EDLE 7343 SYLLABUS DESIGN AND MATERIALS DEVELOPMENT

TABLE 11 IN COURSE OUTLINE

No.	Outcomes	Bloom's Taxonomy			Soft skills (KI)	Programme Outcomes (PO)
		C	A	P		
1	compare and contrast the various syllabi in L2 settings	4	3		CS6	1, 3
2	evaluate prospective L2 course materials	5	3		CS6, CT6	2, 4
3	develop a syllabus for a course that suits the individual needs of the student	6	4	4	CS6, CT5, TS3, LS2	5, 8
4	justify and support the syllabus in accordance to students' needs	5	3	3	LL5, KK5	6,9
5	discuss common curricular challenges and considerations in designing an ESL syllabus	5		4	CT5, CS4	7

TABLE 12 IN COURSE OUTLINE

Outcomes	Teaching-Learning Methods	Assessment Methods
LO1	Lecture and discussion	Essay Final Examination
LO2	Lecture and discussion	Oral Presentation Final Examination
LO3 and LO4	Lecture, discussion and Coordinated Project: Needs Analysis	Oral Presentation Needs Analysis Report Final Examination
LO5	Lecture and discussion	Oral Presentation Final Examination

OPEN BOOK EXAM

EDLE 7243 SYLLABUS DESIGN AND MATERIALS DEVELOPMENT

INSTRUCTION:

THIS IS AN OPEN BOOK EXAM. (8 hours)

Designing an English Language syllabus is not an easy task. Serious and critical considerations need to be given attention to prior to the conceptualization of the syllabus in order to avoid a mismatch between what a syllabus can offer to the students, and what the students want from the syllabus. In most cases, language syllabus designer do not have many resources to work with, which causes them resort to creative ways of designing syllabus, something that could be considered practical but not entirely right principally nor ethical.

In this examination you will have the opportunity to share your view, ideas and even criticism about how an English Language syllabus could be best designed. You are encouraged to incorporate in your answer the relevant support from the literature.

In your answer, you should include:

> ### LOs for EDLE 7343
>
> LO1 compare and contrast the various syllabi in L2 settings
>
> LO2 evaluate prospective L2 course materials
>
> LO3 develop a syllabus for a course that suits the individual needs of the student
>
> LO4 justify and support the syllabus in accordance to students' needs
>
> LO5 discuss common curricular challenges and considerations in designing an ESL syllabus

i.   A comparative analysis of a English Language syllabus for secondary schools in your country and the English Language syllabus for secondary school in Malaysia. Focus your answer on: **(LO1 and LO5)**

   - the approaches course designers might have taken in designing the curriculum
   - the goals, learning outcomes and contents, and sequencing of contents
   - teaching materials and texts used
   - the proposed assessment methods and procedures
   - potential challenges faced by the syllabus designers in your country and Malaysia

ii.   An elaboration of the needs analysis project that you conducted in the course as a group project. Focus your answer on your sample's :
   (LO3 AND 4)
   - comment on the major findings of your
   - readiness of learning English Language
   - motivation for learning English Language
   - problems in learning English Language

iii.   a proposal of a 10-criteria checklist that can be used to evaluate teaching materials. Provide a justification for each criteria in the checklist in terms of its :
   (LO 2)
   - practicality
   - usability
   - efficiency

ASSESSMENT RUBRICS

1.   HOLISTIC
2.   ANALYTIC

LO1 compare and contrast the various syllabi in L2 settings

LO2 evaluate prospective L2 course materials

LO3 develop a syllabus for a course that suits the individual needs of the student

LO4 justify and support the syllabus in accordance to students' needs

LO5 discuss common curricular challenges and considerations in designing an ESL syllabus

Designing an English Language syllabus or programme is not an easy task. Serious and critical considerations need to be given prior to the conceptualization of the syllabus in order to avoid a mismatch between what a syllabus can offer to the students, and what the students want from the syllabus. In most cases, language syllabus designer do not have many resources to work with, which makes them resort to creative ways of designing syllabus, something that could be considered practical but not entirely right nor ethical.

In this examination you will have the opportunity to share your view, ideas and even criticism about how an English Language syllabus could be best designed. You are encouraged to incorporate in your responses relevant support from the literature.

In your answer, you should include:

iv. A comparative analysis of a English Language syllabus for secondary school in your country and the English Language syllabus for secondary school in Malaysia. Focus your answer on: (LO1 and LO5)
   - the approaches course designers might have taken in designing the curriculum
   - the goals, learning outcomes and contents, and sequencing of contents
   - teaching materials and texts used
   - the proposed assessment methods and procedures
   - potential challenges faced by the syllabus designers in your country and Malaysia

v. An elaboration of the needs analysis project that you conducted in the course as a group project. Focus your answer on your sample's :
   (LO3 AND 4)
   - comment on the major findings of your
   - readiness of learning English Language
   - motivation for learning English Language
   - problems in learning English Language

vi. a proposal of a 10-criteria checklist that can be used to evaluate teaching materials. Provide a justification for each criteria in the checklist in terms of its : (LO 2)
   - practicality
   - usability
   - efficiency