

Syllabus and Curriculum

Nunan (1988) believes that curriculum is wider term as compared with syllabus. Curriculum covers all the activities and arrangements made by the institution throughout the academic year to facilitate the learners and the instructors whereas syllabus is limited to particular subject of a particular class.

In a theoretical sense, curriculum refers to what is offered by the school or college. However, practically it has a wider scope which covers the knowledge, attitude, behaviour, manner, performance and skills that are imparted or inculcated in a student. It contains the teaching methods, lessons, assignments, physical and mental exercises, activities, projects, study material, tutorials, presentations, assessments, test series, learning objectives, and so on.

Syllabus Design

Hussin A.Rothana



Syllabus Design:

Syllabus Design David Nunan, 1988-07-07 Demonstrates the principles involved in planning and designing an effective syllabus This book examines important concepts such as needs analysis goal setting and content specification and serves as a useful introduction for teachers who want to gain an understanding of syllabus design in order to modify the syllabuses with which they work

Curriculum, Syllabus Design and Equity Allan Luke, Annette Woods, Katie Weir, 2012-08-21 Curriculum scholars and teachers working for social justice and equity have been caught up in acrimonious and polarizing political debates over content ideology and disciplinary knowledge At the forefront in cutting through these debates and addressing the practical questions involved this book is distinctive in looking to the technical form of the curriculum rather than its content for solutions The editors and contributors all leading international scholars advance a unified principled approach to the design of curriculum and syllabus documents that aims for high quality high equity educational outcomes and enhances teacher professionalism with appropriate system prescription Stressing local curriculum development capacity and teacher professional responses to specific community and student contexts this useful practical primer introduces and unpacks definitions of curriculum syllabus the school subject and informed professionalism presents key principles of design discusses a range of approaches and offers clear realistic guidelines for the tasks of writing curriculum documents and designing official syllabi and professional development programs at system and school levels Providing a foundational structure for syllabus design work Curriculum Syllabus Design and Equity is relevant for teachers teacher educators and curriculum policy workers everywhere who are engaged in the real work of curriculum writing and implementation

Communicative Syllabus Design John Munby, 1981-03-05 This book provides a model for specifying the syllabus content relevant to the differing needs of ESP learners

Text-based Syllabus Design Susan Feez, Helen Joyce, 1998 Text based syllabus design

Syllabus Design Of English Language Teaching Prof. Dr. Abd. Hakim Yassi, Dipl., TESTL., M.A., 2018-01-03 This book is entitled Syllabus Design for English Language Teaching which was written and developed based on a research Communicative Competence Based Syllabus Design for Speaking Course One for Students of The English Department It mainly provides detailed elucidation of the process of designing a syllabus as one of systematic steps of curriculum development in language teaching Curriculum development in language teaching should be done since it implies an effort carried out by the language teachers to improve the quality of language teaching through some stages of systematic planning such as a needs analysis formulation of learning objectives development of syllabus and teaching materials teaching materials implementation as well as evaluation to find out the effectiveness of the curriculum by taking into account the achievement of learning goals in language teaching program This book generally includes some information on the discussion of 1 The status of English in the education system of Indonesia and the outcomes of English teaching all this time according to researchers in the field of language teaching 2 The distinction between the terms of curriculum and

syllabus therewith the syllabus design theory from the standpoint of ESP and Language Program Development 3 Theory of needs analysis as the main cornerstone in the development of syllabus design 4 The concept and the theory of communicative competence based syllabus design 5 The systematic stages in designing a competency based syllabus ranging from preliminary stages with the needs analysis the stage of teaching materials development as well as the stage of reviewing the learning outcomes 6 A practical example of a study which is presented to make the readers clearly understand how to apply the stages of developing the communicative competence based syllabus design Buku Persembahan Penerbit PrenadaMedia

The Communicative Syllabus Janice Yalden, 1983 **Issues in Syllabus Design**, 2017-11-11 The various types of syllabi and the host of related issues in the field of second language teaching and course development manifest the significance of syllabus design as one of the most controversial areas of second language pedagogy Teachers should be familiar with different types of syllabuses and be able to critically analyze them *Issues in Syllabus Design* addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs It starts with an introduction to the concept of syllabus design along with its philosophical foundations and then briefly covers the major syllabus types from a historical perspective and pedagogical significance the grammatical situational skill based lexical genre based functional notional content task based negotiated and discourse syllabus *Approaches to Syllabus Design for Foreign Language Teaching* Karl

Krahnke, 1987 **Handbook of Foreign Language Communication and Learning** Karlfried Knapp, Barbara Seidlhofer, H. G. Widdowson, 2009 The Handbooks of Applied Linguistics provide a state of the art description of established and emerging areas of Applied Linguistics Each volume gives an overview of the field explains the most important traditions and their findings identifies the gaps in current research and gives perspectives for future directions **Designing a Motivational Syllabus** Christine Harrington, Melissa Thomas, 2023-07-03 A thoughtfully constructed syllabus can be transformative for your students learning communicating the path they can take to succeed This book demonstrates how rather than being a mundane document to convey policies you can construct your syllabus to be a motivating resource that conveys a clear sense of your course's learning goals how students can achieve those goals and makes evident your teaching philosophy and why you have adopted the teaching strategies you will use such as discussion or group activities Developing or revising a syllabus also presents you with a perfect opportunity to review the learning possibilities for the semester Well designed it can help you stay focused on achieving the learning outcomes as well as determine if the class is on track and whether adjustments to the schedule are needed The authors show how by adopting a welcoming tone and clearly stating learning outcomes your syllabus can engage students by explaining the relevance of your course to their studies create an all important positive first impression of you as an instructor and guide students through the resources you will be using the assignments ahead as well as clear guidance on how they will be assessed Referred to frequently as the course progresses an

effective syllabus will keep students engaged and on task Christine Harrington and Melissa Thomas lead you through all the elements of a syllabus to help you identify how to present key messages and information about your course think through the impressions you want to create and equally importantly suggest how you can use layout and elements such as images and charts to make your syllabus visually appealing and easy to navigate *General English Syllabus Design* C. J. Brumfit,1984

Course Design Fraida Dubin,Elite Olshtain,1986-09-26 Course planning and development in the context of current theories of language learning Trends in Language Syllabus Design John A. S. Read,1984 **Curriculum Development in Language Teaching** Jack C. Richards,2001-03-12 1 The origins of language curriculum development 2 From syllabus design to curriculum development 3 Needs analysis 4 Situation analysis 5 Planning goals and learning outcomes 6 Course planning and syllabus design 7 Providing for effective teaching 8 The role and design of instructional materials 9 Approaches to evaluation **Designing Tasks for the Communicative Classroom** David Nunan,1989-03-09 This book integrates recent research and practice in language teaching into a framework for analysing learning tasks Instructional Design for LIS Professionals Melissa A. Wong,2019-05-03 A concise practical guide to effectively teaching current and future librarians in graduate programs professional settings and beyond Many librarians are thrust into positions where they are asked to teach colleagues Others choose to share their knowledge and experience by preparing the next generation of librarians in graduate programs However few such librarians have received any formal education in instructional design In this book Melissa A Wong an expert instructional designer helps information professionals to prepare for their roles as teachers of current and future librarians Covering topics that range from syllabus construction to evaluation and student feedback the book offers practical guidance on how to communicate with and support learners and how to come up with assignments and grade them along with advice on accessibility issues and working with technologies such as LMS OER videos and PowerPoint It demonstrates how to adapt principles of effective teaching to settings including workshops professional development courses conference presentations and staff training It also discusses professional challenges such as managing workload and shows how to adapt formal coursework to informal teaching situations Librarians who wish to learn new methods or improve on their teaching and course design skills should read this book *Second Language Vocabulary Acquisition* Qing Ma,2009 This book offers readers a basic grounding in L2 vocabulary acquisition In addition it provides theoretical analyses and empirical data regarding Chinese learners of English their specific learning difficulties needs strategies etc The book provides an overview of the research in L2 vocabulary acquisition in the last two decades Linguistic psycholinguistic socio cultural neurolinguistic and corpus linguistics analyses are considered The book constructs a comprehensive framework for Computer Assisted Vocabulary Learning CAVL This is achieved by providing an overview of vocabulary learning in CALL and then proposing a big framework within which most vocabulary learning programs can be conceptualized The author then gives a detailed account of how Chinese learners approach English vocabulary learning She provides an up to date picture of

the overall situation regarding the language policies adopted the traditional orthodox approach to language learning and the recent reforms implemented in Chinese universities General and specific vocabulary learning difficulties encountered by Chinese learners are documented and analysed and empirical studies are reported English Language Teaching - Principles and Practice Saraswati,2004 This is a textbook which looks at the practice of ELT from an Indian perspective It has a training oriented approach and can be used as a manual by teacher trainers students at the undergraduate and graduate levels in B Ed and allied programmes **Handbook on Teaching and Learning in Political Science and International Relations** John Ishiyama,William J. Miller,Eszter Simon,2015-02-27 With a focus on providing concrete teaching strategies for scholars the Handbook on Teaching and Learning in Political Science and International Relations blends both theory and practice in an accessible and clear manner In an effort to help faculty **Modelling and Assessing Second Language Acquisition** Kenneth Hyltenstam,Manfred Pienemann,1985 This book forms an invaluable reference work for all teachers of second languages and researchers in the field of L2 acquisition It discusses the contribution that modern research into L2 acquisition makes to the curriculum development process It also provides the reader with arguments for and against the various approaches to teaching

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