

Curriculum Development and Syllabus Design



Course overview

The language curriculum can be organised according to a variety of principles and integrated with a number of other subjects. How the curriculum is organised depends on a number of factors: theories that have influenced the curriculum designers, institutional views of language and language learning, the target use of the language, and the forms of assessment used within the institution.

This 50-hour course looks at different models of curriculum and syllabus as a way of enabling you to reflect on the design of your own institutional language programme. Through critical reflection on your own context, institutional beliefs and guiding principles, the course aims to encourage you to bring your syllabus into alignment with your institutional ideals.

Who is the course suitable for?

- Teachers or educational administrators who are interested in gaining a basic grounding in the principles and practice of curriculum development and syllabus design in the context of language education.
- Participants with a minimum level of English corresponding to B2 on the Common European Framework of Reference.

What will the course include?

As a course participant, you will receive a pre-course questionnaire, which should be returned prior to the course. This is to ensure that the areas of most relevance to you are integrated into the course content.

The course will include content drawn from some or all of the following areas, depending on your contextual and personal needs and priorities:

- Examining curriculum, syllabus and materials, and exploring relationships between them
- Evaluating a range of syllabus models and their methodological implications
- Looking at curriculum renewal and its impact on classroom practice
- Exploring cross-curricular issues and their impact on the language syllabus
- Examining language systems and skills, notions and functions in syllabus design
- Exploring the relationship of testing and assessment to syllabus aims
- Matching learning outcomes to external standards
- Examining the relationship of stakeholders to curricula and syllabi
- Comparing and contrasting General vs Specific Purpose syllabus design
- Taking part in practical syllabus design workshops

Time will be built into the course for reflection and for you to consider how to adapt ideas from the course to the classroom in your own professional context.

All NILE's courses involve a significant element of English language improvement and/or development of language awareness.

What does the course consist of?

The 50-hour course provision is built around intensive tuition from trainers who are experts in the field of teaching English and also includes opportunities for reading and research, as well as a guest lecture from a well-known figure in the field of ELT. Classes are held from Monday to Friday and take place as detailed in the course-specific timetable but always within the hours 0915 – 1715.

What approach is used?

- Classes will be practical and 'hands-on', but with reference to relevant theory
- Courses are participant-centred involving tasks providing memorable learning contexts
- Tasks will be used to illustrate the key course objectives through procedure and content
- The approach includes opportunities for exploring key and contemporary issues

Facilities and resources

The NILE course venue includes an extensive ELT library and computer suite with Wi-Fi throughout. Each course has a Moodle online learning platform which includes a

comprehensive online library and enables you to access course materials and share ideas and materials with other course participants. This facility will be available to you for six months after the course so you can keep in touch with your colleagues and continue to access course materials once you have returned home.