

NEAR EAST UNIVERSITY - FACULTY OF EDUCATION						
		Department of English Language Teaching SYLLABUS 2015-2016 Fall Semester				
Course Code ELT 528	Course Name ELT Curriculum	Classroom ELT – R09	Weekly Course Hours T A L 3 0 0		Credits 3	ECTS 4
Prerequisite: None						
Language of instruction: English		Course Type: Graduate		Year: 2014-2015		Semester: Fall
Instructor: Prof. Dr. Sabri Koç E-mail: sabrikoc46@gmail.com Website: http://sabrikoc.webnode.com				Office Hours: Wednesday 15:00-16:00 Office / Room No: ELT - D 110 Office / Room Phone: 0533 843 5858		
Learning Outcomes	<p>► After the completion of this course, the student will have learned</p> <ul style="list-style-type: none">the theoretical background to foreign language curriculum theory and research including ESP/EAP and Computer-Assisted Language Learning (CALL)to design a framework for curriculum development in English language teaching,the processes in developing a standards-based syllabus for English language teachingto develop instruments for needs analysisto implement a needs analysis surveyto determine general goals and specific objectives for the syllabusto select and develop materialsto develop a frame/a lesson <p>► On successful completion of the course, students will</p> <ul style="list-style-type: none">implement a needs analysisdesign a syllabus for teaching English at various levelsdevelop sample units for teaching Englishevaluate an existing English language teaching curriculum					
Course Description	Curriculum can be defined as a collection of details of a teaching program. Designing a curriculum is primarily based on a systematic process including an investigation about the needs and requirements, developing objectives of the program in accordance with the needs, structuring the content of the teaching syllabus for each course included in the curriculum, deciding on the appropriate teaching materials and methods in line with the content of the syllabus for each course, deciding on the assessment and evaluation issues, and reporting the effectiveness of the curriculum with its all components. This course, therefore, aims to reconsider all the issues and factors related to designing English language teaching curriculum.					
Course Objectives	The students are expected to understand and apply the principles of curriculum development and syllabus design, design and implement instruments for determining and analyzing needs, design and develop course materials (sample units) at various levels for teaching English, and evaluate an existing language teaching program.					
Textbooks and/or References	<ol style="list-style-type: none">Dubin, F. & E. Olshtain (1986). <i>Course design: Developing programs and materials for language learning</i>. Cambridge: Cambridge University Press.Graves, K. (2000). <i>Designing language courses: A guide for teachers</i>. Boston, MA: Heinle & Heinle Publishers.Johnson, R. K. (ed.) (1989). <i>The second language curriculum</i>. Cambridge: Cambridge University Press.Mager, R.F. (1984). <i>Preparing instructional objectives</i> (2nd ed.). Belmont, CA: David S. Lake.Marsh, Colin J. (2005). <i>Key concepts for understanding curriculum</i>. New York: RoutledgeFalmer.Nunan, D. (1988). <i>Syllabus design</i>. Oxford: Oxford University Press.Nunan, D. (1988). <i>The learner-centred curriculum: A study in second language teaching</i>. Cambridge: Cambridge University Press.Oppenheim, A. N. (1992, 2001). <i>Questionnaire design, interviewing and attitude measurement</i> (new ed.). New York: Continuum.Posner, G. J. & A. H. Rudnitsky (2001). <i>Course design: A guide to curriculum development for teachers</i> (6th ed.). New York: Addison Wesley Longman Inc.White, R. V. (1988). <i>The ELT curriculum: Design, innovation and management</i>. Oxford: Basil Blackwell.Wilkins, D. A. (1976). <i>Notional syllabuses</i>. Oxford: Oxford University Press.Yalden, J. (1987). <i>Principles of course design for language teaching</i>. Cambridge: Cambridge University Press.Course notes and references on CD submitted by the instructor.					
Course Content	Curriculum development, syllabus design, syllabus formats, needs assessment, instruments for collecting needs, writing goals and objectives, selecting and developing materials, writing lessons, syllabus design in CALL and ESP.					
Methods and Techniques Used in the Course	The sessions during several weeks at the beginning will be conducted by the instructor to establish a common framework. This course is, in essence, participant-oriented. All participants are required to come to class having read and prepared weekly reading assignments to actively join and contribute to the class discussion by questions and comments during/after the presentation of the assigned topic by the presenter/s.					
WEEKLY OUTLINE						
Week	Date	Activities	Notes		Reference	
1	5-9 Oct.	Introduction to the course			All	
2	12-16 Oct.	A Framework for Curriculum Development	Presentation & discussion		1, 5, 6	
3	19-23 Oct.	Curriculum Dev. and Syllabus Design Models	Presentation & discussion		1, 2, 6, 8	
4	26-30 Oct.	Needs Assessment	Presentation & discussion		1, 2, 6, 8	
5	2-6 Nov.	Designing Instruments for Needs Assessment	Presentation & discussion		1, 6, 9	
6	9-13 Nov.	Determining Goals and Objectives	Project: Needs assessment tools		4,6,8,9-11+Notes	
7	16-20 Nov.	Syllabus Design Models	Report: Needs assessment tools		4, 9, 10, 11	
8	23-27 Nov.	Deriving Instructional/Specific Objectives	Presentation & discussion		4, 9, 10, 12	

9	30 Nov-4 Dec		Deriving Instructional/Specific Objectives		Presentation & discussion		4, 9, 10, 12		
10	7-11 Dec.		Materials Selection and Development, Lessons		Presentation & discussion		2, 3, Notes		
11	14-18 Dec.		ESP/EAP and (CALL)		Presentation & discussion		Munby, Notes		
12	21-31 Dec.		Final Exams		Final Project				
Attendance: Minimum 70 %									
Assessment Breakdown:		Type			Date		%	Reference	
		1	Midterm Project: Data Collection Instruments			18 Nov. 2015		30	1, 7
		2	Presentations			Weeks 4-11		15	2, 9, 10, 11
		3	Theses Search			30 Dec. 2015		10	Internet
		4	Final Project: Syllabus Design			30 Dec. 2015		45	All references
Learning Programme									
Educational Tool		Quantity	Student Workload Hours		Educational Tool		Quantity	Student Workload Hours	
Lectures		10	10*3 = 30		Theses Search		1	1*6 = 6	
In-class Discussions		12	12*3 = 36		Presentation		2	2*2 = 4	
Preparation for Classes		15	15*1 = 15		Preparation for Presentation		1	1*6 = 6	
Midterm Project		1	1*8 = 8		Final Project		1	1*15 = 15	
					Total		120		
			Recommended ECTS Credit (Total Hours / 30) :					120/30 = 4	

Main References

1. Dubin, F. & E. Olshtain (1986). *Course design: Developing programs and materials for language learning*. Cambridge: Cambridge University Press.
2. Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston, MA: Heinle & Heinle Publishers.
3. Johnson, R. K. (ed.) (1989). *The second language curriculum*. Cambridge: Cambridge University Press.
4. Mager, R.F. (1984). *Preparing instructional objectives* (2nd ed.). Belmont, CA: David S. Lake.
5. Marsh, Colin J. (2005). *Key concepts for understanding curriculum*. New York: RoutledgeFalmer.
6. Nunan, D. (1988). *Syllabus design*. Oxford: Oxford University Press.
7. Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. Cambridge: Cambridge University Press.
8. Oppenheim, A. N. (1992, 2001). *Questionnaire design, interviewing and attitude measurement* (new ed.). New York: Continuum.
9. Posner, G. J. & A. H. Rudnitsky (2001). *Course design: A guide to curriculum development for teachers* (6th ed.). New York: Addison Wesley Longman Inc.
10. White, R. V. (1988). *The ELT curriculum: Design, innovation and management*. Oxford: Basil Blackwell.
11. Wilkins, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press.
12. Yalden, J. (1987). *Principles of course design for language teaching*. Cambridge: Cambridge University Press.
13. Course notes and references on CD submitted by the instructor.

Other References

- Brown, H. D. (1994) *Principles of language learning and teaching* (3rd ed.). Englewood Cliffs: Prentice-Hall.
- Brumfit, C. J. (Ed.) (1984). *General English syllabus design. (ELT Documents 118)*, Oxford: Pergamon Press.
- Celce-Murcia, M. (ed.) (1991). *Teaching English as a second or foreign language* (2nd ed.). Boston, Massachusetts: Heinle & Heinle Publishers.
- Chastain, K. (1976, 1988). *Developing second language skills: Theory and practice* (3rd ed.). San Diego: Harcourt Brace Jovanovich, Publishers.
- Cruikshank, D.R., Bainer, D., Metcalf, K. (1995). *The act of teaching*. New York: McGraw Hill, Inc. (Part Two: The Act of Teaching pp. 125-309)
- Harmer, J. (1991). *The practice of English language teaching* (New ed.). London: Longman.
- Hutchinson, T. and A. Waters (1987) *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
- Johnson, R. K. (ed.) (1989). *The second language curriculum*. Cambridge: Cambridge University Press.
- Krahnke, Karl (1987) *Approaches to syllabus design for foreign language teaching*. Englewood Cliffs: Prentice-Hall Inc.
- Munby, J. (1978). *Communicative syllabus design*. Cambridge: Cambridge University Press.
- Richards, J. C. & T. S. Rodgers (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Saylor, C., W. M. A. Galen & A. J. Lewis (Eds.) (1981). *Curriculum planning for better teaching* (4th ed.). New York: Holt, Rinehart & Winston.
- Scrivener, J. (2011) *Learning teaching: The essential guide to English language teaching*. Oxford: Macmillan Education.
- Ur, P. (1996) *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Yalden, J. (1983). *The communicative syllabus: Evolution, design and implementation*. Oxford: Pergamon Press.