CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

Course Design

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

CAMBRIDGE LANGUAGE TEACHING LIBRARY

A series covering central issues in language teaching and learning, by authors who have expert knowledge in their field.

In this series:

Affect in Language Learning *edited by Jane Arnold*
Approaches and Methods in Language Teaching *by Jack C. Richards and Theodore S. Rodgers*
Appropriate Methodology and Social Context *by Adrian Holliday*
Beyond Training *by Jack C. Richards*
Collaboractive Action Research for English Language Teachers *by Anne Burns*
Collaborative Language Learning and Teaching *edited by David Nunan*
Communicative Language Teaching *by William Littlewood*
Designing Tasks for the Communicative Classroom *by David Nunan*
Developing Reading Skills *by Françoise Grellet*
Developments in English for Specific Purposes *by Tony Dudley-Evans and Maggie Jo St. John*
Discourse Analysis for Language Teachers *by Michael McCarthy*
Discourse and Language Education *by Evelyn Hatch*
English for Academic Purposes *by R. R. Jordan*
English for Specific Purposes *by Tom Hutchinson and Alan Waters*
Establishing Self-Access: From Theory to Practice *by David Gardner and Lindsay Miller*
Foreign and Second Language Learning *by William Littlewood*
Language Learning in Intercultural Perspective *edited by Michael Byram and Michael Fleming*
The Language Teaching Matrix *by Jack C. Richards*
Language Test Construction and Evaluation *by J. Charles Alderson, Caroline Clapham, and Dianne Wall*
Learner-centredness as Language Education *by Ian Tudor*
Managing Curricular Innovation *by Numa Markee*
Materials Development in Language Teaching *edited by Brian Tomlinson*
New Immigrants in the United States *edited by Sandra Lee McKay and Sau-ling Cynthia Wong*
Psychology for Language Teachers *by Marion Williams and Robert L. Burden*
Research Methods in Language Learning *by David Nunan*
Second Language Teacher Education *edited by Jack C. Richards and David Nunan*
Society and the Language Classroom *edited by Hywel Coleman*
Teacher Learning in Language Teaching *edited by Donald Freeman and Jack C. Richards*
Teaching the Spoken Language *by Gillian Brown and George Yule*
Understanding Research in Second Language Learning *by James Dean Brown*
Vocabulary: Description, Acquisition and Pedagogy *edited by Norbert Schmitt and Michael McCarthy*
Vocabulary, Semantics, and Language Education *by Evelyn Hatch and Cheryl Brown*
Voices From the Language Classroom *edited by Kathleen M. Bailey and David Nunan*

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

Course Design

Developing programs and materials for language learning

Fraida Dubin and Elite Olshtain

Originally published in The New Directions in Language Teaching Series, edited by Howard B. Altman and Peter Strevens

CAMBRIDGE UNIVERSITY PRESS

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, UK http://www.cup.cam.ac.uk
40 West 20th Street, New York, NY 10011–4211, USA http://www.cup.org
10 Stamford Road, Oakleigh, Melbourne 3166, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain

© Cambridge University Press 1986

This book is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without
the written permission of Cambridge University Press.

First published 1986
Tenth printing 2000

Printed in the United States of America

Typeset in Sabon

Library of Congress Cataloging-in-Publication Data
Dubin, Fraida
Course design.
Bibliography : p.
Includes Index.
1. Language and languages – Study and teaching.
2. English language – Study and teaching – Foreign speakers.
3. Curriculum planning.
I. Olshtain, Elite. II. Title
P53.295.D8 1986
428'.007'1 85-25525
CIP

A catalog record for this book is available from the British Library.

ISBN 0 521 25676 3 hardback
ISBN 0 521 27642 X paperback

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

Contents

Thanks ix

Introduction 1

1 The fact-finding stage: assessing societal factors 5
Overview 5
1.1 The language setting 6
1.1.1 The continuum: ESL —— EFL 7
1.2 Patterns of language use in society 8
1.2.1 Education 8
1.2.2 The labor market 12
1.2.3 The process of modernization 13
1.3 Group and individual attitudes toward language 13
1.4 The political and national context 17
Practical applications 18
References 21

2 The basis for curriculum and syllabus designing 23
Overview 23
2.1 Establishing realistic goals 24
2.1.1 In an EFL setting 24
2.1.2 In an ESL setting 25
2.1.3 Planning for courses outside the school system 26
2.1.4 Language analysis or language use as course goals 26
2.2 Surveying existing programs 27
2.2.1 The existing syllabus 27
2.2.2 The materials in use 29
2.2.3 The teachers 30
2.2.4 The learners 31
2.2.5 The resources 32
2.3 When the materials in use constitute the curriculum and syllabus 32
2.4 The separate purposes of a curriculum and a syllabus 34
2.4.1 The components of a curriculum 35
2.4.2 Types of syllabuses 37
Practical applications 38
References 39

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

3 How goals become realized through instructional plans 40
Overview 40
3.1 Translating general goals into syllabus objectives 40
3.1.1 A curriculum provides a statement of policy 40
3.1.2 The link between goals and objectives 42
3.1.3 Syllabuses without a curriculum 44
3.2 Language content, process, and product in syllabus designs 45
3.2.1 The language content dimension 45
3.2.2 The process dimension 46
3.2.3 The product dimension 49
3.3 Selecting the shape of the syllabus 51
3.3.1 The linear format 51
3.3.2 The modular format 53
3.3.3 The cyclical format 55
3.3.4 The matrix format 58
3.3.5 The story-line format 61
3.4 The place of method 63
Practical applications 66
References 66

4 A curriculum developed on communicative goals 68
Overview 68
4.1 Sociocultural views of the nature of language 69
4.2 A cognitively-based view of language learning 70
4.2.1 Strategies and tactics 71
4.2.2 Context-embedded and context-reduced language use 72
4.2.3 The holistic approach to language learning 73
4.2.4 What learners' errors tell us 74
4.3 The fundamentals of a humanistic curriculum 75
4.4 Exploring the roles of teachers, learners and others within a communicative curriculum 76
4.4.1 Teaching/learning as a metaphor 77
4.4.2 Is teaching/learning adequate? 78
4.4.3 Cross-cultural implications 78
4.4.4 Developing alternative metaphors 80
Practical applications 84
References 85

5 The scope of a communicative syllabus 88
Overview 88
5.1 Expansion of the language content dimension 88
5.1.1 Conceptual and functional meaning 88
5.1.2 Sociocultural appropriateness 92
5.1.3 Longer spans of discourse 93

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

5.2 Communicative processes:workouts 94
5.2.1 Workouts 94
5.2.2 A scale for assessing the communicative potential of workouts 98
5.2.3 A scale for assessing the cognitive potential of workouts 99
5.3 Expanded product: emphasis on skills, needs 100
5.3.1 Implementation of language skills 100
5.3.2 Individual needs 102
5.3.3 Learner autonomy: an added product 102
5.3.4 Highlighting particular syllabus components 103
Practical applications 104
References 105

6 Focusing on language content in a communicative syllabus 106
Overview 106
6.1 Integrating notional and functional meaning with grammar, thematic content and lexis 106
6.1.1 Developing inventories 107
6.1.2 The choice of lexis 111
6.2 Discrete and holistic views: the horns of a dilemma 112
6.2.1 The holistic view 113
6.2.2 The discrete view 114
6.2.3 Evidence of the discrete vs. holistic paradox in language content, process, and product 114
6.2.4 Reconciling opposites in the instructional plans 117
6.2.5 Other systems, other worlds 118
Practical applications 119
References 120

7 Focusing on process: materials that deal with sociocultural appropriateness 122
Overview 122
7.1 Incorporating grammars of social norms: a discrete element view 122
7.1.1 The state of the art 124
7.2 Scripting roleplays: a holistic view of sociocultural content 135
7.2.1 A brief geneology 135
7.2.2 Issues for writers 136
Practical applications 145
References 146

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

8 Focusing on product: materials that deal with the reading skill 147
Overview 147
8.1 The materials preparer's role 147
8.1.1 The three elements 148
8.1.2 The designer's task 149
8.2 A model reading lesson: 'A moral for any age' by Jacob Bronowski 152
8.2.1 Strategies for developing reading skills 152
8.2.2 Features of the text 152
8.2.3 Accommodating learners' interests: working on hunches 153
8.3 Guided questions for creating a reading lesson 161
8.3.1 Motivation for reading 164
8.3.2 Textual discovery procedures 164
8.3.3 Sharing ideas 165
8.3.4 Producing a reading lesson 165
Practical applications 165
References 166

9 Creating materials: the link between syllabus and audience 167
Overview 167
9.1 The audience for materials 167
9.1.1 Writing for a local audience 168
9.1.2 Writing for a wider audience 169
9.1.3 Issues common to both audiences 170
9.2 Commissioned and self-initiated projects 171
9.2.1 Commissioned projects 171
9.2.2 Self-initiated projects 171
9.2.3 'I have an idea . . .' 172
9.3 Writing as a team effort 173
9.3.1 An idealized team 173
9.3.2 Other team models 174
9.4 A checklist for writers 175
9.4.1 Questions about basic assumptions 175
9.4.2 Questions about shape and design 176
Practical applications 177
References 179

Epilogue 180

Cumulative bibliography 184

Acknowledgements 190

Index 191

© Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-27642-9 - Course Design: Developing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain
Frontmatter
More information

Thanks

Many of the ideas in *Course Design* have come about through our individual experiences gained from teaching in master's degree and workshop programs for people in both ESL and EFL settings. We acknowledge the inspiration, stimulation, and feedback which our students at the University of Southern California, the University of British Columbia, Tel-Aviv University, and Harvard University gave us when these chapters were in their developmental stages.

In addition, we acknowledge with gratitude the insightful comments and suggestions on the first draft of the manuscript of 1983 given us by Marianne Celce-Murcia, Lola Katz, Shirley Ostler and Kari Smith, which led us to this final version in January 1985. Ahsile Nibud extended expert graphics counsel in the preparation of the diagrams.

© Cambridge University Press www.cambridge.org