Syllabus Design and Development

Overview and Outcomes

The 30-hour **NILE Syllabus Design and Development** 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.

Content

Syllabus Design and Development includes content drawn from some or all of the following areas, according to participants' needs and interests:

- **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**

Trainers

NILE and British Council's highly experienced trainers are experts, not only in their fields, but also in working with teachers for continuing professional development.

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 divided into individual sessions and activities, each with specified learning outcomes, forming a clear structure.
- Teaching is interactive and utilises a range of multimedia including image and video.

Certification

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

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.

Venue and Facilities

- The course takes place in British Council Bogotá's fully-equipped teaching venue. All course materials are provided.
- All participants have access to NILE's extensive ELT eLibrary and the NILE digital learning platform during the course and for a further six months, to access course materials and other resources. We also encourage you to sign up to NILE Membership Area, which provides a great range of free resources for ELT professionals.

Each course has a maximum of 18 participants and consists of 10 sessions, each scheduled on a Monday,

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 complementary NILE Online platform which is available to all course participants contains all course materials, plus additional resources including videos and academic journals and e-books.

Schedule

This course consists of 10 sessions. Each session lasts 3 hours and takes place on Mondays at British Council Bogotá teaching centre.

Session 1: **Getting to know each other, the course, and key concepts**	**Session 2:** **Why have a curriculum?** **How do the syllabus and other key dimensions of teaching and learning relate to the curriculum?**
This session will introduce you to the course structure, content and learning outcomes. You will also find out what you can expect from us and what we expect from you, and learn how to access the supplementary digital resource platform. We will introduce ourselves, get a general overview of the content, your teaching contexts 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 session aims to clarify the relationship between the curriculum, the syllabus and other aspects of teaching and learning. In this session you will look at reasons for having a curriculum, and analyse different views of learning suggested by different types of curriculum. You will also explore the relationship between curriculum, syllabus, and other features in teaching and learning.
Session 3: **What issues are involved in designing a syllabus?**	**Session 4:** **What is the relationship between the syllabus and the coursebook?**
This session 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 watching an interview with a syllabus designer and reading 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 session and consolidating your understanding of issues related to syllabus design.	This session 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 look at coursebooks and syllabus design from the perspective of both a publisher and a coursebook writer. Finally, you will consolidate your thinking by considering the relationship between coursebook and syllabus from a teacher's point of view.
Sessions 5 and 6: **What role do learning objectives and assessment play in syllabus design and development?**	**Sessions 7 and 8:** **How can I map a syllabus against the CEFR?**
These sessions aim 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 to a discussion on issues in designing syllabus learning objectives. The session concludes with an opportunity to review your learning so far on the course.	These sessions aim 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. Finally, you will investigate CEFR-linked tools you might find useful in syllabus mapping, before reflecting on points of interest and questions arising from your work in this session.
Session 9: **How can I include critical thinking or 21st century skills in a syllabus?**	**Session 10:** **How can I evaluate a syllabus?**
This session 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. Finally, you will have the chance to design and analyse a critical thinking task with the help of a framework for critical thinking.	This session 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. Finally, you will review the course and consider the implications of your learning for your own professional context and future action planning.