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Dear readers, what happens below is an introduction to the language design and evaluation program. This online source (appearing in print, available as a printed copy) will be updated regularly. This combination will help you learn each topic by providing a short definition for each of them. Links for each section can be found at the end of the file. I hope you find it useful. If there is any comment, you can contact me at: This email address is currently protected from spam bots. You need to use JavaScript to view it. Bring this online source: Hamidi, H., Montazeri, M. (2015). Language development and curriculum development. Received from syllabus Design and Development Curriculum (Online Source) Last updated: 1/2/2017 Tab content 1. Definitions of Syllabus 2. General Syllabus Types 2.1 Synthetic/Analytical Programs 2.1.1 Criticism of Synthetic Training Programs 2.2 Type A/ Type B Syllabi 2.3 Process/Product Training 2.3.1 Criticism of the Curriculum Process 2.4 Final Comments 3. Curriculum Definitions 4. Approval, adaptation and development of training units 4.1 Training Materials 4.2 Approval and Adaptation 4.3 Material Development 4.4 Final Comments 5. Content-based Syllabi 5.1 Benefits Content Based on Syllabi 5.2 Criticism of Content Based on Syllabi 5.3 Final Comments 6. Syllabus Talks: To Learning Autonomy 6.1 Teachers and Autonomy for Students 6.2 Student Autonomy in Curriculum Development 6.3 Student Negotiations 6.4 Principles of Agreed Curriculum 6.5 Final Comments 7. Skills-based Syllabi 7.1 Benefits Skills-based Syllabus 7.2 Criticism of Skills Based on Syllabi 1. The definition of Syllabus Syllabus is a description of the content of the course and the order in which they are to be taught (Richards and Schmidt, 2010). According to Richards and Schmidt (2010), the language teaching program can have its basis on such different criteria as grammar subjects and vocabulary, the language required for different types of situations, the values that underlie different language behaviors or the text types of language students need to master. Richards and Schmidt (2010) also define the term curriculum design as a stage in the development curriculum that deals with procedures for curriculum development. Richards and Rogers (2001) will say that the term curriculum traditionally refers to the form in which linguistic content is indicated in the course method (p. 25). As they argue, the term is more closely related to methods that stick to the product at the center rather than the process of discipline, rather than the product at center one. Similarly (1999) defines as a sub-component of a curriculum that selects, sequences and substantiates empirical and linguistic content and distinguishes between curriculum development and methodology. It defines the development of curricula as related to the selection and sequencing of linguistic content and methodology as related to the selection and sequencing of pedagogical procedures. Harmer (2009) introduces grammar programs, functional curricula and situational programs as the three main types of language teaching programs. As he explains, grammar programs have a list of elements such as present continuous, number and non-account nouns, comparative adjectives, etc., while in the functional program we have a list of functions such as apologies, invitations, etc. General Syllabus Types 2.1 Synthetic / Analytical Syllabi Wilkins (1976, as quoted in Larsen-Freeman and Anderson, 2011) distinguishes between analytical programs and synthetic programs, stating that synthetic programs consist of such linguistic units as grammatical structures, vocabulary elements, functions, etc., while analytical programs are organized in terms of the purpose for which people, or learners of language, apply the language and language types that are necessary to meet the goals. He argues that in a synthetic program, units are usually summarized logically in sequence from linguistic simplicity to linguistic complexity (p. 149). It is the students, he argues, who are responsible for the synthesis of linguistic units for the purpose of communication. On the other hand, Wilkins (1976, quoted in Larsen-Freeman and Anderson, 2011) refers to content based on instruction as an example of an analytical program. Instead of studying subjects one by one in a particular context, language learners are working on the relevant texts of content and the language used in the text (Wilkins, 1976, cited in Larsen-Freeman and Anderson, 2011). According to Larsen-Freeman and Anderson (2011), studies conducted in the field of language teaching promote the use of an analytical program because students do not study linguistic subjects one by one, but instead induce linguistic information from the language samples they are working on. Broughton et al. (1980) defines an analytical program as a program that provides a student with authentic texts from which he does his own analysis (p.214). In this curriculum, they argue, structural considerations are secondary to the use to which it is used. They also define the synthetic program as a curriculum that aims to cumulatively teach a consistent inventory of subjects (p. 231). The assumption behind the synthetic curriculum is that language can be analyzed into smaller components of grammatical structures, functional categories and lexical elements, classified in some controlled manner, and presented to the student one by one for their understanding and assimilation (Kumaravadivelu, 2008). In this type of curriculum, as stated by Kumaravadivelu (2008), students are then expected to synthesize all elements in order to obtain a totality of the language (p. 79), and because synthesis is conducted by students, this program is called a synthetic curriculum. In the analytical program, however, as Kumaravadivelu (2008) argues, the language of input is represented by the language learner not in parts of fashion, but in rather large pieces (p. 79). The pieces tend not to pursue any linguistic orientation and, instead, draw students' attention to the communicative, or interaction, aspect of language. They form related texts in the form of stories, problems, tasks, and so on, and the responsibility rests on the shoulders of students to analyze related texts into smaller constituent elements (Kumaravadivelu, 2008). Kumaravadivelu (2008) also argues that learning-oriented methods take an analytical approach to the construction of the curriculum. In the synthetic program, the target language is segmented into individual linguistic elements, and those who use this type of curriculum assume that language learners will be able to re-synthesize these discrete parts of the language into a whole later used in communicative situations (Beglar' Hunt, 2002). Beglar and Hunt (2002) introduce the analytical program as non-interventionist in that the language learners are immersed in real communication. The programme, they argue, provides language learners with language samples in terms of the purpose for which language learners use the language. In this case, the assumption is that the analytical abilities of students will be equal to the task of drawing accurate conclusions about grammatical and lexical customs, since relatively little can be explicitly explained about the formal aspects of language (Beglar' Hunt, 2002. . 96). McDonough and Kaichitmongkol (2007) argue that the emphasis on form is related to learning approaches that have their foundations on synthetic programs, meaning that different components or parts of the language are taught separately and the purpose of students is to learn each part and then synthesize them again. Focus on form, however, is related to the analytical curriculum, which are arranged in accordance with the purpose of learning the language of the learner and the types of language performance they need to meet the goal (McDonough (Chaikimongkol, 2007) your (2011) states that analytical syllabi do not have a list of language features, but have the ability for language learners to encounter a targeted language naturally in communication. They may undergo simplification to be understandable to students, but it will not be intentionally designed in such a way as to teach certain grammatical features (yours, 2011). In addition, Long and Crookes (1992) claim that analytical programs provide language learners with language samples that were not controlled for vocabulary or structure in the traditional way. Analytical programmes are curricula that represent the target language in whole pieces at a time, without linguistic control or reference (Long and Crookes, 1992). In addition, it is argued that analytical curricula are based on the fact that language learners can distinguish patterns in input and encourage students to have innate knowledge of linguistic universals and the ways in which language can differ. As examples of analytical programmes, they introduce procedural, procedural and targeted programmes. Bastourkman (2006) states that there was a belief among the developers of the analytical program that the content of the language for the course should not be specified in advance because the language could not be sprayed into discrete particles for learning (p. 22). On the other hand, those who advocate the notion that learning occurs when students purchase individual subjects of language one by one, and then, later, combine them, may choose a synthetic program that attracts linguistic subjects to be studied (Bastourkman, 2006). 2.1.1 Criticism of synthetic Syllabi Alshumaimeri (2009) delineates the following criticisms of synthetic training programs: Lack of analysis needs, linguistic classification is not supported by the theory of learning, underestimating the role of students in language development, the likelihood of getting boring lessons, and producing more false beginners than finishers. 2 Type A/Type B Syllabi According to Long and Crookes (1992), the type of curriculum have its focus on what needs to be studied, which is L2. Someone they report selects and predetermines the target language, dividing it into small pieces and defining learning goals before considering who the learner might be or how languages are being studied (p. 29). They report characteristics of a type A curriculum to be external to the learner, others directed, determined by authority, to establish language teachers as decision-making, and to succeed and fail in terms of achievement or skill. In addition, Ellis (2005) defines Type A as an approach to curriculum development as an approach in which goals are defined in advance. Type B syllabi, according to Long and Crookes (1992), on the other hand, have their highest priority on how the target language should be studied. These types of training programs do not consist of artificial pre-selection or and allow you to set goals in the process of negotiations between the teacher and the students after the post-post meet (Long and Crookes, 1992). These curricula, according to Long and Crookes (1992), are internal for language learners, focus on the learning process than subject, and evaluate student achievement in relation to the criteria for success. White (1998, mentioned in Alshumaimeri, 2009) argues that in relation to type A and type B language teaching programmes, it is possible to generalize in terms of the difference between the interventionist approach, prioritizing the anticipation of language and other skills objectives, on the one hand, rather than the interventionist, empirical approach on the other. White (1988, quoted in Alshumaimeri, 2009) argues that a Type A program directly promotes L2's analytical knowledge, knowledge of language, its rules, its parts, etc.

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