂

经 销: 新华书店上海发行所

开 本: 880×1230 1/32 印张 5.25 字数 222 千字

版 次: 2002年11月第1版 2002年11月第1次印刷

印 数: 8 000 册

书 号: ISBN 7-81080-616-5 / H · 241

定 价: 10.00 元

本版图书如有印装质量问题,可向本社调换

总 序

近年来随着国内和国际形势的发展,我国对外语人才的需求日益增加,有志于学习外语的学生和社会群体的人数急剧上升,从而使我国外语教学事业蓬勃发展。在这种形势下,外语师资培训和自身建设的重要性与日俱增。在这两方面,当务之急是要了解当今国外外语教学的发展情况,要借鉴国外的最新经验,结合我国的具体情况,大力提高外语师资的水平,使我们的外语教学事业更上一层楼。

有鉴于此,上海外语教育出版社为广大外语教师提供了一套由国外引进的外语教学法丛书。这套丛书所涉及的方面广、种类多,包括外语教学技巧和原则、语法教学、语音教学、阅读教学、写作教学、教学管理、测试、教材选择、第一语言和第二语言习得、儿童英语教学等等。其中绝大多数专著是上世纪九十年代和本世纪所出版。它们反映了当今国外外语教学法研究及相关学科的现状。

这套丛书的最大共同特点,也是与传统教学法类专著的最大不同点在于特别强调理论与实践相结合;更是以实践为主,再以理论去分析评述各种实践活动的优缺点。我们所熟悉的传统教学法类专著,一般都是强调教学原则、教学理论,把各种方法的来龙去脉讲得很详尽;然而如何到课堂上去进行具体教学活动,如何在教学活动中去体现教学原则却不多见。这套丛书则几乎全部是从实践活动着手,以说明对理论和原则的应用。

试举两个例证:

一、斯克里温纳:《学习教学:英语教师指南》,麦克米伦海涅曼出版社,1994。
(Jim Scrivener: *Learning Teaching: A Guidebook for English Language Teachers*. Macmillan Heinemann, 1994)

作者前言:“本书旨在帮助你去学习如何更有效地进行教学。它并不给你某一种正确的教学方法。实际上没有任何科学根据可以让我们去描述一种理想的教学方法。我们只能观察教师和学生进行活动的实际,并注意哪些策略和原则更有利于教学。我们没有必要去照搬那些策略和原则,但是要意识到有哪些可能性。”“因此本书并不是告诉你‘就用这种方法’,而代之以‘这几种方法似乎都可行。’主要是由你自己决定用哪一种方法。”

本书共十二章,涉及教与学的关系、教学安排、课堂活动、语言技能等等方面,绝大部分章节都是先介绍该章内容,然后列出各种具体教学活动(tasks),其后是对各项活动的分析评述。例如第六章“说的技能”共有四小节,即1)为什么要说;2)交际性活动;3)语言交际与流利;4)演戏和角色扮演,每节都提供各种相应的具体活动和作者对各项活动的评述。教师可以根据自己的实际情况选择其中某些活动进行课堂教学。

二、努南:《语言学习研究方法》,剑桥大学出版社,1992。(David Nunan: *Research Methods in Language Learning*. Cambridge University Press, 1992)

作者前言:“传统的语言教学研究方法是教老师怎样去进行教学的。作者主观愿望就是对教学作出种种硬性规定。这种教学科研基于逻辑推理,并要求教学人员接受采纳。上世纪八十年代以来情况有了变化,如今教学人员对自身进行科研。他们用实验方法对教学进行探索。这种科研由于教学背景不同而不同。教学人员不再依赖已有科研成果,而是对自己的课堂教学采取一种科研态度。本书目的在于1.促使教学人员认识对自身进行科研的必要性。2.帮助教学人员进行教学方面的科研。”

本书共十章,介绍科研方法的历史背景、实验性科研方法、个案研究、课堂现场观察和科研、自省方法、语言交流分析等等。试以第六章“自省方法”为例。所谓“自省”,就是不仅仅着眼于课堂上的教学实践,而要更进一步去思考教学步骤。教学人员一方面审视自己的教学,一方面回顾课堂教学的具体步骤并提出问题进行研究。这种科研的基础就是教学人员本人的日记、教学日记和其他种种有关记录,以这些资料为依据进行分析研究,得出结论。

以上两书的内容安排大体上可以概括整套丛书的全貌。换言之,各书的最大特点就是以实践为主,而实践都来自相应的理论并与理论密切结合;其实用性强,可操作性强。有大量的实践举例,还有不少个案研究(case study),在其后多数有分析评述。这些例证分析、评述给予教师很大的空间去进行思考、探索。各种例证并不是仅仅给教师提供方便,让教师有所参考。更重要的是促使教师结合自己的具体教学情况,通过思考和探索有所发展,制订出切合自己需要并切实可行的教学方法去进行教学。

我相信这套丛书能为促进我国外语教学事业的进一步发展作出巨大的贡献。

李观仪

2002年6月

出版前言

随着我国改革开放的深入和进入世界贸易组织的需要,英语教学在国内有了进一步的发展,对英语教师的需求量日益增大。为了培养一大批高素质的英语教师,必须有组织地开展师资培训工作。在在职的英语教师也必须继续充电,通过种种途径进一步提高业务水平。然而,许久以来,系统介绍英语教学法的专著极为匮乏。因此,上海外语教育出版社特地从国外知名出版社,如牛津大学出版社、剑桥大学出版社和麦克米伦出版社引进一批有关外语教学法和第二语言习得研究的学术专著,出版了外语教学法丛书。《如何选择教材》(*Choosing Your Coursebook*)就是其中的一本。

教材对于教与学的各个方面都有着深刻的影响,而目前市场上的 ELT 教材种类繁多,如何从中选择最佳的教材呢?本书正是这一课题的最新的参考书。本书的作者艾伦·坎宁斯沃思(Alan Cunningsworth)是坎特伯雷基督教会大学(Canterbury Christ Church University)语言系主任,曾任英国文化委员会的代表,在欧洲、中东、非洲、亚洲等地担任师资发展和项目评估方面的顾问,还在南非、波兰和中国开展过教育项目。作者在教材的评估与发展、课程设置管理、项目和课题评估方面经验丰富且有扎实的理论基础。

教材选择和评估是一项颇具挑战性的工作,不仅要考虑教材的使用环境、教学目的和目标,而且要考虑教师和学习者的需求。本书给我们提供了 ELT 教材的评估方法和标准的一种模式,不但能够将理论与实际相结合,而且切中要害,深入浅出,语言流畅易懂。作者运用了大量选自当代知名教科书的实例向读者展示了如何运用评估标准对教材的各项内容进行分析,给读者提供了实际操作的范例。

全书共分 12 章。作者在第 1、2 章中探讨了教材评估的理论基础,评估的基本原则和指导方针。第 3 章分析了组成整套教材的各个部分。第 4 章涉及教材中语音、词汇、语法、语篇等各个层面的语言内容的评估。第 5 章从教学大纲出发,考察了教材内容由浅入深的安排。第 6 章则是从听、说、读、写四项语言技能的角度来

分析教材。第7章探讨了教材中涉及的社会文化内容和价值观等非语言性问题。第8章对教材采用的教学方法进行了分析。第9章提供了评估教师用书的方法。第10、11章特别讨论了交际法语言教学的教材和ESP教材。最后一章为如何改编或增补教材内容,使之适合使用者的特定情况提出了建议。

本书的读者对象为英语教师、教材编写人员、从事英语课程设置与研究的人员、从事英语师资培训的人员。此外,也可供英语专业研究生及其他对英语教学法研究感兴趣的学者参考。

本社编辑部

Preface

This book is a development of an earlier book entitled *Evaluating and Selecting EFL Teaching Materials* and is completely redesigned and rewritten. I hope that it will meet the need encountered by many teachers, course directors, teacher trainers and trainees for an up-to-date book on this important subject, which is both accessible and practical, and addresses the main issues.

Probably nothing influences the content and nature of teaching and learning more than the books and other teaching material used. So it is of great importance that the best and most appropriate materials available should be adopted. Selecting teaching materials is often not an easy task, but I hope that this book will help to make it a little easier, and will help to ensure that the choices made are the best possible ones.

I would like to acknowledge the great debt which I owe to colleagues and to students on training courses over a period of years for their valuable comments and suggestions, which have helped me to develop and refine the evaluation criteria put forward in this book.

Introduction

The aim of this book is to help teachers of English as a foreign or second language to evaluate coursebooks and select those that will be most suitable for their purposes. It will be of equal use to course designers, directors of studies and others who have to make decisions about which coursebooks and other teaching material to adopt.

The book will also be of interest to teacher trainers and to those undertaking training courses for EFL or ESL. A needs-analysis survey of teacher training in TEFL/TESL showed that employing institutions and others with an interest in the content of teacher training courses considered coursebook evaluation to be one of the most important components of a teacher training course (Henrichsen 1983). I hope that this book will provide some theoretical and practical input that will be useful in covering this element of EFL/ESL training.

The contents of the book are intended to be essentially practical in nature. For ease of reference, evaluation criteria are highlighted and directly follow the section that they refer to. In this way, they are immediately accessible to anyone wishing to use them without working through the explanatory text.

However, some underlying principles or guidelines for evaluation are necessary in order to give a rationale to the evaluation criteria that are used. These general guidelines are included in Chapter 2 of the book, and the evaluation criteria in this book are founded on them. Effective evaluation depends on asking appropriate questions and interpreting the answers to them. This book provides a wide range of evaluation questions for you to select from according to your individual situation. There are also a good many pointers on interpreting the sort of information that will emerge, although your choice of coursebook will ultimately depend on your own professional judgement.

A large number of examples have been used, drawn from contemporary British coursebooks and supporting material, which will help to illustrate the points being made and suggest how the evaluation criteria can be applied in practice. The case studies in particular are intended to show how evaluation procedures can be carried out, focusing on different aspects of coursebooks. I should stress here, however, that this book is not intended as a comprehensive review of EFL coursebooks and other teaching materials. Its aim is to help equip teachers and others to do their own evaluation and selection of materials. The fact that an example from a coursebook has been included should not necessarily be taken as an endorsement of that book, nor should the absence of any current coursebook be taken to imply lack of approval.

Contents

	Preface	v
	Introduction	vi
<i>Chapter 1</i>	Selecting coursebooks – the essentials	1
	1 Approaches to evaluation	1
	2 Deciding on a checklist	2
	3 Selecting the best available coursebook	5
	4 Specifying aims and analysing the learning/teaching situation	6
	5 The role of coursebooks	7
<i>Chapter 2</i>	Analysing and evaluating coursebooks: a rationale and some guidelines	8
	1 Selecting coursebooks	8
	2 Uses of coursebooks	9
	3 What the coursebooks claim	11
	4 Types of materials evaluation	14
	5 Purposes of materials evaluation	14
	6 Evaluating for potential and evaluating for suitability	15
	7 Guidelines for evaluation	15
	8 The guidelines in practice: a case study	18
<i>Chapter 3</i>	The coursebook package	25
	1 The make-up of the coursebook package	25
	2 The organization of coursebooks	28
<i>Chapter 4</i>	The language content	31
	1 Language form and language use	31
	2 Grammar	32
	3 Evaluating the grammar content: a case study	34
	4 Vocabulary	38
	5 Phonology	41
	6 Integration of pronunciation teaching with other work	43
	7 Discourse	45
	8 Style and appropriacy	50
	9 Varieties of English	52
<i>Chapter 5</i>	Selection and grading	54
	1 The syllabus base	54
	2 Content-based syllabuses	55
	3 Structural and functional syllabuses	55
	4 Situational and topic-based syllabuses	57
	5 Grading: sequencing and staging	59
	6 Case study: selection and grading	61

<i>Chapter 6</i>	Skills	64
	1 The four skills in general coursebooks	64
	2 Listening	67
	3 Speaking	69
	4 Reading	73
	5 Writing	80
	6 Specialized books for skills development	84
	7 Readers	85
<i>Chapter 7</i>	Topic, subject content and social values	86
	1 Topic and subject content	86
	2 Social and cultural values	90
	3 Case study: subject content and values in coursebooks	92
<i>Chapter 8</i>	Methodology	97
	1 Learner needs	97
	2 Guiding principles	98
	3 Procedures for learning and teaching	102
	4 The student's role	105
	5 Study skills	107
<i>Chapter 9</i>	Teachers' books	109
	1 The teacher's role	109
	2 Teachers' books	112
<i>Chapter 10</i>	Communicative coursebooks	116
	1 Aims of communicative language teaching	116
	2 Communicative coursebooks: design and content	117
	3 The element of unpredictability: case study	119
	4 Coursebook language and real-life language use	126
	5 The organization of conversation	127
	6 Style and appropriacy	130
<i>Chapter 11</i>	ESP materials	132
	1 Characteristics of ESP materials	132
	2 Student and teacher roles	133
	3 Design and methodology	134
<i>Chapter 12</i>	Adapting published materials	136
	1 Why adapt coursebooks?	136
	2 When to adapt	136
	3 Supplementing and replacing material	138
	4 A new role for the coursebook: inspiration and creativity	139
	5 Some examples of adapting materials	140
	6 Adapting outdated coursebooks	147
<i>Appendix</i>	Specifying aims and analysing the learning/teaching situation	149
	References	151
	Index	153

Chapter 1 Selecting coursebooks – the essentials

The wealth of published material for English language teaching (ELT) available on the market makes selecting the right coursebook a challenging task. We need to be able to make informed and appropriate choices when selecting coursebooks and supporting materials. An ever-increasing number of books are being published across more and more areas of ELT to the point where it is easy to become thoroughly confused and overwhelmed by their sheer variety and by the competing claims made for them. This applies to mainstream courses and also to more specialized material such as ESP courses and supplementary skills books.

Learners are becoming more sophisticated, particularly through the influence of television and computer games, and they expect high standards of production and presentation, especially where visuals are concerned. They also expect textbooks to make learning easier and more enjoyable and can be quick to lose interest in dull and uninspiring material, no matter how sound it may be methodologically. Faced with the rich variety of coursebooks available, how do we make our choices? Should we choose the books with the most attractive illustrations? Would we be best advised to go for the ones that are strongly made and look as though they will survive several years of fairly rough classroom use? Is it advisable to select among the cheapest, leaving more money in the budget for buying equipment such as cassette players?

These are just a few of the factors that need to be taken into account, and not necessarily the most important. As in most decision-making, the key lies in asking the right questions first and then evaluating the answers which result from this process.

1 Approaches to evaluation

We can form a general impression of a coursebook fairly quickly, just by looking through it and getting an overview of its possibilities and its strengths and weaknesses, noting significant features which stand out. This is what most of us would do when sample copies of a new course land on our desk. We can soon see what various features of the coursebook are like, such as the quality of the visuals, how attractive and clear the layout is, what the whole course package is made up of, how the items included in the coursebook are sequenced, etc. This kind of **impressionistic overview** is useful and gives us a general introduction to the material. It is particularly appropriate when doing a preliminary sift through a lot of coursebooks before making a shortlist for more detailed analysis, and also when looking at new material that may be considered for adoption at a later date. But it will not necessarily identify any significant omissions in the coursebook or locate any important weaknesses. Nor can it be relied on to give enough detail to ensure a good match between what the coursebook contains and the requirements of the learning/teaching situation.

For this we need **in-depth evaluation** which is more penetrating in its approach and has its own agenda. As well as seeing what is prominent and obvious in a coursebook, we need to examine how specific items are dealt with, particularly those which relate to students' learning needs, syllabus requirements, how different aspects of language are dealt with, etc.

Many of us will have our individual checklist of things that we look at in a new coursebook. How the book deals with these items will give us a good indication of how suitable it would be. Some of my favourite questions in this context are:

- How does the coursebook present the present perfect, with particular reference to its meaning and use?
- How does it teach the use of articles?
- Does it include anything on intonation?
- Does it deal with the organization of language above the level of the sentence, eg in conversation or in continuous writing?

These are all areas which tend to tax coursebook writers because they are difficult for most learners and are not very easy to teach. There are many other key indicators of this kind that you could use, depending on your own learners and their backgrounds. You may like to consider here which indicators you think would be most useful for you. They need not be limited to aspects of language, but could include topic, approach to learning, organization of content, teaching techniques employed, and many others.

It is also useful to pick out one or two units of a coursebook and analyse them in detail, trying to choose units which look as though they are typical of the material as a whole. Here you could look at the balance of activities and skills contained in a unit, the potential for learner participation, the amount of new language introduced, the amount of recycling, etc. Again, which aspects of the material you examine will depend on your priorities and on the characteristics of the students that you are working with and the context that you are working in.

The in-depth approach is characterized by its active nature: we actively seek out information about the material in line with an agenda that we have already decided on. The impressionistic approach is more receptive in that we look for anything that is noteworthy and interesting.

A combination of both approaches, involving an impressionistic overview of the whole and an in-depth examination of representative samples of the material will form a sound basis for evaluation and for the ensuing choice of the most suitable coursebook for adoption.

2 **Deciding on a checklist**

There are many criteria that can be used for evaluating coursebooks and I will be discussing many of them in later chapters of this book. However, for practical purposes a manageable list of the most important criteria will be needed. As different criteria will apply in different circumstances, it is best to identify your own priorities and draw up your own checklist, perhaps using

some of the criteria outlined in this book and adding others of your own, based on your concerns and priorities. As a starting point, I have selected what seem to me to be some of the most important general criteria for evaluation and selection purposes and present them here as a basic quick-reference checklist.

Quick-reference checklist for evaluation and selection

Aims and approaches

- Do the aims of the coursebook correspond closely with the aims of the teaching programme and with the needs of the learners?
- Is the coursebook suited to the learning/teaching situation?
- How comprehensive is the coursebook? Does it cover most or all of what is needed? Is it a good resource for students and teachers?
- Is the coursebook flexible? Does it allow different teaching and learning styles?

Design and organization

- What components make up the total course package (eg students' books, teachers' books, workbooks, cassettes, etc)?
- How is the content organized (eg according to structures, functions, topics, skills, etc)? Is the organization right for learners and teachers?
- How is the content sequenced (eg on the basis of complexity, 'learnability', usefulness, etc)?
- Is the grading and progression suitable for the learners? Does it allow them to complete the work needed to meet any external syllabus requirements?
- Is there adequate recycling and revision?
- Are there reference sections for grammar, etc? Is some of the material suitable for individual study?
- Is it easy to find your way around the coursebook? Is the layout clear?

Language content

- Does the coursebook cover the main grammar items appropriate to each level, taking learners' needs into account?
- Is material for vocabulary teaching adequate in terms of quantity and range of vocabulary, emphasis placed on vocabulary development, strategies for individual learning?
- Does the coursebook include material for pronunciation work? If so what is covered: individual sounds, word stress, sentence stress, intonation?
- Does the coursebook deal with the structuring and conventions of language use above sentence level, eg how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage? (More relevant at intermediate and advanced levels.)
- Are style and appropriacy dealt with? If so, is language style matched to social situation?

Skills

- Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements?
- Is there material for integrated skills work?
- Are reading passages and associated activities suitable for your students' levels, interests, etc? Is there sufficient reading material?

- Is listening material well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension?
- Is material for spoken English (dialogues, roleplays, etc) well designed to equip learners for real-life interactions?
- Are writing activities suitable in terms of amount of guidance/control, degree of accuracy, organization of longer pieces of writing (eg paragraphing) and use of appropriate styles?

Topic

- Is there sufficient material of genuine interest to learners?
- Is there enough variety and range of topic?
- Will the topics help expand students' awareness and enrich their experience?
- Are the topics sophisticated enough in content, yet within the learners' language level?
- Will your students be able to relate to the social and cultural contexts presented in the coursebook?
- Are women portrayed and represented equally with men?
- Are other groups represented, with reference to ethnic origin, occupation, disability, etc?

Methodology

- What approach/approaches to language learning are taken by the coursebook? Is this appropriate to the learning/teaching situation?
- What level of active learner involvement can be expected? Does this match your students' learning styles and expectations?
- What techniques are used for presenting/practising new language items? Are they suitable for your learners?
- How are the different skills taught?
- How are communicative abilities developed?
- Does the material include any advice/help to students on study skills and learning strategies?
- Are students expected to take a degree of responsibility for their own learning (eg by setting their own individual learning targets)?

Teachers' books

- Is there adequate guidance for the teachers who will be using the coursebook and its supporting materials?
- Are the teachers' books comprehensive and supportive?
- Do they adequately cover teaching techniques, language items such as grammar rules and culture-specific information?
- Do the writers set out and justify the basic premises and principles underlying the material?
- Are keys to exercises given?

Practical considerations

- What does the whole package cost? Does this represent good value for money?
- Are the books strong and long-lasting? Are they attractive in appearance?
- Are they easy to obtain? Can further supplies be obtained at short notice?
- Do any parts of the package require particular equipment, such as a language laboratory, listening centre or video player? If so, do you have the equipment available for use and is it reliable?

3 **Selecting the best available coursebook**

Selecting coursebooks involves matching the material against the context in which it is going to be used. No coursebook designed for a general market will be absolutely ideal for your particular group of learners, but the aim is to find the best possible fit, together with potential for adapting or supplementing parts of the material where it is inadequate or unsuitable.

A sound way to approach the selection of coursebooks is firstly to identify the aims and objectives of your teaching programme and secondly to analyse the learning/teaching situation in which the material will be used. This will give you a profile of the context for which you are selecting the teaching materials and some of the requirements that the materials will have to meet.

The next stage is to draw up a list of potential coursebooks, using information from publishers, advice from colleagues and your own previous experience. These books should be subjected to an impressionistic evaluation to eliminate those that are obviously unsuitable. The resulting shortlist should consist of perhaps between three and five coursebooks and these will be the subject of an in-depth evaluation process using criteria which are most relevant to the needs of the teachers and learners concerned. These criteria can be selected from among those presented in this book or devised specially to meet specific needs and circumstances. In most cases there will be a combination of ready-made and specially-devised criteria.

Materials evaluation is a complex matter, as there are many variables that affect the success or failure of coursebooks when they are in use. The number of variables is reflected in the range and multiplicity of possible evaluation criteria. However, it is important to limit the number of criteria used, the number of questions asked, to manageable proportions. Otherwise we risk being swamped in a sea of detail. This is why it is important to prioritize the criteria that you are going to use, using those which are most relevant to the context in which the materials will be used. The selection of appropriate criteria is crucial, as the evaluation process will throw up a profile of the coursebooks being examined. This profile should then be matched against the profile of the learning/teaching context and of the requirements that have to be met. In most circumstances, the coursebook which most closely fits the requirements and the context will be the best available, although other factors, such as flexibility and the potential for adaptation, will need to be taken into account.

I do not wish to give the impression that the selection process is in any way automatic, as it is not. Nor is it wholly objective, as individual, subjective judgements of a professional nature are central to it. My aim in outlining a procedure for selection is to enhance the value of professional judgement by providing a framework in which it can operate. Also, it is intended as a framework, not a straitjacket, and you will probably want to modify any procedures to suit your circumstances and preferred way of working.

Whatever procedures you do follow, you would be well advised to view materials selection as a process involving several people working together and pooling their perceptions and experience. In this way there is a better chance of making balanced judgements and ultimately of making the best choice of coursebook.

4 Specifying aims and analysing the learning/teaching situation

This is a shortened version of a more comprehensive checklist, which will be found in the Appendix. It should act as a starting point for looking at the context in which teaching materials will be evaluated.

Aims and objectives

- What are the aims of the English programme?
- Note any specific objectives, eg in terms of language items, functions, skills to be covered.
- Is there a detailed syllabus? If so, what does it consist of and how is it organized (in terms of grammar, functions, topics, skills, etc)?
- How is the achievement of aims and objectives measured?

The learning/teaching situation

- What is the status and role of English in the learners' home countries?
- What are their main reasons for learning English?
- How much time is available? How intensive is the programme?
- What is the class size? Are classes homogeneous with respect to age, level, ability, etc of the learners?
- What resources are available including teaching rooms, equipment, supplementary materials, access to photocopying?

The learners

- What are their ages, levels, expectations, motivation?
- What is their previous language-learning experience?
- What are their preferred learning styles?
- What are their interests?

The teachers

- What is the accepted role of teachers in the educational system?
- What methodological approach do they tend to prefer?
- What level of personal initiative do they bring to their teaching?
- How free are they to diverge from the syllabus?
- Do they have the right to adapt or supplement the standard coursebook? If they do, do they have the time and expertise to do so when necessary?