

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



SYLLABUS OF Syllabus DESIGN COURSE

Lecturer in charge: Dr. Hanane Saihi
Level: MASTER II
Semester: Three

1. Description of the Course

This course presents details about syllabus and curriculum design to Master students of English language classes. It introduces the types of syllabi design and Needs analysis contribution to meet the targeted students' needs in EFL classes. Course of syllabus design is designed mainly to recognise the main syllabus design components that function interactively to deliver comprehensive course.

2. Objectives of the Course

- The main objective of the course is to make the M2 students aware of the criteria of good syllabus design and the importance of needs' analysis to meet the learners' needs while designing a syllabus or a curriculum.

3. Prerequisites

Students are basically required to have good knowledge in ESP. Through this course, they should prove their comprehension of the courses of didactics presented in the third year.

Syllabus design schedule

MONTH	WEEK	LECTURE
DECEMBER	3.	Lecture I. Introduction to syllabus design <ul style="list-style-type: none"> - Definitions - Conceptual difficulties
	4.	<ul style="list-style-type: none"> - Function of syllabus design - Scope of syllabus design
JANUARY	1.	Lecture II. Types of syllabi <ul style="list-style-type: none"> - Process-oriented syllabuses - Product-oriented syllabuses
	2.	Lecture III. Needs analysis & syllabus design in Language teaching <ul style="list-style-type: none"> - Components of Needs Analysis - Needs Analysis in ESP Setting
	3.	<ul style="list-style-type: none"> - Major factors affecting syllabus design - Components of syllabus design
	4.	Lecture IV. Curriculum & instructional materials <ul style="list-style-type: none"> - Instructional Materials - Adoption and adaptation - Materials development
FEBRUARY	1.	Lecture V. Negotiated Syllabus: Towards Learner Autonomy <ul style="list-style-type: none"> - Teachers and Autonomy for Learner - Learner Autonomy in Curriculum Development
	2.	<ul style="list-style-type: none"> - Negotiated Syllabus and Learner Autonomy - Principles of the Negotiated Syllabus
	3.	Lecture VI. Syllabus Design and Evaluation <ul style="list-style-type: none"> - Product-Oriented Syllabuses - Process-Oriented Syllabuses
	4.	GENERAL REVISION

Requirements: to guarantee students success, they have to comprehend the presented lectures and to do their tasks. Since it is a series of lectures, the students are exposed to less practice. The tasks then can help them to take part in the lecture indirectly.

Assessment: Students are assessed and evaluated through a term exam at the end of the only one semester.

REFERENCES

- Ellis, R. (2003). Task-based language teaching and language learning. Oxford: Oxford University Press.
- Hutchinson, T., & Waters, A. (1987). English for specific purposes: A learning centred approach. Cambridge: Cambridge University Press.
- Hyland, K. (2006). English for academic purposes: An advanced resource book. London: Routledge.
- Nation, I. S. P., & Macalister, J. (2010). Language curriculum design. New York: Routledge.
- Nunan, D. (1999). Second language teaching and learning. Boston: Heinle & Heinle publishers.
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