

Mohamed Khider University
of Biskra – Faculty of Letters
and Foreign Languages

Tarek Assassi
English Division

SYLLABUS DESIGN

Master II Course Contents



Full Course Description

- **Instructor:** Tarek ASSASSI, an associate professor at Biskra University. Specialised in Applied Linguistics and ESP, Pedagogical Coordinator at the CEIL and Certified Assessor of Aviation English at Aures Aviation Academy.
- **Contact Information:** Phone: 00213790546464 – email: t.assassi@univ-biskra.dz
- **Office hours:** Sunday. 13:00 – 16:00 (CEIL Chetma)
- **Course:** Syllabus Design for Master II Students (One “90 minutes” Lecture per week at the former Central Library - BC)

Course Description: this lecture is designed for Master II level students as an advanced course of “Course and Syllabus Design”. It tackles mainly important notions in applied linguistics and didactics such as Language Courses, Curricula, and Syllabi. The lecture also focuses on developing syllabi in TEFL (Teaching English as a Foreign Language) and designing efficient courses throughout the selection and development of valid materials based on learners’ needs. More specifically, the lecture provides students with examples and elaborations of materials, teaching/learning techniques and evaluation procedures.

Prerequisite Knowledge: to attend this course, students must show adequate linguistic proficiency in both receptive and productive skills. Students must also acquire a standard knowledge of linguistics, language aspects and didactics. Skills related to Information and Communication Technologies are of a great importance and will serve learners’ learning process immensely. The ESP course designed by the same instructor might be of a great help as it stands as the basis of this advanced course.

Main Aim of the Course: these lectures aims mainly at developing students’ course/syllabus development skills. Starting from needs analysis through data collection to material selection and development. The lecture considers both EGP and ESP courses with focus on grading and sequencing materials.

Specific Objectives of the course: this course aims at helping students to:

- Develop a thorough understanding of syllabus design as a process

- *Understand different steps of syllabus design in EFL teaching*
- *Take into account different criteria and factors affecting the design of syllabi*
- *Design and understand the importance of course descriptions*
- *Delineate the importance of needs analysis and course objectives in syllabus design*
- *Select and design instructional materials and educational content*
- *Understand the importance of gradation and scoping in the teaching process*
- *Learn different techniques in assessment and evaluation in syllabus design and curriculum development*
- *Develop and think critically about different types of syllabi.*

Course Structure: *the lecture begins with a clear distinction between a curriculum and a syllabus. It, then, follows the process of creating a syllabus step by step, with reference to TEFL syllabi. The lecture sheds light on important aspects of syllabus design with respect to their occurrence during the process itself; in other words, no elements are to be ignored or overlooked. Students are welcome to discuss, evaluate, and share any part of the course or their perspectives.*

Course Policies: *Ethical and academic behaviour are highly required and to be respected during the whole academic year. In case of missing classes, the students take full responsibility no matter what the alibi is. Zero tolerance policy on dishonesty, cheating, plagiarism and providing misleading information. Finally, students are allowed to use different electronic devices and other sources of information, only for educational purposes.*



Master II Syllabus

Syllabus Design

Theme One: An Overview

- **Definition**
- **Curriculum VS Syllabus**
- **Syllabus Design**
- **Course Design**
- **Syllabus Design Criteria**
- **The Course Rationale**
- **Instructor Information**
- **Course Policies**

Theme Two: Planning for Syllabus Design Process

- **Needs Analysis**
- **Analysis of Educational Aims**
- **Setting Syllabus Objectives**

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- **General Course Info**
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Theme Four: Types of Syllabi

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- **Syllabus Types**
- **Criticism of Different Types of Syllabi**

THEME ONE: An Overview

- **Definition**
- **Curriculum VS Syllabus**
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LECTURE ONE**Course contents**

- **Definition**
- **Curriculum VS Syllabus**

1. Definitions

- **The syllabus**

There are myriad definitions of "syllabus". These definitions differ according to the scholar's experience, viewpoint or objectives. Nonetheless, it has been agreed on a satisfactory definition on which these scholars accept several criteria and components that shape a given syllabus.

A syllabus (pl. syllabuses or syllabi) is commonly known as a precise number of topics to be dealt with in an educational course (or training course) within an organized calendar (timing) that follows a carefully set policies. These topics are provided by a board of examiners (designers), or by a single professor who delivers this content via hand-outs or online. Thus, a syllabus is a declaration of the general content to be learnt by students during the planned courses.

In terms of Teaching English as a second or Foreign Language, a syllabus is also defined as:

A description of the contents of a course of instruction and the order in which they are to be taught. Language-teaching syllabuses may be based on different criteria such as (a) grammatical items and (b) the

language needed for different types of situations (c) the meanings and communicative functions, which the learner needs to express in the target language (d) the skills underlying different language behaviour or (e) the text types learners need to master.

Longman Dictionary of Language Teaching and Applied Linguistics

Hutchinson and Waters (1987) focus more on content in their definition, they define syllabus as: At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance.

Following another perspective on which Yalden (1987) emphasises on outcomes rather than content and procedures, he defines syllabus as: Summary of the content to which learners will be exposed. He also assures that what will be taught cannot be necessarily and accurately predict what will be learnt

Lastly, Nunan (1988) recommends content selection accuracy as a major criterion in defining the nature of syllabi. He states that a syllabus concerns the selection of items to be learnt and the grading of those items into an appropriate sequence.

To sum up, the syllabus is an important educational instrument that helps reinforcing the existing intentions, attitudes, skills, roles and strategies that the teacher/researcher uses to promote active, purposeful, and effective learning.

There are different definitions of the nature of syllabi in addition to what constitutes a specific syllabus. However, it is imperative to realise the importance of every single definition as they are used interchangeably and provide a wider view on the syllabus as a notion.

2. Syllabus VS curriculum

Within a number of dictionaries, syllabus is defined alongside curriculum; in other words, they are considered as synonymous notions. However, there is less consensus on this matter. Scholars consider curriculum as a wider terms and concept

in comparison to syllabus. Curriculum, according to them consists of a wide range of subjects, activities and projects arranged for one institution.

- **Definition of Curriculum**

The curriculum is defined as the guideline of the chapters and academic content covered by an educational system while undergoing a particular course or program.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope, which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

The curriculum is well planned, guided and designed by the government or the educational institution. It is aimed at both physical and mental development of a student. It is the overall learning experience that a student goes through during the particular course of study.

- **The Difference**

As far as education is concerned,

Syllabus connotes the subjects as well as the topics covered in the course of study. It is focused towards a particular subject.

On the other hand,

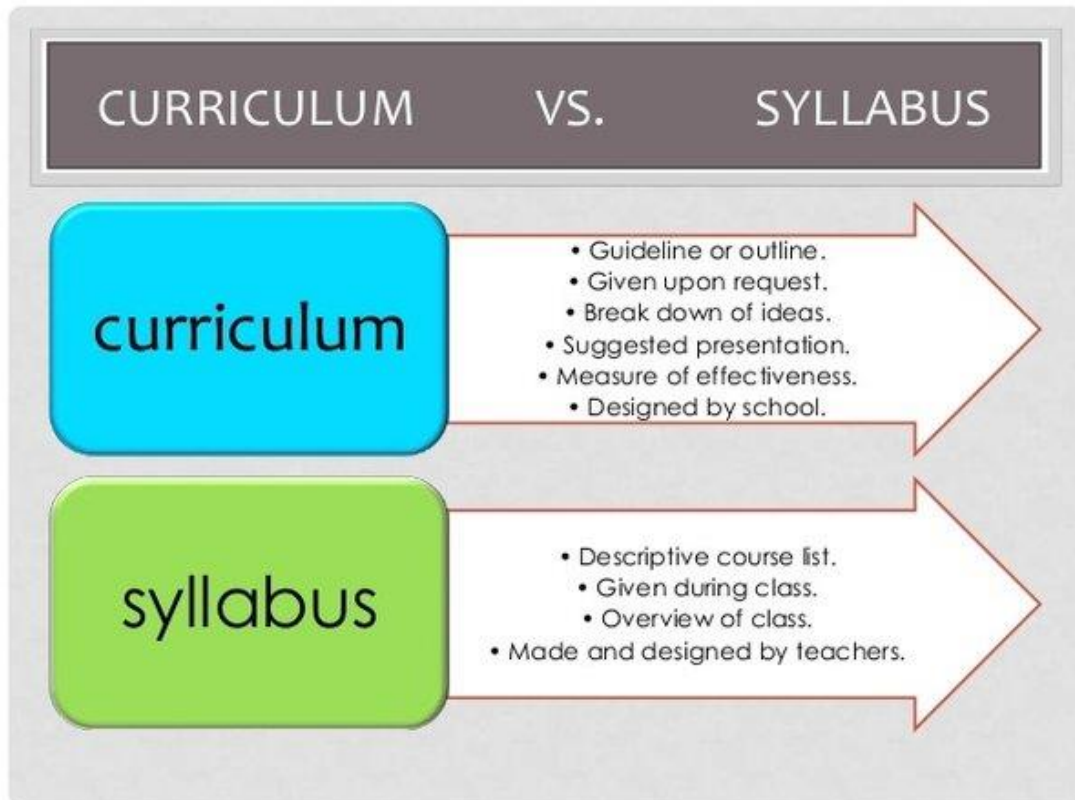
Curriculum implies the chapters and academic content taught in school or college. It alludes to the knowledge, skills and competencies students should learn during study, which is related to the all-round development of a student.

As a sum up, curriculum is a very general concept that involves consideration of the whole complex of philosophical, social and administrative factors, which contribute to the planning of an educational program, while syllabus refers to the

subpart of curriculum which is concerned with specification of what units will be taught.

Activity 1: in small groups, discuss the main differences you spotted thus far between a syllabus and a curriculum.

- Use the following prompt for more assistance.



Activity 2: now share your perspectives after reading the next table.

| Basis for Comparison | Syllabus | Curriculum |
|-----------------------------|--|---|
| <i>Meaning</i> | Syllabus is the document that contains all the portions of the concepts covered in a subject | Curriculum is the overall content, taught in an educational system or a course. |
| <i>Origin</i> | Syllabus is a Greek term | Curriculum is a Latin term |
| <i>Set for</i> | A subject | A course |
| <i>Nature</i> | Descriptive | Prescriptive |
| <i>Scope</i> | Narrow | Wide |
| <i>Set out by</i> | Exam board | Government or administration of the school, college or institute. |
| <i>Term</i> | For a fixed term, normally a year. | Until the course lasts. |
| <i>Uniformity</i> | Varies from teacher to teacher. | Same for all teachers. |

A comparison Chart

References

- Hutchinson, T. & Waters, A. (1987) *English for Specific Purposes. A Learning Centered Approach*. Cambridge University Press.
- Nunan, D. (1988) *Syllabus Design*. Oxford University Press.
- Yalden, J. (1987) *Principles of Course Design for Language Teaching*. Cambridge University Press.

LECTURE TWO

Course Contents

- **Syllabus Design**
- **Course Design**

1. Syllabus Design

In order to design a syllabus, the teacher/researcher must take into account the method on which s/he relies so to decide what to teach and in what order.

The syllabus provides the instructor and students with a contract, a common reference point that sets the stage for learning throughout the course. Make sure that your students have easy access to the course syllabus by handing out hard copies on the first day of class and (if applicable) posting a digital copy on the course website.

- **Common Components Included in a Syllabus**

The form and content of a syllabus vary widely by discipline, department, course and instructor. However, there are common components that most successful syllabi contain. These components communicate to your students an accurate description of the course including the topics that will be covered, assignments and assessments students will be responsible for, as well as a clear source for policies and expectations.

- **Course description**

- *Course content:* What is the basic content of the course and what makes it important or interesting? How does the course fit into the context of the discipline?
- *Learning objectives:* What should students be able to do by the end of the course? Objectives are most helpful when they are expressed in terms of knowledge and skills that can be readily identified and assessed. For example, the ability to recognize, differentiate, apply or produce is much more readily identifiable than the ability to appreciate or understand.

- *Characteristics of class meetings:* What types of activities should students be prepared for? Discussion? Lecture? Small groups? Student presentations?
- *Logistics:* What are the instructor's and TAs' names (teacher assistant)? How can they be contacted? How are course materials obtained? When and where does the class meet?

- **Course topics and assignments**

- *Schedule of topics and readings:* What will the main topics of the course be and when will they be addressed? What will students need to do to prepare for each class? Most instructors include a daily or a weekly schedule of topics they intend to address, along with a list of assigned readings and other course materials.
- *Assignments, projects and exams:* How will students demonstrate their learning? Including learning goals, estimated scope or length, assessment criteria and dates. Instructors typically include a breakdown in point values or percentages of how much each assignment or test contributes to a student's final grade.

- **Course policies and values**

What values will shape your teaching in the course and what policies will guide you? Policies and values that you might want to communicate through your syllabus include:

- *Inclusiveness:* How can your syllabus help you create an inclusive atmosphere that welcomes all students? Some instructors include statements inviting participation from all students, honouring student diversity and differing points of view, or inviting requests for disability accommodations.
- *Integrity:* What are policies and procedures regarding academic integrity and misconduct in relation to materials and assignment for this course? For example, considering the types of work you are asking students to do, what do you want to communicate about working with data? Representing original sources? Accountability for contributions to group projects?

- *Responsibility*: What do students need to know about your expectations regarding assignments, attendance, online participation or classroom interactions? Other possibilities include policies regarding late work, make-up exams and preparation for class participation.
- *Expectations for success*: How can students learn most successfully in your course? In your syllabus, you can express confidence that all students are capable of doing well and you can suggest strategies for success. For example, what strategies for learning are particularly important for this material? What resources — such as study centres, web tutorials or writing centres — are available to help students succeed in your course?

Activity: in small groups of four, design your own course description taking into account the points we discussed above one by one. You can develop each point into one sentence, to end up with a full tentative course description.

- The following is a full course description of a written expression course for third year students. More information is provided below and open for modification at all times.

MATIERE / COURSE: English for Specific Purposes

NIVEAU / LEVEL : Third Year

ENSEIGNANT CHARGE DE LA MATIERE : Tarek Assassi

TEACHER IN CHARGE: Tarek Assassi

| OBJECTIFS/ OBJECTIVES |
|------------------------------|
|------------------------------|

| |
|---|
| <p>At the end of this course, learners will be able to recognize and decipher different concepts discussed currently in ESP and relate them to other courses they are or will be taking like didactics, methodology and applied linguistics. Additionally, learners will be able to design ESP courses based on learners' target and learning needs.</p> |
|---|

| EVALUATION |
|-------------------|
|-------------------|

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| <p>Types d'évaluation (inter. exposés, lectures-discussions, recherches, etc...?) Tutorial sessions test and quizzes. Preferably a written test and oral quizzes.</p> |
|--|

| | | |
|--------------------------------------|------------------|--------------------------------|
| Septembre September | Semaine 1 | - Defining ESP |
| | Week 1 | - The ESP situation in Algeria |
| | Semaine 2 | - ESP vs EGP |
| | Week 2 | - Similarities and Differences |
| | Semaine 3 | - Why ESP? |
| | Week 3 | - Importance and Significance |

| | | |
|----------------------------------|------------------|---|
| Octobre October | Semaine 4 | - Different factors that differentiate ESP from EGP |
| | Week 4 | - Quiz |
| | Semaine 5 | - Characteristics of ESP |
| | Week 5 | - Group Discussion |
| | Semaine 6 | - Types of ESP |
| | Week 6 | - In relation to major fields |
| | Semaine 7 | - EOP vs EAP |
| | Week 7 | - TYPES (nature of course / nature of field) |

| | | |
|------------------------------------|-------------------|--------------------------------------|
| Novembre November | Semaine 8 | - The ELT Tree |
| | Week 8 | - Discussion |
| | Semaine 9 | -Objectives in teaching ESP |
| | Week 9 | - Quiz |
| | Semaine 10 | - ESP Teaching and Learning |
| | Week 10 | - The ESP teacher and learner |
| | Semaine 11 | - Stages in the ESP teaching process |
| | Week 11 | - Between theory and reality |

| | | |
|------------------------------------|-------------------------------------|--|
| Décembre December | Semaine 12 Week 12 | -Test - Test discussion and correction |
| | Semaine 13 Week 13 | - General Revision - Learners inquiries |
| | Semaine 14 Week 14 | - Second semesters' plan discussion - Further Inquiries |
| | | Vacances d'hiver / Winter holidays |

| | | |
|----------------------------------|-----------------------------------|---|
| Janvier January | | Vacances d'hiver/ Winter holidays |
| | | Examens S.I |
| | | Corrections - consultations |
| | Semaine 1 Week 1 | - A recap on major issues faced within the first semester - Answering learners inquiries |

| | | |
|-----------------------------------|-----------------------------------|---|
| Février February | Semaine 2 Week 2 | - Sharing the second semester S.2 work plan (PRACTICE) - Objectives of the S.2 program |
| | Semaine 3 Week 3 | - Needs analysis - Selecting a sample |
| | Semaine 4 Week 4 | - Needs analysis - Selecting data collection tools |
| | Semaine 5 Week 5 | - Needs analysis - Designing questions based on ESP Models/Frameworks |

| | | |
|-----------------------------|-----------------------------------|--|
| Mars March | Semaine 6 Week 6 | - Needs analysis - Analyzing collected data |
|-----------------------------|-----------------------------------|--|

| | | |
|--|------------------|--|
| | Semaine 7 | - Needs Analysis |
| | Week 7 | - Classifying and categorizing Needs |
| | Semaine 8 | -Course Design |
| | Week 8 | - Designing the skeleton of the course |
| | | Vacances de printemps/ Spring Holidays |

| | | |
|------------------------------|-------------------|--|
| Avril April | | Vacances de printemps/ Spring Holidays |
| | Semaine 9 | - Students Inquiries |
| | Week 9 | - Quiz |
| | Semaine 10 | - Course Design - Gradation and frequency of occurrence |
| | Week 10 | |
| | Semaine 11 | - Course Design - Material selection and development |
| | Week 11 | |

| | | |
|--------------------------|-------------------|--|
| Mai May | Semaine 12 | - Test - Test correction and discussion |
| | Week 12 | |
| | Semaine 13 | - Teaching and Learning - Issues and challenges |
| | Week 13 | |
| | Semaine 14 | - Assessment - Evaluation |
| | Week 14 | |
| | | Examens S.II |

Biskra le

Enseignant / Teacher

Le Responsable de filière

Full Course Description

- ***Instructor:*** Tarek ASSASSI, an associate professor at Biskra University. Specialised in Applied Linguistics and ESP, Pedagogical Coordinator at the CEIL and Certified Assessor of Aviation English at Aures Aviation Academy.
- ***Contact Information:*** Phone: 00213790546464 – email: t.assassi@univ-biskra.dz
- ***Office hours:*** Sunday. 13:00 – 16:00 (CEIL Chetma)
- ***Course:*** ESP for Third Year Students (One “90 minutes” course per week at the former CEIL Bloc)

Course Description: this course is designed for third year level students as an introduction to English for Specific Purposes. It tackles the past, present and future of specialised courses and research in ESP. It helps students build a solid ground on ESP, its emergence, development and current status. Additionally, it provides vital details on designing specialised courses and following a coherent set of steps to fulfil specialised learners of English in the most efficient and least time and energy-consuming manner.

Prerequisite Knowledge: to attend this course, students must show adequate linguistic proficiency in both receptive and productive skills. Students must also acquire a standard knowledge of language aspects, linguistics and didactics. Skills related to Information and Communication Technologies are of a great importance and will serve learners’ learning process immensely.

Main Aim of the Course: this course aims mainly at developing students’ ESP course development skills. Starting from needs analysis through data collection to material selection and development. Eventually, the course seeks to help students to:

- *Understand the difference between ESP and EGP courses*
- *Learn about the emergence, development, and importance of ESP*
- *Develop their understanding of the role of ESP teachers as practitioners*
- *Build knowledge as future language teachers on the difference between language learners and ESP learners*
- *Practice needs analysis and data collection and interpretation*
- *Design a tentative course for someone they choose based on his/her professional/academic needs*
- *Differentiate between authentic and non-authentic materials in course design, and learn how to integrate each efficiency*
- *Develop a thorough understanding of teaching specificities in ESP teaching and learning*
- *Draw a clear distinction between assessment and evaluation in ESP*

Course Structure: *during the first semester of the academic year, the course focuses on different notions and concepts related to ESP course design. Learners, in this period, need to develop their knowledge to be able to practice course design following an organised framework. The second semester is dedicated to put learnt knowledge into practice by collecting data from volunteering participants to detect specific needs and use them to design specialized materials. Students share their progress and production anyway they see fits, with encouraging public and oral presentations.*

Course Policies: *Ethical and academic behaviour are highly required and to be respected during the whole academic year. In case of missing classes, the students take full responsibility no matter what the alibi is. Zero tolerance policy on dishonesty, cheating, plagiarism and providing misleading information. Finally, students are allowed to use different electronic devices and other sources of information, only for educational purposes.*

2. Course design

Effective course design begins with understanding who your students are, deciding what you want them to learn; determining how you will measure student learning; and planning activities, assignments and materials that support student learning. For all interactions with students, plan ahead by asking yourself the following questions:

1. Who are the students?
2. What do I want students to be able to do?
3. How will I measure students' abilities?

By asking yourself these questions at the onset of your course design process, you will be able to focus more concretely on learning outcomes, which has proven to increase student learning substantially as opposed to merely shoehorning large quantities of content into a quarters worth of class meetings.

- **Who are the students?**

Before the class begins, find out as much as you can about the students. Consider the level of your course and the type and level of student that typically enrolls in this course. If you are new to teaching the course, you may want to consult with colleagues who have previously taught the course to gather some of this information. It is also helpful to review your class roster before the quarter starts.

- Are your students new to the university? Are they new to the topic of the course or the department?
- What are students' motivations for taking the course?
- What might you expect students to know before the first class? Consider previous courses they may or may not have taken. Are the students' majors in your department or are they fulfilling a distribution credit?
- What range of backgrounds and previous experience is typically represented among students in this class?
- What problems do students typically have with this material at this level?

- **What do I want students to be able to do?**

Once you have considered who the students in your course are, ask yourself what they should be able to do at the end of the course. Try to answer this question as specifically as you can by using terms that emphasize student abilities you can measure or easily recognize. For example, it can be more challenging to measure students' abilities based on what they may know or understand as opposed to measuring their abilities to perform tasks such as identify, differentiate, apply or produce. This process will help you solidify your course goals.

Tools that can help you design course objectives:

- Understanding by Design (Centre for Teaching, Vanderbilt): Describes the Backward Design process as outlined in Understanding By Design by Grant Wiggins and Jay McTighe
- Bloom's Taxonomy of Educational Objectives
- Course Design Tutorial although this tool draws examples from geoscience, its basic principles can be applied to a wide range of fields.

- **How will I measure students' abilities?**

Designing your course around activities that are most likely to lead students towards the goals you have defined will help them acquire and retain skills longer. Some goals can be achieved through listening to lecture or reading assigned texts. Others may require more active experimentation, practice or discussion.

For example, writing, discussions, field work, service learning, problem solving or small group collaboration. No matter what combination of activities you choose always keep in mind how the core activity, as opposed to subject content, will progress students' abilities.

What will provide you with reliable evidence during the course that your students are learning and at the end of the course that they have obtained/mastered the abilities you envisioned at the beginning of the course? This is the part where you choose assignments, activities and other methods of assessment. For example, will

you have weekly quizzes? Objective tests? Original research papers? Presentations? Performances? Group or individual projects? Assessment is an important aspect of student learning. Make sure to think carefully when pairing assessments with learning objectives.

References

Hutchinson, T. & Waters, A. (1987) *English for Specific Purposes. A Learning Centered Approach*. Cambridge University Press.

Nunan, D. (1988) *Syllabus Design*. Oxford University Press.

Yalden, J. (1987) *Principles of Course Design for Language Teaching*. Cambridge University Press.

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LECTURE THREE

Course Contents

- **Course Designers**
- **Syllabus Design Criteria**
- **The Course Rationale**
- **Instructor Information**
- **Course Policies**

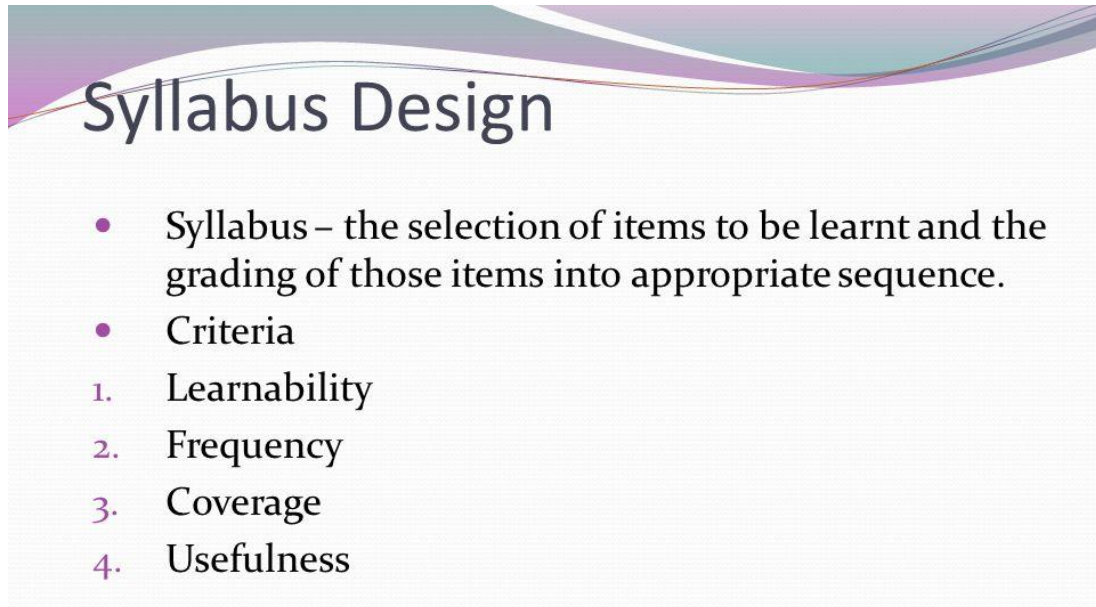
1- Course Designers

Course designers are an essential part of the teaching/learning context and are efficient decision makers as far as education is concerned. It is imperative to recognize the major role played by these course developers and content designers. Syllabus designers are teachers, scientists, evaluators, artists and critical thinkers as this occupation and its duties require all of those skills to be able to design syllabi.

Syllabus designers must:

- Have a sufficient knowledge on linguistics in general and language learning theories and beliefs in particular;
- Develop a solid conceptual understanding to avoid inaccurate elaborations or use of theories and perspectives in the teaching/learning area;
- Retain a firm and honest personality towards their duties especially when it comes to data collection and analysis, as it may affect negatively the course rationale and further outcomes (the syllabus);
- Dedicate appropriate amount of time, energy and financial resources to ensure the feasibility, credibility and originality to their work;
- Consult more experienced designers and share outcomes and personal perspective, most notably in translating language learning beliefs into activities, activities to topics and ensure that those topics are engaging for learners;
- Consider the authenticity of chosen, adopted or adapted materials in addition to the language varieties included within the intended design;

- Take into account the cultural aspect in language learning, since culture must be shown as a concept that balances appropriately gender, different groups of society, racial, ethnic, and socioeconomic issues.



Syllabus Design

- Syllabus – the selection of items to be learnt and the grading of those items into appropriate sequence.
- Criteria
 1. Learnability
 2. Frequency
 3. Coverage
 4. Usefulness

2- Syllabus Design Criteria

The criteria discussed by scholars all over the world in designing syllabi are quite common giving their different views on defining syllabi in the first place. These criteria seem to be labelled differently; however, what is important for novice syllabus designers to know that these criteria are content based/directed since the content is the cornerstone of the whole process and different operations and procedures.

The criteria discussed by a number of scholars like Nunan (1988), Harmer (2001) present a solid ground on which syllabus designers can relate and follow during the process of developing their programs. The following section elaborates a number of the most important criteria:

- **Learnability**

It is crucial to design the learning content and materials according to a certain continuum of difficulty starting by simpler information and reachable objectives. Some structural and lexical aspects of language are easier to learn by students. Thus,

learnability is one of the most important criteria to save learners' motivation and keep a positive attitude towards the course in general. (ex: am/is/are VS 3rd type conditional)

- **Frequency**

Designers must take into account the frequency of occurrence of certain language items. Frequently used and needed items must be favoured and discussed broadly and take a larger amount of time. However, other aspects of language, or less used and needed items must not be ignored, especially if they occur and they are needed to a certain degree within the target situation. (ex: expressions occasionally used by native speakers).

- **Coverage**

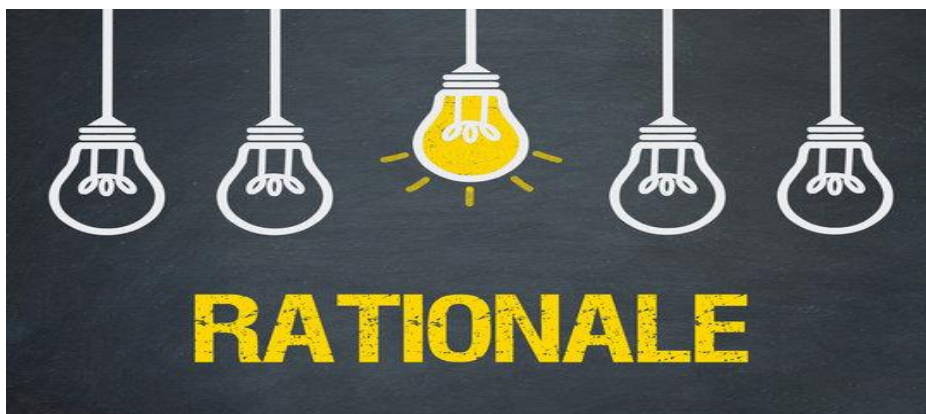
In relation to the previous criterion, some lexical items and structures are widely covered and they take a vaster space in the syllabus. In other words, it is essential to realize that some aspects of language have a larger scope of use; consequently, need recurrent occurrence and focus.

- **Usefulness**

It is insufficient to tackle classroom related vocabulary. Designers must develop the use and adapt everyday situations to improve the usefulness of the content and accordingly widen the scope of linguistic abilities for language learners.

To sum up, these four criteria cover most of what is actually needed by designers to ensure a gradual and efficient teaching experience.

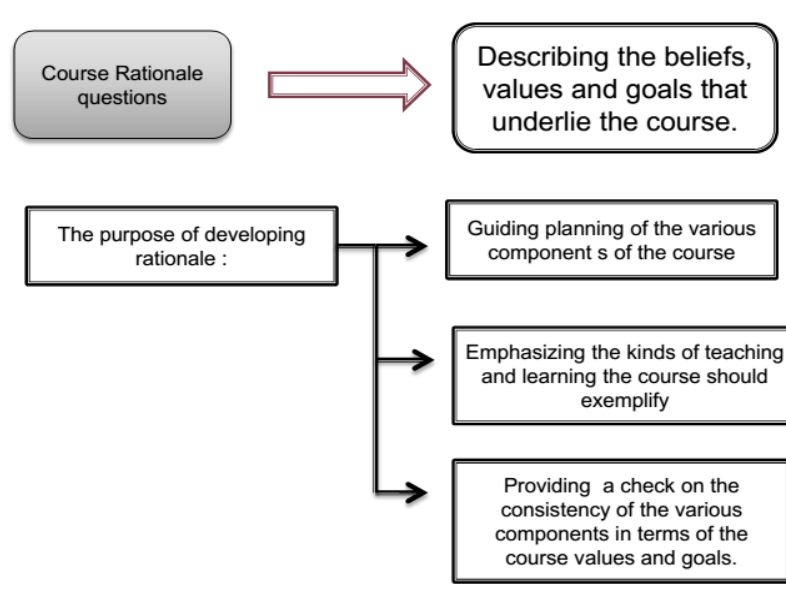
3- The Course Rationale



The course rationale is also defined as the nature and reasons for designing the course. Richards (2001) presents three questions rationale seeks to answer:

- Who is this course for?
- What is the course about?
- What kind of teaching and learning will take place in the course? (p.145)

The course rationale answers and serves these aspects:



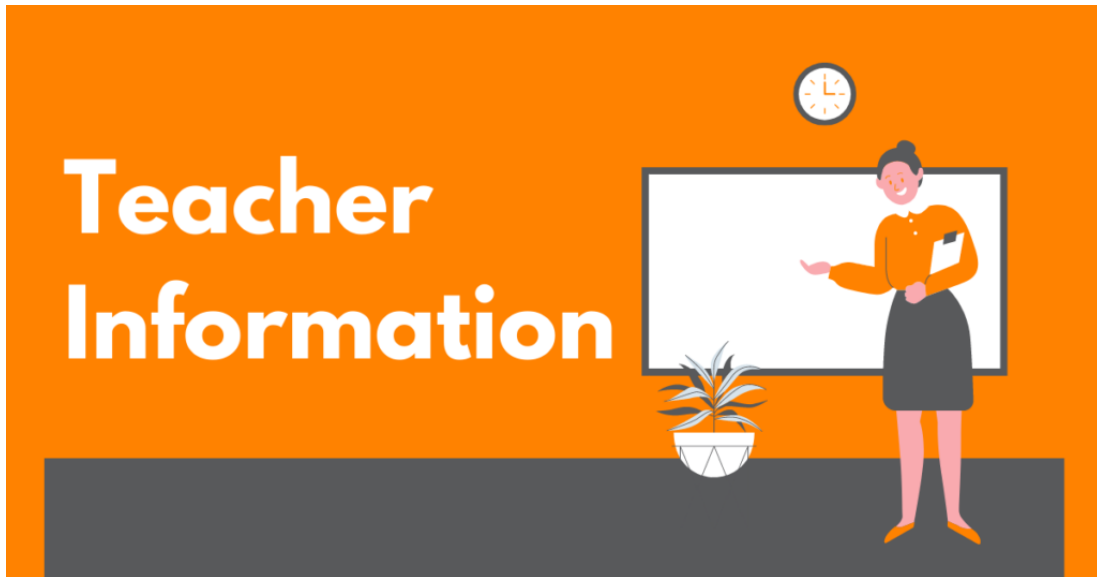
The Course Rationale

The following is an example on how to form the course rationale based on the data gathered from answering the questions above.

The course is designed for working adults who wish to improve their communication skills in English in order to improve their employment prospects. It teaches the basic communication skills needed to communicate in a variety of different work settings. The course seeks to enable participants to recognize their strengths and needs in language learning and to give them the confidence to use English more effectively to achieve their own goals. It also seeks to develop the participants' skills in independent learning outside of the classroom. (Richards, 2001, p. 146)

To sum up, course rationale must be developed through taking into consideration the course's goals, the exemplification of the type of teaching and learning, teachers and learners roles in the course and the reflection of course's beliefs and principles.

4- Instructor Information



In the form of a card or within the first page(s) of the document (syllabus), the designer/teacher must provide his/her contact information to make it easier for students to reach and contact their teacher for any inquiries. There are different elements the teacher can add to this part of syllabus design, either a number of simple information like name, rank, office location/hours, email address, phone number and meeting times; or extra information such as links to his website, blog, and social media accounts in addition to favoured texts.

5- Course Policies



The course policies are usually a verbal contract

Course policies are simply a set of rules on which the teacher and learners agree upon to keep a smooth and a successful teaching/learning process. The teacher presents course policies in a written document and discusses them with learners while they present their inquiries if there were any and comply with these rules. The following is a list of questions that discuss main elements in course policy:

Attendance and submission policies

- Do you have attendance policies? If so, what are they?
- How do you handle late submissions or missed assignments, tests, exams, and papers?
- How do you handle technical devices? Do you have a cell phone or laptop policy?

Assignments



- What assignments (papers, problem sets, projects) and learning experiences (discussions, labs, field trips, collaborative activities) will give students the opportunity to master the information and ideas of the course, to make the material their own, as well as practice key skills?

Evaluation and Grading Criteria for Student Work and Class Participation

- What should students be able to do to demonstrate that they have met these key learning goals?
- How do assignments count?
- How will students be evaluated?
- How do you expect students to participate? Are there multiple options for effective participation?
- What are your criteria for good participation?
- Will you grade participation?
- What are the grading criteria or rubrics for written work, group work, class participation, presentations, or projects?
- How will overall course grades be calculated?

Another example is that of Carnegie Mellon University (find at the teaching section on their website cmu.com) on which they provide elaborated documents on

every element set on their course policy. The following are the main elements they focus on:

Course Expectations

- [Attendance and Participation Policy ex. 1](#) (.doc)
- [Participation in Class Discussions](#) (.doc)
- [Attendance and Participation Policy ex. 2](#) (.doc)
 - [General Course Expectations](#) (.doc)
 - [Use of Mobile Devices](#) (.docx)
 - [Students' Recording of Classes](#) (.docx)

Supporting Student Learning

- [A Model of Study Tips](#) (.doc)
- [How to Get Course Help](#) (.doc)

Academic Integrity

- [Zero Tolerance of Cheating and Plagiarism](#) (.doc)
- [Acceptable and Unacceptable Collaboration](#) (.doc)
- [Departmental Policy on Academic Integrity](#) (.doc)
 - [Guidelines for Use of Turnitin](#) (.pdf)
- [University Policy and Procedures for Cheating and Plagiarism](#)
 - [Ethics for Taking an Exam Late](#) (.doc)

(press “ctrl” and click so to be taken directly to the document online)

The following is an example of course policies concerning the use of mobiles and laptops during class.

Carnegie Mellon University

Use of Mobile Devices, Laptops, etc. During Class

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class.

For this reason, I [insert the language that aligns with your sentiments]

- Ask you to turn off your mobile devices and close your laptops during class.
- Allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

There are other variations based on your tolerance of such devices; the key is simply to communicate clearly to students what your expectations are.

The designer/teacher must present his/her intentions as clearly as possible to avoid any type of disruption or discomfort during the class.

References:

Richards, J.C (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Longman.

Nunan, D. (1988) *Syllabus Design*. Oxford University Press.

<https://www.slideshare.net/ffffunes/syllabuses-and-coursebooks>

<http://education.indiana.edu/faculty/instructor-resources/syllabus.html>

<http://www.cmu.edu/teaching/designteach/design/syllabus/samples-policiesexpectations/>

<https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus/course-policies-and-expectations> (Retrieved:

October 6th, 2017)

THEME TWO

Planning for Syllabus Design Process

- **Needs Analysis**
- **Analysis of Educational Aims**
- **Setting Syllabus Objectives**

LECTURE ONE

Course Contents

- **Needs Analysis**
- **The Purpose of Needs Analysis**
- **Different Needs Classes**

1- Needs Analysis

For any instructor, analysing learners' needs seems like a logical step in order to prepare a course or design a certain teaching material. However, such a step takes a significant importance and puts a load of responsibility on the instructor or the designer because of its noteworthy effect on the course outcomes; in other words, developing learners' language skills, fulfilling course's objectives, and meeting the target situation's requirements.

The following are different definitions of needs analysis: "... a family of procedures for gathering information about learners and about communication tasks" Nunan (1988, p. 75)

Also,

... systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation.

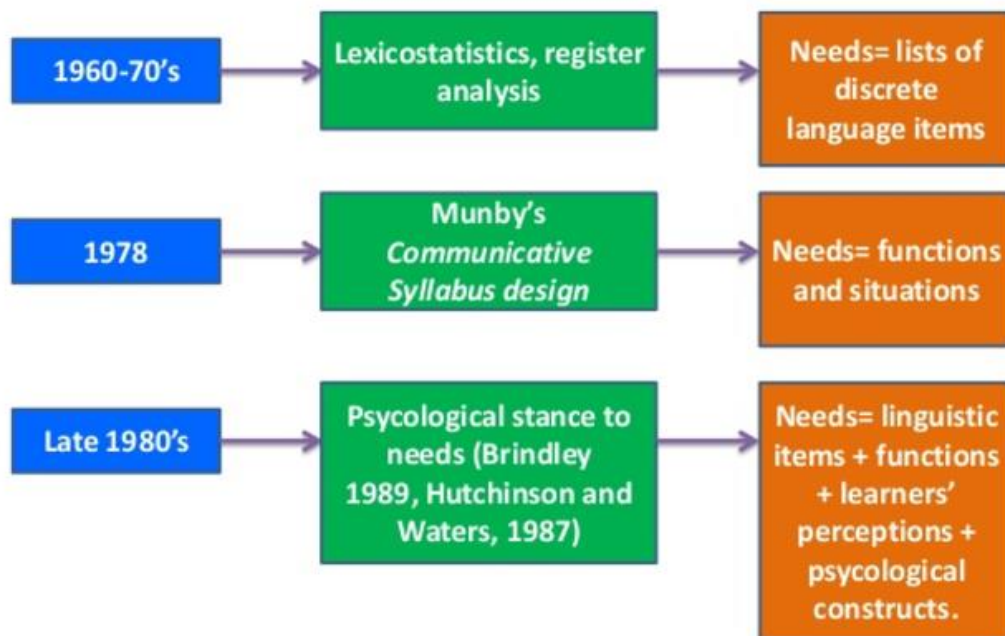
Brown (1995, p. 36)

And, a more precise definition is:

Procedures used to collect information about learners' needs.

Richards (2001, p. 51)

To sum up, Mayora (2013) puts a diagram in which he elaborates in a presentation on the history of needs analysis, the chronological development of needs analysis' definition and nature as follows:



Development of Needs Analysis as a Notion

In this diagram, we can notice the development of the notion of needs analysis and the outcomes of this process (needs) from purely linguistic items to covering all learners' linguistic, situational and psychological needs. What is worth mentioning as well is that needs analysis was introduced as a concept and a critical procedure in language teaching through ESP. In the 1960s, during the period characterized by the high demand of specialized language programs, applied linguists started implying these procedures in language teaching until the 1980s in which this phenomenon was already widespread all over the world.

2- The Purpose of Needs Analysis

As stated within the last paragraph, the emergence of needs analysis was due to the high demand of courses for specialized language. However, needs analysis in language teaching in general serves particular purposes, according to Richards (2001) he states the following:

- To find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university student;
- To help determine if an existing course adequately addresses the needs of potential students;
- To determine which students from a group are most in need of a training in particular language skill;
- To identify a change of direction that people in a reference group feel is important;
- To identify a gap between what students are able to do and what they need to be able to do;
- To collect information about a particular problem learners are experiencing.

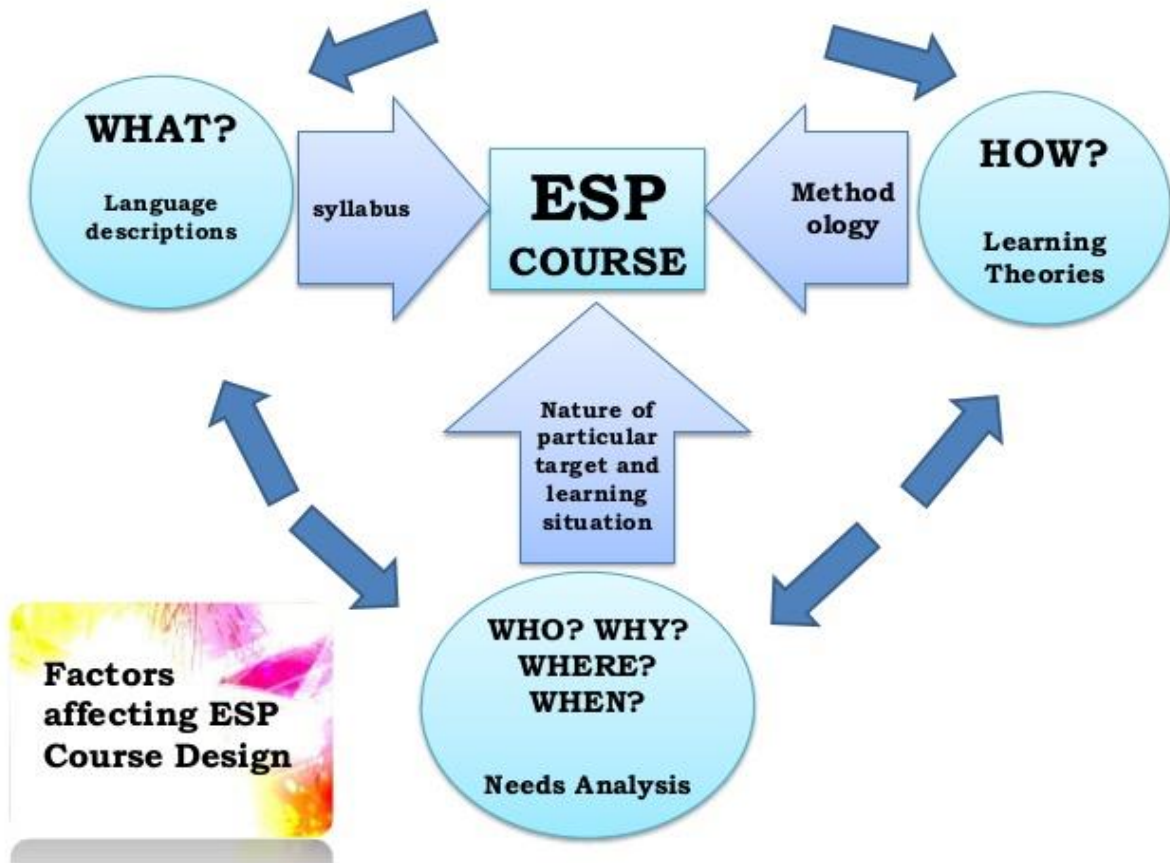
As a result, needs analysis as a set of procedures, takes into account more than setting the characteristics for materials design. In the following section, we will discuss the nature of these needs, their categorisation, and more importantly their occurrence and types in an EFL context.

- **Needs Analysis in ESP Course Design**

The General Process

The purpose of needs analysis is to design suitable materials and set up the teaching/learning environment to form an efficient educational experience and

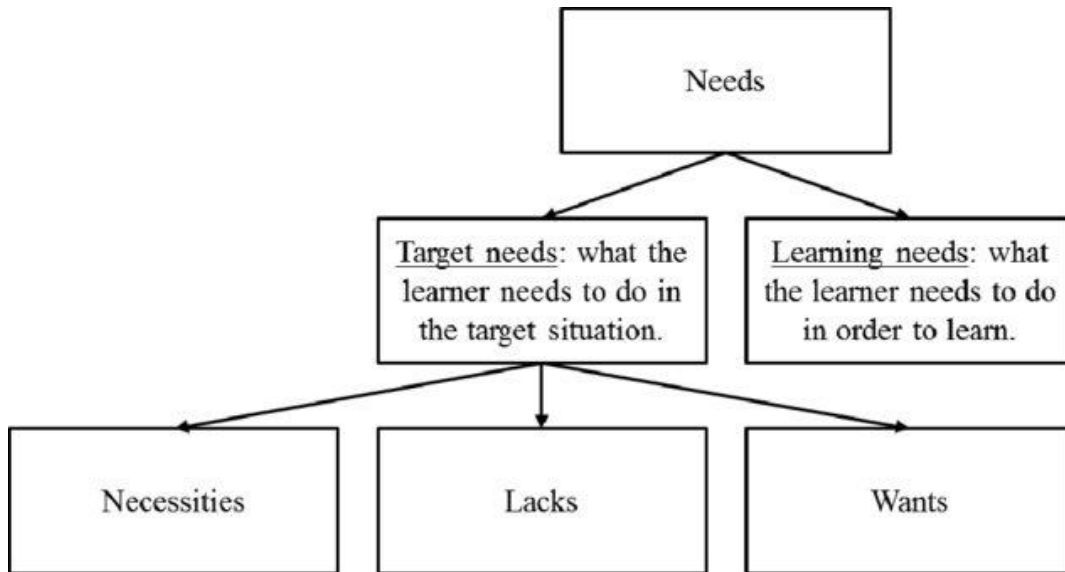
eventually a better linguistic performance in the workplace. The following figure shows different factors affecting ESP course design.



Factors Affecting ESP Course Design

In ESP course design, needs analysis is the process of collecting and analysing data from different stakeholders to design suitable courses. It is the first and most important stage in designing specialized courses. It starts with collecting data using different tools and from different sources of information. Then, with the analysis of these data, the designer will begin to shape a preliminary set of needs to focus on during selecting materials and assessing language.

It is important to note that different methods can be adopted to analyse learners' needs; however, every method relies on the same notions and very similar procedures. The following figure elaborates a general idea on types of needs designers and teachers pay attention to during needs identification and analysis.



Types of needs

Activity: Elaborate the difference between target and learning needs.

- **Main Questions to Ask to Collect Data for Needs Analysis**

There are questions that are highly required for eliciting specific types of data, most importantly from learners. The following list of questions is subject to modification as designers have the freedom to use this list to design more questions depending on the information they seek to acquire.

Questions for the Target Situation Analysis Framework

- Why is the language needed?
- How will the language be used?
- What will the content areas be?
- Who will the learners use the language with?
- Where will the language be used?
- When will the language be used?

Questions for the Learning Needs Analysis

- Why are the learners taking the course?
- How do the learners learn?
- What resources are available?
- Who are the learners?

- Where will the ESP course take place?
- When will the ESP course take place?

During the design of questions for needs analysis, teachers must pay attention to these lists and it is highly recommended to follow these frameworks to a certain degree. However, designers are allowed and in some cases required to be more creative and design more questions given the complexity of the situation or the absence of data and data providers (stakeholders).

A sample questionnaire to be discussed

ESP Needs Analysis for Engineering Students: A Learner Centered Approach
(Hossain, 2013)

Questionnaire

This questionnaire is part of an academic research. Your cooperation will aid the research.
The researcher promises to maintain strict confidentiality of your information.

Please put a tick on the correct options & write information if required.

1. Please provide the following information:

| | | | | |
|--|---------|--------|-----------|-----------|
| a) Your age: | 18-21 | 22-25 | 26-29 | 30+ |
| b) Your sex: | Male | Female | | |
| c) Level of proficiency in English: | Average | Good | Very good | Excellent |
| d) Any other language known: | | | | |
| e) Level of proficiency in third language: | Average | Good | Very good | Excellent |
2. For what immediate purposes do you need to learn Business/Advance English Communication?

| | | | | | |
|--------------|----------|-----------------|--------|----------------|-------|
| Study abroad | Research | Social purposes | Travel | Profession/Job | Study |
| | Other | | | | |
3. How will the language be used?

| | | | |
|-------------|-----------|--------------|-------------------------|
| a) Medium: | Speaking | Writing | Other skills |
| b) Channel: | Telephone | Face to face | Business correspondence |
4. What will the content areas be?

| | | | | |
|--------------|-------------|--------------|------------|--------|
| a) Subjects: | Engineering | Commerce | Others | |
| b) Level: | Technician | Field worker | Management | Others |
5. Where will the language be used?

| | | | | |
|------------------------|--------------|----------|---------------------------|----------|
| a) Physical setting: | Office | Hotel | Field | Workshop |
| b) Human context: | Alone | Meetings | Demonstrations over phone | |
| c) Linguistic context: | Home country | Abroad | | |
6. When and how will the language be used?

| | | | | |
|----------------------|----------------------------------|------------|--------------|--------|
| a) Time: | Concurrently with the ESP course | | Subsequently | |
| b) Frequency of use: | Always | Very often | Moderately | Little |
| | Rarely | | | |

10. Do you have any background in Business Communication?
 - a) Do not have any idea
 - b) Yes
 - c) No
11. Which key job skills do you lack?
 - a) Job application and resume writing
 - b) Job interview
 - c) Presentation in a meeting
 - d) Business correspondence writing
12. What are your past language learning experiences?
 - Average
 - Good
 - Very good
 - Excellent
13. Why are you doing Business/Advance English Communication course?
 - a) To develop professional communication in writing and speaking
 - b) To develop skill in writing business correspondence
 - c) To develop job interview skill
 - d) To develop presentation skill
14. How do you want the instructional materials to be delivered?
 - a) Have no idea
 - b) Traditionally face-to-face
 - c) On-line and multimedia based
 - d) Not only face to face, but also using Internet and multimedia presentations with sound system
15. What type of classroom do you want Business/ Advance English Communication course to be held in?
 - a) Classroom with white-board and OHP
 - b) Multimedia facilitated with sound system
 - c) Internet and multimedia facilitated with sound system
 - d) Internet and multimedia facilitated with sound system and decorated with posters and maps with speaking and writing tips, phrases and idioms, puzzles, vocabulary learning tips, etc.
16. What do you think of the nature of attendance in the course?
 - a) Attendance should be optional
 - b) Attendance should be mandatory
 - c) Attendance should be mandatory and a part of course evaluation
 - d) Have no idea
17. When do you think you should enroll in this course?
 - a) In 2nd –4th semester
 - b) In 5th --7th semester
 - c) In 8th – 10th semester
 - d) Last semester
18. What types of materials do you think the course should include?
 - a) Textbooks, instruction/equipment manuals, CDs, DVDs, videotapes, and other materials used in content courses or to train people for a job
 - b) Materials used on a job, such as work forms, charts and samples of relevant course assignments and student papers
 - c) Materials from websites like business letters, dialogues, instructions, telephone conversations, pod-casts, vodcasts, etc.
 - d) Combination of all of these.

19. Are the classroom resources (i.e. white-board, multimedia projector, OHP, etc.) sufficient?
- a) Yes b) No c) Have no idea.
20. When do you want the course classes to be held?
- a) In the early hours of the morning or evening
b) In the middle hours of the morning or evening
c) In the late hours of the morning or evening
d) Any time.

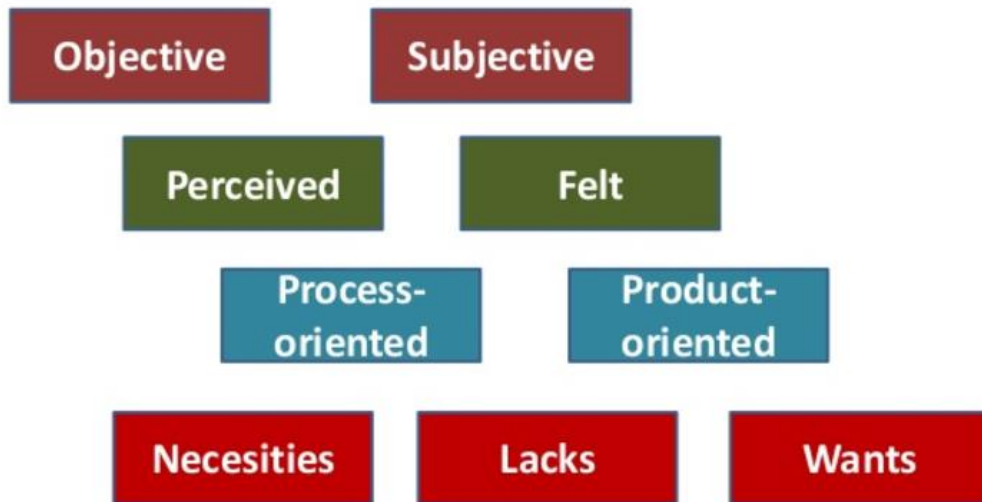
Activity: Pick questions from this example and link them to the questions you studied within the framework as examples.

Other methods of data collection, i.e. data collection tools/instruments are interviews and observation. The former allows for more detailed information given the open questions it consists of; and the latter allows for more first-hand information where the respondents might be unable or unwilling to share a piece of information.

Activity: link the data collection methods to types of respondents then share your perspective on which tools are best used with each types of respondent.

3- Different Needs Classes

Scholars and designers differ in classifying needs according to the purpose or purposes of needs analysis. The following is a diagram that classifies the process's outcomes:



Needs Analysis: Process Outcomes

This diagram clarifies the idea of needs analysis outcomes between objective and subjective. The first relies on teachers' perspectives on learners needs on which they rely to design specific materials and opt for precise teaching methods and techniques to meet the learners' and the programs' expectations (objectives). On the other hand, the data gathered and analysed might be subjective; in other words, what learners want and feel they need.

Here, the designer takes into account learners' knowledge that might help accurately design the course since they may have an idea about their lacks in addition to the match between their wants and the target situation linguistic requirements. The latter occurs mostly in ESP course design, since learners may know more about the target situation. However, in TEFL, and most notably, in middle and secondary schools, learners might not be consulted because of their little and inaccurate expectations of the course's objectives and main educational aims.

LECTURE TWO

Course Contents

- **Needs Analysis Processes**
- **Making Basic Decisions**
- **Gathering Information**
- **Instruments and Procedures**

4- Needs Analysis Processes

This section is dedicated mainly to discuss different processes and parties involved in needs analysis. For this matter, we will be opting for Brown (1995) model, as it is clear and closer to ELT rather than ESP.

Brown (1995) states the following as the basic procedures for needs analysis:

- Making basic decisions
- Gathering information
- Using the gathered information

Now we will illustrate each step using diagrams for more clarification.

A- Making Basic Decisions

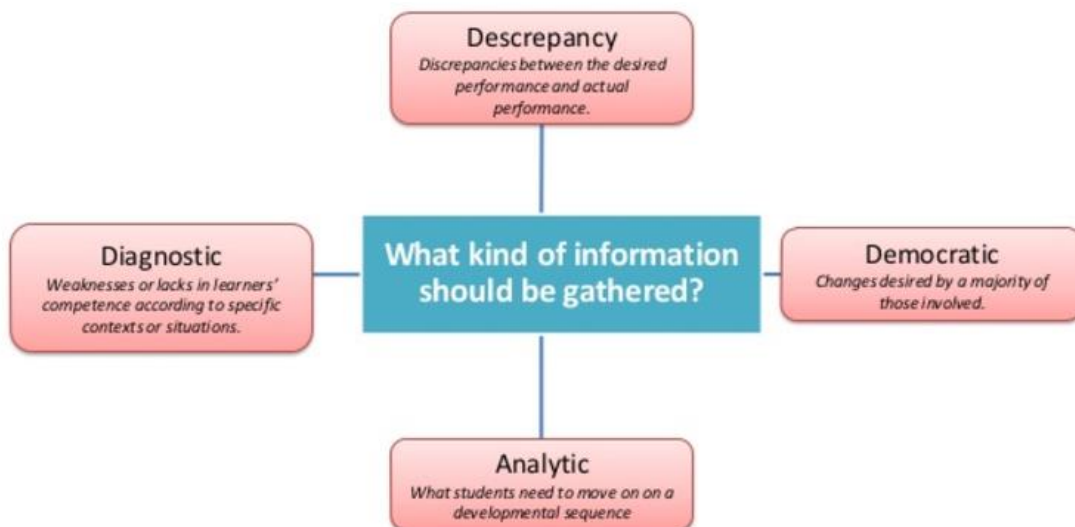


- **Who Will Be Involved?**



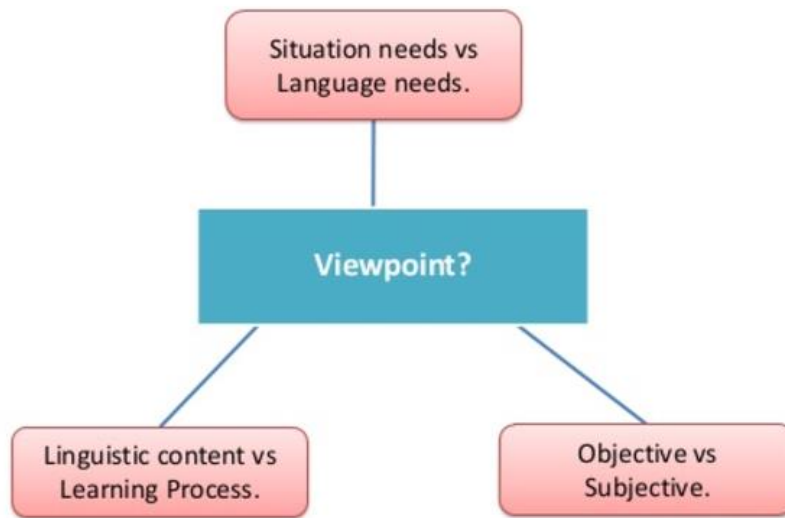
Brown (1995, p. 37)

- **What Type of Information Should Be Gathered?**



Brown (1995, p. 38-39)

- **Which Viewpoint should be Taken?**



Brown (1995, p. 38-39)

These steps, as stated earlier are more towards TEFL; however, and for further reading, you can check Dudley-Evans & St John (1998) and their model, which lays mostly towards an ESP situation.

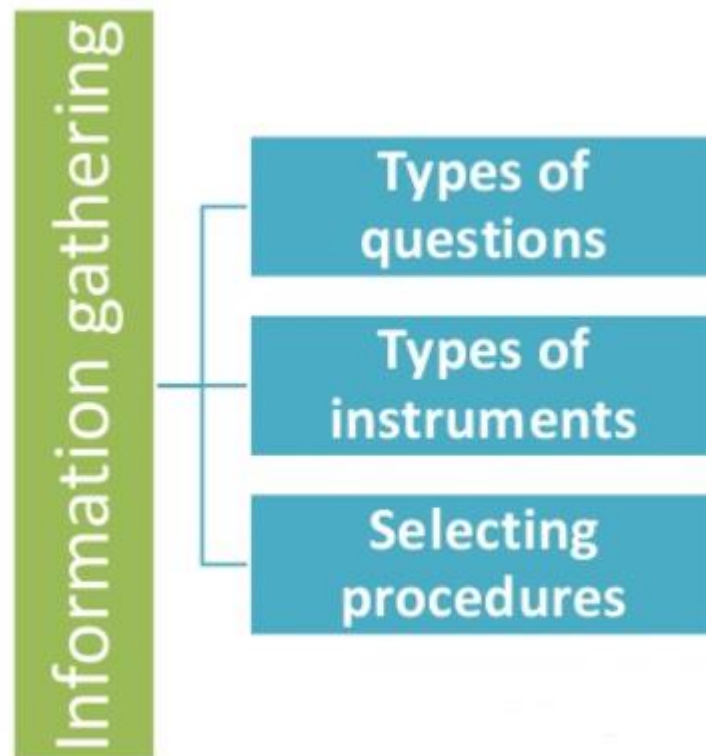
LECTURE THREE

Course Contents

- **Gathering Information**
- **Instruments and Procedures**

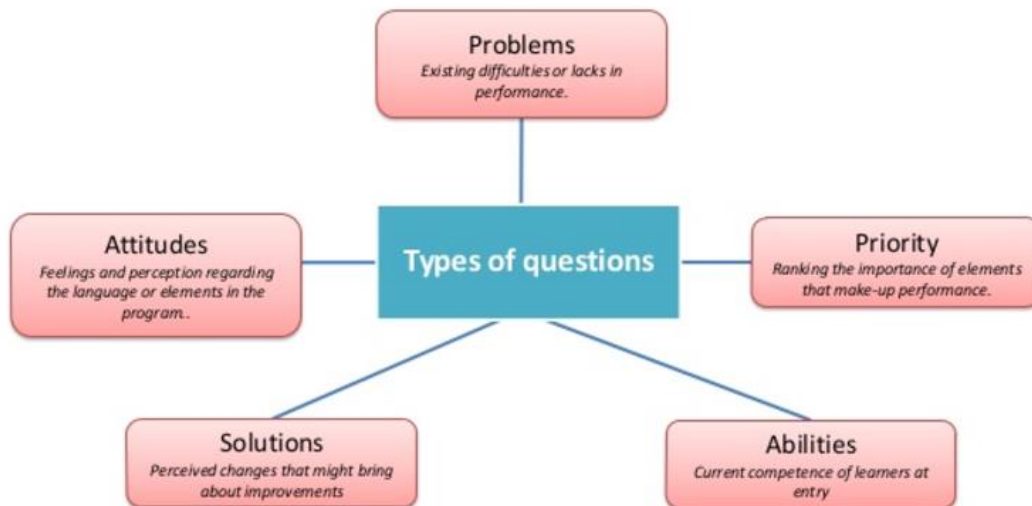
B- Gathering Information

Information and sources are not gathered and used arbitrarily, needs analysis is a very organised set of procedures and every single procedure must be carefully conducted. The following are the necessary information for this step of the process according to Brown (1995):



(Brown, 1995, p. 43-52)

- **Types of Questions**



Brown (1995, p. 43-45)

- Sources of Information

According to Dudley-Evans and St John (1998), sources of information during the needs analysis procedure are as follows:

- Learners
- People working/studying in the field
- Ex-Students
- Documents in the field
- Stakeholders (clients, employers)
- ESP research.

On the other hand, Brown (1995) considers the following elements as sources of information in needs analysis:

- Learners
- Teachers, administrators, and native speakers in the target context
- Documents in the field
- Content teachers
- ESP research (literature)
- Existing information (records).

C- Instruments and Procedures

It is essential for researchers and designers to rely on organised instruments that help them categorise the information stated on the last section and ensure the feasibility and validity of their questions and the outcomes that come after. Here is a list of data gathering tools, which the designer can rely on:

- Questionnaire
- Discourse analysis
- Discussion
- Structured interview
- Observations
- Assessments.

Dudley-Evans and St John (1998)

Another list provided by Brown (1995):

- Tests
- Observations
- Interviews
- Meetings
- Questionnaires

Please check this link: <http://www.myenglishlanguage.com/teacher-resources/needs-analysis/>

References:

Brown, J.D. (1995). *The Elements of Language Curriculum: a systematic approach to program development*. Heinle & Heinle Publishers.

Dudley-Evans, T. & St. John, M.J. (1998). *Developments in English for Specific Purposes: a multidisciplinary approach*. Cambridge. Cambridge University Press.

Nunan, D. (1998). *Syllabus Design*. Oxford. Oxford University Press.

Richards, J.C (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

LECTURE FOUR

Setting Syllabus Objectives

Course contents

- **Course Goals and Syllabus Objectives**
- **Goals**
- **Goal Purpose and Characteristics**
- **Instructional Objectives**
- **Between Goals and Objectives**
- **Components of Instructional Objectives**
- **Brown's Main Elements for Clear Objectives**
- **Key-Points in Objective Writing**
- **From Needs to Objectives**
- **Criticising Objectives**
- **Advantages**
- **Process and Product Objectives**

1. Setting Syllabus Objectives

- **Course Goals and Syllabus Objectives**
- **Goals**
 - ... general statements concerning desirable and obtainable program purposes and aims based on perceived language and situation needs. **(Brown, 1995, p. 71)**

... broad statements that provide general signposts for course development.
(Nunan & Lamb, 2001, p. 39)

- **Goal Purpose and Characteristics**
 - ✓ Are general statements of the program's purposes;
 - ✓ Focus on what the program hopes to accomplish in the future ... what the students should be able to do when they leave the program;
 - ✓ Serve as one basis for developing more precise and observable objectives;
 - ✓ Should never be viewed as permanent. **(Brown, 1995, p. 71-72)**

- **Instructional Objectives**

Specific statements that describe the particular knowledge, behaviours, and/or skills that the learner will be expected to know or perform at the end of a course or program. (**Brown, 1995, p. 73**)

Specifications of “what the learners should be able to do as a results of instruction” (**Nunan & Lamb, 2001, p. 41**)



Between Goals and Objectives

- **Components of Instructional Objectives**

The designer/instructor relies on a number of components to form adequate instructional objectives. These components help the instructor clarify and design understandable and reachable objectives. The components are:

- Performance
- Condition
- Criterion

The following example taken from Nunan & Lamb (2001, p. 41) elaborates the three components:

Working in pairs, learners will provide enough information for their partner to draw a three generation family tree.

Q: Spot the three components in the above example.

- **Brown’s Main Elements for Clear Objectives**

Brown (1995) states five main elements for valid and sound objectives:

- Subject (who?)
- Performance (What?)
- Condition (Where? How much time? What resources?)
- Measure (How?)
- Criterion (How well?)

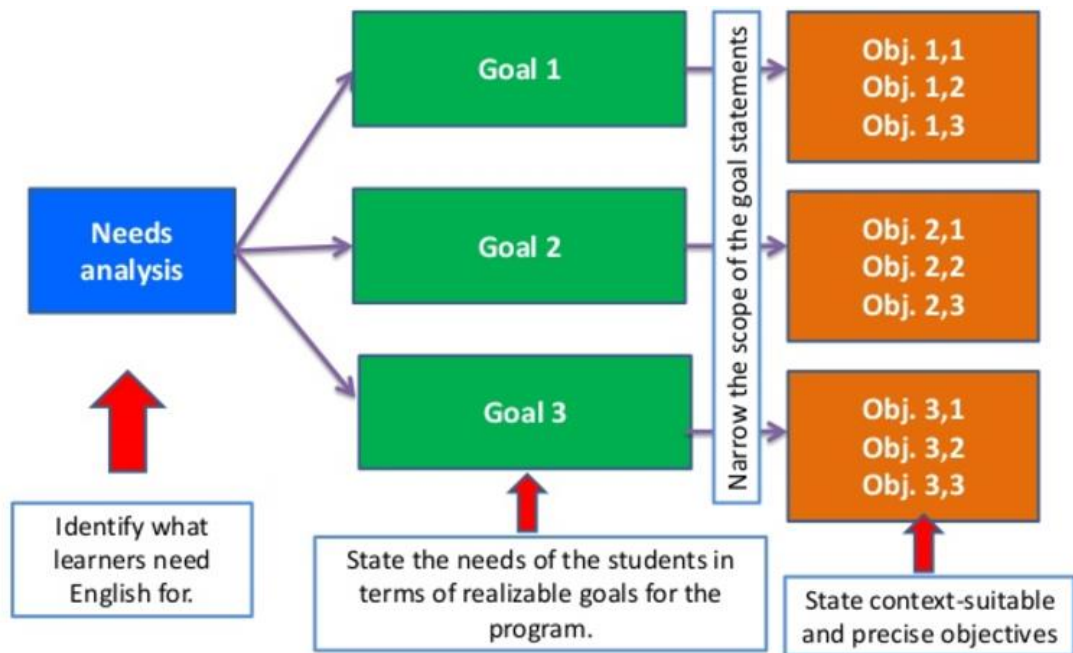
- **Key-Points in Objective Writing**

- Variability in specificity
- Flexibility (they are not permanent)
- Consensus-based in nature
- Program specificity
- Teacher-friendliness

In relation to writing objectives, the designer relies on different sources of ideas, not only to design objectives but also to select and adapt the content itself. Some of these sources, which are labelled as “sources of ideas” are: other language programs, the literature, and taxonomies.

- **From Needs to Objectives**

The following diagram is designed based on different sources (Brown, 1995; Nunan, 1998, Nunan & Lamb, 2001); it helps novice designers to revise collected knowledge on the subject matter into one simple source of input.



From Needs to Objectives

- **Criticising Objectives**

Brown (1995) collects different views to provide criticisms discussed for setting instructional objectives:

- Association with behavioural psychology;
- Issues with quantifiability;
- Trivialisation of instruction (no originality);
- Limitations in teacher's freedom;
- Inadequacy for expression of language learning.

- **Advantages**

Brown (1995) believes that objectives help the teacher to:

- Convert the perceived needs into teaching points;
- Clarify and organise those teaching points;
- Think through skills and sub-skills underlying instructional points;
- Decide what they want students to be able to do;
- Decide the level of specificity for teaching activities;

- Construct valid and reliable assessment tools;
- Adopt, adapt and develop teaching materials;
- Develop professionally;
- Evaluate students' progress and program effectiveness;
- Be part of the collective process of curriculum development.

Activity (homework): As alternatives to objectives, scholars propose competencies and standards. Elaborate.

In-class Activity:

The following are different statements of objectives taken from several language programs. First, state if the example refers to a goal or an objective. Second, if the statement is an objective, identify the main elements discussed by Brown in this course (subject, performance, condition, measure and criterion). Finally, are these statements conceived as performance objectives, competency or a standard descriptor?

A

At the end of the program, students should be able to:

1. Describe, narrate, and ask/answer questions in the foreign language in the present time about a variety of topics related to family, daily activities, eating, and traveling.

From <http://www.frenchanditalian.pitt.edu/undergrad/about/course-objective-prereqs.php>

B

At the end of Stage 1 all students should be able to make progress in achieving the following outcomes, using select words, phrases and expressions in strings of sentences and simple paragraphs.

1. Interpersonal Objectives: Interacting with others in order to, e.g.,

- ask and answer questions
- express likes and dislikes
- exchange opinions
- talk about people, places, experiences, and events
- make simple requests

From <http://www.frenchanditalian.pitt.edu/undergrad/about/course-objective-prereqs.php>

C

Interpretive Abilities

| I can... |
|---|
| identify ideas and details in oral interactions between speakers (of the type that I myself can carry out) |
| follow and restate shifting topics in a conversation |
| analyze and reflect upon the meaning of extended texts such as academic lectures, and documentary and feature films |
| comprehend academic presentations on a variety of topics by speakers from a variety of regions |
| analyze arguments conveyed in oral presentations |
| take notes on oral and written texts (e.g., articles, presentations, news reports) |

From http://spanlang.stanford.edu/second_year/interpretive12.html

D

- ...every IUS student will be able to fully cope with the faculty programs. Students not only attain a high level of English Language proficiency at ELS, but also gain various study skills essential for successful participation in the academic activities of their faculties.

From <http://www.ius.edu.ba/Default.aspx?PageContentID=24&tabid=70>

E

The language program is designed to help students achieve the following learning objectives :

1. engage in interactions with speakers of the target language for a variety of purposes and in a variety of contexts, using socially and culturally appropriate forms for participating in conversations, establishing relationships with others, providing and obtaining information, expressing feelings and emotions, and expressing opinions.

From the University of Pittsburg website

- **Process and Product Objectives**

According to Nunan (1998, p. 69-70) the distinction between process oriented (pedagogic) and product oriented (real-world) objectives is not well observed by curriculum developers and syllabus designers. *A pedagogic objective...*

... is one which describes a task which the learner might be required to carry out inside the classroom.

The following is an example of a *pedagogic objective*:

The learner will listen to a conversation between a shopper and a shop assistant and will identify which of three shopping lists belong to the shopper in question.

However, *a real-world objective*

... describes a task which learners might wish to carry out outside the classroom

The following is an example of *a real-world objective*:

In a shop, supermarket, or department store, learners will ask for the price of a given item or items. Questions will be comprehensible to shop assistant who are unused to dealing with non-native speakers.

Q: what is the difference between these two objectives? Also, rewrite the real world objective as a pedagogic objective.

Summary

Thus, product objectives are those which describe what learners will be able to do as a result of instruction.

While process objectives are those which describe activities designed to develop the skills needed to carry out the product objectives.

Nunan (1998, p. 70)

References:

Brown, J.D. (1995). *The Elements of Language Curriculum: a systematic approach to program development*. Heinle & Heinle Publishers.

Nunan, D. (1998). *Syllabus Design*. Oxford. Oxford University Press.

<https://fr.slideshare.net/camayora/goals-and-objectives-16327612> (Retrieved on October, 20th, 2017)

**Appendix A: Different Levels of Proficiency in Fluency as a Holistic Descriptor
by the ICAO (Level 3, 4, 5, and 6)**

| | | | |
|---|---|--|---|
| <p>Pre-operational 3: Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.</p> | <p>Operational 4: Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.</p> | <p>Extended 5: Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.</p> | <p>Expert 6: Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.</p> |
| <p>The slowness of speech flow at this level is such that communication lacks concision and efficiency. Long silent pauses frequently interrupt the speech flow. Speakers at this level will fail to obtain the professional confidence of their interlocutors.</p> | <p>Speech rate at this level may be slowed by the requirements of language processing, but remains fairly constant and does not negatively affect the speaker's involvement in communication. The speaker has the possibility of speaking a little faster than the ICAO recommended rate of 100 words per minute if the situation requires (Annex 10, Volume II, 5.2.1.5.3 b)).</p> | <p>Rate of speech and organization of discourse at this level approach natural fluency. Under appropriate circumstances, rates significantly higher than the ICAO recommended rate of 100 words per minute can be achieved without negatively affecting intelligibility.</p> | <p>Fluency at this level is native-like or near native-like. It is notably characterized by a high degree of flexibility in producing language and in adapting the speech rate to the context of communication and the purposes of the speaker.</p> |

THEME THREE

Content Selection and Organization

- **General Course Info**
- **Course Planning**
- **Entry and Exit Levels**
- **Course Content Selection and Design**
- **Scope and Sequences**
- **Learning Resources**
- **Course Calendar**
- **Grading and Evaluation**

LECTURE ONE

Course Contents

- **General Course Info**
- **Course Planning**
- **Entry and Exit Levels**
- **Course Content Selection and Design**
- **Scope and Sequences**

1. General Course Info

The course's general information refers to the set of main pillars on which the syllabus is based on. It is imperative for syllabus designers to make sure that this number of information is put into display for the learners. The following are the main elements the general course info consists of; however, it depends on the designer him/herself to categorise, label, organise and display the way he/she sees suits best.

- Table of Contents
- Kind of Instruction, Learning and Interaction
- Instructor Information
- Letter for the Students
- Purpose of the Course
- Course Description
- Course and Unit(s) Objectives
- Resources (Instructional Technologies)
- Course Calendar (Sequencing Content, Due-dates)

- Course Requirements (Assignments and Tests Reflecting Course Objectives) (Communicative, research, Writing, Conflict resolution, Literacy Skills)
- Evaluation (Types)
- Grading Procedures (Final Grading, Feedback Types “self-assessment, peer review”)
- How to Use the Syllabus?
- How to Study for the Course (How to be most successful in this course) (Online Quiz Generators, Guest speakers, Lecture Notes)
- Content Information
- Learning Tools
- **Course Planning**

In order to develop a course or a set of instructional materials, the course designer involves a set of levels that characterise the process and organise every step of the whole procedure in order to reach the course objectives.

2. Entry and Exit Levels

Before describing the entry and exit level to a given language programme, it is compulsory to take into account setting a course rational (see lecture one).

Entry and exit level refers to the language levels the course begins at and ends with. The needs analysis process gives an approximate level from which the designer sets the entry level for the programme. On the other hand, the exit level refers to the proficiency level the learners are expected to reach at the end of the course.

Richards (2001) believes that “language programs and commercial materials typically distinguish between *elementary, intermediate and advanced* levels, but these categories are too broad for the kind of detailed planning that program and materials development involves” (P. 146)

The needs analysis process may not provide accurate information to decide the entry level; however, international proficiency tests such as the TOEFL and IELTS or even specifically designed tests can be more accurate to decide the entry level for the language programme and modify the course aims and narrower objectives if they were too low or too high to reach.

Using proficiency scales has been used worldwide in order to ensure a more accurate entry level for designed syllabi. Richards (2001) elaborates the process as an approach used in language learning programs by identifying several levels of performance and proficiency in the form of a proficiency scale or band levels (p. 147). This helps the teacher and the learner to realise what this learner must be able to do at different stages of the language programme.

To help designers and teachers, there are different proficiency scales, which language professionals in general can use as guidelines to set a coherent, and a systematic path the learner follows to reach the proficiency level they require. The ASLPR (The Australian Second Language Proficiency Ratings) and the American Council on Teaching of Foreign Language (1982) are two examples of the several rating scales that foreign language programmes rely on in order to gradually design the course's content. The first “defines levels of second language proficiency as nine (potentially 12) points along the path from zero to native like proficiency. The definitions provide detailed descriptions of language behaviour in all four macro skills and allow the syllabus developer to perceive a course at any level fits into the total pattern of proficiency development” (Ingram, 1982, p. 66). The second is described as “a series of description of proficiency levels of speaking, listening, reading, writing, and culture in a foreign language. These guidelines represent a graduated sequence of steps that can be used to structure a foreign language program” (Liskin-Gasparro, 1984, p. 11).

3. Course Content Selection and Design

Selecting or designing course content is considered as the most challenging and demanding step in syllabus design. The designer has to draw a link between the specific set of learners' needs and cover a given set of objectives in order to have a solid base for the selected content. Richards (2001) believes that the planner's decisions reflect his/her “assumptions about the nature of language, language use, and language learning; what the most essential elements or units of language are, and how can these be organised as an essential basis for second language learning” (p. 148).

Richards gives the following examples elaborating the nature of the course and the tackled skills: he believes that a writing course can be planned around these items:

- Grammar (using the present tense in descriptions)
- Functions (describing likes and dislikes)
- Topics (writing about world issues)
- Skills (developing topic sentences)
- Processes (using prewriting strategies)
- Texts (writing a business letter)

On the same train of thought, a speaking course can be planned around:

- Functions (expressing opinions)
- Interaction skills (opening and closing conversations, turn taking)
- Topics (current affairs, business topics)

For course planners, these elements might seem recognisable and most second and foreign language courses cover them; however, these planners will be facing a more complicated challenge in choosing the appropriate approach to content selection. As we have discussed throughout these lectures, needs analysis is the main source of information for the whole process of syllabus design; planners rely on this analysis' outcomes to have an accurate selection of every element we mentioned on the examples of writing and speaking course contents. Furthermore, and according to Richards (2001) it is beneficial for planners to rely on extra sources of information such as:

- Available literature on the topic
- Published materials on the topic
- Review of similar courses offered elsewhere
- Review of tests or exams in the area
- Analysis of students' problems
- Consultation with teachers familiar with the topic
- Consultation with specialists in the area.

In addition to these sources, Richards believes that the choice of a particular approach to select a given course's content relies on subject matter knowledge, the learners' proficiency levels, current views on second language teaching and learning, conventional wisdom, and convenience (p. 148).

During this procedure (content selection and design), it is imperative for designers and planners to make sure they refer to the set objectives. The latter, during

the same procedure are refined, revised and fine-tuned. Simultaneously, suggestions on lists of topics, materials, objectives, units and skills are provided by the group of planners or teachers and are put within an initial group of ideas, which will be discussed and compared to literature and latest research on those matters. On this specific period, the main aims and objectives are refined as we stated earlier. The following is a list provided by Richards, on which a group of planners suggest a list of initial ideas on what to include in a listening-speaking course for a group of intermediate-level learners:

- Asking questions
- Opening and closing conversations
- Expressing opinions
- Dealing with misunderstanding
- Describing experiences
- Social talk
- Telephone skills
- Situation-specific language (at the bank)
- Describing daily routines
- Using communication strategies.

In order to refine the topics and set them into an accurate scope the following questions must be asked:

- Are all the suggested topics necessary?
- Have any important topics been omitted?
- Is there sufficient time to cover them?
- Has sufficient priority been given to the most important areas?
- Has enough emphasis been put on the different aspects of the areas identified?
- Will the areas covered enable students to attain learning outcomes?

4. Scope and Sequences

Scope and sequences of the course's content refers mainly to the distribution of content throughout the course. Scope denotes the breadth and depth of items covered in the designed course through these two questions:

- What range of content will be covered?

- To what extent each topic should be studied?

In relation to the example we used earlier, and taking into account the underlined topic above “describing experiences”, how much is enough information to be included in relation to this specific topic? How much time this topic needs for coverage? Two, four, six courses? How about the **sequencing** of the content itself? Here, by sequencing, we intent to refer to what content is needed earlier in the course, which stands as a basis for what will be learned later. Richards (2001) denotes the following criteria that define sequencing:

- **From Simple to Complex**

In this part, the planner sequences the content according to the level of difficulty, i.e. selecting simpler content first and gradually moves forward to items that are more complex. This can be found mostly within items related to grammar. As an example, the planner can put, in a skill-based course, “literal comprehension of language sequences” and later on, “inferencing” can occur as a more complex aspect of this skill.

- **Chronology**

The planner can sequence the content according to the chronological order of events as in a real world situation. For example, in a writing course, the planner organises the content that is “how to write an essay” in an order on which writers actually produce a piece of writing starting by brainstorming, drafting, revising, then editing.

- **Need**

This criterion refers to the sequencing of the content according to what will be needed by students outside the classroom; i.e. the elements occur exactly when needed by students. This example by Mrowicki (1986, xi) exemplifies the sequencing according to learners’ need in a social survivor curriculum:

The topic and cross-topics in the curriculum are sequenced in order of importance to students’ lives, ease of contextualisation and their relation to the topics and cross-topics. The sequence is:

- i. Basic literacy skills
- ii. Personal identification
- iii. Money

- iv. Shopping
- v. Time and dates
- vi. Telephone
- vii. Health
- viii. Emergencies
- ix. Directions
- x. Transportation
- xi. Housing
- xii. Post office
- xiii. Banking/bills
- xiv. Social language
- xv. clarification

- **Prerequisite Learning**

What prerequisite learning in content sequencing means is choosing sequences that reflect what is necessary at a specific point as a foundation to the next step in the learning process. For example, a planner selects a certain grammar item to be taught as a prerequisite to writing a paragraph.

- **Whole to Part or Part to Whole**

Planners take into account, when dealing with the chosen materials, moving from the topic as a whole with its organisation and structure to the individual components of this topic. Otherwise, the course may focus first on teaching individual parts of the topic before discussing it as a whole. As an example stated by Richards (2001), “students may read short stories and react to them as whole texts before going on to consider what the elements are that constitute an effective short story” (p. 151)

- Another example: from a paragraph to an essay.

- **Spiral Sequencing**

The spiral sequencing criteria takes into account the consolidating part of teaching; Richards (2001, p. 151) says, “This approach involves the recycling of items to ensure that learners have repeated opportunities to learn them”.

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LECTURE TWO

Course Contents

- **Learning Resources**
- **Course Calendar**
- **Grading and Evaluation**

1- Learning Resources

It is imperative to elaborate the idea of learning resources as tools that encompass the daily use of textbooks. The AAP (The Association of American Publishers) believes that “ For many people, the words educational materials invoke images of large, print, classroom textbooks with small type, outdated information, and content that covers the breadth but not depth of a subject. But learning resources are more than that. They are any tool that helps teachers teach and students learn” (2015).

Thus, the learner and the novice researcher/designer needs to learn to broaden their perspective when it comes to the use of teaching materials, and to consider anything related to pedagogy in order to serve the educational purposes and course objectives. Here is a list of different educational materials the teacher/designer can take into consideration:

| | | | | | |
|-------------------------------------|-------------------------|---------|----------------|--|--------|
| Textbooks (print and digital) | Apps | | | | |
| Workbooks | Websites | Study | | | guides |
| Worksheets | Software | Teacher | | | guides |
| Manipulatives (blocks, beads, etc.) | Online Activity | courses | Labs | | |
| Flashcards | Graphic | novels | Models | | |
| Educator workshops | Reference | books | Televisions | | shows |
| Non-fiction books | DVDs | | Webcasts | | |
| Posters | CDs | | Podcasts | | |
| Educational games | Magazines & periodicals | | Maps & atlases | | |

Different Recourses for Educational Materials

Designers must be held accountable for the quality of their designed or adapted learning materials; thus, they ought to be careful in selecting materials and adapting resources. Finally, it is highly recommended to consider a set of teaching/learning materials as it is very difficult to satisfy learners' needs and ensure a motivational environment by using a single or a limited number of teaching tools.

2- Course Calendar

A course calendar is an important instrument on which the designer relies to guarantee a smooth flow of his course throughout the academic/educational year. The designer deliberates all regional, national, international and even religious holidays in order to have an accurate time-count of the teaching procedure and to avoid any inconvenience in finishing the programme.

The following are the main elements found in different course calendars in relation to important dates that must be set:

- First/last day of class
- General assignments and due dates
- Deadlines for submissions
- Group and individual tests
- The general/collective exam
- The time/content distribution of teaching units.

Next, we brought a template on which novice designers can adapt to and add different due dates and deadlines for practice.

Syllabus Template for MWF Course Schedule, with Spring 2018 USC Academic Master Calendar dates

| Day | Date | Topic | Assignment | Due Today |
|--|---------|-------|------------|-----------|
| First Day of Classes T, 1/16 | | | | |
| 1 | W, 1/17 | | | |
| 2 | F, 1/19 | | | |
| 3 | M, 1/22 | | | |
| M, 1/22 Last day to change/drop a course without a grade of "W" being recorded | | | | |

| Day | Date | Topic | Assignment | Due Today |
|---|-------------|--------------|-------------------|------------------|
| 4 | W, 1/24 | | | |
| 5 | F, 1/26 | | | |
| 6 | M, 1/29 | | | |
| 7 | W, 1/31 | | | |
| 8 | F, 2/2 | | | |
| 9 | M, 2/5 | | | |
| 10 | W, 2/7 | | | |
| 11 | F, 2/9 | | | |
| 12 | M, 2/12 | | | |
| W, 2/14 Last Day to Apply for May Graduation | | | | |
| 13 | W, 2/14 | | | |
| 14 | F, 2/16 | | | |
| 15 | M, 2/19 | | | |
| 16 | W 2/21 | | | |
| 17 | F, 2/23 | | | |
| 18 | M, 2/26 | | | |
| 19 | W, 2/28 | | | |
| 20 | F, 3/2 | | | |
| 21 | M, 3/5 | | | |
| 22 | W, 3/7 | | | |
| 23 | F, 3/9 | | | |
| F, 3/9 Last day to drop without “WF” being recorded Semester Midpoint | | | | |
| Spring Break 3/11-3/18 No Classes | | | | |

| Day | Date | Topic | Assignment | Due Today |
|------------|--------------------|-------------------|-------------------|------------------|
| 24 | M, 3/19 | | | |
| 25 | W, 3/21 | | | |
| 26 | F, 3/23 | | | |
| 27 | M, 3/26 | | | |
| 28 | W, 3/28 | | | |
| 29 | F, 3/30 | | | |
| 30 | M, 4/2 | | | |
| 31 | W, 4/4 | | | |
| 32 | F, 4/6 | | | |
| 33 | M, 4/9 | | | |
| 34 | W, 4/11 | | | |
| 35 | F, 4/13 | | | |
| 36 | M, 4/16 | | | |
| 37 | W, 4/18 | | | |
| 38 | F, 4/20 | | | |
| 39 | M, 4/23 | | | |
| 40 | W, 4/25 | | | |
| 41 | F, 4/27 | | | |
| 42 | M, 4/30 | Last day of Class | | |
| | T, 5/1 | Reading Day | | |
| | W, 5/2 – W, 5/9 | Final Exams | | |

It is mandatory for students to be familiar with the course calendar, to comply with every single terms, deadlines, requirements and regulations.

The following link leads to an example on how to design a **personal** academic or a course calendar. (* find on the list of references)

3- Grading and Evaluation

Evaluation is a critical step within every procedure in syllabus design as a process. On the same train of thought, grading has its fair share of teachers' and especially learners' attention. It is important to set a clear grading method stating explicitly the assessment process and measurement styles used. Follow link (**).

Evaluation is dealt with from three different views, we can look at it from a formative, illuminative or a summative perspective and purpose.

- **Formative Evaluation**

This type of evaluation focuses on the ongoing improvement and development of the programme by checking “what is going well and what is not, and what problems need to be addressed” (Richards, 2001, p. 288). He states the following questions as typical inquiries for formative evaluation:

- Has enough time been spent to on particular objectives?
- Have the placement tests placed students at the right level in the programme?
- How well is the textbook being received?
- Is the methodology teachers are using appropriate ?
- Are teachers or students having difficulties with any aspect of the course?
- Are students enjoying the programme? If not , what can be to improve their motivation?
- Are students getting sufficient practice work? Should the workload be increased or decreased?
- Is the pacing of the material adequate?

These questions can provide significant data to develop the delivery of the programme.

- **Illuminative Evaluation**

This type of evaluation seeks, as the label states, to illuminate the designer or the teacher on how the programme works as a whole, and how different elements of the

same programme are implemented. Thus, this type of evaluation seeks to understand the teaching / learning context without planning to change or edit any part.

The following questions suggested by Richards (2001) can be asked within this framework:

- How do students carry out group-work tasks? Do all students participate equally in them?
- What type of error correction strategies do teachers use?
- What kinds of decisions do teachers employ while teaching?
- What type of teacher-student interaction patterns typically occur in classes?
- What reading strategies do students use with different kinds of texts?
- How do students understand the teacher's intention during a lesson?
- Which students in a class are most or least active?

- **Summative Evaluation**

The last evaluation approach is the most familiar among teachers as it deals with the worth, value, acceptability, efficiency, and effectiveness of the programme and every single aspect of the process itself. This evaluation takes place at the end of the implementation of the programme. The following questions might be asked while seeking to apply the summative evaluation:

- How effective was the course? Did it achieve its aims?
- What did the students learn?
- How well was the course received by students and teachers?
- Did the materials work well?
- Were the objectives adequate or do they need to be revised?
- Were the placement and achievement tests adequate?
- Was the amount of time spent on each unit sufficient?
- How appropriate were the teaching methods?
- What problems were encountered during the course?

Measuring the effectiveness of the course as discussed by Richards is very crucial to its success. The following are criteria for effectiveness that need to be identified to ensure the organisation of the data collected from answering the questions related to summative evaluation:

- ✚ *Mastery of Objectives*: here it is recommended to ask the question “How far have the objectives been reached? At the same time, the teacher sets his own criteria for the succession of achieving a given objective. For example, during a speaking skill course,

the objective might be “in group discussions students will listen to and respond to the opinions of others in this group”. Students’ listening comprehension and responses recorded while the teacher is observing is the basic scale he uses in order to assess the success of reaching this objective. If there was any poor performance and failure in reaching this objective, reasons such as: insufficient opportunities or time for this task or materials provided for students during this task were too difficult or not interesting sufficiently for them.

- ✚ *Performance on Tests*: to measure the course effectiveness, performance tests are a criterion that is common among designers and teachers at the same time. There are different tests such as unit tests given at the end of each unit of a specific teaching material, in-class tests and quizzes developed and administered by teachers at several stages throughout the course, additionally exit tests that are administered formally to measure the success and efficiency of course objectives. (Check Weir’s, 1995, washback effect on teaching and learning).
- ✚ *Measures of Acceptability*: course acceptability refers mainly to the other side of successful teaching. It has nothing to do achieving objectives. For example, a course might be satisfactory in terms of reaching objectives and good students’ performance and yet negatively rated by either students or teachers themselves. The reasons might be related to time-tabling, class size, material choice, or the teaching style adapted by the teacher.
- ✚ *Retention Rate or Reenrolment Rate*: this is a significant criterion that is used to measure the success of the course; however, teachers and students have no hand in deciding. In other words, reenrolment of students to other courses or that course in particular can be a good sign for institutions to rate those courses as successful and efficient, a high dropout rate signifies the opposite.
- ✚ *Efficiency of the Course*: Richards defines this criterion for the success of the course by stating that the efficiency of the course is how straightforward it was to develop and implement. He believes that this is a reflection of the issues faced during the course, the need for specialised materials and teacher training, time needed for consultations and meetings, and finally the time spent in developing the course and planning for it.

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THEME FOUR:**Syllabus Types**

- **Syllabus Framework Selection**
- **Syllabus Types**

LECTURE ONE**Course Contents**

- **Introduction**
- **Factors Affecting Designers' Choice**
Knowledge and Beliefs
Research and Theory
Common Practice
Trends
- **Different Approaches to Syllabus Design**
- **Types of Syllabi**
The Structural Syllabus
The Notional Syllabus
The Situational Syllabus
A Skill-Based Syllabus:
The Task-Based Syllabus
The Content-Based Syllabus

1. Introduction

There are different types of syllabi on which the designer can depend in his/her design. In this final theme, we do not intend to define a syllabus or elaborate the process of syllabus design; however, we intent to provide a clear description of different types of syllabi. Additionally, show how to choose or modify an existing syllabus in terms of nature or type based on certain principles.

2. Factors Affecting Designers' Choice

As far as the whole syllabus design process in concerned, there is not arbitrariness in any step of its several procedures. Choosing a syllabus framework is as important as any other step of syllabus design. There are four factors, which affect this choice, as we have discussed in different parts of this programme, the designer must stick to the main aims of the curriculum but at the same time has total freedom in designing the syllabus according to what s/he

sees suits best to reach these aims. The following factors may affect the designer's choice of the syllabus type:

- **Knowledge and Beliefs:** this first factor refers to the designer's knowledge and beliefs on the subject area; this may have great effect on the selection of the most suitable type of syllabus for the designed work. The designer's knowledge, educational/professional background, and experiences play a major role and act as a decisive factor in syllabus design.
- **Research and Theory:** syllabus designers must take into account different theories and controvert perspectives, in addition to advantages and disadvantages of different types and views to be able enhance the quality of the product through choosing a suitable type or types of syllabi. We must consider that research in human sciences, and TEFL (Teaching English as a Foreign Language) in particular is broader and more controversial in nature since we are dealing with humans; thus, all perspectives and theories are important.
- **Common Practice:** By common practice here, we mean whatever all parties involved are used to. It is quite apparent that change must be dealt with carefully when it comes to teaching English as a foreign language as it can bring great deal of success or act as huge impediment towards reaching the course objectives.
- **Trends:** teaching foreign language is more practical nowadays; both designers and teachers try to implement whatever is trending in terms of teaching approaches, methodologies, or techniques. It is very important to realise that trending does not concern teaching methods only, it also go beyond that to reach materials, tools and chosen topics.

3. Different Approaches to Syllabus Design

There are two different approaches to syllabus design, into which the six types of syllabi fall, process-oriented and product oriented syllabi. The following table categorises the different types:

| Different Approaches to Syllabus Design | |
|--|------------------------------------|
| <i>Product-Oriented Syllabuses</i> | <i>Process-Oriented Syllabuses</i> |
| The Structural/Grammatical Syllabus | The Skill-Based Syllabus |
| The Notional/Functional Syllabus | The Content-Based Syllabus |
| The Situational Syllabus | The Task-Based Syllabus |
| The Lexical Syllabus | |

Different Approaches to Syllabus Design

Nunan (1988) explains that product oriented syllabuses focus mainly on the skills and knowledge the learner is supposed to gain after the instructional period. While Rabbini (2002) believes that product oriented syllabuses focus more on what the learner will know at the end of a given instruction session. We can deduct from these two viewpoints that this approach takes into account the assessment and evaluation more seriously and it is strongly based on the pre-stated objectives.

On the other hand, process oriented syllabuses according to Nunan (1988) focus more on the learning experience themselves. This approach is analytical in nature. In other words, it is developed as a result of an expected or unexpected failure in a given product oriented course to remedy the negative results and enhance communicative language skills. Thus, it is a process and not a product. To elaborate, the course will no more focus on what students will be able to do, but on the specification of learning tasks, exercises, and activities that the students will be taking during the course.

LECTURE TWO

Syllabus Types

Course Contents

- **Types of Syllabi**
 - The Structural Syllabus**
 - The Notional Syllabus**
 - The Situational Syllabus**
 - A Skill-Based Syllabus:**
 - The Task-Based Syllabus**
 - The Content-Based Syllabus**

1. Types of Syllabi

In terms of specifying the exact number of syllabi types, it is worth mentioning that there are different studies, which overlap in terms of categorisation, and labelling; what we chose to discuss here are what is agreed upon among leading scholars as we have found there is a noticeable and strong consensus on these following types of syllabi. Krahnke (1987) and Nunan (1988) are two of those scholars:

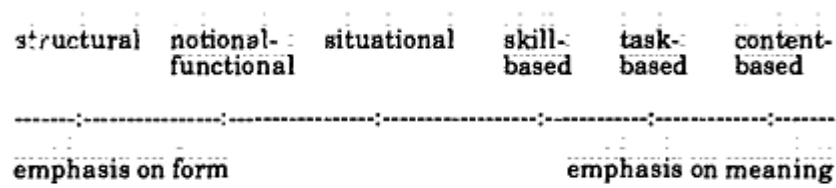
- **The Structural Syllabus:** it is also known as the grammatical or the formal syllabus. Its main concern is providing learners with language form, grammar in particular. As a result, learners will be introduced to the grammatical aspect of language in the language that will be taught; for example: nouns, verbs, adjectives, statements, complex sentences, tenses, clauses... etc. additionally, this type of syllabi can introduce other aspects of language such as the morphological aspect and pronunciation.
- **The Notional Syllabus:** Also known as the functional syllabus. As the name states, this type of syllabus deals with the functions performed when the language is used. Additionally, it includes the notions, which the language is used to express. The functional syllabus may discuss the following language functions: apologising, requesting, agreeing, informing, promising... etc. on the other hand, notions such as size, age, comparison, time and so on, are discussed within the notional syllabus.

- **The Situational Syllabus:** as for this type, the content of the language teaching deliberates a collection of real or imaginary situations in which occurs or is used. By situation, we mean the language used between a number of participants who engage in a certain activity or task within a given setting. The language, which occurs, serves different functions; however, what the situational syllabus aims at, is teaching the language that occurs in that situation. This occurs also in a general TEFL setting, but mostly found in ESP courses as the language taught and specified for a given situation is set for a present or future need of the language learner. Complaining to a superior, seeing the dentist, asking directions in a new town are examples of these situations.
- **A Skill-Based Syllabus:** skills are things learners must be able to do to be competent in a language. Thus, a skills based syllabus is a collection of abilities needed to perform the language by the learners in order to be more competent. These abilities are translated in language learning content. The skill based syllabus groups linguistic competencies such as pronunciation, vocabulary, grammar, sociolinguistics and discourse, into a generalised type of behaviour. As an example, listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, taking language tests, reading texts for main idea or supporting ideas... etc. The syllabus focuses on a single skill at a time, which is the main purpose of this type of syllabi; however, developing other competencies or learning new information might occur and be categorised as a secondary purpose.
- **The Task-Based Syllabus:** Task based and content based syllabi are similar in terms of both focusing on other organising features rather than organised teaching of language features of the language being learnt. Task based syllabi focus on specific tasks that are both complex and purposeful. These tasks are needed by the students in order to perform using the language they are learning or learnt. Thus, the purpose of this syllabus can be defined as extra linguistic; in other words, the syllabus is a collection of activities without the purpose of language learning. Krahnke (1987) elaborates more by stating, “task-based teaching has the goal of teaching students to draw on resources to complete

some piece of work -a process-. The language students draw on a variety of language forms, functions, and skills often in an individual and unpredictable way. In completing the tasks” (p. 11). Some examples for this type of syllabus are applying for a job, talking with a social worker, getting housing information over the telephone, completing bureaucratic forms, collecting information about preschools to decide which to send a child to... etc.

- **The Content-Based Syllabus:** this type of syllabi is not really a language-teaching syllabus. In content-based language teaching, the main purpose is to teach a set of information the students need using the language they are already learning. Consequently, students in this course are simultaneously language students and students of the exact content they are learning. Therefore, the subject matter is primary to the language used, which occurs incidentally to the content learning. What is more important to realise here, is that the content learning is not organised around the language learning, but vice-versa. Content-based teaching is mainly concerned with information, while task based language teaching is concerned more with communicative and cognitive processes. The following are examples on the content-based language teaching: a science class taught in the language students need or want to learn, possibly with language adjustments to make the science more comprehensible for scientific complexity and technicality reasons.

To sum up, the following continuum by Krahnke (1987, p.11) puts the types of syllabi in line differing between them in terms of those focusing more on form and those laying more towards meaning. Thus, starting from the left where we find the syllabus that focuses more on structure and going to the far right where we can find the type of syllabus that puts language use as a primary goal.



Syllabi and Emphasis

It is worth mentioning, more importantly to novice designers, that it is rarely found where a syllabus focuses on a single approach or type of syllabus as a framework for their design. Most syllabi take into account at least two frameworks or types to design their courses.

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LECTURE THREE

Course Contents

Different Criticisms for Types of Syllabi

- **Criticising Different Types of Syllabi**
 - A- Criticisms on Grammatical syllabus**
 - B- Criticisms on functional syllabus**
 - C- Criticisms on situational syllabus**
 - D- Criticisms on Skill-Based syllabus**
 - E- Criticisms on Task-Based Syllabus**
 - F- Criticisms on Content-Based Syllabus**
- **The Choice and Integration of Syllabi**
- **Programme Factors Affecting Syllabus Choice and Design**
 - Goals and objectives*
 - Instructional Resources*
 - Accountability and Measurement*
- **Student Factors Affecting Syllabus Choice and Design**
 - Goals of the students*
 - The Experience, Expectations, and Knowledge*

In this lecture, we will focus more on the shared criticisms for every single type of syllabi to make sure that any product is a combination of different types to minimise the negative points and reach the set objectives. Additionally, and since we have discussed the factors affecting the choice of instructional content; in other words, the types for the integration and design of the syllabus from the designer's or teacher's side; we need to discuss it from two other sides which are the programme's and the students' factors since they have noticeable effect on this choice as well.

1- Criticising Different Types of Syllabi

A. Criticisms on Grammatical syllabus

- They represent only a partial dimension of language proficiency
- They do not reflect the acquisition sequences seen in naturalistic SLA
- They focus on the sentence rather than on longer units of discourse

- They focus on form rather than meaning
- They do not address communicative skills

B. Criticisms on functional syllabus

- There are no clear criteria for selecting or grading functions
- They represent a simplistic view of communicative competence and fail to address the processes of communication
- They represent an atomistic approach to language.
- They often lead to a phrase-book approach to teaching that concentrates on teaching expressions and idioms.
- Students learning from a functional course may have considerable gaps in their grammatical competence because some important grammatical structures are not taught

C. Criticisms on situational syllabus

- Little is known about the language used in different situations
- Language used in specific situations may not transfer to other situations.
- Situational syllabus often leads to phrase-book approach.
- Grammar is dealt with incidentally, so a situational syllabus may result in gaps in a students' grammatical knowledge.

D. Criticisms on Skill-Based syllabus

- There is no serious basis for determining skills
- They focus on discrete aspects of performance rather than on developing more global and integrated communicative abilities.

E. Criticisms on Task-Based Syllabus

- Problems can easily arise with teachers, the instructional setting, or the students,
- Requires resources beyond the text books
- Students may resist or object to this type of instruction
- Evaluation can be difficult, however, it is easy to measure the language proficiency

F. Criticisms on Content-Based Syllabus

The main criticism for this type of syllabi is that the teacher may not be qualified enough (Richards & Rodgers, 2001, p. 220). What makes it difficult to criticise this type is that it focuses more on the specialised content rather than the language (English) itself because the language is considered incidentally occurring. A solution to the criticism is provided by (Finkbeiner & Fehling, 2002, p. 18) by stating that adapting a teacher-training programme, as Germany is doing increasingly, may help reduce the threat of failure because of teachers' incompetency. They state that some universities in Germany are offering programmes in which on-going teachers learn how to convey both language skills and content simultaneously and effectively as this training will be labelled as an in-service training.

2- The Choice and Integration of Syllabi

Krahnke (1987, p. 74) believes that the term **syllabus** does not refer to the document that guides the teacher to teach a specific language course; however, but to a broad theoretical notion of the types of the content involved in the language teaching and the bases for what we can consider as the organisation of the courses.

As we have discussed in part number two of the previous course, the designer's perspective plays a major role in choosing and integrating the types of syllabi for his/her product. Thus, by taking the designer as a main active actor in this process, we can say that these factors are internal in nature; i.e. come from the designer him/herself. On the other hand, and since we have internal factors, we need to consider external ones. Krahnke (1987) provides two main types of factors in addition to the designer's, programme factors and students factors, which have a conspicuous effect on the choice and design of the syllabus.

- **Programme Factors Affecting Syllabus Choice and Design**
 - *Goals and objectives*: types of knowledge, skills and behaviour desired as an outcome of the instructional process are basically the major determinant of choosing syllabus types to integrate in your product. In other words, the goals and objectives of the instructional programme go hand in hand, and are closely matched to your choice of the types of syllabi to be integrated.

As an example, the most general foreign language applications, according to Krahnke, aim at teaching the functional ability in broadly defined settings and grammatical knowledge and communicative capability in specific situations. Thus, this goal-based choice is a combination of structural, functional, situational and skill-based instruction.

syllabus relates to various goals and objectives. Here it is sufficient to note that for most general foreign language teaching applications, whose goal is functional ability in broadly defined settings and structural knowledge and communicative ability in specific situations, a combination of functional, structural, situational, and skill-based instruction is the probable choice. On the other hand, in some second language teaching settings, skills and tasks can be more narrowly specified, instructional resources are richer, or specific structural or formal knowledge is not required by the program for the students to succeed, and a combination of task-based, skill-based, situational, functional, and content instruction may be chosen. The specific proportions of each type have to be further determined on the

- *Instructional Resources:* this factor acts as an impediment for a large proportion of EFL classrooms around the globe. As for a factor affecting the choice of syllabi types to be integrated, it is quite apparent that a larger set of available resources gives the designer a comfortable context to choose more appropriate syllabi types. However, we are not here to judge the unavailability of resources as a hurdle on the path of syllabus design, but we opt for clarifying the effect of available instructional resources on the choice and integration of types of syllabi. In TEFL, there are two types of resources, the ones used inside of the classroom such as textbooks, films, slides, pictures, and the once implemented in the teaching experience from out of the classroom like television programs, films, and field trips. What we need to know mostly is that either the textbook is the sole instructional resource, or it is the basis of other instructional resources affecting the choice and integration of syllabi types. The first choice is what it is found in a large number of EFL classes. For example, most of these textbooks or series tend to be “structurally focused and organised” as Krahnke states; but with the inclusion of some situational and skill content. He believes that

content-based teaching will use materials (text materials) designed for native speakers of the language, while no task-based texts are yet available.

The availability of nontext or supplementary text resources clearly affects the ease with which instructional content beyond the textbook can be included in a language course. For example, skill-based instruction focusing on the comprehension of native-like speech, either in conversational or in academic lecture settings, is difficult to undertake where few other speakers of the target language are available for conversation or lectures or where taped material or the means to use it is limited. Similarly, a situational lesson requiring students to ask directions to get around a town would be difficult to implement without maps, diagrams, or pictures of the town. Tasks also may require resources such as schedules, forms, reference books or other material, people, information sources, and so on.

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In general, however, the resourceful instructor or instructional planner can devise resources and modify activities so that available resources can be used. An ESL textbook (Plaister, 1976), for example, makes native-like lecture and reading material available for skill instruction in academic course work almost entirely through the textbook alone, in the hands of a competent instructor. Tasks can be devised using classroom resources, such as duplicated forms to be filled out or a variety of newspaper stories about a single topic to be combined into a single, usable version by the students.

Content-based second language instruction requires the resources that are normally needed to teach the content in the native-speaker classroom, plus whatever instructional aids can help make the content more accessible and comprehensible for students with limited language ability (the sheltered classroom).

- *Accountability and Measurement*: the last program factor affecting the instructional content is referred to by Krahnke (1987, p. 78) as “the need to make instruction accountable to authorities or measurable by external measures- usually tests”. In EFL classrooms, generally all over the world, and more specifically in Algeria, the influence of tests on the instructional content is well known. Teaching towards a particular kind of knowledge

that is going to be tested is what teachers and programmes often tend to apply. As an example, teaching exact language abilities that are going to be tested by the TOEFL (Test of English as a Foreign Language) in academic preparations ESL programmes in the U.S. Teachers focused more on writing since the TOEFL did not use to test writing directly but only implemented grammatical aspects.

- **Student Factors Affecting Syllabus Choice and Design**

- *Goals of the students:* what we mean here, is that ideally, the programme goals and students goals will match. However, this is not always the case. Krahnke shares an interesting example of an instructional programme designed for teaching English for the broadcasting profession at a vocational school. The administrators of the programme thought that students would aim at learning English for the profession, while the students' goal was to reach general English language proficiency to be prepared for an even better position than the one they are trained for. Here, as a solution, and in addition to the more specialised skill and structural content, it would be better to increase the amount of general functional, situational and skill-content to meet both sets of goals (programme's and students').

syllabus relates to various goals and objectives. Here it is sufficient to note that for most general foreign language teaching applications, whose goal is functional ability in broadly defined settings and structural knowledge and communicative ability in specific situations, a combination of functional, structural, situational, and skill-based instruction is the probable choice. On the other hand, in some second language teaching settings, skills and tasks can be more narrowly specified, instructional resources are richer, or specific structural or formal knowledge is not required by the program for the students to succeed, and a combination of task-based, skill-based, situational, functional, and content instruction may be chosen. The specific proportions of each type have to be further determined on the

- *The Experience, Expectations, and Knowledge:* the experience, expectations, and knowledge of students can also affect the choice and integration of the syllabus. Krahnke thinks that adults often have very specific ideas of what and how the instructional process of language should

be like. Even if these ideas may, from a professionally informed point of view, conflict with their language learning goals. (1987, p. 79). (check overt and covert syllabi)

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Appendices

Appendix One: Questions Bank for Assessment and Evaluation (examination)

- You can tick more than one option ONLY when necessary:

A syllabus is defined as:

- A group of topics to be dealt with in an educational course *
- Teaching one specific topic
- A discussion of what to include in teaching a topic
- Collecting data to be analysed

A curriculum takes into account the following factor(s) that contribute to the planning of an educational programme:

- The philosophical factor
- The social factor
- The administrative factor
- All of the above

A syllabus is set for a/an and it is In nature.

- A subject/ descriptive *
- An object / prescriptive
- A subject / prescriptive
- A course / descriptive

In terms of uniformity, a curriculum is:

- The same for all teachers
 - Different from a teacher to another
 - Same for a specific group of instructors
 - It depends
-

- What do learning objectives refer to:

.....

“What learners will be able to do at the end of an instructional period”

- What are the main components included in a syllabus? (Theme one lecture one page 7)

Answer (course description/ course topics and assignments/ course policies and values)

Syllabus designers are teachers, scientists, planners, evaluators, artists and critical thinkers. Discuss.

Why is “learnability” considered as a crucial criterion of syllabus design (a well-designed syllabus)?

Answer: to keep learners motivated and ensure their general positive attitude.

Frequency is an important criterion of syllabus design. Elaborate.

Answer: it refers to the frequency of occurrence of certain language items, which will be favoured, discussed broadly and take a larger amount of time.

Needs analysis

Define needs analysis using your own words.

What was the main characteristic of the period on which needs analysis was introduced the first time through ESP (1960s)?

Answer: high demand of specialised language programmes.

Why wouldn't EFL learners such as middle school pupils be consulted as respondents to collect data during the needs analysis process?

Brown (1995) states the following as the basic procedures for needs analysis: making basic decisions, gathering information and using gathered data. Explain briefly.

The target group, resource group and needs analysts are all involved in the data collection procedure; state the difference between them.

Brown (1995) believes that discrepancy is a characteristic of certain information designers can gather, what type of information are those?

Answer: they are information which show the dissimilarity between the desired performance and the actual performance.

Name four different sources of information used by syllabus designers while collecting data for needs analysis.

Name five data gathering tools used by syllabus designers to collect data for needs analysis purposes.

Answer: tests, observation, questionnaires, interviews, discussions, meetings.

State the difference between course goals and syllabus / instructional objectives.

Answer: the first act as signposts for course development while the second are statements that describe the knowledge, behaviour and skills the learner is expected to know and perform at the end of a specific instructional period.

Speculate and state your own syllabus objectives using Brown's main elements of a clear objective:

- Subject:
 - Performance:
 - Condition:
 - Measure:
 - Criterion:
-

Clarify the difference between process and product objectives and give one example of each.

Answer: the first refers to a task, which the learner is required to carry out inside of the classroom (the learners will listen to a conversation between two friends and identify what is the problem between them). However, a product objective refers to a task, which learners will carry out outside of the classroom (learners will successfully discuss the prices of specific items in an electronics shop managed by a native speaker).

As alternatives to objectives, scholars propose:

- Competencies *
 - Aims
 - Standard descriptors *
 - Goals
-

Name three elements / information the designer must put within the general course information and explain them.

Answer: table of contents, purpose of the course, instructor info, grading and evaluation.

What is meant by entry and exit levels?

What is the relationship between the entry level and needs analysis?

Answer: needs analysis gives an approximate level from which the designer sets the entry level.

Which data-gathering tool can provide the designer with more accurate data to set the entry level?

- The questionnaire
 - The interview
 - Specifically designed tests*
 - Participant observation
 - Meetings
-

In order to have a solid base for the selected content, course content selection and design depends on two other important elements, mention and explain them.

Answer: needs and objectives.

A writing course can be planned around the following elements, give examples and pay attention to the compatibility between these elements, it is one course!.

- Grammar
- Function

- Topic
- Skill
- Process
- Text

Answer: using the present tense in description, describing likes and dislikes, writing about world issues, developing a topic sentence, using prewriting strategies, writing a business letter.

A speaking course can be planned around the following elements, give examples and pay attention to the compatibility between these elements, it is one course!

- Functions
- Interaction Skills
- Topics

Answer: expressing opinion, opening and closing conversations (turn taking), current affairs business topics.

Needs analysis is the main source of information during the syllabus design process; however, it is beneficial for the planners to rely on extra sources of information, cite three of them.

Answer: available literature on the topic, published materials on the subject, review of similar courses offered elsewhere, tests and exams on the area, consultation with teachers and specialists.

Scoping and sequencing the course's content is crucial to the success and efficiency of the course. Explain what is meant by scoping and sequencing.

Answer: breadth and depth. What comes first and what comes after as the first is set as the base for the second.

“From simple to complex” is one of the methods for sequencing the designed content, cite another criterion and explain it.

Answer: (theme three/lecture one) chronology, whole part/part whole, prerequisite learning, need, spiral.

It is imperative to elaborate the idea of learning resources as tools that encompass the daily use of textbooks. (Discuss)

Answer: other tools must relate to the textbook/ ensure learners positive attitude/ motivation/ attract different types of learners/ examples.

Explain what is meant by the course calendar.

Define and elaborate briefly the three types of evaluation.

Mastery of objectives relate to one of the three types of evaluation, name and explain the type.

“Trending” is one of the factors affecting designers’ choice. Explain.

Answer: you have to mention that it is a factor related to teachers as well.

Designers’ beliefs and knowledge affect their choices during the whole process of syllabus design. (Explain)

Process and product oriented syllabi are two approaches for design. State the difference between them and give an example of each.

Match every set of examples with the suitable type of syllabus on which we can introduce.

| | |
|-------------------------------|--|
| 1. The structural syllabus | A. Applying for a job |
| 2. The notional syllabus | B. Teaching a science class in English |
| 3. The situational syllabus | C. Apologising, age, time, requesting |
| 4. The Skill-based syllabus | D. Pronunciation, morphology, syntax |
| 5. Task-based syllabus | E. Language used while applying for a job |
| 6. The content-based syllabus | F. Delivering an effective oral presentation |

| |
|-------------------------|
| 1/D 2/C 3/E 4/F 5/A 6/B |
|-------------------------|

Relate each of the following criticisms to the type of syllabus it corresponds; then, propose one solution to mitigate the threat of these criticisms to a successful syllabus design process.

They represent only a partial dimension of language proficiency (structural syllabus)

There are no clear criteria for selecting or grading the elements of this type of syllabus (functional syllabus)

Little is known about the language used in different situations (situational syllabus)

They focus on discrete aspects of performance rather than developing more global and integrated communicative abilities and language aspects (skill-based syllabus)

Problems can easily arise with teachers, students and especially instructional settings (task-based syllabus)

The language is considered incidentally occurring and teachers (language teachers) may not be qualified enough for the subjects taught (content-based syllabus)

How can instructional resources act as factors affecting negatively the choice and design of the syllabus?

Answer: unavailability, not matching objectives or students interest, unorganised.

One of the factors affecting syllabus choice and design are students' own goals and objectives. (Discuss)

Appendix Two: Sample Exam One

Mohamed KHEIDER University of Biskra
 Faculty of Letters and Languages
 Department of Foreign Languages
 Section of English
 Level: Second Year Master (**All groups**)
 Lecturer: Tarek ASSASSI



Academic Year: 2017/2018
 Due time: 1 hour & 30 minutes
 Group number: -----
 Full name: -----

The First Term Exam in Syllabus Design

- 1- A syllabus is defined as:
 - **A group of topics to be dealt with in an educational course**
 - Teaching one specific topic
 - A discussion of what to include in teaching a topic
 - Collecting data to be analysed

- 2- A curriculum takes into account the following factor(s) that contribute to the planning of an educational programme:
 - The philosophical factor
 - The social factor
 - The administrative factor
 - **All of the above**

- 3- What do learning objectives refer to:

.....What learners will be able to do at the end of an instructional period.....

- 4- What are the main components included in a syllabus?

.....course description, course topics and assignments, course policies and values.....

- 5- Syllabus designers are teachers, scientists, planners, evaluators, artists and critical thinkers. Discuss

.....

.....**Students'**

View.....

6- Frequency is an important criterion of syllabus design. Elaborate.

.....**It refers to the frequency of occurrence of certain language items which will be favoured, discussed broadly and take a larger amount of time.....**

7- Name five data gathering tools used by syllabus designers to collect data for needs analysis purposes.

Tests/Observations/Questionnaires/Interviews/Discussions/Meetings

8- Clarify the difference between process and product objectives and give one example of each.

- **The first refer to tasks, which the learner is required to carry out inside the classroom (the learner will listen to a conversation between two friends and identify the problem they are having).**
- **The second type are the ones the learner will carry outside the classroom (learners will successfully discuss the prices of items in an electronics shop managed by a native speaker).**

9- Which data-gathering tool can provide the designer with more accurate data to set the entry level?

- The questionnaire ...
- The interview ...
- **Specifically designed tests ...**
- Participant observation ...
- Meetings ...

10- A writing course can be planned around the following elements, give examples and pay attention to the compatibility between these elements, it is one course!

- Grammar**using the present tense in description.....**
- Function**describing likes and dislikes.....**
- Topic**writing about world issues.....**
- Skill**developing a topic sentence.....**

- Process **using prewriting strategies**.....
- Text **writing a business letter/ a letter of complaint**.....

11- As alternatives to objectives, scholars propose: (tick)

- **Competencies** ...
- Aims....
- **Standard descriptors**
- Goals....

12- Define and elaborate briefly the three types of evaluation.

- **Formative Assessment: what is going well and what is not and how to address the latter.**
- **Illuminative Assessment: understand the whole process “teaching & learning” without making changes.**
- **Summative Assessment: checking the effectiveness of the programme. At the end of the implementation.**

13- Why is “learnability” considered as a crucial criterion of syllabus design (a well-designed syllabus)?

To keep learners motivated and ensure their general positive attitude towards the course.

14- Match every set of examples with the suitable type of syllabus on which we can introduce.

| | |
|----------------------------|---|
| the structural syllabus | applying for a job |
| the notional syllabus | teaching a science class in English |
| the situational syllabus | apologising, age, time, requesting |
| the Skill-based syllabus | pronunciation, morphology, syntax |
| task-based syllabus | language used while applying for a job |
| the content-based syllabus | delivering an effective oral presentation |

1/D 2/C 3/E 4/F 5/A 6/B

Appendix Three: Sample Exam Two

Mohamed KHEIDER University of Biskra
 Faculty of Letters and Languages
 minutes
 Department of Foreign Languages
 Section of English
 Level: Second Year Master (**All groups**)
 Lecturer: Tarek ASSASSI



Academic Year: 2017/2018

Due time: 1 hour & 30

Group number: ----

Full name: -----

The First Term Exam in Syllabus Design

- 1- A syllabus is set for a/an and it is In nature.
 - A subject/ descriptive
 - An object / prescriptive
 - A subject / prescriptive
 - A course / descriptive

- 2- In terms of uniformity, a curriculum is:
 - The same for all teachers
 - Different from a teacher to another
 - Same for a specific group of instructors
 - It depends

- 3- Why is “learnability” considered as a crucial criterion of syllabus design (a well-designed syllabus)?

.....

.....

- 4- Define needs analysis using your own words.

.....

.....

- 5- What was the main characteristic of the period on which needs analysis was introduced the first time through ESP (1960s)?

.....

.....

6- Why wouldn't EFL learners such as middle school pupils be consulted as respondents to collect data during the needs analysis process?

.....

7- Brown (1995) believes that discrepancy is a characteristic of certain information designers can gather, what type of information are those?

.....

8- As alternatives to objectives, scholars propose:

- Competencies
- Aims
- Standard descriptors
- Goals

9- In order to have a solid base for the selected content, course content selection and design depends on two other important elements, mention and explain them.

.....

10- A speaking course can be planned around the following elements, give examples and pay attention to the compatibility between these elements, it is one course!

- Functions
- Interaction Skills
- Topics

11- Scoping and sequencing the course's content is crucial to the success and efficiency of the course. Explain what is meant by scoping and sequencing.

.....

12- Match every set of examples with the suitable type of syllabus on which we can introduce.

| | |
|--------------------------------|--|
| 13. The structural syllabus | M. Applying for a job |
| 14. The notional syllabus | N. Teaching a science class in English |
| 15. The situational syllabus | O. Apologising, age, time, requesting |
| 16. The Skill-based syllabus | P. Pronunciation, morphology, syntax |
| 17. Task-based syllabus | Q. Language used while applying for a job |
| 18. The content-based syllabus | R. Delivering an effective oral presentation |

1/... 2/... 3/... 4/... 5/... 6/...



SYLLABUS DESIGN

**TAREK
ASSASSI**

Mohamed Khider University of Biskra

FACULTY OF LETTERS AND FOREIGN LANGUAGES - ENGLISH DIVISION

"Master two Syllabus of: Syllabus Design"