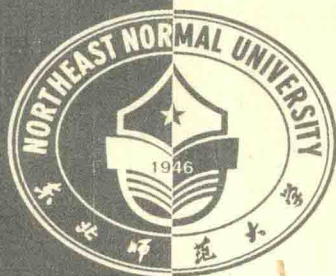# A Practical Course for English Language Teachers

主 编

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1   SYLLABUS DESIGN

Personal experience and opinion

The following statements present various views what a syllabus is for:

- ❑ A syllabus specifies what the teacher will teach.
- ❑ A syllabus is a careful plan of what the students will learn.
- ❑ A syllabus is a way of breaking down the learning task into manageable units.
- ❑ A syllabus makes teachers accountable to educational authorities.
- ❑ A syllabus does not cater to the needs of individual learners.
- ❑ A syllabus gives learners a sense of direction and a way of previewing and reviewing learning.
- ❑ A syllabus sets up goals for learning.
- ❑ A syllabus provides a basis for assessing learners.
- ❑ A syllabus must take into account the environment in which it is used.
- ❑ Learning is too complex, personal, and organic to be organized by a formal syllabus.

(Hedge, 2005:337-338)

Task 1: Do you agree?
Discuss your reasons for agreeing or disagreeing with the statements.

Case study

The following is a description of the development of China's national syllabus since the mid-1980s.

Syllabus Development in China
Guangwei Hu

In response to the changing needs of ELT in the PRC and to catch up with new developments in ELT theories and practice world wide, secondary English syllabuses have been updated constantly since the mid-1980s. The first few updated syllabuses gradually played down the political needs of ELT but emphasized economic and technological orientations following from the national drive to modernization (StateEducationCommission,1986), aligned ELT with the central government's ambitious goal of universalizing nine-year basic education (State Education

Commission, 1988), and readjusted unrealistic teaching objectives and contents set in their predecessors (State Education Commission, 1990).

Subsequent syllabuses began to adapt new second-language acquisition theories, pedagogical practices, and assessment procedures to the Chinese context. For example, although the infusing of ideological education into language training was still deemed desirable, emphasis was placed on teaching in compliance with the dynamics of language learning (State Education Commission, 1992, 1993). Teachers were required to give priority to the development of communicative competence, to strive for an all-round development of listening, speaking, reading and writing skills in students, to encourage active learner participation in the learning process, and to develop learner autonomy. The syllabus produced in 1996 is particularly noteworthy (State Education Commission, 1996). It was the first syllabus developed by the Ministry of Education that was tailored to diverse regional needs, rather than for nationwide use. It was also the first English syllabus that stressed the importance of affective development in students. In addition, it clearly spelled out the development of individuality and specialty as two major goals of secondary ELT.

The latest national syllabuses (Ministry of Education, 2000b, 2000c) have tried to incorporate new conceptions of education and have given prominence to ability-oriented teaching. In both syllabuses, English learning is justified in relation to the rapid development of information technology, the globalization of economic activities, the status of English as an international language, and the basic abilities that citizens in the 21st century must possess. There are a number of extra-linguistic goals of ELT. The most important goal is to promote quality education and cultivate creativity as well as practical competence in students through implementing the policy of all-round development and education for modernization, the world, and the future. Another goal is to instill in students a respect for meritorious cultural traditions of other nations and an understanding of, as well as love for, Chinese culture. A third goal is to develop students' ability to think independently and actively, expand their cultural and scientific knowledge, enrich their cultural experience, refine their ideology and morality, and prepare them for the needs of China's social, economic and scientific development. Finally, ELT is also charged to create conditions for full individual development and lay a foundation for lifelong learning. To achieve these goals, teachers must stimulate students' interest in learning, help them build up confidence to overcome obstacles, foster good study habits and appropriate learning strategies, and train them to manage and plan their learning effectively. Teachers should also actively develop students' cognitive skills such as observation, memorization, reasoning, imagination, and creativity. As far as linguistic goals are concerned, teachers must help students master both basic linguistic knowledge and basic language skills so as to acquire an initial ability to use English to obtain information and lay a foundation for genuine communication.

pTask 1: Summarize what you read

Based on what you read, discuss the following questions:
- ❑ How many times did China change its English syllabus since the mid-1980s?
- ❑ What are the main changes in each syllabus?
- ❑ What caused these changes?
- ❑ How is latest national syllabus different from previous ones?

Literature reading 1

Pre-reading Task: Discuss the following questions
- ❏ What is a syllabus?
- ❏ What does a syllabus include?

What is a syllabus?
Penny Ur, 1996:176-179

...a syllabus may consist of an independent publication—a book or booklet—if it is intended to cover all the courses in a particular context regardless of the actual materials used: a country's national syllabus for schools, for example, or the syllabus of a group of language colleges. However, a textbook that is designed to cover an entire course should also provide its own syllabus through the introduction and contents page or index. This unit relates mostly to the first kind: an 'official' and comprehensive document that usually includes the word 'syllabus' in its title.

Common characteristics of a syllabus

A syllabus is a document which consists, essentially, of a list. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school programme): it is therefore comprehensive. The actual components of the list may be either content items (words, structures, topics), or **process** ones (tasks, methods). The former is the more common...The items are **ordered**, usually having components that are considered easier or more essential earlier, and more difficult and less important ones later. This ordering may be fairly detailed and rigid, or general and flexible.

The syllabus generally has **explicit objectives**, usually declared at the beginning of the document, on the basis of which the components of the list are selected and ordered.

Another characteristic of the syllabus is that it is a **public document**. It is available for scrutiny not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers), by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers or textbook writers). Underlying this characteristic is the principle of accountability: the composers of the syllabus are answerable to their target audience for the quality of their document.

There are other, optional, features, displayed by some syllabuses and not others. A **time schedule** is one: some syllabuses delimit the time framework of their components, prescribing, for example, that these items should be dealt with in the first month, those in the second; the class should have completed this much by the end of the year. A particular preferred **approach** or **methodology** to be used may also be defined, even in a syllabus that is essentially content-based. It may list recommended **materials**—coursebooks, visual materials or supplementary materials—either in general, or where relevant to certain items or sections.

...

Different types of language syllabus

A number of different kinds of syllabuses are used in foreign language teaching. A list of these is provided below; it is not, of course, exhaustive, but includes the main types that you may come across in practice or in your reading. Each is briefly explained...

Types of syllabuses

1) **Grammatical**

   A list of grammatical structures, such as the present tense, comparison of adjectives, relative clauses, usually divided into sections graded according to difficulty and/or importance.

2) **Lexical**

   A list of lexical items (*girl, boy, go away...*) with associated collocations and idioms, usually divided into graded sections...

3) **Grammatical-lexical**

   A very common kind of syllabus: both structures and lexis are specified either together, in sections that correspond to the units of a course, or in two separate lists.

4) **Situational**

   These syllabuses take the real-life contexts of language uses as their basis: sections would be headed by names of situations or locations such as 'Eating a meal' or 'In the street'.

5) **Topic-based**

   This is rather like the situational syllabus, except that the headings are broadly topic-based, including things like 'Food' or 'The family'; these usually indicate a fairly clear set of vocabulary items, which may be specified.

6) **Notional**

   'Notions' are concepts that language can express. General notions may include 'number', for example, or 'time', 'place', 'color'; specific notions look more like vocabulary items: 'man', 'woman', 'afternoon'...

7) **Functional-notional**

   Functions are things you can do with language, as distinct from notions you can express: examples are 'identifying', 'denying', 'promising'. Purely functional syllabuses are rare: usually both functions and notions are combined...

8) **Mixed or 'multi-strand'**

   Increasingly, modern syllabuses are combining different aspects in order to be maximally comprehensive and helpful to teachers and learners; in these you may find specification of topics, tasks, functions and notions, as well as grammar and vocabulary.

9) **Procedural**

   These syllabuses specify the learning tasks to be done rather than the language itself or even its meanings. Examples of tasks might be: map reading, doing scientific experiments, story-writing...

10) **Process**

This is the only syllabus which is not pre-set. The content of the course is negotiated with the learners at the beginning of the course and during it, and actually listed only retrospectively.

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npTask 1: The meaning of 'syllabus'
The word syllabus is used in different ways in part 1 and 2 of the reading. How do these two uses of the word relate to each other?

npTask 2: New English Curriculum
In the case study we saw that in the year 2000, China's national syllabus was changed. Among the changes, it is now called a curriculum rather than a syllabus. Why was the terminology changed?

npTask 3: What 'type' is the NEC?
The New English Curriculum uses a mixed or 'multi strand' syllabus. Examine the NEC, what syllabus types is it a mix of? Where can you see the aspects of each syllabus type?

Literature reading 2

Pre-reading task: Discuss the following questions
❑   Consider the definition of curriculum in the notes for reading 1 task 2.
❑   What factors do planners need to consider when they design a curriculum?

General curriculum planning
Dubin and Olshtain, 1986:2-4, 27

As background information for second and foreign language course designers, a brief review of a few of the outstanding contributors to the general curriculum planning literature is warranted. Taba's outline (1962:12) of the steps which a course designer must work through to develop subject matter courses has become the foundation for many other writers' suggestions. Her list of 'curriculum processes' includes the following:

1) diagnosis of needs
2) formulation of objectives
3) selection of content
4) organization of content
5) selection of learning experiences
6) organization of learning experiences
7) determination of what to evaluate, and the means to evaluate

Adapted to English language teaching matters, her list, although suggestive, is not sufficiently explicit regarding the area of language content. Nor does it allow for a

distinction between broad, national goals for courses in multilingual contexts and narrower course objectives for the teaching of actual language skills and competencies.

...In following this outline, we have drawn on the steps proposed by Taba, applying her suggestions in the context of second and foreign language learning, we have established certain basic definitions of key terms: 'curriculum', 'syllabus', 'goals', 'objectives', and 'needs'.

The terms 'curriculum' and 'program' are used interchangeably in this book to describe the broadest contexts in which planning for language instruction takes place, either on the national level or for a community's schools. A 'syllabus', on the other hand, is a more circumscribed document, usually one which has been prepared for a particular group of learners. In some places, the terms syllabus and course outline mean the same thing, although recently the term syllabus has taken on a special meaning concerning the specification of language content alone.

Although the terms 'goals', 'objectives' and 'needs ' are apt to be used without regard for the important distinctions among them, a model for designing language programs should set them apart. Goals address more general, societal, community, or institutional concerns. In developing a language curriculum, issues concerning language planning and policy must be taken into account since it is the society or broader community which the program serves that fundamentally determines the goals to be manifested in the course...

A curriculum which is not in line with the broader community's concepts of language education, certainly one which does not accommodate the immediate audience's expectations – those of teachers and learners – may just gather dust on a shelf. Such could be the fate of a document which reflected the latest discussions of professionals in language teaching/learning circles yet which did not include sufficient explanations for local teachers who were asked to use it. In many ways, curriculum designers must constantly juggle and balance the disparate aspirations, opinions, and beliefs of all of those groups that look to the document they produce for guidance and inspiration.

Objectives, in turn, are specific outcomes or products of courses which are outlined in a syllabus. Objectives guide teachers; they also help learners understand where the course is going and why. Objectives can be expressed in terms of proficiency scores, or as performance objectives such as language skill attainments: a reading rate of so many words per minute with X% comprehension, or the ability to write a five-paragraph composition with acceptable sentence and paragraph sense. Setting objectives in the course plans makes it possible to carry out the necessary evaluation measures. It also makes it possible to specify the various levels of instruction within a program. Course designers ideally make use of information from all interested sources when they write objectives: learners in previous courses, teachers who are ESOL specialists, teachers in other subject areas – all those in the institutional setting who share an interest in the program.

Needs, on the other hand, are associated with individual learners. Since they change and shift during the period of a course, needs are best addressed at the level of classroom instruction, where a teacher can select appropriate techniques and materials to accommodate individuals. From the course designers' point of view, however, the crucial factors are those that must be determined before the learners arrive. Since a curriculum and a syllabus are documents which are produced to guide teachers and

learners, they must be in place and ready to be used before learners and teachers meet together on the first day of the program.

Surveying existing programs

Most new programs are designed either to remedy the deficiencies in existing ones or to expand and improve them. It is imperative, therefore, to begin any new endeavor with a thorough survey of existing conditions. In describing a program currently in operation, five basic components of the program should be examined: (a) the existing curriculum and syllabus, (b) the materials in use, (c) the teacher population, (d) the learners, and (e) the resources of the program. Such an investigation is guided all along by one fundamental question: 'In what ways has the program succeeded... failed?' Only by understanding the strengths and weaknesses of the existing program can a better one be developed.

The existing syllabus

The syllabus, the first component to be examined, is the vehicle through which policy-makers convey information to teachers, textbook writers, examination committees, and learners concerning the program. No matter what its title, of course, it is the content of the document which concerns program designers, not what it might be called in a specific setting. For what we are calling 'syllabus' might have the title of 'curriculum', 'plan', 'course outline', or any number of other names. Whatever it is called, it is a document which ideally describes:

1) What the learners are expected to know at the end of the course, or the course objectives in operational terms.
2) What is to be taught or learned during the course, in the form of an inventory of items.
3) When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course.
4) How it is to be taught, suggesting procedures, techniques, and materials.
5) How it is to be evaluated, suggesting testing and evaluating mechanisms.

When a syllabus is available, it becomes a useful starting point in surveying the existing situation. Often, however, an initial inspection of the syllabus may reveal that the document referred to as a 'syllabus' fails to supply the necessary information. It may be too general, lacking details essential for course planning at the local level, leaving both teachers and course designers without any direction. If this is the case, one may expect to find a lack of cohesiveness in materials and examinations used within the system.

Alternately, one may find an elaborately detailed syllabus, but there may be a problem with some or all of its components. The course goals may, for example, be unrealistic... such a situation might be typical of the goals of a one-semester course for foreigners where the planners expect full communicative ability, but in terms of available time this is a completely unrealistic goal.

Some section of the curriculum or syllabus should reflect the philosophical and educational approach that guided the policy-makers. But such an approach may be

outdated or unsuitable for learners' present needs. Thus the inventory of items may not suit current thinking in language pedagogy or it may not suit societal needs … If this discrepancy is discovered in examining the syllabus, the next step in the investigation is much clearer, since the effect of the syllabus on selecting and developing materials and on teacher training is of utmost significance.

Certainly, one might easily imagine a situation in which there is no existing syllabus. In many ways, such a situation is preferable from the point of view of the course designers since then syllabus specification becomes an integral part of the larger task of course design. On the basis of the information gathered in the fact-finding stage, designers would produce a document which answers all the questions specified in this section.

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npTask 1: The role of the syllabus in teaching (teacher's perspectives)

Read these teachers' opinions on the role of the syllabus in their teaching:

Anna: The syllabus of the language school where I teach is very comprehensive: it includes grammar, vocabulary, functions, notions, situations; and gives references to material I can use. I use it all the time and could not do without it. When preparing a teaching session or series of session I go first to the syllabus, decide what it will be appropriate to teach next according to its program, plan how to combine and schedule the components I have selected, and take the relevant books or materials from the library as I need them.

Joseph: There is a syllabus, but we don't have to use it; nor is there any fixed coursebook, although the college recommends certain ones. Personally, I simply ignore the syllabus, since I prefer to do my own thing, based on the needs of my [adult] students. I use materials and activities from different sources (teacher's handbooks, textbooks, enrichment materials, literature), which are available in my institution's library in order to create a rich and varied program that is flexible enough to be altered and adapted to student needs during the course.

Maria: They made us read the national syllabus in my teacher-training course, but I haven't looked at it since. What for? In my [state] school we use a class coursebook which lays out all the language I have to teach, as well as giving me texts, exercises and ideas for activities. I assume the Ministry would not have authorized the book if it didn't accord with the syllabus, so there's no reason for me to double-check if I'm teaching the right things.

Lily: I possess the syllabus, and look at it occasionally, but mostly I work from the coursebook that my school chose for the class. It's just that sometimes I get a bit fed up with the coursebook and want to do something different: so then I 'do my own thing' for a bit, using the syllabus as a retrospective checklist, to make sure I'm still reasonably on target with the content… after all, I am being employed to teach a certain syllabus, I can't stray too far.

David: The school where I work cannot afford to buy coursebooks for the children, so I have the only book; I also have an officially authorized syllabus. Everything I teach I take either from the syllabus or from the coursebook. I don't add material of my own; for one thing, the authorities do not approve; for another, I am not confident enough of my knowledge of the language I am teaching- I might make mistakes.
(Ur, 1996:180)

❑ Teachers face conflicting pressures as to how closely they should follow the curriculum/syllabus. What is the proper relationship between teacher and syllabus?

npTask 2: The role of the syllabus in teaching (learners' needs)
In this task we will analyze the relationship between learners, teachers and the syllabus. In order to do this, we greatly simplify the situation by reducing each of these factors to being either 'progressive' or 'conservative'. (Again this table is meant as a means to analyze, not as a prescriptive suggestion)

❑ Complete the following table by writing your analysis of each situation and recommendations for dealing with any problems

	situation			analysis
	Learners' Needs & Expectations	Teachers' Ideas & Practices	Syllabus Design & Specification	Effect (resulting situation) / Solution available to teacher
1st	progressive	progressive	progressive	**good situation / no problem**
2nd	progressive	progressive	conservative	
3rd	progressive	conservative	progressive	
4th	progressive	conservative	conservative	
5th	conservative	conservative	conservative	
6th	conservative	conservative	progressive	
7th	conservative	progressive	conservative	
8th	conservative	progressive	progressive	

gTask 3: How much freedom?
In the task 2 we saw that at it's best, teacher freedom in relation to following the syllabus can allow a teacher to compensate for a mismatch between the learners and an overly progressive or overly conservative syllabus. And that at its worst, this freedom can allow an overly progressive teacher to disregard the 'real situation' or even worse, allow an overly conservative teacher to 'block' important educational reforms.

❑ In terms of following the syllabus, how much freedom should teachers (in general) have?

Further tasks

ngTask 1: Teaching practice (designing a course of study for yourselves)
In designing a course of study, teachers*, materials writers, and educational planners must work through a series of steps. Taba's outline (1962: 12) which follows, is considered as a fundamental model in the field:

1) Diagnosis of needs
2) Formulation of objectives
3) Selection of Content
4) Organization of content
5) Selection of learning experiences
6) Organization of learning experiences
7) Determination of what to evaluate, and the means to evaluate

In this task you'll design a course of study based on the following situation:

Many non native speaker EFL teachers would like to improve their general English level. So you'll be both the designers of this imaginary course and the students who will 'take' it.

Procedure:

1) The class will divide into two or more large groups (committees).
2) Each committee will design a course of study for improving their own general English level.
3) As you design, follow the steps given above.**
4) Present your course design to the whole class

NOTES

Literature reading 1 Task1: The meaning of 'syllabus'
The different types of syllabus mentioned in part 2 refer to frameworks for teaching. These frameworks organized what is to be learned in a way which expresses certain assumptions about language and language learning. Loosely speaking, we can say there is some similarity between these syllabuses and methods or approaches.

The syllabus mentioned in part 1 refers to the decisions which as institution or even nation has made about the goals and contents of a language course. This "official" syllabus (sometimes the word 'curriculum is used interchangeably) may take the form of one of the types of syllabus mentioned in part 2, but it is likely to display aspects of more than one type.

Literature reading 1 Task 2: New English Curriculum

此为试读，需要完整PDF请访问：www.ertongbook.com

Syllabi, which prescribe the content to be covered by a given course, form only a small part of the total school programme. Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes *not only what pupils learn, but how they learn it, and how teachers help them learn, using what supporting materials, styles and methods of assessment*, and in what kind of facilities.' (Rogers, 1976)
(Johnson, 1989:26)

Literature reading 1 Task3: What 'type' is the NEC?
The NEC integrates structures, functions, topics and tasks.

The NEC is what's known as a 'proportional' syllabus. A proportional syllabus basically attempts to develop an 'overall competence'. It consists of a number of elements which are linked by a theme (actually by a number of themes). Which theme will function as the main organizing principle will depend on how the learners are able to interact with the content material. For example: It is expected initially that form will be of central value, but later, the focus will turn towards interactional components; the syllabus is designed to be dynamic, not static, with ample opportunity for feedback and flexibility.

Literature reading 2 Task 1: The role of the syllabus in teaching (teacher's perspectives)
The teacher/syllabus relationship will depend on the many variables, personal preferences, and needs that make up each particular situation. The following table greatly simplifies the situation in order to examine the way a teacher might analyze their own situation. It is not meant as a prescriptive suggestion for what every teacher should do.

situation			analysis
Is the **teacher** experienced, confident in their teaching and possessing good control of English?	Does their **institution** provide teachers with sufficient support (or at least freedom) to teach in the way they want to.	Is the teaching **situation** sufficient in terms of time, materials, class size etc.?	How much will the teachers use the syllabus? How dependent on it are they likely to be?
1st yes	yes	yes	limited role for syllabus is likely
2nd yes	yes	no	depends on amount of energy teachers are willing to commit
3rd yes	no	yes	depends on the extent to which the teachers are willing to challenge or deceive their leaders

4th	yes	no	no	teachers are likely to rely on the syllabus more than they would like
5th	no	no	no	significant role for syllabus is likely
6th	no	no	yes	depends on amount of energy teachers are willing to commit **and** on the extent to which the teachers are willing to challenge or deceive their leaders
7th	no	yes	no	depends on amount of energy teachers are willing to commit
8th	no	yes	yes	teacher is unlike to remain dependent on the syllabus for long

Like the teachers whose opinions we read, teachers in China face a diverse set of circumstances which will effect how they use the syllabus. However Chinese high school teachers do face one universal factor which must be considered. That universal factor is the backwash from the national examination system. At present, high school teachers in China probably need to (at least) use the syllabus as a specification for (and reminder of) content goals.

Literature reading 2 Task 2: The role of the syllabus in teaching (learners' needs)

	situation			analysis
	Learners' Needs & Expectations	Teachers' Ideas & Practices	Syllabus Design & Specification	Effect (resulting situation) / Solution available to teacher
1st	progressive	progressive	progressive	good situation / no problem
2nd	progressive	progressive	conservative	ok situation / teacher should be independent from syllabus
3rd	progressive	conservative	progressive	poor situation / teacher should follow the syllabus
4th	progressive	conservative	conservative	bad situation / no apparent solution for teachers but learners should be independent in their learning
5th	conservative	conservative	conservative	good situation?* / no problem?*
6th	conservative	conservative	progressive	ok situation?* / teacher should be independent from the syllabus?*
7th	conservative	progressive	conservative	poor situation / teacher should follow the syllabus?* Or perhaps seek support from the school leaders
8th	conservative	progressive	progressive	ok situation / teacher should initiate learner training

* A ? indicates some items where the answer given is likely to depend on individual opinion: e.g. Is change away from certain 'traditional' methods always desirable? – are familiar methods better than theoretically superior but 'untested' methods? – Do you consider the validity of teaching/learning methods to be: Universal? Based on changeable factors (for example class size)? Or based on fixed factors (culture in particular)?

Further Task 1: Teaching practice (designing a course of study for yourselves)

* In instances where teachers have a large degree of freedom in their teaching they may go through this process in designing a course. Such a design may be referred to variously by terms such as 'course outline' 'course syllabus' or even simply 'syllabus'. A usage which of course leads to some confusion over the terminology in this area. Note that while 'syllabus has various overlapping meanings, the word 'curriculum' would only be used for designs which are created at the national or intuitional level.

Some suggestions:

- ❏ Use verbal survey and discussion to elicit opinions.
- ❏ Use consensus or compromise to reach agreements.
- ❏ Appoint a chairman to move the discussion along.
- ❏ Appoint a secretary to keep clear notes as to what is agreed (copies of this material will be needed in chapter 2 further task 2)
- ❏ Appoint a spokesperson to present your design to the whole class.
- ❏ The chairman, secretary and spokesperson should focus on their task(s) and take a passive role in the decision making process.
- ❏ Be realistic! **For example**: In determining the length of the course and number of instructional hours, consider how much time each of you really would have to devote to such a course. Also consider how much a course with that amount of instructional time is likely to cost. Similarly, to formulate goals and objectives, you'll have to consider the total number of number of instructional hours available and what can realistically be accomplished in that time.
- ❏ **Since you'll be doing this in a very short time you'll need to discuss actively, work quickly, avoid being too specific and possibly skip steps 4 & 6 (Organization of content & Organization of learning experiences)

2 THE LINK BETWEEN SYLLABUS & COURSEBOOKS

Personal experience and opinion

The following are some samples of tables of contents from different textbooks that were or are currently used in China.

Sample 1: Junior English for China, Students' Book 3 (Grant & Liu, 1996)

<table>
<tr><td colspan="2" align="center">CONTENTS</td></tr>
<tr><td>Unit</td><td>Page</td></tr>
<tr><td>Unit 1 Teachers' Day</td><td>1</td></tr>
<tr><td>Unit 2 The sports meeting</td><td>5</td></tr>
<tr><td>Unit 3 A good teacher</td><td>9</td></tr>
<tr><td>Unit 4 What were they doing?</td><td>13</td></tr>
<tr><td>Unit 5 The accident</td><td>17</td></tr>
<tr><td>Unit 6 In the library</td><td>21</td></tr>
<tr><td>Unit 7 Mainly revision</td><td>25</td></tr>
<tr><td>…</td><td></td></tr>
</table>

Sample 2: Senior English for China, Student's Book 1A (Liu, 2003)

UNIT	TOPIC	FUNCTIONAL ITEMS	STRUCTURE	READING	WRITING	WORK-BOOK
1 Good friends p1	Friendship	Talking about likes & dislikes Making apologies	Direct & Indirect Speech (1) (statements & questions)	Chuck's friend E-pal ads	An e-mail	P85
2 English around the world p8	Communication	Communication skills	Direct & Indirect Speech (2) (requests & commands)	English around the world American English and British English	A short essay	P91

Sample 3: New Standard English, Student's Book 3 (Chen & Greenall, 2004)

Module	Topic and Task	Grammar/Functions	Skills	Vocabulary / Everyday English	Culture / Learning to learn	Work-book
4 p31	Topic: Sandstorms in Asia Task:	Grammar: The different types of infinitive Expressions with *but*	Reading: Finding correct information Listening:	Vocabulary: Sandstorms, the environment	Cultural corner: The Green Movement	P85

	Designing a poster that encourage people to look after the environment	+ infinitive **Function:** Expressing strong opinions	Finding the correct order of information **Writing:** A short essay **Speaking:** Describing a sandstorm, talking about environmental problems **Pronunciation:** Stress	**Everyday English:** In a nutshell, It's scary. I'll do my best. From what I understand, You are absolutely right.	**Learning to learn:** Learning with a friend	
5 p41	**Topic:** Great People and Great Inventions of Ancient China **Task:** Writing about a famous person from ancient China	**Grammar:** Defining relative clauses: *of whom / in which* **Function:** Giving reasons	**Reading:** Finding correct information **Listening:** Finding specific information **Speaking:** Listing and ranking inventions **Writing:** A discursive essay **Pronunciation:** Linking sounds in connected speech	**Vocabulary:** Ancient China and philosophers, philosophy, inventions **Everyday English:** If so, They say (that)…, for the first time ever, tell the time, to give an example	.Cultural corner: The Industrial Revolution **Learning to learn:** Remembering new words	P91

☐ Think about the textbooks you used in high school.
☐ Are any of these samples from (or similar to) books that you have used?
☐ What do you think of each of these tables of contents?

Case study

The sample tables of contents (TOCs) from personal experience and opinion are also used in this case study. **Note:** Sample 1 is Pre-New English Curriculum (NEC) and samples 2 & 3 are Post-NEC. (The NEC was drafted in the year 2000)

pTask 1A: The NEC and the sequencing and organization of course content
Compare the pre & post NEC TOCs with regard to the standards and principles of the NEC.

npTask 1B: Post NEC sequencing and organization of course content
Compare Samples 2 & 3. What are the differences?

Literature reading 1

Pre-reading Task: Discuss the following question

❑ Suppose that you're choosing a textbook for a course you're going to teach. How would you decide which one to use? What aspects of the books would you look at?

Creating materials
Dubin & Olshtain, 1986:167, 29

The audience for materials

In an idealized model, materials draw on the content of a syllabus, reducing broader objectives to more manageable ones. In practice, however, course designs, although they may be available, possibly are not used by or are unknown to the teachers – most likely are unknown to the learners. Indeed, the tangible element that gives a language course face validity to many learners and teachers is the textbook.

The materials in use

In surveying the existing materials, it is necessary to develop questions as an aid for evaluating them. The following questions are suggested as a minimal set:

1) By whom and where were the materials developed: by a team of materials developers who are familiar with this particular educational system and student population, or were they produced for the international market which at best is concerned with the broadest possible definition of target population? If the latter is the case regarding all or most of the existing materials, this may be the central drawback in their design.

2) Are the materials compatible with the syllabus? Compatibility should be evidenced for all the points specified within the syllabus. Similarly, the procedures, techniques, and presentation of items must be in harmony with the specifications given in the syllabus. When such compatibility exists, the job of surveying the existing situation is relatively easy since the conclusions drawn from an examination of the syllabus would also apply to the materials. However, if the materials are not compatible, they may need to be evaluated separately.

    Examples of non-compatibility may often be found in materials which exhibit more awareness of new approaches and learners' needs than the syllabuses on which they are based. This happens when planners of policy are reluctant to incorporate new ideas and trends before they have been carefully experimented with and found suitable. Materials, under these circumstances, often fulfill the function of experimentation with new ways. The opposite can also occur: a new syllabus which is to serve as the basis for new materials will often incorporate the latest developments in the field of language teaching while the existing materials still reflect earlier versions of the syllabus. This is usually typical of an interim period before sufficient new materials are produced.

3) Do most of the materials provide alternatives for teachers and learners? Alternatives may be provided in terms of learner-tasks, learning styles,