
SYLLABUS DESIGN

For fourth-year students

General Information about the course

Program:	BA. TEFL
Course title:	Syllabus Design
Course credit value:	3
Course code:	...
Course status:	optional
Semester:	7 and 8
Weekly class hour:	3 hours
Prerequisite:	ELT 1, ELT 2
Co-requisite:	ELT 3

Lecturers

1.1 Vũ Tường Vi

Title: *Lecturer*

Contact address:

Falcuty of English Language Teacher Education, University of Languages and International Studies, Pham Van Dong Street, Cau Giay, Hanoi

Phone number, email:

0904089797 /email: tuongvi199@gmail.com

1.2 Phùng Thị Kim Dung

Title: *Lecturer*

Contact address:

Falcuty of English Language Teacher Education, University of Languages and International Studies, Pham Van Dong Street, Cau Giay, Hanoi

Phone number, email:

0943032992 /email: dungnncn@gmail.com

1.3 Nguyễn Thị Hòa

Title: *Lecturer*

Contact address:

Falcuty of English Language Teacher Education, University of Languages and International Studies, Pham Van Dong Street, Cau Giay, Hanoi

Phone number, email:

0977670186 /email: hoanguyen.capri@gmail.com

1.4. Nguyễn Huy Hoàng

Title: *Lecturer*

Contact address:

Falcuty of English Language Teacher Education, University of Languages and International Studies, Pham Van Dong Street, Cau Giay, Hanoi

Phone number, email:

01699945779 /email: hoanghnguyen88@gmail.com

Course Description

In this course students will explore different themes, such as Games, Work, Recycling, and Environment. These themes will allow students to read, write, listen and speak about academic topics such as cultural etiquettes, class uniform, fashion trends, do-it-yourself projects, preventing diseases, etc.

The goal of this course is for students to develop a syllabus for their own English course.

This overall goal will be accomplished through the exploration of various related theoretical issues (e.g., the process of designing a syllabus, learners' needs analysis, goals and objectives, content conceptualization, material development, assessment and evaluation) and relevant practice.

Partner and group work is central to enhancing students' language skills and social skills. All students will learn to organize and take responsibility for their own progress through both group and individual work.

5. Detailed content

Item 1: Syllabus design course description

- 1.1. Difference between syllabus and curriculum
- 1.2. Overview of syllabus design process
- 1.3. Approaches to syllabus design and various English teaching contexts in Vietnam

Item 2: Learners' needs analysis

- 2.1. Learners' needs analysis process
- 2.2. Approaches to analyse learners' needs: present needs analysis and target needs analysis
- 2.3. A learners' needs analysis framework

Item 3: Goals and Objectives

- 3.1. Relation between objectives and goals
- 3.2. Ways for setting objectives and goals

Item 4: Conceptualizing content

- 4.1. Guiding questions for conceptualizing content
- 4.2. Graves' content framework, using Stern's perspectives (1992)
- 4.3. Focus on language
- 4.4. Focus on learning and learners
- 4.5. Focus on social situation

Item 5: Organizing the course

- 5.1. Procedures of developing a course

- 5.2. Types of syllabus
 - 5.2.1. Product-oriented syllabus
 - 5.2.2. Process-oriented syllabus
 - 5.2.3. Content-oriented syllabus
- 5.3. Two levels of syllabus design: proto and educational syllabus

Item 6: Material development

- 6.1. Notices in developing materials
- 6.2. Teaching material evaluation
- 6.3. Design new materials
- 6.4. Edit book content

Item 7: Assessment and evaluation

- 7.1. Types of testing and evaluation
 - 7.2.1. Formative and summative
 - 7.2.2. Objective and subjective
 - 7.2.3. Formal and informal
- 7.3. Evaluate the course by answering six questions

Course Objectives

1. The course aims to introduce students to fundamental definitions, types of courses and how to develop a specific English learning course. During the course, students get familiar with analysing learners' needs, determining course objectives, designing courses, selecting content, designing and assessing teaching materials, testing and evaluating courses. Students are offered with a chance to understand thoroughly how to design a course, then they can design a specific course.

2. Expected outcomes

By the end of the course, students are expected to be able to have:

In terms of knowledge:

- Knowledge of basic concepts, theory about learners' needs analysis, objective choice, syllabus design, content selection, teaching material design and assessment, course testing and evaluation.

In terms of skill:

- Ability to adapt English teaching methods for a specific subject in a specific situation.

- Ability to teach English in different situations, such as analysing learners' needs, selecting materials, conceptualizing content, testing and evaluating the course.
- Ability to evaluate English teaching materials for specific subjects in specific situations;
- Ability to study and do research independently; work in group effectively

In terms of attitude:

- Passion for English in general and English teaching in particular
- More confidence in their own ability in choosing English teaching materials and designing courses.
- Enthusiasm, responsibility and working ethics
- Ability to determine the drive for future career development.

Assessment and Grading

Type of assessment	Weight	Task Description	Task Objectives
Continuous Assessment: Presentations about designing a full syllabus	60%	<p>Students work in groups of 4-5</p> <p>Apply theoretical knowledge of the lessons about syllabus design</p> <p>For each presentation, in group, students prepare the ideas and a Powerpoint about the content of each week, and at least 3 questions to test their partners' understanding.</p> <p>Listen to friends' presentation, develop critical thinking about different types of syllabus</p>	<ul style="list-style-type: none"> • Help students to strengthen their theoretical background of previous lessons and apply it in designing a syllabus.
Progress Tests	20%	<p>Students work independently</p> <p>2 quizzes in the middle and at the end of the course</p> <p>Answer MCQs and questions about concepts, terms, features of the process of syllabus design and understanding of the syllabus students are designing.</p>	<ul style="list-style-type: none"> • Check students' understanding of learned theory and their own syllabus.

Type of assessment	Weight	Task Description	Task Objectives
Final package of a full syllabus	20%	Students work in groups of 4-5 Summarize what modifications are applied to the designed syllabus after 3 presentations Prepare a word file of designed syllabus Students submit their assignment in the final week.	<ul style="list-style-type: none"> • To assess students' ability to make corrections and learn from their experience in synthesizing all the information for a complete syllabus.
