

Addis Ababa University
College of Education & Behavioral Sciences
Graduate School of Education

Postgraduate Diploma in English Language Teaching (PGD-ELT)
Syllabus for the Course Subject Area Methods (Teaching) II

I. Course information

Course title: Subject Area Methods (Teaching) II

Course code: PGD 432

Credit hours: 4

Contact hours: 5

Pre-requisite courses: Subject Area Methods (Teaching) I (PGD-ELT 501)

II. Course description

Basic understanding of English language systems and language skills is imperative to work in the EFL/ESL classroom with confidence. As a continuation of the course “Subject Area Teaching I” this course explores pedagogical issues in relation to vocabulary, speaking and writing skills. Building on students previous understanding of the basic concepts in teaching grammar, reading, and listening skills, the course outlines both theoretical and practical considerations in the teaching of vocabulary, speaking and writing skills. It provides trainees with structural as well as communicative view of teaching English language skills and areas of knowledge developed in the last two hundred years. The structural view of English language teaching partly covers the study of English language at the level of phonology, morphology and syntax.

While basic concepts of syntax or grammar are dealt in “Subject Area methods I”, this course discusses morphological issues at length.

The Course appreciates the descriptive power of the communicative view of English language teaching in modern language pedagogy. It demonstrates the teaching of skills such as writing and speaking within extended situations, and communicative contexts. Research has proved both structural and communicative views of teaching (considered as a system) are relevant and important and any of them cannot be overruled while teaching English language skills and areas of knowledge in the classroom.

Moreover, the course provides students with a general understanding of the major approaches, and issues of language curriculum, materials evaluation, and testing in English language teaching. A needs-based, learning-centered approach will be constituted to the designing of English language syllabus, materials, and test items in examinations.

III. Objectives of the course

Having completed this course successfully, students should be able to:

- explore the various attitudes learners may have towards vocabulary learning and teaching;
- grasp an informed attitude towards the importance of and the teaching of vocabulary in EFL classrooms;
- develop a research-based knowledge and skills to diagnose the level of vocabulary knowledge, speaking and writing skills they have;
- make use of both theoretical foundations and practical instruments in the teaching of vocabulary, writing, and speaking skills;
- select and evaluate appropriate methodology and techniques of teaching vocabulary, speaking and writing skills;

- apply practical knowledge of teaching vocabulary, speaking and writing skills;
- demonstrate designing lessons in those areas and run micro-teachings for their peers;
- show practical skills and knowledge in analyzing English language curriculum and syllabus types, materials, and language tests;
- design their own syllabus, materials and language tests based on the insights from analysis; and
- Demonstrate their interpersonal skills of learning by working with their peers and their instructors in learning the skills of vocabulary, speaking and writing and also by being involved in various interaction activities such as pair and group work and peer microteaching as the course progresses.

IV. Detailed syllabus components

4.1. UNIT ONE: TEACHING VOCABULARY

4.1.1. Unit objectives

At the end of learning this unit, students will be able to:

- appreciate the diversity of attitudes and understandings learners have towards vocabulary teaching and learning in an EFL classroom.
- distinguish different vocabulary learning and teaching strategies and techniques, and analyze their relative advantages or disadvantages in classroom application.
- develop informed insights that would help them select the effective vocabulary teaching strategy/strategies suitable for a given teaching and learning context or level of learners.
- show practical skills in helping trainees develop appropriate vocabulary teaching aids such as visuals or charts
- develop effective model vocabulary lessons for a target group and demonstrate the teaching of them in a micro-teaching.

4.1.2. Unit contents and sub-contents

1. Teachers' and learners' beliefs about learning vocabulary
2. Key aspects of knowing the meaning of a word
3. Vocabulary teaching/learning strategies
 - 3.1. Developing a word spider
 - 3.2. Exploring context
 - 3.3. Working out word roots, prefixes and suffixes
 - 3.4. Two-way translation
 - 3.5. Word collocation
 - 3.6. Antonyms, synonyms and homonyms
 - 3.7. The use of dictionaries
 - 3.8. Games
 - 3.9. lexical sets
 - 3.10. Memorization
 - 3.11. Using pictures and real objects
4. Integrating the teaching of vocabulary with other skills such as reading and listening.
 - 4.1. Comparing unfamiliar words with familiar ones
 - 4.2. Using an L1 definition
 - 4.3. Getting students to guess
 - 4.4. Using short and simple sentences
 - 4.5. Miming new word/s
5. Analyzing model vocabulary lessons or activities
6. Material preparation and micro-teaching: portfolio work

4.1.3 General approach/methods/strategies

Activity-based instruction will be employed where learners are provided with a series of activities or vocabulary teaching tasks they work on and

make their own decisions about each activity in collaboration with their instructor. Presentations on important teaching strategies, discussions, and microteachings will be conducted. There will also be individual work as learners will be required to develop some teaching aids for vocabulary teaching.

4.1.4. Detailed activities

4.1.4.1. Students' activities

Students will work in pairs and in groups to solve problems related to deciding the technique of vocabulary teaching. They will actively answer questions that their instructor may raise in classroom discussions. Thus, they forward their opinions and views in classroom discussions as regards the relative merits or demerits of a particular learning or teaching strategy of vocabulary. Either individually or in group they will be required to develop teaching aids for vocabulary teaching. Also, they develop vocabulary lesson and micro-teach the developed lessons to their peers.

4.1.4.2. Instructor's activities

The instructor will facilitate discussions, pair and group works in the classrooms. S/he sets issues for the discussions. S/he decides on the type and nature of activities to be discussed. S/he provides learners with clear instructions as to how to run the pair and group works on those activities. Where necessary the instructor provides feedback or encourages learners to get peer feedback and make self corrections in some of the classroom activities.

4.1.5. Assessment strategies and techniques

Two types of assessment will be employed: peer assessment and instructor assessment. The instructor will ask both oral and written questions on topics discussed for concept assessing. S/he will give class and homework to make sure the understanding of the students. The

instructor will also require learners to demonstrate their theoretical understanding of the issues by developing lessons and by micro-teaching them to their peers. There will also be peer assessment where the topic is suitable for a peer assessment. Learners either individually or in group will assess the understanding of their peers by asking questions one another in the classroom.

4.1.6. Instructional resources (materials and equipment)

Flip charts, wall papers, real objects and any relevant visuals will be used to help understanding of the issues discussed in the classroom. The mentioned resources can also be exploited wisely so as to help trainees develop teaching materials for vocabulary teaching and run their micro-teaching successfully.

4.1.7. Reading materials for the unit

Atkins & et.al.(1995). **Skills Development Methodology Part II**. Department of Foreign Languages and Literature, Addis Ababa University, Addis Ababa

Carter, R. and McCarthy, M. (1988). **Vocabulary and Language Teaching**. Longman.

French Allen, V. (1983). **Techniques in teaching Vocabulary**. Oxford University press.

Seal, B. (1988). **Vocabulary Builder**. Longman.

Sim, D. and Laufer-Dvorkin, B. (1984). **Vocabulary Development**. Prentice Hall.

Taylor, L. (1990). **Teaching and learning Vocabulary**. Newbury House.

4.2. UNIT TWO: TEACHING SPEAKING SKILLS

4.2.1. Unit objectives

At the end of learning this unit, students will be able to:

- differentiate what constitutes the overall, speaking ability of learners from what not and the implications this has on selecting effective teaching and learning strategies for speaking skills;
- professionally undertake an informed diagnosis of learners' problems in improving their speaking skills in English language and seek solutions for those exhibited problems and difficulties;
- Critically evaluate different orientations towards the teaching of English language pronunciation, stress and intonation so that they can help their secondary school students reach a reasonable degree of mastery of received English language pronunciation that facilitates mutual intelligibility;
- Execute the knowledge and skills they have acquired for analyzing different teaching techniques of speaking and applying them to diversified contexts; and
- develop effective model speaking skills lessons for a target group and demonstrate the teaching of them in a micro-teaching.

4.2.2. Unit contents and sub contents

1. The definition of speaking ability
 - 1.1. The knowledge of mechanics (pronunciation, grammar and vocabulary)
 - 1.2. Functions, transactions and interactions)
 - 1.3. Social and cultural rules and norms
 - 1.4. Communicative efficiency as the goal of teaching speaking skills
2. Teaching pronunciation
 - 5.1. English consonant and vowel sounds (Received Pronunciation)
 - 5.2. Pronunciation, intonation and stress
 - 5.4. Mutual intelligibility

3. The use of oral practices for developing speaking skills
 - 3.1. Lockstep activities (controlled drills)
 - 3.2. Pair, group work and role plays (more creative activities)
 - 3.3. Language games
 - 3.4. Interview activities
 - 3.5. Debates and public speaking
4. Accuracy versus fluency in developing speaking skills
5. Strategies for developing the speaking skills
 - 5.1. Using minimal responses
 - 5.2. Recognizing scripts
 - 5.3. Using language to talk about language
 - 5.4. Structured output activities
 - 5.5. Jigsaw Activities
6. Analyzing model speaking lessons or activities
7. Material preparation and micro-teaching: portfolio

4.2.3. General approaches/methods/strategies

Speaking skills are taught by speaking. This implies that the approach used in this unit is learning by doing. Thus, students will be exposed to various types of activities that they perform in pairs and groups. Presentations and demonstrations will be used by the instructor to illustrate key teaching techniques of speaking and pronunciation. Lecture will be used rarely.

4.2.4. Detailed activities

4.2.4.1 Students' activities

Trainees will be engaged in doing different tasks that are meant to enhance their critical evaluation skills of the good or effective teaching techniques of speaking and pronunciation. The activities are to be done in pair and groups, and sometimes individually. Students will also answer oral questions the instructor may ask for facilitating understanding and promotion of teaching skills. They will be engaged in developing model speaking and pronunciation lessons and demonstrate their proven ability to teach them in micro-teachings.

4.2.4.2 Instructor's activities

The instructor will organize students into different modes of organizations such as pair and groups so that students will undertake the activities in a more interactive and communicative manner in the classroom. The instructor also facilitates the classroom learning through providing clear and explicit instructions as to how to carry out the given speaking and pronunciation tasks. The instructor will, where necessary, demonstrate how to apply in the classroom certain teaching techniques and serve as a model for learners to follow and in fact to reflect on the piece of experience of teaching modeled by the instructor.

4.2.5. Assessment strategies and techniques

Trainees will be required to answer classroom oral questions set by the instructor either individually or as a whole class for checking their comprehension of the teaching techniques used in the classroom. Both peer and instructor feedback will be given by way of checking understanding of the concepts of teaching dealt with in the classroom. Students will finally be required, as a proof of their clear understanding, to

develop model lessons of speaking skills or pronunciation, and carry out a micro-teaching with their peers.

4.2.6. Instructional resources (materials and equipment)

Modules, audio cassettes, and video clips will be used as materials for facilitating the teaching of different teaching techniques of speaking skills and vocabulary in the classroom. Wall papers or flip charts will be used to describe English sounds, intonation and stress patterns.

4. 2.7. Reading materials for the unit

Atkins & et.al. (1995). **Skills Development Methodology Part/ II.**

Department of Foreign Languages and Literature, Addis Ababa
University, Addis Ababa

Byrne, D. (1986). **Teaching Oral English.** Longman

Byrne, D. (1987). **Techniques for Classroom Interaction.** Longman.

4.3. UNIT THREE: TEACHING WRITING SKILLS

4.3.1. Unit objectives

Up on successful completion of this unit, trainees should be able to:

- utilize theoretical and practical inputs gained from the unit to efficiently analyze problems or difficulties learners face in learning writing skills in academic contexts;
- develop the cognitive facilities they demand to differentiate academic writing skills from the non-academic writing skill, then characterize the writing abilities they need to cope up with the academic demands in high schools and beyond;
- grasp a conceptual understanding and mastery of the application of contemporary approaches such as the process approach and effective techniques of teaching writing skills for students in diversified contexts;

- recognize that the writing process and the teaching of it is essentially process-based and cooperative in nature and that it entails the involvement of the teacher, the peers and individual students in an interactive manner all along the writing process;
- explain that error correction and feed back constitute an essential part of the development of writing abilities of students, so teaching techniques for doing so should be critically selected and applied by the teacher; and
- develop model writing lessons for a target group and demonstrate the teaching of them in a micro-teaching.

4.3.2. Unit contents and sub-contents

1. The place of writing and writing skills in academic life
2. The difference between writing skills and speaking skills
3. Comparing and contrasting writing experiences of high schools and university or college: personal reflection
4. Abilities that make-up writing skills: implications for teaching
 - 4.1. Grammar/sentence writing skills
 - 4.2. Spelling and punctuation skills
 - 4.3. Word power and diction
 - 4.4. Paragraphing skills
 - 4.5. Organizing skills such as cohesion and coherence
 - 4.6. Essay writing skills
5. Developing parallel writings: model based essay writing
 - 4.1. Writing a parallel paragraph
 - 4.2. Writing parallel essay
 - 4.3. Writing a parallel letter
6. Analyzing students' writings: accuracy and fluency in writing
7. The product versus the process approaches in teaching writing skills
 - 7.1. Describing and evaluating writing activities

- 7.2. Reordering words to make sentences
- 7.3. Joining sentences
- 7.4. Reordering sentences to tell a story
- 7.5. Completing a text
- 7.6. Expanding notes into a larger unit of writing
- 7.7. Controlled writing activities
- 7.8. Guided writing activities
- 7.9. Free writing activities
- 7.10. Dictogloss
- 8. Communicative writing activities
- 9. Errors and feedback
 - 9.1. Mistakes and errors
 - 9.2. Error gravity
 - 9.3. Causes of errors
 - 9.4. Ways of giving feedback
- 10. Subjecting rhetorical modes to process writing
- 11. Analyzing model writing lessons or activities
- 12. Material preparation and micro-teaching: portfolio

4.3.3. General approach/methods/strategies

The teaching of writing skills development is based on a text-based approach of teaching writing. The whole pedagogical move in this unit considers the teaching of writing skills as a process like the writing process itself. Thus, a series of text-based writing tasks will be given to students to work on collaboratively in various modes such as pair, individual or group modes. Samples of high school students' essays will be analyzed in groups for extracting lessons in developing learners writing skills. Students will be encouraged to specify objectives or purposes for their writing exercises. They will attempt writing a regular task to achieve

communicative purposes. Demonstration and problem-solving activities in writing will be included in the unit.

4.3.4. Detailed activities

4.3.4.1. Students' activities

Students will work on specific writing tasks or teaching techniques for teaching writing individually, in pairs and groups. They exchange their writing outputs with peers for feedback on both accuracy and fluency aspects of writing skills. They are also required to submit their final writing output to their teacher for further comments and feedback. Students will develop model writing lessons. Also, they will carry out micro-teaching in the classroom to demonstrate what they have mastered for teaching writing.

4.3.4.2. Instructor's activities

The instructor will deliver some demonstrations in utilizing some effective ways of teaching writing skills. He/she will basically facilitate an interactive process-based learning by providing learners learning materials, tasks, and instructions. He/she will coordinate both peer and individual student feedback on students' writing activities. He/she will collect students' writing outputs at various stages and provide his own written comments and feedback. He/she will hold a mini-writing conference to discuss problems of students' writing skills on a small group basis, or at a whole class basis.

4.3.5. Assessment strategies and techniques

Using oral prompts, the instructor will temporarily assess the understanding of his/her students' concepts of developing writing skills. Students will be assessed orally either individually or on a group basis. But further assessments will be made by asking students to carry out some writing tasks and examining the outputs so carefully. The instructor will also ask individual students to make an individual presentation on a

particular topic of relevance to the development of writing skills. Students will be required to develop model writing lessons and to micro-teach the key lessons with their peers in classrooms.

4.3.6. Instructional resources (materials and equipment)

Modules, collection of students' sample writings, and worksheets will be used.

4.3.7. Reading materials for the unit

Atkins & et.al. (1995). **Skills Development Methodology Part I/II.**

Department of Foreign Languages and Literature, Addis Ababa University, Addis Ababa.

Byrne, D. (1988). **Teaching Writing Skills.** Longman

Raimes, A. (1983). **Techniques in Teaching Writing.** Oxford. Oxford University Press.

White R. (1980). **Teaching Written English.** Heinemann.

White R. (1987). **Writing Advanced.** Oxford University Press.

4.4. UNIT FOUR: MATERIALS DEVELOPMENT, EVALUATION, AND TESTING

4.4.1. Unit objectives

Upon successful completion of this unit, trainees will be able to:

- describe a model of English language syllabus using appropriate terminology and be able to distinguish several basic principles of syllabus design;
- carry out a comprehensive needs analysis in order to determine appropriate structure and content for individual language learning courses;
- demonstrate their ability in designing an appropriate English language curriculum/syllabus, and materials for high school students;
- articulate the essential principles of participatory curriculum/syllabus development;

- design or adapt or evaluate authentic teaching materials which respond to specific learner needs within the context of a well sequenced syllabus or unit of a course;
- develop various English language testing skills, distinguish effective test construction method and identify the appropriate forms of tests or examinations for various groups or levels of learners; and
- develop effective model syllabuses, teaching units and test items or examinations for a target group and analyze the underlying principles.

4.4.2. Unit contents and sub-contents

1. ETL curriculum and syllabus: definitions
 - 1.1. EFL curriculum
 - 1.2. EFL syllabus
 - 1.3. EFL materials
2. Types of ELT syllabuses: synthetic versus analytic
 - 2.1. Structural syllabus
 - 2.2. Functional syllabus/ Notional-functional syllabus
 - 2.3. Situational syllabus
 - 2.4. Procedural syllabus
 - 2.5. Process syllabus
 - 2.6. Task syllabus
3. The need for materials development: needs analysis
4. The need for a course book
 - 4.1. arguments for the use of textbooks
 - 4.2. arguments against the use of textbooks
 - 4.3. The balanced approach

5. The need for materials evaluation
6. Types of materials/course books evaluation or assessment
 - 5.1. Pre-use evaluation
 - 5.2. While use evaluation
 - 5.3. Post use evaluation
 - 5.4. Analytical evaluation
 - 5.5. Impressionistic evaluation
7. Basic principles of English language assessment and testing
 - 7.1. Principles and purposes of assessment
 - 7.2. What language test is
 - 7.3. Models of language ability and their implications for test design
 - 7.4. Kinds of tests and stages of test development
 - 7.5. Assessment of listening and reading skills
 - 7.6. Assessment of writing skills
 - 7.7. Assessment of grammar and vocabulary skills
 - 7.8. Assessment of speaking ability; the rating process
 - 7.9. Test validity, reliability, comprehensiveness and practicality
 - 7.10. Statistical analysis of tests
8. Analyzing and evaluating model syllabuses, units and test items developed
9. Material preparation and micro-teaching: portfolio

4.4.3. General approach/methods/strategies

The contents and concepts in this unit will be taught through a discussion-based & task-based teaching method. Different English language syllabus/curriculum/course designs/examinations or test items and various kinds of English language teaching materials from the literature will be

explored against the existing syllabus and material types in Ethiopian high schools. Students will be provided with interaction based opportunity to critically analyze, design and evaluate a language program/course and/or teaching materials/test items.

4.4.4. Detailed activities

4.4.4.1. Students' activities

Students will analyze the different assumptions, theories and concepts behind the different types of syllabuses, materials and test items based on findings in the relevant literature so far. In doing so, they will get into small or large groups and be provided with materials to work on. They will develop their own syllabuses, materials and tests or examinations in which they are expected to demonstrate their understanding of the theoretical background discussed in the various discussion sessions.

4.4.4.2 Instructor's activities

The instructor will deliver lectures on initial ideas to introduce the basic syllabus, materials and testing activities in the classroom. S/he will assign students to work in small and large groups to analyze the presented materials based on some kinds of analysis checklist or criteria. S/he will offer feedback on students' own syllabuses and materials.

4.4.5. Assessment strategies and techniques

Students will be required to write a concise review of an existing syllabus, teaching material, or test. The review should include an analytical description and an evaluation of how the material is good (fit) in terms of meeting its intended purpose or target group of learners. Students will also be required to be engaged for assessment reason in the design and development of a syllabus, teaching material or a test for a specified purpose, preferably for a group of learners they are expected to work with

in high schools. Classroom questioning and answering sessions with the instructor will also help to assess the students' cognitive progress with the ideas discussed in the unit.

4.4.6. Instructional resources (materials and equipment)

LCD PowerPoint presentations will be used at the initial stages of the unit to familiarize students with the basic theoretical concepts in the unit. Late flip charts and wall papers will be used to support discussions with some explanations.

4.4.7. Reading materials for the unit

- Alderson, J.C., Clapham, C. and Wall, D. 1995. **Language Test Construction and Evaluation**. Cambridge: Cambridge University Press.
- Alderson, J.C. & C. Clapham, D. Wood. (1995) **Language Test Construction and Evaluation**. Cambridge: CUP
- Bachman, L.F. and Palmer, A.S. (1996). **Language Testing in Practice**. Oxford: Oxford University Press.
- Breen, M. (1985). *Authenticity in the language classroom*. **Applied Linguistics**, 6 (1), 60-70.
- Clarke, D. F. (1989). *Materials adaptation: why leave it all to the teacher?* **ELT Journal**, 43 (2), 133-141.
- Edge, J. & Wharton, S. *Autonomy and development: living in the materials world* (295-311)
- Hughes, A. (1989) **Testing for Language Teachers**. Cambridge: CUP
- Johnston, B. (2003). **Values in English language teaching**. Mahwah, NJ: Lawrence Erlbaum.
- Long & Crooke. (1992). *Three approaches to task-based syllabus design*. **TESOL Quarterly**, 26: 27-56.
- Sheldon, L. E. (1988). *Evaluation ELT textbooks and materials*. **ELT Journal**, 42 (4), 237-246.

Tomlinson, B. (2005). **Materials development in language teaching**. Cambridge: Cambridge University Press.

Widdowson, H. G. (1987). **English for specific purposes: criteria for course design**. In M. H. Long, & J. C.

V. Course assessment strategies

No.	Assessment indicator	Value on 100% scale
1	Attendance (A)	10%
2	Participation (P)	10%
3	Oral presentation (micro-teaching MT-1)	10%
4	Oral presentation (micro-teaching MT-2)	10%
5	Group Project (GP) (2-3 students) (Oral Presentation with brief summary & outline) Analyze a given technique/techniques of teaching vocabulary, speaking or writing skills; evaluating its advantages and disadvantages in terms of maximizing language acquisition.	15%
6	Defending a complete portfolio of course performance (DPF): exhibiting and describing one's portfolio work in public.	10%

7	<p>Final Library Term Paper (LTP) (12-15 pages) on one of the following topics:</p> <ul style="list-style-type: none"> (1) Problematic areas in teaching vocabulary, speaking, syllabus design, or writing or testing skills. (2) Technique/s teachers may use to overcome problems of large classes in teaching the contents of this syllabus. (3) How to address the appropriacy of a given material, test or syllabus for a given group of learners in Ethiopian context. (4) Other topics of timely relevance in this course. <p>Note that the topic of the students' term paper should earn the instructor's permission and approval and that the final product should be a presentable paper at least at a national conference.</p>	15%
8	Final written examination (on the key issues of the course)	20%
	Total	100%

VI. Course requirements

For the successful completion of this course students are required to have regular attendance, and active participation (contributions to class discussions by asking, supplementing, or arguing as the case may be). Learners are required to contribute to the classroom discussions by being a leader or participant. They are required to actively read the list of reference materials given for the course under each unit. They are also required to have satisfactory

completion of all quizzes and tests to be conducted as to be monitored and confirmed by the course instructor. They have to meet deadlines set by the instructor for submission of all assignments. It is imperative for learners to be engaged in materials or lessons development as suggested by the course instructor. Finally, they will sit for a written final examination.

VII. Grading schemes

All students will be graded based on the sum total of point scores they get from each component of the assessment framework indicated above under the assessment strategies of this syllabus. Their passing or failing will be determined on a criterion referenced test scoring which makes it imperative that what is minimally expected of the students is just to fulfill or meet the set standards for passing or failing in a given course. A letter-based grade will be awarded indicating the relative performance of each student in reference to the overall scores each student gets in fulfilling the set criteria.

VIII. Reading materials

8.1 Mandatory reading materials

8.1.1 Selected books

- Atkins & et.al. (1995). **Skills Development Methodology Part I/II**. Department of Foreign Languages and Literature, Addis Ababa University, Addis Ababa
- Ellis, Rod. (2003). **Task-based Language Learning and Teaching**. Oxford: OUP.
- McDonough, J. and Shaw, C.(1993). **Materials and Methods in ELT**. Oxford: Blackwell.
- McGrath, I. (2002). **Materials Evaluation and Design for Language Teaching**.

8.1.2. Relevant articles and essays

- Bachman, L.F. (1990). *Communicative language ability. Fundamental Considerations in Language Testing*. Chap. 4 (pp. 81-110). Oxford: Oxford University Press.
- Fulcher, G. (2000). *The 'communicative' legacy in language testing*. **System**, 28, 483-497.
- Practical papers in English language education*, vol.2, University of Lancaster.

8.2 Supplementary reading materials

8.2.1. Books

- Candlin, C. and Breen, M. (1979). **Evaluating and Designing Language Teaching Materials**.
- Clarke, S. (1998). **Targeting assessment in the primary classroom**. Bristol: Hodder & Stoughton
- Cunningsworth, A. 1984. **Evaluating and Selecting EFL Teaching Materials**. London: Heinemann.
- Dubin, F. and Olshtain, E. 1986. **Course Design: Developing Programmes and Courses** Edinburgh: Edinburgh University Press.
- Graves, K. (2001). **Teachers as course developers**. Cambridge: Cambridge University press.
- Johnson, R. K. (1989). **Second language curriculum**. Cambridge: Cambridge University Press.
- Markee, N. 1997. **Managing Curricular Innovation**. Cambridge: CUP.
- Nunan, D. 1989. **Designing Tasks for the Communicative Classroom**. Glasgow: CUP.
- Tomlinson, B. 2001. **Materials Development in Language Teaching**. Cambridge: CUP
- Ur, P. 2002. **Discussions that Work: Task-centered Fluency Practice**. Cambridge handbooks for Language teachers.

Wallace, M. 1991. **Training Foreign Language Teacher: A Reflective Approach**. Glasgow: CU.

8.2.2. Articles

Breen, M. 1984. *Process in Syllabus Design*. In C. Brumfit (ed.). **General English Syllabus Design**. Oxford: Pergamon.

Breen, M. P. (1989). *Learner Contributions to Task design*. In C. N. Candlin and D. F. Murphy (eds.). **Language Learning Tasks**. London: Prentice Hall International.

Grierson, J. (1995). *Classroom-based assessment in Intensive Language Centers*. In G. Brindley (ed.) **Language assessment in action** (pp. 195-236).

Jolly D and Bolitho, R. (2001). *A framework for materials writing*. In Tomlinson B.(ed.). **Materials Development in Language Teaching**. Cambridge: CUP.

Littlejohn, A. (1992). *Why are ELT materials the Way they are?* Unpublished PhD thesis, Lancaster University.

Macquarie University: *National Centre for English Language Teaching and Research*. Australia.

Mekasha Kassaye. (2005). *An Exploration of the Task Design Procedures of EFL Teachers in Ethiopia - a Case Study*. Addis Ababa: Addis Ababa University (Unpublished PhD thesis)

Rea-Dickins, P. (2001). *Mirror, mirror on the wall: Identifying processes of classroom assessment*. **Language Testing**, 18(4), 429-462.

8.2.3 List of Websites

- www.btinternet.com/~ted.power/index.html
- en.wikipedia.org/.../English_as_a_foreign_or_second_language –
- www.ets.org/Media/Tests/TOEIC/pdf/TOEIC_sw_sample_tests.pdf -
- www.marjon.ac.uk/courses/.../englishlanguageteacherscourses/ -
- www.celea.org.cn/pastversion/lw/pdf/Deng%20Jun.pdf -

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