**LANGUAGE CURRICULUM DEVELOPMENT: SELECTED REFERENCES**

**(Last updated 7 May 2014)**

Adaskou, K., Britten, D., & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Morocco. *ELT Journal, 44*(1), 3-10.

Ahmed, K. (2011). Casting Arabic culture as the ‘Other’: Cultural issues in the English curriculum. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 119-137). New York, NY: Peter Lang.

Alalou, A. (2001). Reevaluating curricular objectives using students’ perceived needs: The case of three language programs. *Foreign Language Annals, 34*(5), 453-469.

Albilehi,R., Han, J. Y., & DeSmidt, H. (2012-2013). Curriculum development 101: Lessons learned from a curriculum-design project. *The CATESOL Journal, 24*(1), 187-197.

Ali Shah, I., Baporikar, N. (2011). The suitability of imported curricula for learning in the Gulf states: An Oman perspective. In C. Gitsaki (Ed.), *Teaching and learning in the Arab world* (pp. 275-292). New York, NY: Peter Lang.

Allen, J. P. B. (1983). A three-level curriculum model for second-language education. *Canadian Modern Language Review, 40*(1), 23-43.

Allen, W., & Spada, N. (1983). Designing a communicative syllabus in the People’s Republic of China. In R. Jordan (Ed.), *Case studies in ELT* (pp. 132-145). London, UK: Collins ELT.

Ariew, R. (1982). The textbook as curriculum. In T. V. Higgs (Ed.), *Curriculum, competence, and the foreign language teacher* (pp. 11–32). Skokie, IL: National Textbook Company.

Arora, G. L. (2003). *Sudan basic education sub-sector study analysis of curriculum and  
 suggestions for national curriculum framework.* Retrieved from  
 <http://unesdoc.unesco.org/images/0013/001365/136514e.pdf>.

Auerbach, E. (1992). *Making meaning making change: Participatory curriculum development for adult ESL literacy.* McHenry, IL: Delta Systems.

Auerbach, E. (2002). What is a participatory approach to curriculum development? In V. Zamel & R. Spack (Eds.), *Enriching ESOL pedagogy* (pp. 269-293). Mahwah, NJ: Lawrence Erlbaum.

Auerbach, E., & Burgess, D. (1985). The hidden curriculum of survival ESL. *TESOL Quarterly, 19*(3), 475-495.

Barnes, D. (1976). *From communication to curriculum.* Harmondsworth: Penguin.

Barnes, D. (1982) *Practical curriculum study*. London, UK: Routledge and Kegan Paul.

Basturkmen H. (2010). *Designing courses in English for specific purposes*. New York, NY: Palgrave Macmillan.

Benesch, S. (1996). Needs analysis and curriculum development EAP: An example of a critical approach. *TESOL Quarterly, 30*(4), 723-738.

Berwick, R. (1989). Needs assessment in language programming: From theory to practice. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 48-62). Cambridge, UK: Cambridge University Press.

Beaudrie, S. (2009). Receptive bilinguals’ language development in the classroom: The differential effects of heritage versus foreign language curriculum. In M. Lacorte & J. Leeman (Eds.), *Español en Estados Unidos y otros contextos de contacto: Sociolingüística, ideología y pedagogía* (pp. 325-346). Madrid, Spain: Iberoamericana/Vervuert Verlag.

Black, P. (2009). Formative assessment issues across the curriculum: The theory and the practice. *TESOL Quarterly, 43*(3), 519-524.

Bobbitt, F. (1918). *The curriculum.* Boston, MA: Houghton, Mifflin.

Bosher, S., & Smalkoski, K. (2002). From needs analysis to curriculum development: Designing a course in healthcare communication for immigrant students in the USA. *English for Specific Purposes, 21*(1), 59–79.

Breen, M. P. (1984). Process syllabuses for the language classroom. In C. J. Brumfit (Ed.), *General English syllabus design* (ELT Documents No. 118, pp. 47-60). London, UK: Pergamon Press & The British Council.

Breen, M. P. (1987). Contemporary paradigms in syllabus design. Parts 1 and 2. *Language Teaching, 20*(1/2), 81-92 & 157-174.

Breen, M. (1989). Contemporary paradigms in syllabus design. *Language Teaching, 20*(2-3), 81-92, 157-174.

Breen, M. P. (2001). Syllabus design. In R. Carter & D. Nunan (Eds*.*), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge, UK: Cambridge University Press.

Breen, M. P., & Candlin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics, 1*(2), 89-112.

Brindley, G. (1989). *Assessing achievement in the learner-centred curriculum.* Sydney, Australia: Macquarie University, National Centre for English Language Teaching and Research.

Brindley, G. (1989). The role of needs analysis in adult ESL programme design. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 63-78). Cambridge, UK: Cambridge University Press.

Brindley, G. (Ed.). (1990). *The second language curriculum in action*. Sydney, Australia: National Centre for English Language Teaching and Research.

Brindley, G., & Hood, S. (1990). Curriculum innovation in adult ESL. In G. Brindley (Ed.), *The second language curriculum in action* (pp. 232-247 ). Sydney, Australia: National Centre for English Language Teaching and Research.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston, MA: Heinle & Heinle.

Brown, J. D., & Pennington, M. C. (1991). Unifying curriculum processes and curriculum outcomes: The key to excellence in language education. In M. C. Pennington (Ed.), *Building better English language programs: Perspectives on evaluation in ESL* (pp. 57-74)*.* Washington, DC: NAFSA.

Brumfit, C. (1984). Function and structure of a state school syllabus for learners of second or foreign languages with heterogeneous needs. In C. J. Brumfit (Ed.), *General English syllabus design* (ELT Documents No. 118, pp. 75-82). London, UK: Pergamon Press & The British Council.

Burke, J. (2008). *The English teacher’s companion: A complete guide to classroom, curriculum, and the profession.* Portsmouth, NH: Heinemann.

Burns, A., & Hood, S. (1995). *Teachers’ voices: Exploring course design in a changing curriculum*. Sydney, Australia: National Centre for English Language Teaching and Research.

Candlin, C. N. (1984). Syllabus design as a critical process. In C. J. Brumfit (Ed.), *General English syllabus design* (ELT Documents No. 118, pp. 29-46). London, UK: Pergamon Press & The British Council.

# Carreira, M., & Kagan, O. (2011). The results of the National Heritage Language Survey: Implications for teaching, curriculum design, and professional development. *Foreign Language Annals, 44*(1), 40-64.

Carreon, E. S. (2003). A curriculum review of an ESL composition program. In C. A. Coombe & N. J. Hubley (Eds.), *Assessment practices* (pp. 151-164). Alexandria, VA: TESOL.

Carless, D., & Harfitt, G. (2013). Innovation in secondary education: A case of curriculum reform in Hong Kong. In K. Hyland & L. C. Wong (Eds.), *Innovation and change in English language education* (pp. 172-185). London, UK: Routledge.

Cheung, D., & Ng. D. (2000). Teachers’ stages of concern about the target-oriented curriculum. *Education Journal, 28*, 109-122.

Clark, J. L. (1987). *Curriculum renewal in school foreign language learning.*  Oxford, UK: Oxford University Press.

Coleman, H. (1988). Analyzing language needs in large organizations. *English for Specific Purposes, 7*(3), 155-169.

Connelly, F. M., & Clandinin, D. J. (1988). *Teachers as curriculum planners: Narratives   
 of experience*. New York: Teachers College Press.

Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal, 54*(2), 109-117.

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

Crombie, W. (1985). *Discourse and Language Learning: A Relational Approach to Syllabus Design*. Oxford, UK: Oxford University Press.

Cumming, A. (1989). Student teachers' conceptions of curriculum: Toward an understanding of language-teacher development. *TESL Canada Journal, 7*(1), 33-51.

Docking, R. (1994). Competency-based curricula – the big picture. *Prospect, 9*(2), 8–17.

Elhassan, I. B. (2011). The portrayal of local and the international cultures in the Sudanese English language syllabus (Spine). *Global Journal of Human Social Science, 11(7)*,   
 8-14.

Fang, X., & Warschauer, M. (2004). [Technology and curricular reform in China: A case study](http://gse.uci.edu/person/warschauer_m/docs/china.pdf). *TESOL Quarterly, 38*(2), 301-323.

Feez, S. (1998). *Text-based syllabus design.* Sydney, Australia: National Centre for English Language Teaching and Research.

Ganske, K., & Fisher, D. (Eds.). (2010). *Comprehension across the curriculum: Perspectives and practices K-12.* New York, NY: Guilford.

Gardener, P., & Winslow, J. (1983). Present and proposed methods of determining the needs of students in public sector higher education. In Richterich (Ed.), *Case studies in identifying language needs* (pp. 69–79). Oxford, UK: Pergamon.

Goh, C. C. M., & Yin, T. M. (2008). Implementing the English language syllabus 2001 in Singapore schools: Interpretations and re-interpretations. In D. E. Murray (Ed.), *Planning change, changing plans: Innovations in second language teaching* (pp. 85-107). Ann Arbor, MI: University of Michigan Press.

Grabois, H. (2007). Service-learning throughout the Spanish curriculum: An inclusive and expansive theory-driven model. In A. Wurr & J. Hellebrandt (Eds.), *Learning the language of global citizenship: Service learning in applied linguistics* (pp. 164-189). Hoboken, NJ: Jossey-Bass.

Graves, K. (1996). *Teachers as course developers.* Cambridge, UK: Cambridge University Press.

Graves, K. (2000). *Designing language courses: A guide for teachers.* Boston, MA: Heinle.

Graves, K. (2008). The language curriculum: A social contextual perspective. *Language Teaching, 41*(2), 147–81.

Hively, W., Maxwell, G., Rabehl, G., Sension, D., & Lundin, S. (1973*). Domain-referenced curriculum evaluation: A technical handbook and a case study from the MINNEMAST project*. Los Angeles, CA: Center for the Study of Evaluation, UCLA.

Ho, B. (1981). Comments on the structural versus functional syllabus crisis at school level in Hong Kong. *English Language Teaching Journal, 35*(3), 325-328.

Holliday, A. (1996). Large- and small-class cultures in Egyptian university classrooms: A cultural justification for curriculum change. In H. Coleman (Ed.), *Society and the language classroom* (pp. 86-104)*. ,* Cambridge, UK: Cambridge University Press.

### Ishihara, N. (2007). Web-based curriculum for pragmatics instruction in Japanese as a foreign language: An explicit awareness-raising approach. *Language Awareness, 16*(1), 21-40.

Johnson, R. K. (Ed.). (1989). *The second language curriculum.* Cambridge, UK: Cambridge University Press.

Johnson, R. K. (1989). A decision making framework for the coherent language curriculum. In R. K. Johnson (Ed.), *The second language curriculum* (pp. 1-23). Cambridge, UK: Cambridge University Press.

Kagan, O. (2014). Russian heritage language learners: From students’ profiles to project-based curriculum. In T. G. Wiley, J. Kreeft Peyton, D. Christian, S. C. K. Moore, & N. Liu (Eds.), *Handbook of heritage, community, and Native American Languages in the United States: Research, policy, and educational practice* (pp. 177-185). New York and Washington, DC: Routledge and Center for Applied Linguistics.

Katz, A., Byrkun, L., & Sullivan, P. (2008). Challenges in translating change into practice: Textbook development in Ukraine. In D. E. Murray (Ed*.), Planning change, changing plans: Innovations in second language teaching* (pp. 43-61). Ann Arbor, MI: University of Michigan Press.

Kelly, P. (1980). From innovation to adaptability: The changing perspective of curriculum development. In M. Galton (Ed.), *Curriculum change* (pp. 65-80). Leicester, UK: Leicester University Press.

Klaassen , R. (2001). *The international university curriculum: Challenges in English-medium engineering education*. Delft: Department of Communication and Education, Delft University of Technology.

Kondo-Brown, K. (2010). Curriculum development for advancing heritage language competence: Recent research, current practices, and a future agenda. *Annual Review of Applied Linguistics, 30,* 24-41.

Kouraogo, P. (1987). EFL curriculum renewal and INSET in difficult circumstances. *ELT Journal, 41*(3), 171-178.

Li, M., & Baldauf, R. (2011). Beyond the curriculum: A Chinese example of issues constraining effective English language teaching. *TESOL Quarterly, 45*(4), 793-803.

Long, M. H. (Ed.). (2005). *Second language needs analysis.* Cambridge, UK: Cambridge University Press.

Long, M. H. (2005). Methodological issues in learner needs analysis. In M. H. Long (Ed.), *Second language needs analysis* (pp. 19-76). Cambridge, UK: Cambridge University Press.

Long, M. H., & Crookes, G. (1993). Units of analysis in syllabus design: The case for task. In G. Crookes & S. M. Gass (Eds.), *Task in a pedagogical context. Integrating theory and practice* (pp. 9-54). Clevedon, UK: Multilingual Matters.

Luke, A., Woods, A., & Weir, K. (2013). *Curriculum, syllabus design, and equity: A primer and model*. New York, NY: Routledge.

Lynch, B. K., & Davidson, F. (1994). Criterion-referenced language test development: Linking curricula, teachers and tests. *TESOL Quarterly, 28*, 727-743.

Mackay, R. (1978). Identifying the nature of the learner's needs. In R. Mackay & A. Mountford (Eds.), *English for specific purposes* (pp. 21-42). London, UK: Longman.

Markee, N. (1997). *Managing curricular change*. Cambridge, UK: Cambridge University Press.

Martel, J. (2013). Saying our final goodbyes to the grammatical syllabus: A curricular imperative. *French Review, 86*(6), 1122-1133.

McKay, S. (2006). EIL curriculum development. In R. Rubdy & M. Saraceni (Eds.), *English in the world: Global rules, global roles* (pp. 114-129). London, UK: Continuum.

Mickan, P. (2012). *Language curriculum design and socialization.* Bristol, UK: Multilingual Matters.

Mihai, F.M., & Pappamihiel, N.E. (2012). Strengthening the curriculum by adding EL-specific coursework and field experiences. In J.W. Nutta, K. Mokhtari, & C. Strebel (Eds.), *Preparing every teacher to reach English learners: A practical guide to teacher educators* (pp. 253-270). Cambridge, MA: Harvard Education Press.

Moreno-Lopez, I., Saenz-de-Tejada, C., & Smith, T. K. (2008). Language and study abroad across the curriculum: An analysis of course development. *Foreign Language Annals, 41*(4), 674-686. Used for SA

Morley, J. (1994). A multidimensional curriculum design for speech-pronunciation instruction. In J. Morley (Ed.), *Pronunciation pedagogy and theory* (pp. 64-91). Alexandria, VA: Teachers of English to Speakers of Other Languages.

Morris, P. (1995). *The Hong Kong school curriculum: Developments, issues and policies.* Hong Kong: Hong Kong University Press.

Morrow, K. (1977). *Techniques of evaluation for a notional syllabus.* London, UK: Royal Society of Arts.

Mrowicki, L. (1986). *Project work English competency-based curriculum*. Portland, OR: Northwest Educational Co-operative.

Munby, J. (1978). *Communicative syllabus design*. Cambridge, UK: Cambridge University Press.

Nation, I. S. P., & Macalister, J. (2010). *Language and curriculum design*. New York, NY: Routledge.

Nunan, D. (1988). *Syllabus design*. Oxford, UK: Oxford University Press.

# Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge, UK: Cambridge University Press.

# Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL Quarterly, 25* (2), 279 – 295.

Nunan, D. (2001). Syllabus design. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle.

Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative curriculum reform. *System, 37*(2), 243-253.

Parkinson, L., & O’Sullivan, K. (1990). Negotiating the learner-centred curriculum. In G. Brindley (Ed.), *The second language curriculum in action* (pp. 112-127 ). Sydney, Australia: National Centre for English Language Teaching and Research.

Peterman, F. (1997). The lived curriculum of constructivist teacher education. In V. Richardson (Ed.), *Constructivist teacher education* (pp. 154-163). London, UK: Falmer Press.

Phelan, A., McEwan, H., & Pateman, N. (1996). Collaboration in student teaching: Learning to teach in the context of changing curriculum practice. *Teaching and Teacher Education, 12*(4), 335-353.

Piccardo, E. (2013). Plurilingualism and curriculum design: Toward a synergic vision. *TESOL Quarterly,* *47 (*3*),* 600-614.

Pienemann, M. (1985). Learnability and syllabus construction. In K. Hyltenstam & M. Pienemann (Eds.), Modelling and assessing second language acquisition (pp.23-76). Clevedon, Avon: Multilingual Matters.

Pinar, W., & Reynolds, W. (Eds.). (1992). *Understanding curriculum as phenomenological and deconstructed text* . New York, NY: Teachers College Press.

Poon, W. (1991). Needs analysis of business students and its implications for curriculum review and development. *Perspectives, 3*(1), 66-78.

Prahbu, N. S. (1984). The procedural syllabus. In J. A. S. Read (Ed.), *Trends in language syllabus design* (pp. 272-280). Singapore: Singapore University Press and RELC.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.

Richards, J. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *RELC Journal, 44*(1), 5-33.

Richterich, R. (Ed.). (1983). *Case studies in identifying language needs*. Oxford, UK: Pergamon.

Richterich, R., & Chancerel, J.-L. (1977)*. Identifying the needs of adults learning a foreign language*. Oxford, UK: Pergamon.

Rilling, S., & Pratt, S. (1998). Meeting student expectations and behavioral challenges within a newly defined curriculum. In J. C. Richards (Ed.), *Teaching in action: Case studies in second language classrooms* (pp. 219-224). Washington, DC: TESOL.

Robinson, P. (2001). Task complexity, cognitive resources and second language syllabus design.  In P. Robinson (Ed.) *Cognition and second language instruction* (pp. 287-318). Cambridge, UK: Cambridge University Press.

Rodgers, T. S. (1984). Communicative syllabus design and implementation: Reflections on a decade of experience. In J. A. S. Read (Ed.), *Trends in* *language* *syllabus design* (pp. 28-51). Singapore: Singapore University Press.

Rothwell, W., & Kazanas, H. C. (1992). *Mastering the instructional design process: A systematic approach*. San Francisco, CA: Jossey-Bass.

Samah, A. A. (1984). The English language (communicational) curriculum for upper secondary schools in Malaysia: Rationale, design and implementation. In J. A. S. Read (Ed.), *Trends in language syllabus* *design* (pp. 193-214). Singapore: Singapore University Press.

|  |  |
| --- | --- |
| Savignon, S. (2002). Communicative curriculum design for the 21st century. *Forum, 40*(1), 2-7. |  |

Schutz, N., & Derwing, B. (1983). The problem of need assessment in English for Specific Purposes: Some theoretical and practical considerations. In R. Mackay & J. Palmer (Eds.), *Languages for specific purposes* (pp. 29-44). Rowley, MA: Newbury House.

Sinclair, J., & Renouf, A. (1988). A lexical syllabus for language learning. In R. Carter & M. McCarthy (Eds.), *Vocabulary and language teaching* (pp. 140-158). New York, NY: Longman.

Slattery, P. (2013). *Curriculum development in the postmodern era: Teaching and learning in an age of accountability*. New York, NY: Routledge.

Sowell, E. J. (2004). *Curriculum development: An integrative approach* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Stenhouse, M. (1975). *An introduction to curriculum research and development.* London, UK: Heinemann.

Taba, H. (1962). *Curriculum development: Theory and practice.* New York, NY: Harcourt, Grace, and World.

Thorne, S. L., Reinhardt, J., & Golombek, P. (2008). Mediation as objectification in the development of professional discourse: A corpus-informed curricular innovation. In J. P. Lantolf & M. Poehner (Eds.), *Sociocultural theory and the teaching of second languages* (pp. 256-284). London, UK: Equinox.

Tyler, B. (1949). *Basic principles of curriculum and instruction.* New York: Harcourt Brace.

Tyler, R. W. 1950. *Basic principles of curriculum and instruction.* Chicago: University of Chicago Press.

Unsworth, L. (Ed.). (2008). *New literacies and the English curriculum.* London, UK: Continuum.

West, R. (1994). Needs analysis in language teaching. *Language Teaching, 27*(1), 1-19.

White, R. V. (1988). *The ELT curriculum: Design, innovation and management.* Oxford, UK: Basil Blackwell.

Widdowson, H. G. (1978). Notional-functional syllabuses: 1978 (PI. 4). InC. H. Blatchford & J. Schachter (Eds.), *On TESOL '78: EFL,* *policies, programs, practices* (pp. 33-35). Washington, DC: TESOL.

Widdowson, H. C. (1987). Aspects of syllabus design. In M. Tickoo (Ed.), *Language syllabuses: State of the art.* Singapore: RELC.

Wiggins, G., & McTighe, J. (2006). *Understanding by design: A framework for effecting curricular development and assessment*. Alexandria, VA. Association for Supervision and Curriculum Development

Wilkins, D. A. (1974). Notional syllabuses and the concept of a minimum adequate grammar. In S. P. Corder & E. Roulet (Eds.), *Linguistic insights in applied linguistics* (pp. 119-128). Brussels, Belgium: AIMAV. Paris, France: Didier.

Wilkins, D. A. (1976). *Notional syllabuses.* Oxford, UK: Oxford University Press.

William, D. (2001). An overview of the relationship between assessment and the curriculum. In D. Scott (Ed.), *Curriculum and assessment* (pp. 165-181). Westport, CT: Ablex.

Willis, D. (1990)*. The lexical syllabus:  A new approach to language teaching*. London, UK: Harper Collins.

Yalden, J. (1987). Syllabus design: An overview of theoretical issues and practical implications.  *Annual Review of Applied Linguistics, 8,* 30-47.

Zikri, M. (2012). Redirecting a curriculum development project in Egypt. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp. 201-207). London, UK: British Council.

Zugel, K. (2012). Success for students with diverse reading abilities through the use of supplemental reading curriculum. *TESOL Quarterly, 46*(1), 199-209.