

# Syllabus Design and Development



## Overview and Outcomes

This course gives you the knowledge and skills to approach or review the design and development of language teaching syllabi. You will look at the relationships between the syllabus and the curriculum, and with other aspects of teaching and learning, and explore the challenges of syllabus design. You will look at the role of the coursebook, learning objectives and assessment outcomes in syllabus design, and how to align a syllabus to external frameworks like the CEFR.

## Trainers

NILE's highly experienced trainers are experts, not only in their fields, but also in working online with teachers for continuing professional development. Read more about NILE's trainers, their experience and interests at [The NILE Team](#) on the [NILE website](#).

## Teaching approaches

- We make courses practical and 'hands-on', with reference to relevant theory
- Our courses are participant-centred and collaborative, designed to build knowledge and confidence
- We use activities and tasks to help you apply the course content to your setting
- Courses are broken down into individual units and activities, forming a clear structure.
- Tasks are interactive, involving live online sessions, forums and community walls, and utilise a range of multimedia including images, audio files and videos.

## Certification

- Your end-of-course NILE certificate details the areas covered on your course. It comes with recommendations for sharing what you have learnt and implementing your action plan at your institution.

## Content

*Syllabus Design and Development* covers the following areas:

- key concepts in syllabus design and development
- issues and options in syllabus design and development
- the relationship between the syllabus and the coursebook
- the role of learning objectives and assessment in a syllabus
- how to map a syllabus against CEFR
- considerations in integrating critical thinking and/or 21st Century skills in a syllabus
- syllabus evaluation frameworks

You will also evaluate the possibility of going beyond language in a syllabus, to include, for example, critical thinking or other 21st century skills. Finally, you will consider principles for critically evaluating a syllabus and build up to an assignment which will assess the competences you have developed during the course.

Each course has a maximum of 16 participants and consists of 8 units, each introduced and completed over a week, Thursday to Wednesday, with an optional 4-week NILE Online assignment or at the end.

Time will be built into the course for reflection, to consider how to adapt the content to your own professional context. We then support you in creating a strategy for putting your ideas into practice in your institution.

The NILE Online platform was developed specifically for teacher development courses, and upholds the NILE tradition of excellence in tutoring, materials, support and engagement.

## Who should apply?

- Participants should have a background in language education, as a teacher, manager or publisher.
- Participants should have a minimum language level corresponding to B2 on the Common European Framework.



## Requirements and Resources

- Participants need a computer, a headset (with microphone) and an Internet connection. You can do much of the course on a tablet or mobile device, but will need a computer for certain activities.
- All participants have access to NILE's extensive ELT e-Library and the NILE digital learning platform during the course and for a further six months, to access materials and keep in touch with your new colleagues. We also encourage you to sign up to the NILE Membership platform, which provides a great range of free resources for ELT professionals and is updated monthly.

## Schedule

This course consists of 8 units. Each unit requires approximately 5-7 hours work per week. Live sessions will be held at a time agreed with participants, and recorded for those who cannot attend.

<b>Syllabus Design and Development</b>	
<b>Unit 1: Getting to know each other, the course, and key concepts</b>	<b>Unit 2: Why have a curriculum? How do the syllabus and other key dimensions of teaching and learning relate to the curriculum?</b>
This unit aims to help you to get to know each other, to acquaint yourselves with course resources and requirements, and to become familiar with key concepts in syllabus design and development. You will make contact with other course participants, explore the course platform and resources, review basic course information, and consider key terms and concepts related to syllabus design and development. You will go on to relate these terms and concepts to your own teaching and learning context.	This unit aims to clarify the relationship between the curriculum, the syllabus and other aspects of teaching and learning. In this unit you will explain reasons for having a curriculum, and analyse different views of learning suggested by different types of curriculum. You will explain the relationship between curriculum, syllabus, and other features in teaching and learning.
<b>Unit 3: What issues are involved in designing a syllabus?</b>	<b>Unit 4: What is the relationship between the syllabus and the coursebook?</b>
This unit aims to provide you with opportunities to think about and discuss key issues in syllabus design from both a theoretical and a practical perspective. For the theoretical perspective you will consider questions about syllabus design. The practical dimension will involve you in responding to an interview with a syllabus designer and to an article which explains the features of a syllabus designed for learners aged 8-13. You will consolidate your learning by sharing points of interest in the unit and by making notes on a lecture about syllabus design.	This unit aims to help you to investigate the relationship between the coursebook and the syllabus from different perspectives. You will begin exploring the relationship by comparing the claims about syllabus design made in a Teacher's Book with the reality of the syllabus as it appears in the accompanying coursebook and workbook. You will continue by adding your thoughts and questions on an interview in which a publisher gives her perspective and coursebooks and syllabus design. You will then look at how a coursebook writer sees the relationship between syllabus and coursebook. In the final activity of the unit you will consolidate your thinking by responding to an article about the relationship between coursebook and syllabus from a teacher's point of view.
<b>Unit 5: What role do learning objectives and assessment play in syllabus design and development?</b>	<b>Unit 6: How can I map a syllabus against the CEFR?</b>
This unit aims to help you to clarify what syllabus learning objectives are, why they are useful, and how to write them. You will begin by focussing on what learning objectives are, and the role they play in a syllabus. You will then consider features of a well-written syllabus learning objective. You will apply principles to practice by designing and explaining your own syllabus learning objectives. You will then consolidate your understanding by listening and responding to a discussion on issues in designing syllabus learning objectives. The unit concludes with an opportunity to review your learning so far on the course.	This unit aims to clarify what syllabus mapping is, what the CEFR is and how you can use the CEFR to design a syllabus. First you will consider all of these 3 aspects of syllabus design and development. You will then look at ways in which the CEFR can help you to build progression into a syllabus. You will apply the ideas from the first 2 tasks to analyse how closely a syllabus document has been mapped against the CEFR. Next you will investigate CEFR-linked tools you might find useful in syllabus mapping. The final activity provides space to reflect on points of interest and questions arising from your work in unit 6.
<b>Unit 7: How can I include critical thinking or 21st century skills in a syllabus?</b>	<b>Unit 8: How can I evaluate a syllabus?</b>
This unit aims to provide you with an opportunity to clarify what critical thinking and 21st century skills are, whether a syllabus designer should integrate either into a syllabus, and if so, how they can do this. You will begin by focussing on what critical thinking and 21st century skills are, whether they are relevant to language learners, and whether they can be integrated into a syllabus. You will then consider different options for including critical thinking and 21st century skills in a syllabus. You will analyse how syllabus designers have integrated 21st century skills into a real syllabus. The final activity invites you to design an analyse a critical thinking task with the help of a framework for critical thinking.	This unit aims to give you practical experience of principled evaluation of a syllabus. You will begin by thinking of and justifying suitable syllabus evaluation questions. You will then analyse questions in a syllabus evaluation template. You will consider the content and language of a syllabus evaluation report which uses this template. The focus then shifts to the course assignments and you will be able to ask any questions you would like to. You will consolidate what you've learnt on this course and to think about further areas of interest in syllabus design and development. Finally, you will exchange a parting gift with course colleagues and evaluate the course as a whole.
<b>Assignment</b>	
<b>Option A</b>	<b>Option B</b>
Evaluate a syllabus for English language learners and suggest changes to that syllabus.	Outline a new syllabus for a context of your choice.

At NILE we are committed to offering the best in language teacher training. As such, NILE Online courses were developed specifically to recreate the classroom experience and thus, we provide two-way tutorial contact in our online courses. Online participants will benefit from tutor interaction, support and feedback in each unit they take.

NILE Online is the first online course provider aligned to the Cambridge English Teaching Framework. NILE Online courses are also formally aligned to the Equals Framework for Language Teacher Training and Development, and the effort we take to make the NILE Online experience both positive and productive has been recognised by inspections from AQUEDUTO, The Association for Quality Education and Training Online.