



UNAMIN

SYLLABUS

PREPARED BY AHMAD WAEL, S.PD., M.PD



WHAT IS SYLLABUS?

a syllabus is more specific and more concrete than a curriculum, and a curriculum may contain a number of syllabi.

DUBIN AND
OLSHTAIN, (1986)



syllabus specifies the content of the lessons used to lead the learners to achieve the goals

KRAHNKE,
(1987)



01

A STRUCTURAL/FORMAL

It is one in which the content of language teaching is a collection of the forms and structures, usually grammatical, of the language being taught

02

A FUNCTIONAL

It is one in which the content of language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express.

03

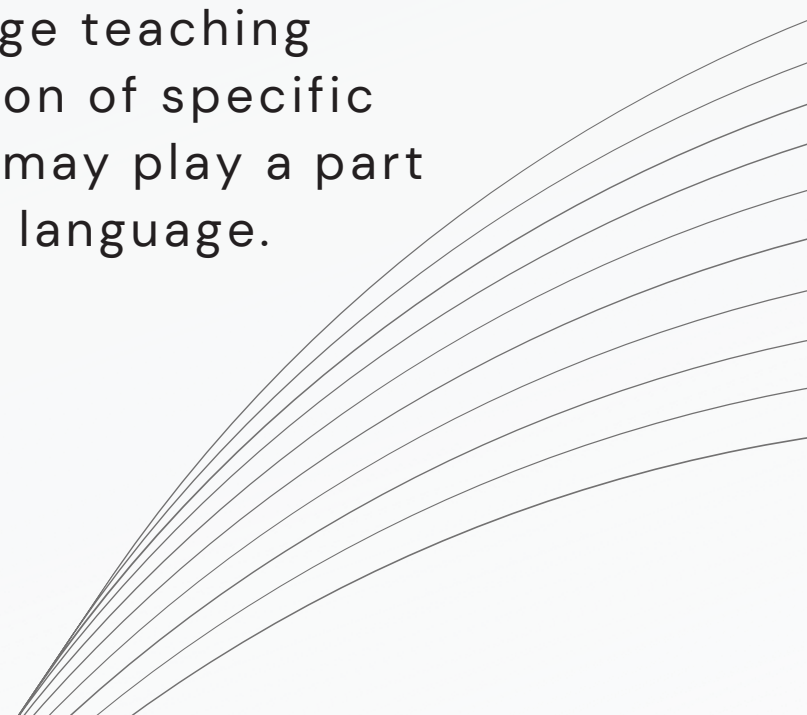
A SITUATIONAL

It is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used

04

A SKILL-BASED

It is one in which the content of language teaching is a collection of specific abilities that may play a part in using language.



05

02

03

06

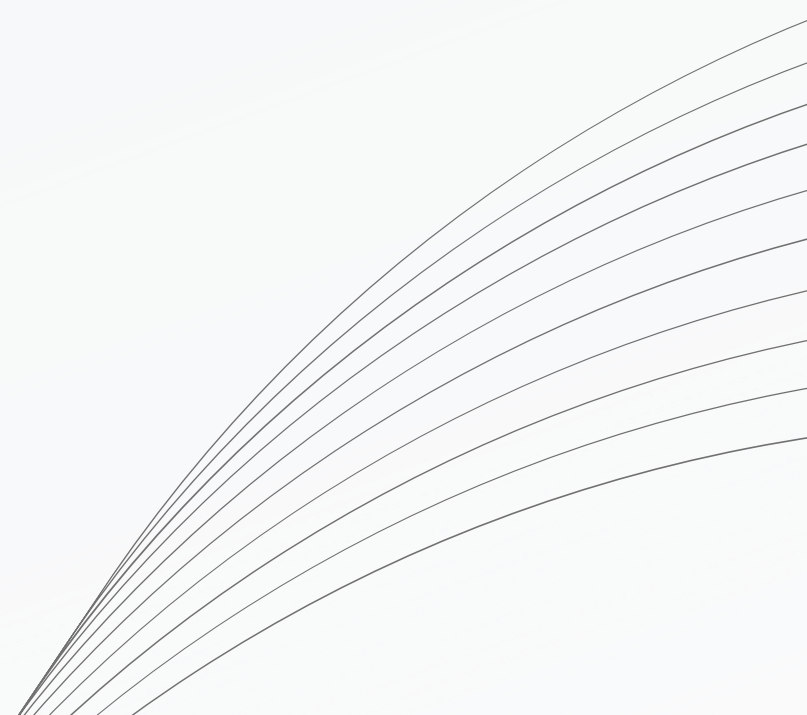
04

A TASK-BASED

It is similar to content-based syllabus in that both the teaching is not organized around linguistic features of the language being learned but according to some other organizing principle.

A CONTENT-BASED.

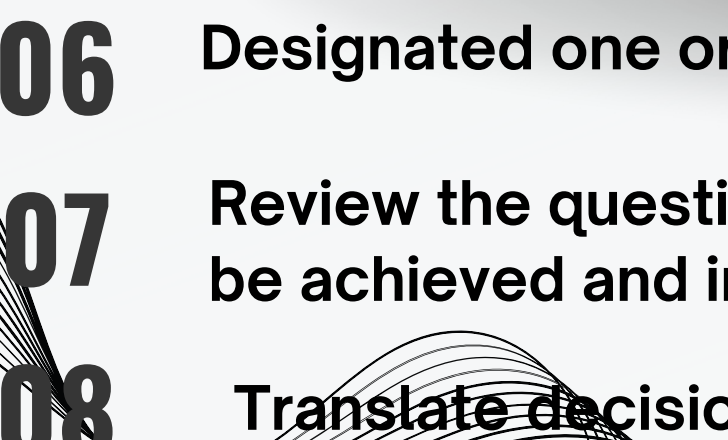
It is not really a language teaching syllabus at all.



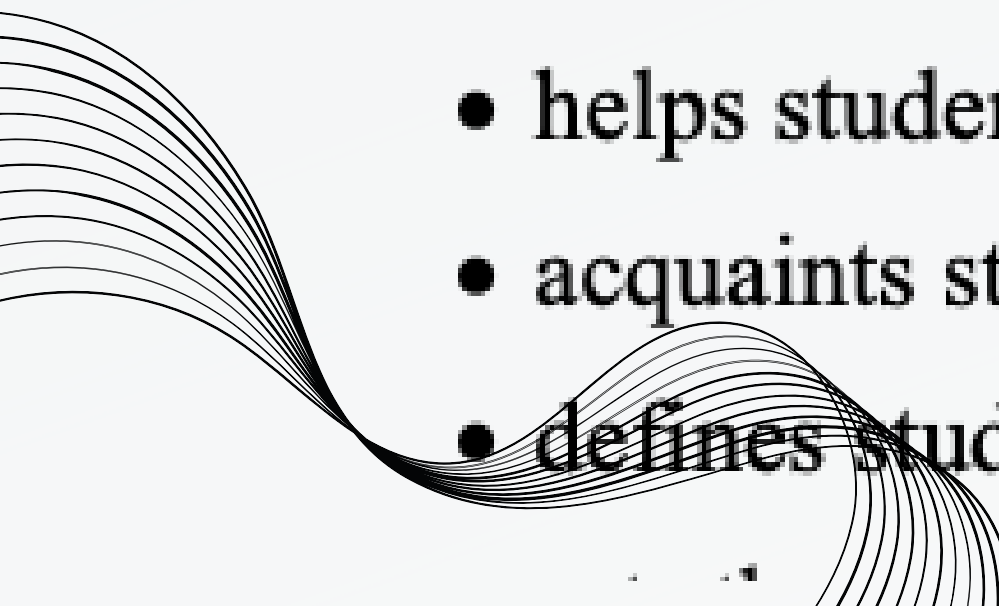
CONTENT OF SYLLABUS

- 01** BASIC INFORMATION ABOUT THE COURSE
- 02** COURSE DESCRIPTION
- 03** COURSE GOALS
- 04** COURSE ACTIVITIES
- 05** READING LIST
- 06** TEACHING METHODOLOGY
- 07** ASSESSMENT

THE PRACTICAL LANGUAGE SYLLABUS

- 01** Determine, to the extent possible, what out-comes are desired for the students in the instructional program. That is, as exactly and realistically as possible, define what the students should be able to do as a result of the instruction
 - 02** Rank the syllabus types presented here as to their likelihood of leading to the outcomes desired. Several rankings may be necessary if outcomes are complex
 - 03** Evaluate available resources in expertise (for teaching, needs analysis, materials choice and production, etc.), in materials, and in training for teachers.
 - 04** Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement given available resources.
 - 05** Repeat the process, taking into account the constraints contributed by teacher and student factors described earlier.
 - 06** Designated one or two syllabus types as dominant and one or two as secondary
 - 07** Review the question of combination or integration of syllabus type and determine how combination will be achieved and in what proportion.
 - 08** Translate decisions into actual teaching units.
- 

The syllabus ...

- shows that the course has been *planned, thought over*
 - should include information that students need to have *at the beginning of the course* and information that needs to be *in writing*
 - is a *basic document for course evaluation*
 - helps *set the tone* for your course;
 - describes your *beliefs about educational purposes*;
 - helps students to *assess their readiness* for your course;
 - acquaints students with the *logistics* of the course;
 - defines student *responsibilities* for successful course work;
- 

Evaluating the Syllabus

- Is the syllabus current/up-to-date?
- The course is an adequate **prerequisite** for other courses.
- The **intellectual level** of the course is appropriate for the enrolled students.
- The **structure is logical**.
- **Time given to the various major course topics is appropriate.**
- **Course requirements, including attendance are included** in the course syllabus.

**THANK YOU
FOR YOUR
ATTENTION**

