

Subject Code	ENGL585
Subject Title	Syllabus Planning and Materials Design
Credit Value	3
Level	5
Pre- requisite / Co-requisite/ Exclusion	N/A
Objectives	<ul style="list-style-type: none"> • To introduce the concepts of syllabus and, with reference to English language teaching, the relationship between syllabus, methods and materials; • To introduce and exemplify different approaches to language syllabus design and the consequences of these differences for methods and materials; • To introduce methods and criteria for designing and writing effective materials for use in specific teaching contexts, and for selecting from, adapting or supplementing these as appropriate.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. discuss the concept of syllabus and evaluate the effectiveness of different English language syllabuses and courses in the light of this discussion b. describe and evaluate syllabus planning and materials development processes in specific teaching contexts c. critique the effectiveness of English language materials (published or in-house) based on criteria d. justify adaptation and/or supplementation of English language materials (published or in-house)
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Concepts of syllabus • Approaches and methods of syllabus design • Syllabus evaluation and design • From syllabus to materials: materials evaluation for selection • Materials adaptation • Supplementation: the choice and exploitation of authentic materials; the Internet as a resource for language learning • Materials design in classroom and online contexts • Syllabus planning and materials design with specific reference to the use of English as a global lingua franca
Teaching/Learning Methodology	<p>Teaching and learning will be interactive, and students are expected to participate actively both in class and online. Students will be introduced to key theories, principles and procedures in syllabus planning and materials development. The assigned readings and in-class discussions will help to consolidate understanding of content and allow students to critique and apply knowledge to the analysis and evaluation of syllabuses and materials.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c	d	
	1. Assignment 1 - In-class quiz	40%	√	√			
	2. Assignment 2 – Term paper	60%	√	√	√	√	
	Total	100%					
	<p>The in-class quiz requires students to demonstrate their knowledge and understanding of key concepts related to syllabus planning and materials design.</p> <p>The second assignment requires students to apply ideas, theories, principles, etc. from their reading to some practical tasks related to the evaluation, adaptation and supplementation of published/AI-generated teaching materials and/or the design of syllabuses, materials and tasks for specific groups of learners. They should demonstrate their ability to critically apply the theories, principles, assumptions, recommendations, research findings, approaches, etc. in the literature to pedagogical practice.</p>						
Student Study Effort Required	Class contact:						
	• Lecture		39 Hrs.				
	• Seminar		0 Hrs.				
	Other student study effort:						
	• Weekly readings		13 Hrs.				
	• Assignment-related reading, writing, discussions		68 Hrs				
	Total student study effort		120 Hrs.				
Reading List and References	<p>Recommended reading</p> <p>Harwood, N. (ed.) (2010). <i>English language teaching materials: Theory and practice</i>. Cambridge: Cambridge University Press.</p> <p>McDonough, J. and Shaw, C. (2003). <i>Materials and methods in ELT</i>. Oxford: Blackwell.</p>						

- McGrath, I. (2002). *Materials evaluation and design in language teaching*. Edinburgh: Edinburgh University Press.
- McGrath, I. (2013). *Teaching materials and the roles of EFL/ESL teachers*. London: Bloomsbury Academic.
- Nation, I.S.P. and Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- Richards, J.C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Rose, H. & Galloway, N. (2019). *Global Englishes for Language Teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (ed.) (2008). *English language learning materials: A critical review*. London: Continuum.
- Tomlinson, B. (ed.) (2013). *Applied linguistics and materials development*. London and New York: Bloomsbury.

Further reading

- Basturkmen, H. (2010). *Developing courses in English for specific purposes*. Basingstoke: Palgrave Macmillan.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle Publishers.
- Hafner, C. A., & Miller, L. (2018). *English in the Disciplines: A Multidimensional Model for ESP Course Design*. Routledge.
<https://doi.org/10.4324/9780429452437>
- Johnson, R.K. (ed.) (1989). *The second language curriculum*. Cambridge: Cambridge University Press.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Mahwah, N.J.: Lawrence Erlbaum
- Long, M.H. (ed.) (2005). *Second language needs analysis*. Cambridge: Cambridge University Press.
- Macalister, J. and Nation, I.S.P. (eds.) (2011). *Case studies in language curriculum design: Concepts and approaches in action around the world*. New York: Routledge.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (ed.) (1998). *Materials development in language teaching*. Cambridge: Cambridge University Press.
- Tomlinson, B. (ed.) (2003). *Developing materials for language teaching*. London: Continuum.
- Woodward, T. (2001). *Planning lessons and courses: Designing sequences of work for language classrooms*. Cambridge: Cambridge University Press.