

<b>Subject Code</b>	ENGL585
<b>Subject Title</b>	Syllabus Planning and Materials Design
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Pre- requisite / Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• To introduce the concepts of syllabus and, with reference to English language teaching, the relationship between syllabus, methods and materials;</li> <li>• To introduce and exemplify different approaches to language syllabus design and the consequences of these differences for methods, materials and learner assessment;</li> <li>• 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.</li> </ul>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. discuss the concept of syllabus and evaluate the effectiveness of different English language syllabuses in the light of that discussion</li> <li>b. describe and evaluate syllabus planning processes in specific teaching contexts</li> <li>c. critique the effectiveness of English language materials (published or in-house) currently being used based on criteria</li> <li>d. justify adaptation and/or supplementation of English language materials (published or in-house)</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ul style="list-style-type: none"> <li>• Concepts of syllabus</li> <li>• Approaches and methods of syllabus design</li> <li>• Types of English language syllabus</li> <li>• The CDC syllabus for S1-6</li> <li>• Syllabus evaluation and design</li> <li>• From syllabus to materials: materials evaluation for selection</li> <li>• Materials adaptation</li> <li>• Supplementation: the choice and exploitation of authentic materials; the Internet as a resource for language learning</li> <li>• Materials design, with specific reference to tasks</li> </ul>
<b>Teaching/Learning Methodology</b>	<p>Lecture: To introduce, explain, illustrate and exemplify subject content</p> <p>Student discussions in class and on-line: To consolidate understanding of content; to critique and apply knowledge to the analysis and evaluation</p>

	<p>of syllabuses and materials</p> <p>Assigned readings: To consolidate students' understanding of content</p> <p>Individual and group tasks and assignments: To enable students to demonstrate the extent and levels of attainment of intended learning outcomes; to enable the teacher to know the extent and levels of students' attainment of intended learning outcomes for providing formative feedback, making summative assessments, and subject improvement.</p>						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed</p>				
			<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	
	<p>1. Term paper</p>	<p>50%</p>	<p>✓</p>	<p>✓</p>			
	<p>2. Oral critique of teaching materials</p>	<p>20%</p>			<p>✓</p>	<p>✓</p>	
	<p>3. Written rationale for the adaptation/supplementation of materials critiqued in oral presentation</p>	<p>30%</p>			<p>✓</p>	<p>✓</p>	
	<p>Total</p>	<p>100%</p>					
<p>The term paper assignment focuses on issues relating to syllabus development. The assignment requires students to demonstrate their knowledge and understanding of developments in this area. They should also relate this literature to practice, i.e. critically apply the theories, principles, assumptions, recommendations, research findings, approaches, etc. in the literature to their own teaching context or one with which they are familiar.</p> <p>The second and third assignments are linked. The second requires students to give an oral critique of a set of materials (published or in-house) they have used or are currently using for a specific class, while the written assignment requires them to present a detailed plan and rationale for the adaptation and/or supplementation of a self-contained section of these materials.</p>							

<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Seminar	13 Hrs.
	Other student study effort:	
	▪ Weekly readings for lectures and seminar	13 Hrs.
	▪ Assignment-related reading, writing, discussions	68 Hrs
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>Recommended reading</b></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> <p>McGrath, I. (2002). <i>Materials evaluation and design in language teaching</i>. Edinburgh: Edinburgh University Press.</p> <p>McGrath, I. (2013). <i>Teaching materials and the roles of EFL/ESL teachers</i>. London: Bloomsbury Academic.</p> <p>Nation, I.S.P. and Macalister, J. (2010). <i>Language curriculum design</i>. New York: Routledge.</p> <p>Richards, J.C. (2001). <i>Curriculum development in language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Tomlinson, B. (ed.) (2008). <i>English language learning materials: A critical review</i>. London: Continuum.</p> <p>Tomlinson, B. (ed.) (2013). <i>Applied linguistics and materials development</i>. London and New York: Bloomsbury.</p> <p><b>Further reading</b></p> <p>Basturkmen, H. (2010). <i>Developing courses in English for specific purposes</i>. Basingstoke: Palgrave Macmillan.</p> <p>Ellis, R. (2003). <i>Task-based language learning and teaching</i>. Oxford: Oxford University Press.</p> <p>Graves, K. (2000). <i>Designing language courses: A guide for teachers</i>. Boston: Heinle &amp; Heinle Publishers.</p> <p>Johnson, R.K. (ed.) (1989). <i>The second language curriculum</i>. Cambridge: Cambridge University Press.</p> <p>Kumaravadivelu, B. (2006). <i>Understanding language teaching: From method to postmethod</i>. Mahwah, N.J.: Lawrence Erlbaum</p> <p>Leaver, B. and Willis, J. (eds.) (2004). <i>Task-based instruction in a foreign language: Practices and programs</i>. Washington, D.C.:</p>	

	<p>Georgetown University Press.</p> <p>Long, M.H. (ed.). (2005). <i>Second language needs analysis</i>. Cambridge: Cambridge University Press.</p> <p>Macalister, J. and Nation, I.S.P. (eds.) (2011). <i>Case studies in language curriculum design: Concepts and approaches in action around the world</i>. New York: Routledge.</p> <p>Nunan, D. (2004). <i>Task-based language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Tomlinson, B. (ed.) (1998). <i>Materials development in language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Tomlinson, B. (ed.) (2003). <i>Developing materials for language teaching</i>. London: Continuum.</p> <p>Van den Branden, K. (ed.). (2006). <i>Task-based language education: From theory to practice</i>. Cambridge: Cambridge University Press.</p> <p>Woodward, T. (2001). <i>Planning lessons and courses: Designing sequences of work for language classrooms</i>. Cambridge and New York: Cambridge University Press.</p>
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Revised by Stephen Evans (May 2014)