

**SYLLABUS DESIGN for
TEACHING ENGLISH
IN THE CONTEXT OF SCHOOL-LEVEL
CURRICULUM DEVELOPMENT (KTSP)
(competency-based syllabus design)**

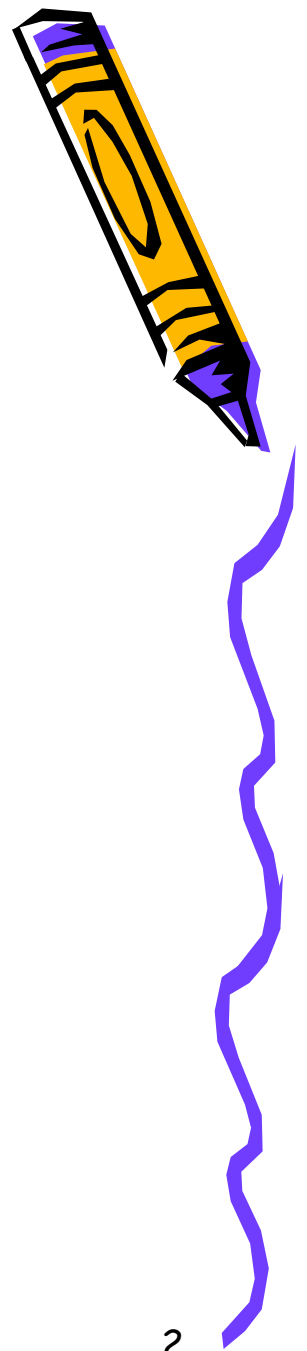
By
Wachyu Sundayana

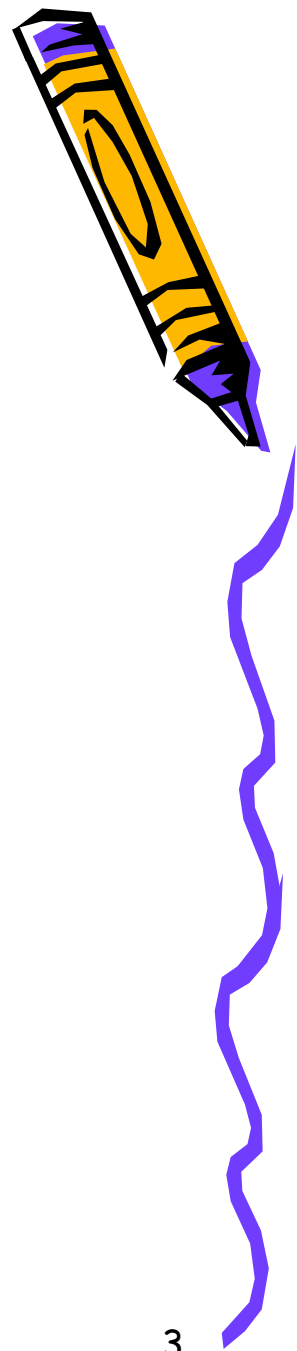


A. Objectives:

At the end of the session, the students should be able:

- 1. to identify different types of syllabi used in foreign language teaching;**
- 2. to compare, at least, two different types of syllabi used in TEFL (Teaching English as a Foreign Language);**
- 3. to develop competence-based syllabus for TEFL in the context of School-Level Curriculum (KTSP)**





B. Course Coverage:

- Part I : Theoretical foundation of syllabus design
- Part II: Case study of EFL syllabus development, focusing on Competence-Based Syllabus





Part I: Foundation of Syllabus Design

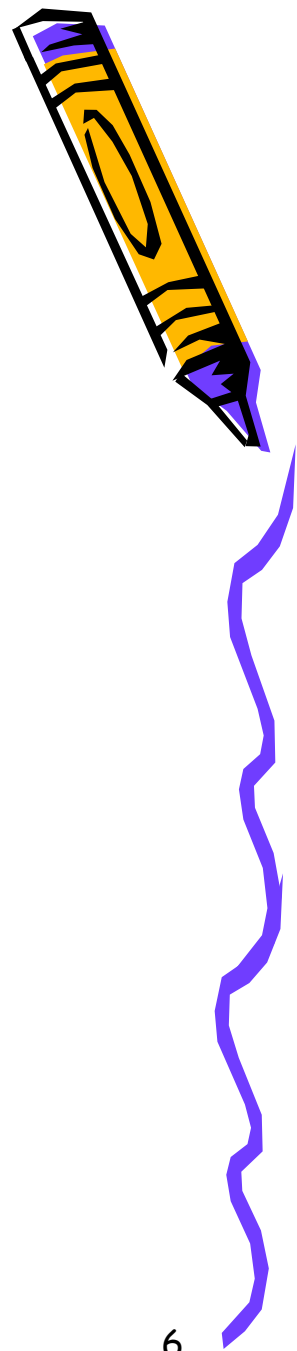


1. WHAT IS SYLLABUS DESIGN?

- Syllabus design can be defined as selection and organization of instructional content including suggested strategy for presenting content and evaluation (see Brown, 1995)
- Whereas, Curriculum is a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects together with a theoretical orientation to language and language learning.



- Syllabus is a detailed and operational statement of teaching and learning elements which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level.



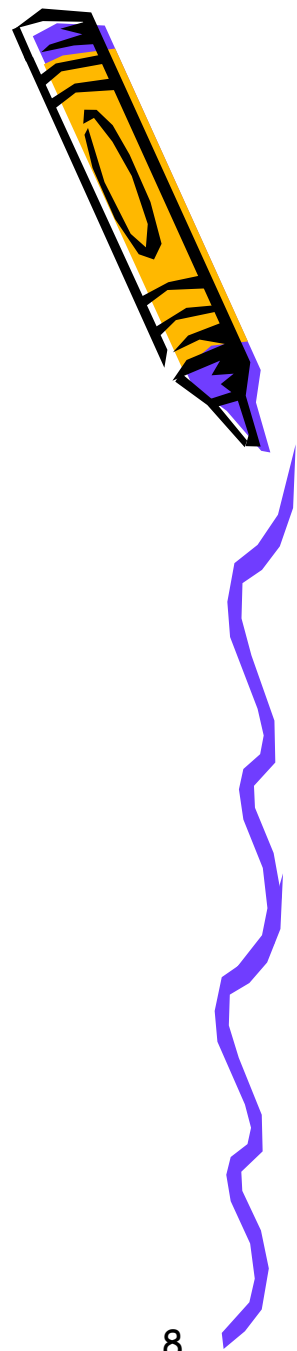
2. WHAT IS COMPETENCE-BASED SYLLABUS?



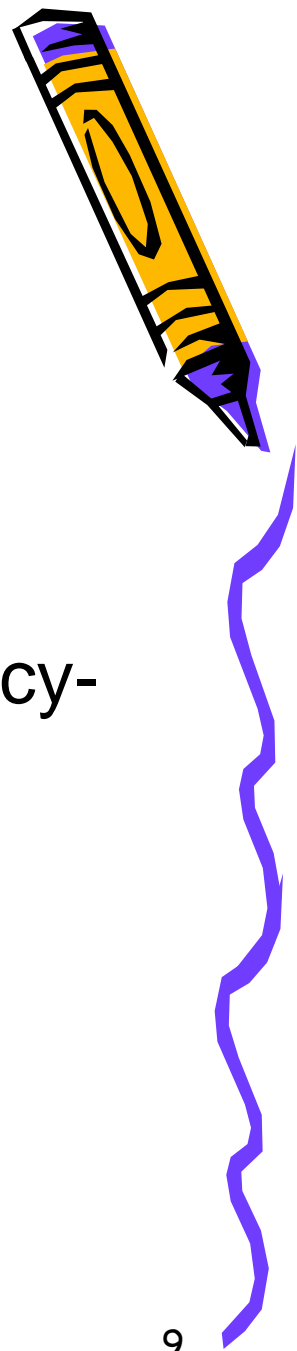
- **Competency (or competence) is synonymous with ability or proficiency (or skill), implying a high level skill, well-developed knowledge, or a polished performance (Hadley, 2001)**
- **Competence-based syllabus is similar to skill-based syllabus (in language teaching) which defines what a learner is able to do (in terms of specific skills) as result of instruction. Competencies (or skills) here refers to observable behaviors that are necessary for the successful completion of real-world activities (Richards, 2001).**



- **A unit of competence (eg. covered in the textbook) might be a task, a role, a function, or a learning module. And an element of competency can be defined as any attribute of an individual that contributes to the successful performance of a task, job, function, or activity in an academic setting and/or a work setting or others**



3. Syllabus components



- In general, the components of syllabus consist of :
- Objectives (or competencies in competency-based syllabus)
- Instructional contents
- Learning experiences
- Evaluation



4. Why syllabus need to be developed ?



- To address students' needs
- To actualize the institutional goals and objectives
- To develop content standard and graduate competence standard (SKL) into the existing teaching and learning process of related schools



5. Who develop syllabus?



- A group of teachers in one school
- National Council of Teachers of English (MGMP)
- Experts in related subjects and resource group
- Supervisor



6. How to develop syllabus?

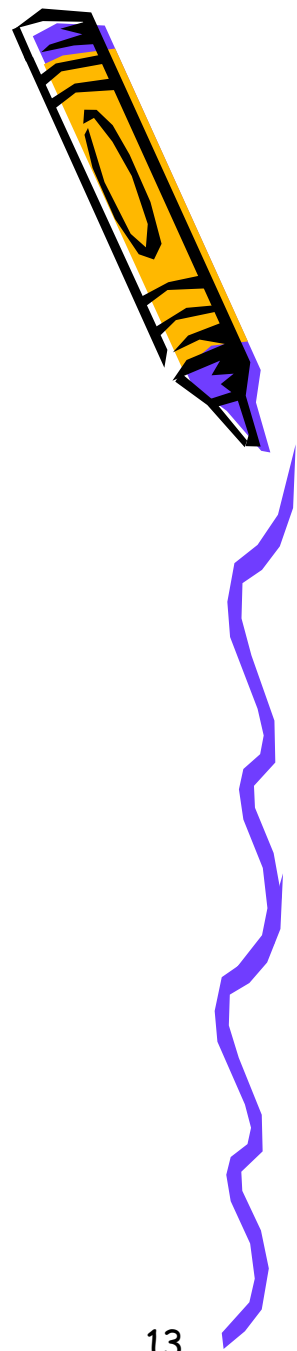
- Ideally, syllabus is developed based on needs analysis conducted by a group of teachers in collaboration with needs analysts/experts and program director of the related institution
- Approaches used in developing syllabus can be analytic or synthetic approach



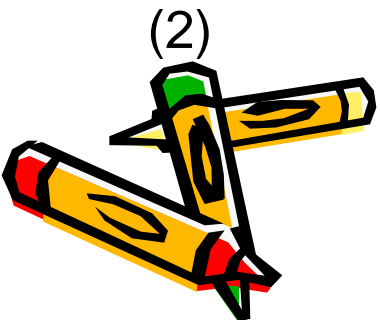
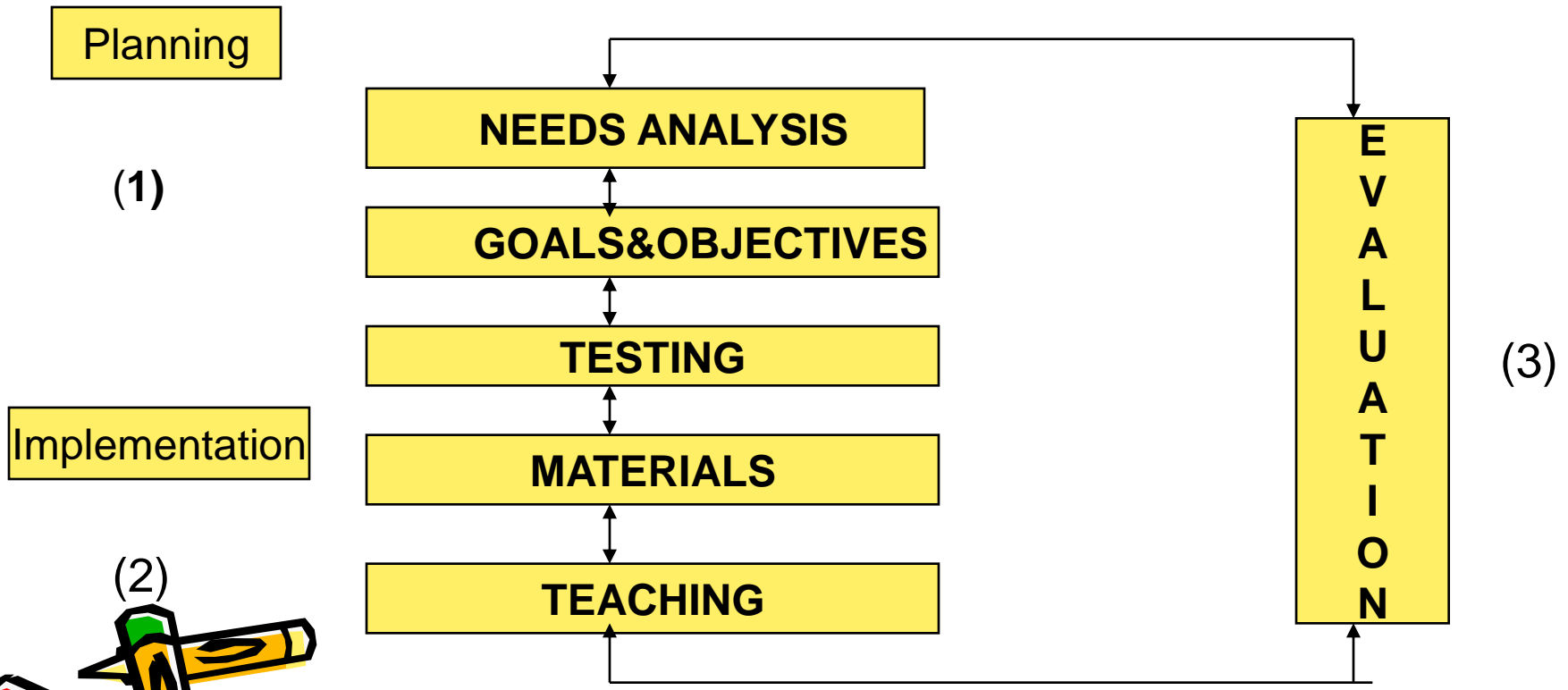
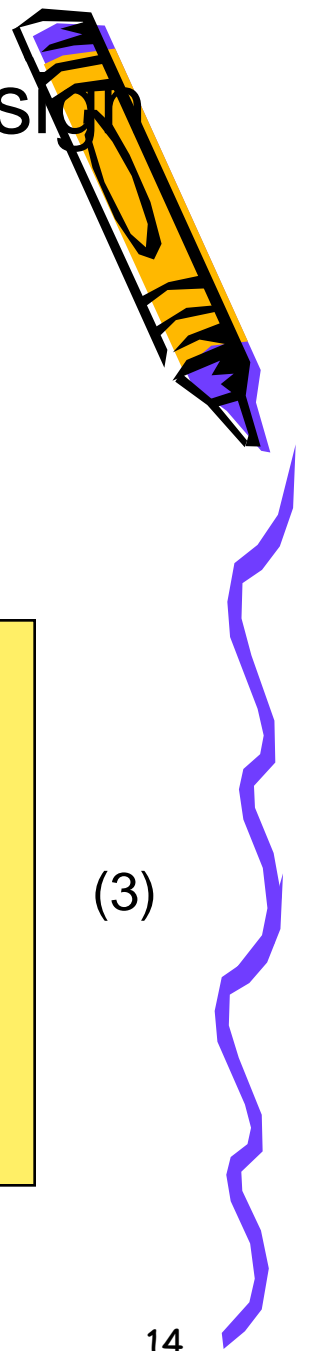
Technically, the steps of syllabus design cover the following:

- Planning
- Implementation
- Evaluation
- Revision

The steps can be reflected in the following figure

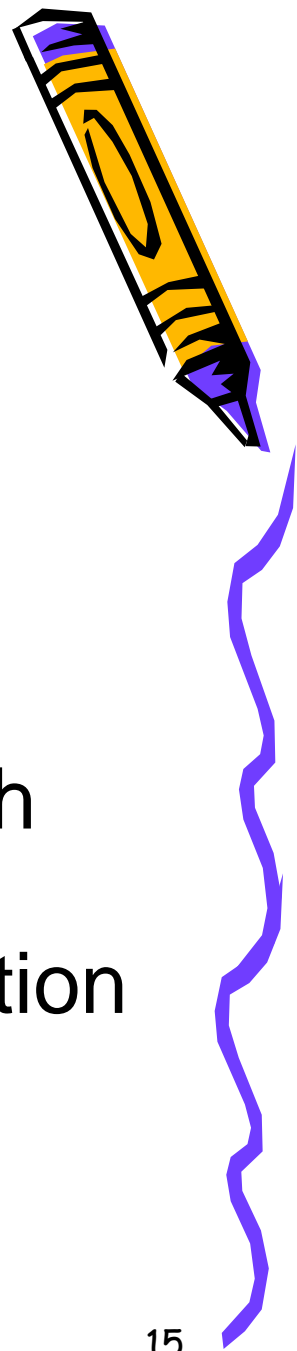


Systematic Model for Syllabus Design (adapted from Brown, 1996)



The steps of in developing syllabus:

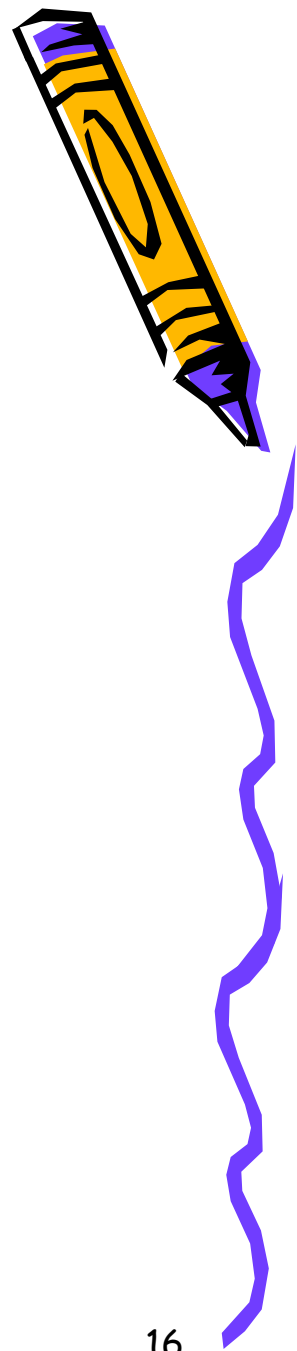
- A. Planning and Specification stage:
1. Identify existing content standard, graduate competence standard, resourceful materials, and textbooks
 2. Use the information collected through needs analysis related to students' background knowledge and expectation



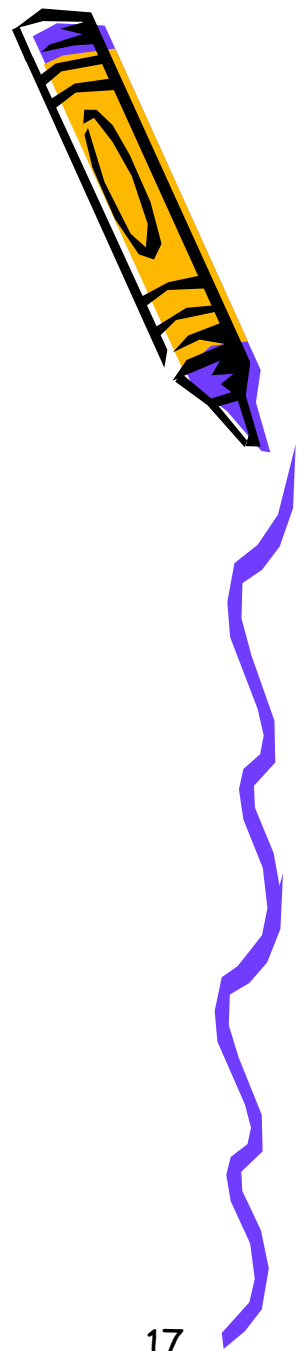
3. Identify competencies given in the content standard (competence standards and basic competencies) and graduate competence standard (SKL)

4. Formulate basic competencies into core materials (you can use relevant materials taken from standard English textbooks)

5. Analyze core materials, using 'learning task analysis', to identify both grammatical elements/textual meanings and Ideational meanings (main ideas and supporting ideas for written texts) by considering:



- three learning domains as suggested in the goals of teaching English (cognitive/intellectual skills, psychomotor, and affective domains);
- supporting competencies, e.g. linguistic, socio-cultural, and discourse competencies
- students' prior knowledge and skills (taken from information collected through need analysis)



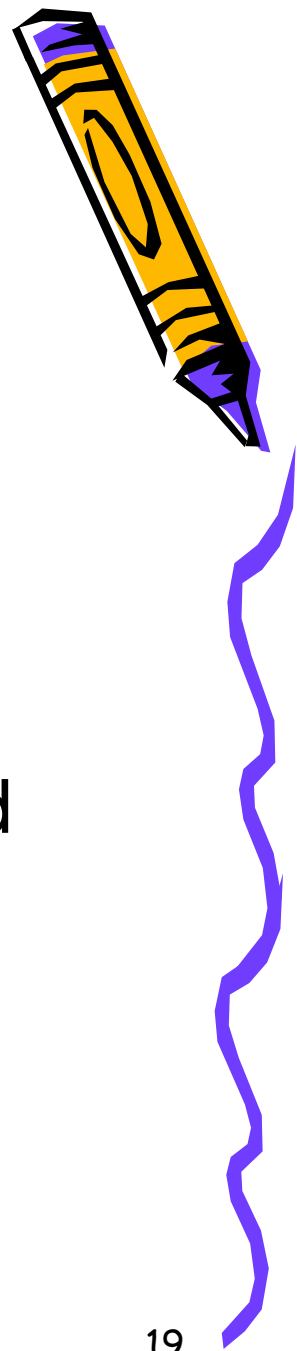
- the existing learning resources including teacher's competencies
6. Decide evaluation tools by considering the formulated indicators
 7. Determine time allocation by considering, indicators, material coverage, students' prior knowledge/level, etc.



8. Determine learning resources used

B. Dissemination and Implementation stage:

1. Develop testing (eg. Pre-test, Formative test, and Achievement test)
2. Develop teaching materials
3. Train teachers or socialize the syllabus and its components
4. Conduct on-going evaluation of the program implementation



C. Evaluation and Revision Stage

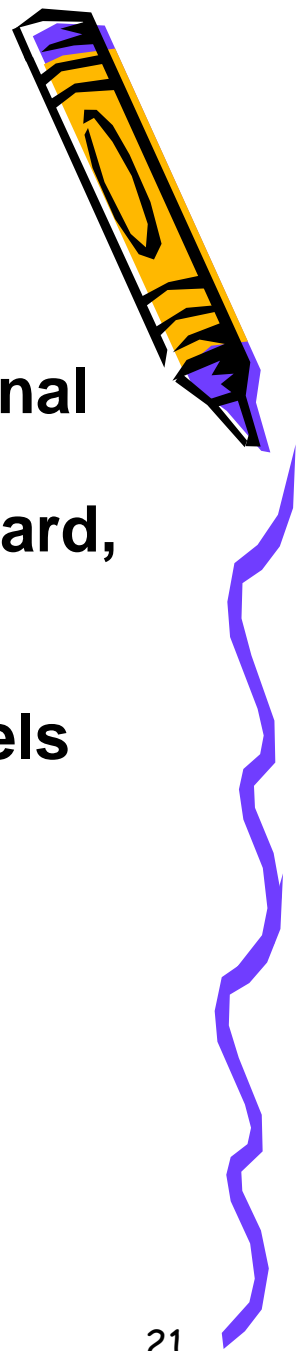
Evaluation is conducted by a team or related experts including related subject matter teachers.

The result of evaluation is used to reconstruct the syllabus

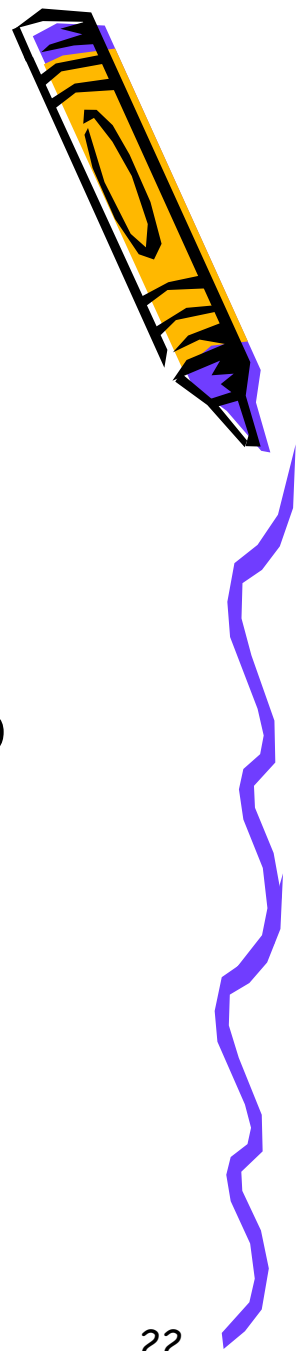


7. Factors affecting syllabus design and choice ?

- **Goals and objectives of the overall instructional program as stated in the school-based curriculum, for example, in the content standard, the goal of teaching English is the ability to develop communicative competence in both spoken and written medium at functional levels (for SMP/ MTs) and informational levels (for SMA/MA)**



- Functional level: the ability to use language to fulfill daily needs, such as reading news paper, manuals, or direction
- Whereas, informational level is the ability to use language to access/to get information

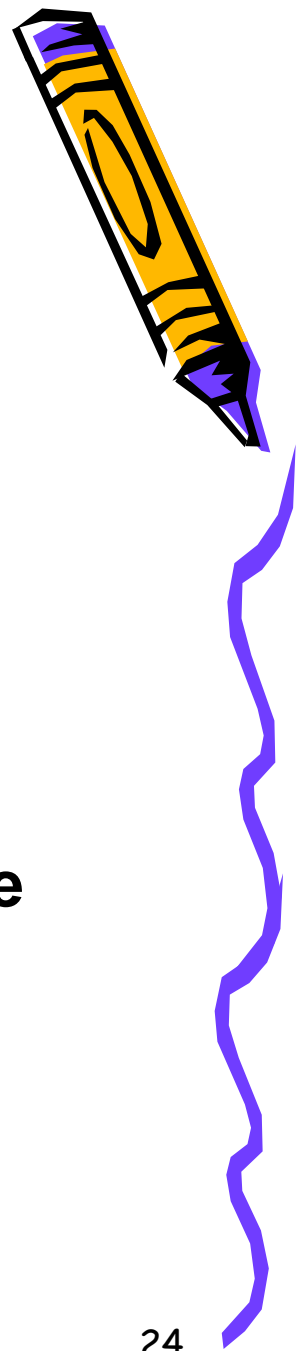


- Broadly defined settings and structural knowledge (except for young learners) and communicative ability in specific situations as a result of need analysis. This can lead to the practice of selecting combination of topical, functional, structural, situational, and skill (or competence) in syllabus design (see Krahinke, 1987)
- Teacher factors (teacher's competencies in teaching English)
- Student factors (student's prior knowledge, skills and level, students' motivation)

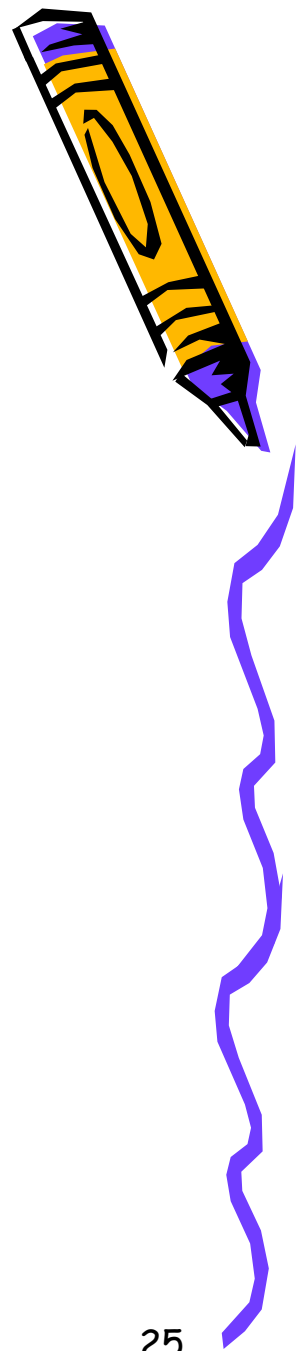


8. Types of Syllabi

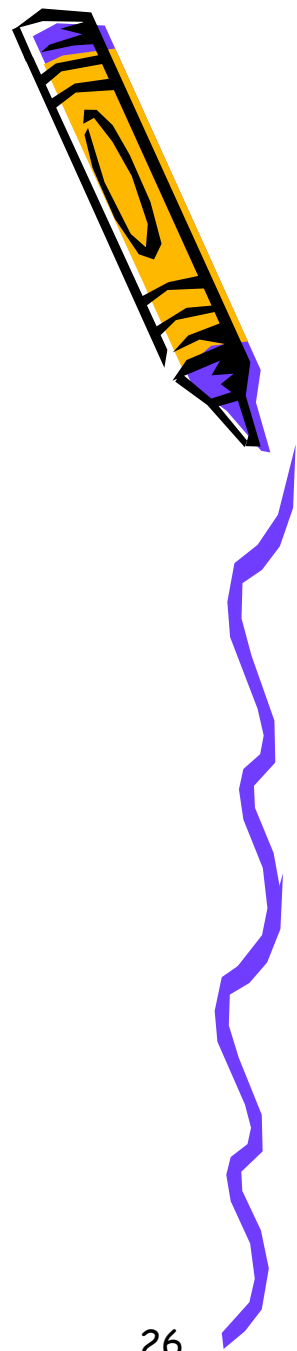
- **Syllabuses: Ways of Organizing Courses and Materials**
- **Structural syllabus: Grammatical and phonological structures are the organizing principles – sequenced from easy to difficult or frequent to less frequent**
- **Situational syllabus: Situations (such as at the school, at a restaurant, at the supermarket etc.) form the organizing principle – sequenced by the likelihood students will encounter them**



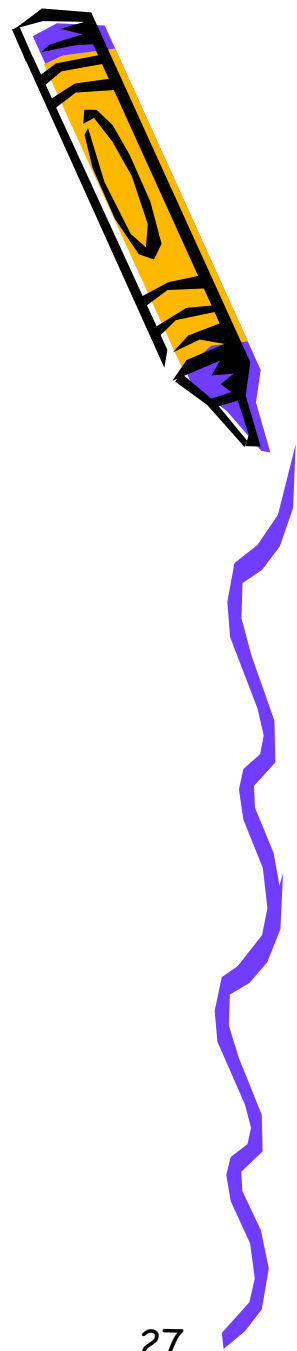
- **Topical syllabus: Topics or themes (such as our body, our house, our family, etc.) form the organizing principle- sequenced by the likelihood that the students will encounter them**
- **Functional syllabus: Functions (such as introduction, ask and give information, etc.) are the organizing principle – sequenced by some sense of chronology or usefulness of each function**

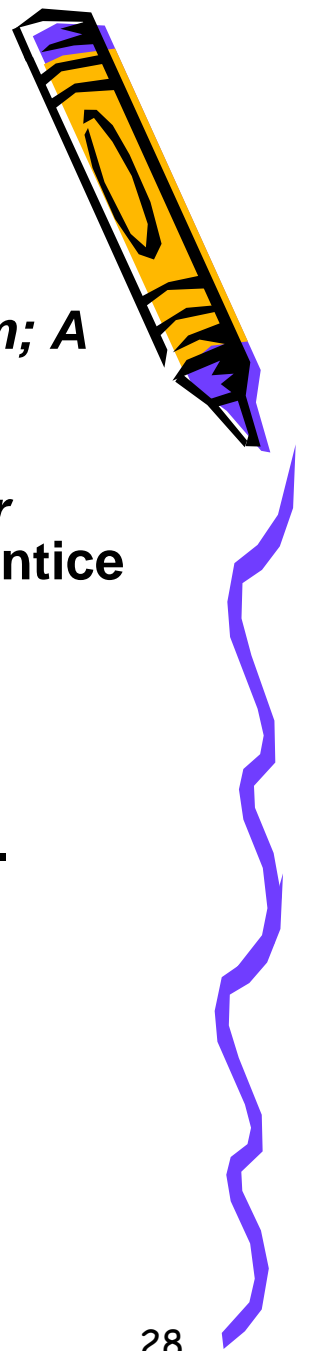


- **Skills syllabus:** Skills (such as listening for main ideas, scanning a reading passage for specific information, etc.) serve as the basis for organization sequenced by some sense of chronology or usefulness for each skill.
- **Task or activity based syllabus:** Task or activity-based categories (such as drawing maps, following directions or instructions, etc.) serve as the basis for organization – sequenced by some sense of chronology or usefulness of notions



- **Notional syllabus:** Conceptual categories called notions (such as quantity, duration, location, etc.) are the basis of organization – sequenced by some sense of chronology or usefulness of each notion
- **Competence-based syllabus:** Description of essential skills, knowledge, attitudes, and behaviors required for effective performance or real-world task or activity serve the basis for organization of instructional content (Richards & Rogers, 2002; 144).



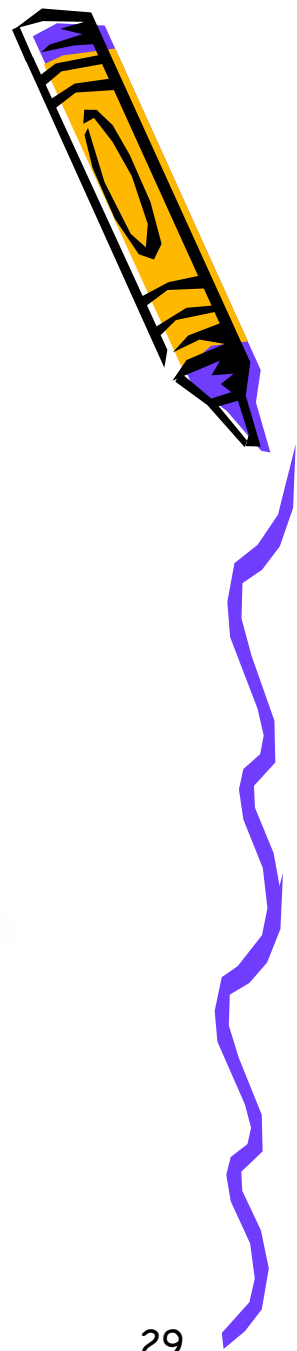


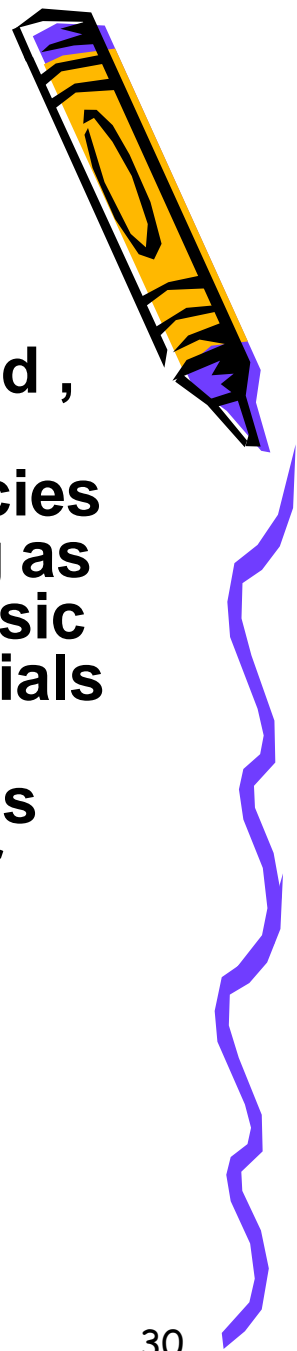
References:

1. ***Brown, JD.1996. The Elements of Language Curriculum; A Systematic Approach to Program Development. Boston, Mass.: Heinle&Heinle Publishers***
2. ***Krahnke, Karl.1987. Approaches to Syllabus Design for Foreign Language Teaching. Englewood Cliffs, NJ:Prentice Hall Regents***
3. ***Richards&Rogers. 2001. Approaches and methods. Cambridge: Cambridge University Press.***
4. ***Wachyu S, dkk. 2006. Competece-Based English; Developing Competencies in English for SMP and Mts. Bandung: Grafindo Media Pratama***



Part II: Competence-Based Syllabus Design (Case Study)





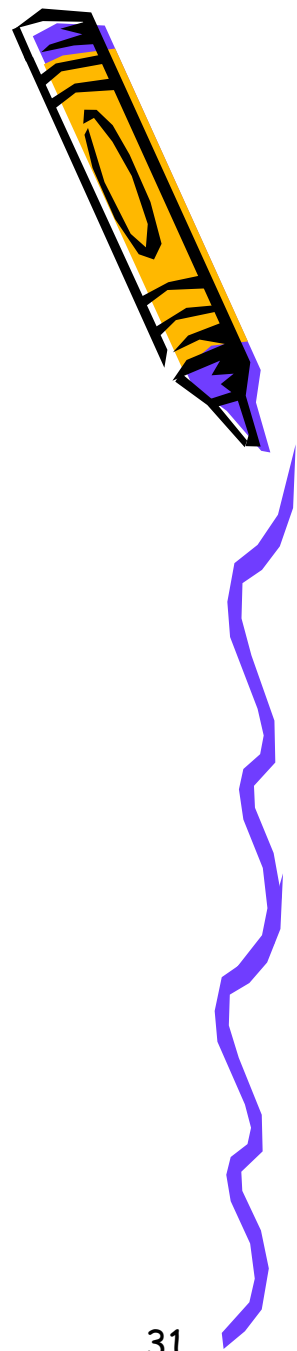
1. Steps of competence-based Syllabus Design

- a. **Read and identify the given content standard , eg, for Grade VII, Smt 1 or 2. Look at competence standard and basic competencies for listening, speaking, reading, and writing as the main competencies. Then, formulate basic competencies for each skill into core materials (core materials are derived from basic competencies). Then, analyze core materials selected. Use your analysis as the basis for formulating indicators by considering the following:**



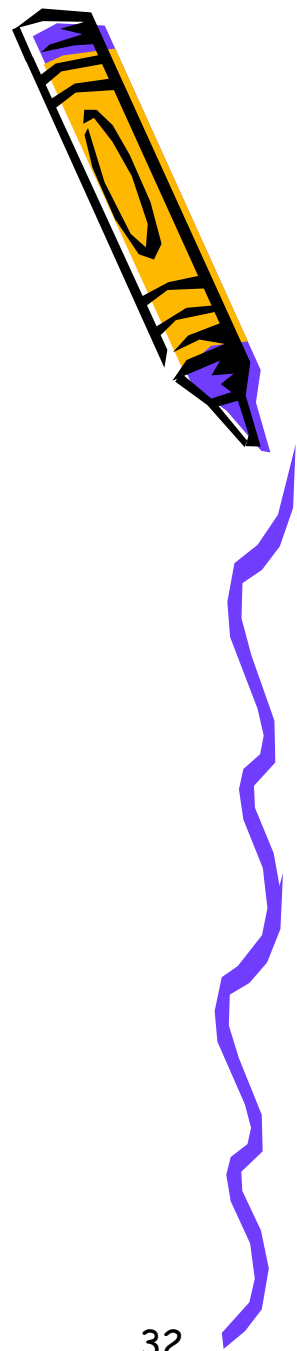
- 1) Learning domains (cognitive, psychomotor, and affective domains). Look at the verbs used for each domain and level

- 2) Read and analyze the given texts both dialogue and monologue (*taken from Standard English Textbook for SMP*). Do the following:
 - a) identify grammatical elements found in the written texts you have read (eg. Phonemes, words, phrase, or sentence) including tenses used. Then, formulate indicators for linguistic competencies based on these grammatical elements



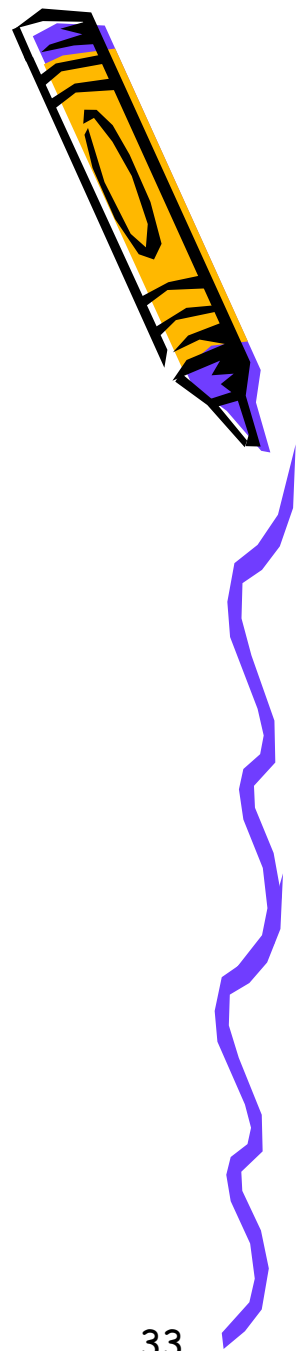
b) identify grammatical elements found in spoken (dialogue or monologue) (eg. Phonemes, words, phrase, or sentence) including tenses used. Then, formulate indicators or linguistic competencies based on these grammatical elements

c) Identify ideational meanings found in the written texts and interpersonal or transactional meanings found in spoken texts. Then, formulate indicators based on what you find in the spoken texts, eg. cultural elements (for socio- cultural competence)

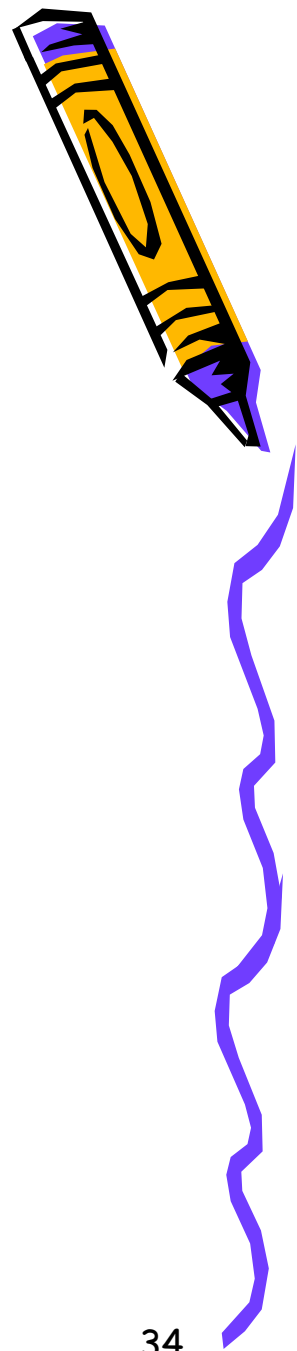


d. Write basic competencies you take from the national standard into the given form of syllabus (matrix is suggested; look at the given example) Then, write your indicators based your analysis of the texts (*learning task analysis*)

3) Write suggested core material on the next column, eg. 'topic chosen'; 'language function' (transaction or interpersonal); 'major grammatical elements found in the texts, eg. 'noun phrase', 'simple present tense', etc.



- 4) **Formulate learning experiences provided to help Ss attain the given indicators on the next column**
- 5) **Decide evaluation tools, types, instrument, etc. on the given column**
- 6) **Write the learning resources used, eg. English Textbook, teaching media used, eg. Flashcards, pictures etc.**



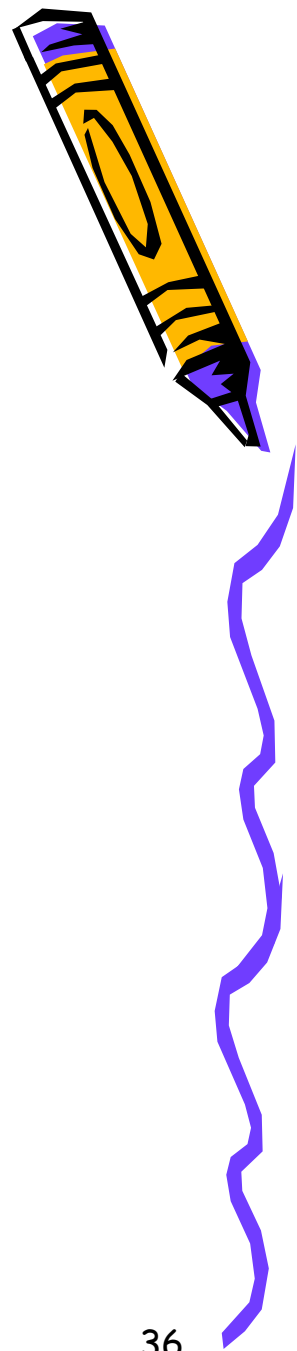
Workshop

Exercise #1: Analyzing Text: Descriptive

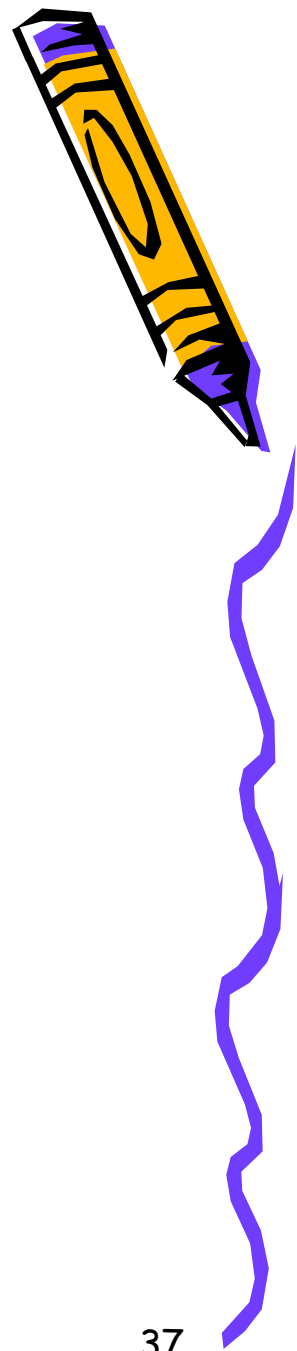
• People with a television set can sit in their house and watch the president makes a speech or visits a foreign country. They can see a war being fought, and they can watch government leaders try to bring about peace. Through television, viewers at home can see and learn about people, places, and things in far away lands. Television even takes viewers out of this world as the astronauts explore outer space.



•In addition to all these things, television brings its viewers a steady stream of programs that are designed to entertain. In fact, TV provides many more entertainment programs than any other kind of information media. The programs include action-packed dramas, light comedies, soap operas, sports events, cartoons, quizzes, variety shows, and motion pictures.



•More than 83 million homes in the United States or 98% of all the country's homes have at least one television set. On the average, a television set is in use in each home for about 6 hours each day. As a result, television has an important influence on how people spend their time, as well as on what they see and learn. After they arrive from work, they usually watch TV. Then, the importance of television is proven.

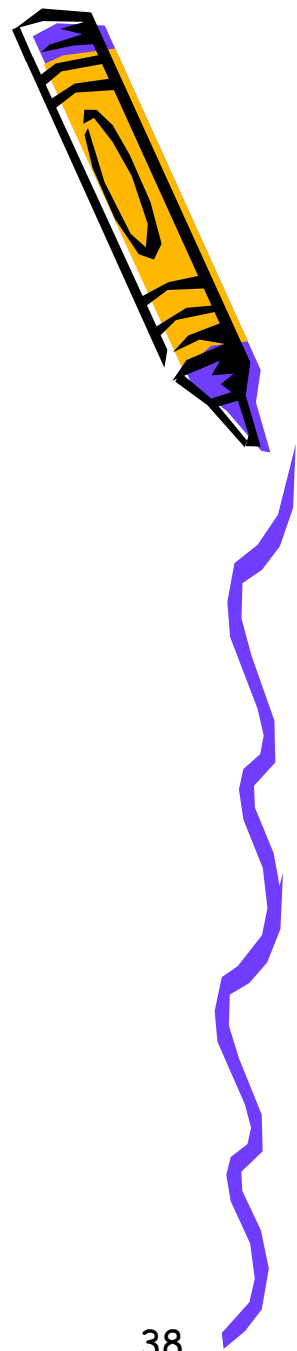


After reading and analyzing texts, do the following tasks:

Task # 1: Identify the social function or purpose of the text

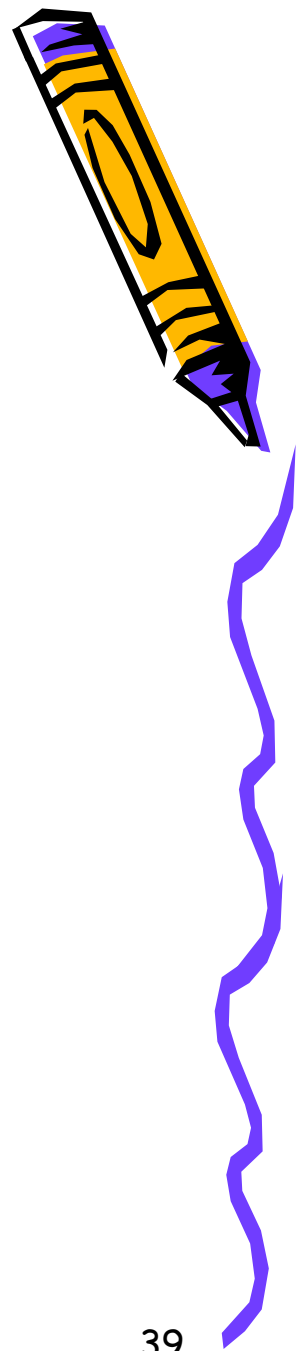
Task # 2 : Identify language features found in the text (the tenses used, specific participants, noun phrase etc)

Task # 3: Identify the generic structure of the text (how the ideas are organized in the beginning, middle and the end of the text)

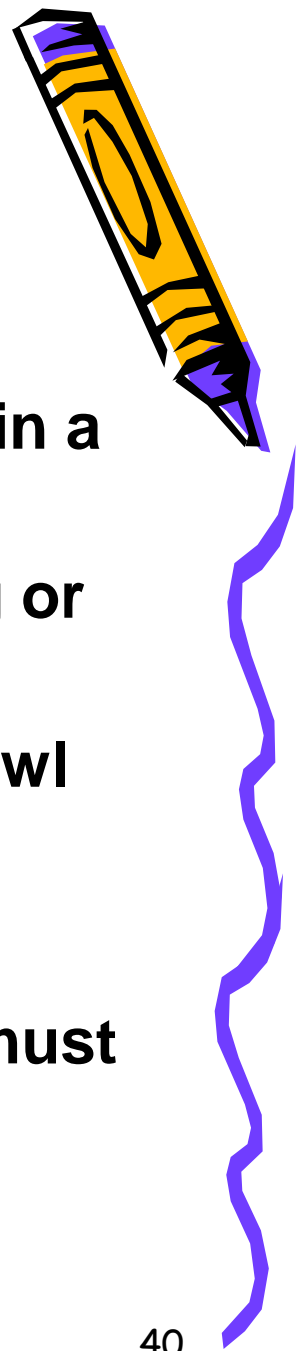


e. Use the result of your analysis of the texts as sources from which you formulate indicators

Task # 4: Now, based on your text analysis, formulate the indicators. Use the form suggested.



Exercise # 2: Analyzing Text: Procedure

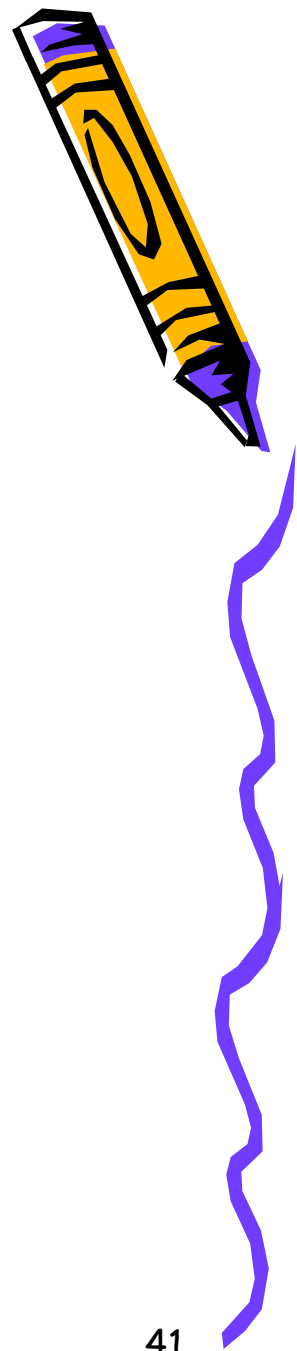


The Chinese make bean sprouts from the mug bean. This is how you can grow your own food in a jar.

- 1. Choose a bean or seed, for example, the mug or adzuki bean or the sunflower seed.**
- 2. Put 75 grams of the beans of the seed in a bowl**
- 3. Cover them in water for 12 hours.**
- 4. Pour out all the water**
- 5. Put the beans or seeds into a large jar. This must be clean**



- 6. Put a thin piece of cloth over the top of the jar. Hold the cloth in place with an elastic band.**
- 7. Put the jar on its side in a warm, dark place. You must not put the jar in sunlight**
- 8. Pour a cup of cold water carefully through the cloth into the beans and seeds twice a day – in the morning and at night**
- 9. Make sure that you pour all the extra water out. Finally, when the beans look growing, they are ready to eat.**

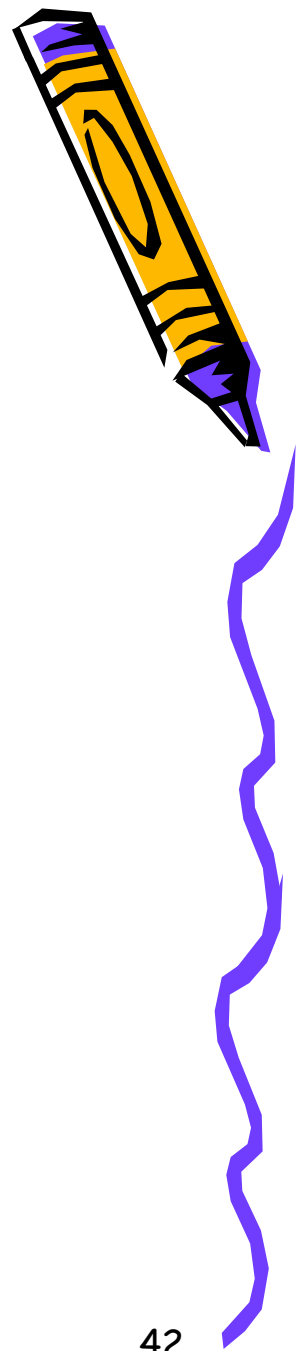


After reading and analyzing texts, do the following tasks:

Task # 1: Identify the social function or purpose of the text

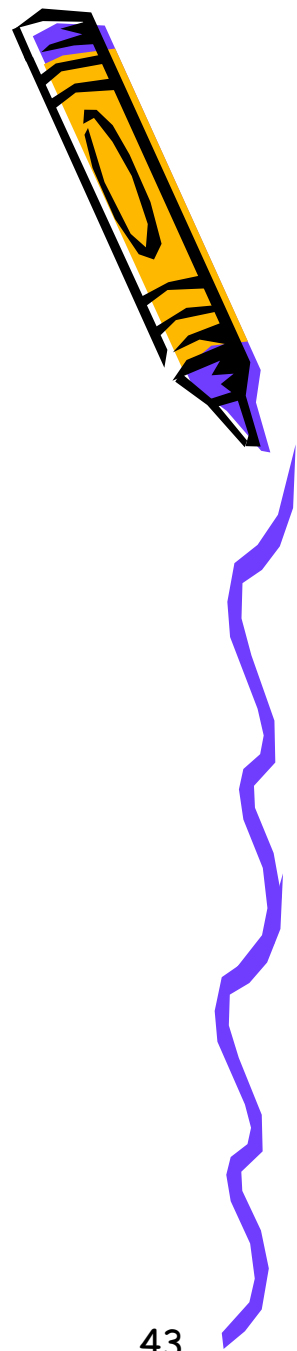
Task # 2 : Identify language features found in the text (the tenses used, conjunctions used, etc)

Task # 3: Identify the generic structure of the text (goals, steps used)



e. Use the result of your analysis of the texts as sources from which you formulate indicators

Task # 4: Now, based on your text analysis, formulate the indicators. Use the form suggested.



Exercise #3: Read the following dialogue. Then, analyze it.

Situation: In the class, Anna and Nina have a drawing lesson

Anna: Can I borrow your red pencil?

Nina: Sure, here it is.

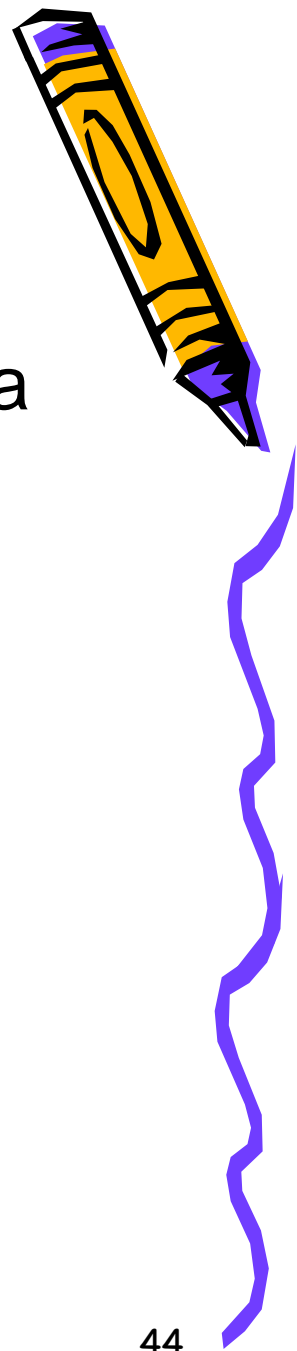
Anna: Thank you very much.

Nina: You're welcome

Anna: Your drawing is good, Nina.

Nina: Thank you, Anna.

Anna: That's all right.



Task1 : Do the following with your friends in a group of four or five



- 1. Find the prominent expressions used in the dialogue (eg. Thanking**
- 2. Find interpersonal meanings in the dialogue as they are indicated in the expressions used.**
- 3. Identify the prominent phonemes, intonation or stress patterns in the dialogue.**
- 4. Identify the cultural elements (if any) found in the dialogue, eg. explicitly attached to the expressions used.**



Task 2: Write indicators based on your analysis of the dialogues in the given form

Notes : 1. The syllabus form suggested given in appendix

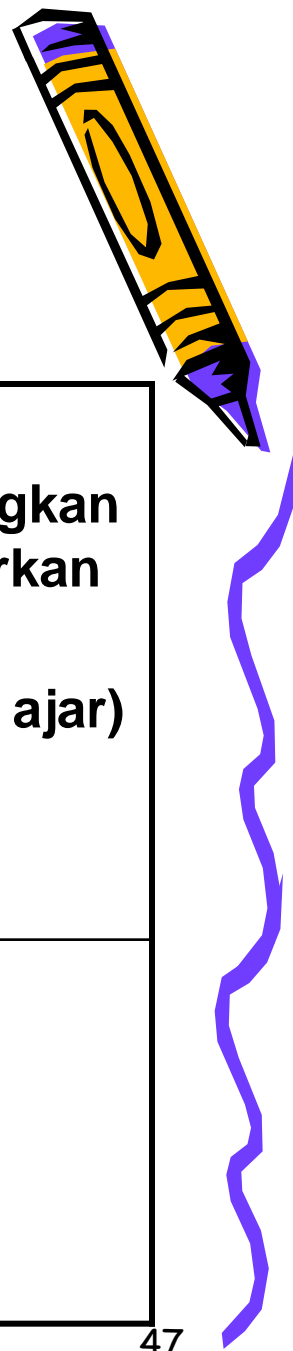
2. Suggested Teaching steps of Text (for monologue):

The most familiar sequence for teaching involves these steps (though be flexible):

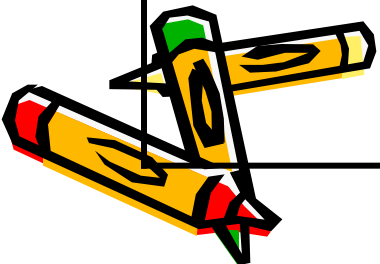
- (i) introduce and build a knowledge of the field;**
- (ii) introduce model(s) of the target genre;**
- (iii) 'deconstruct' the genre, discussing its elements & their functions;**
- (iv) write an instance of the genre & discuss;**
- (v) research & write other examples.**



Format: Formulasi Standar Kompetensi, Kompetensi Dasar ke dalam Indikator



Standar Kompetensi (lihat Standar Isi dan SKL)	Kompetensi Dasar (lihat Standar Isi dan SKL)	Materi Pokok(lihat uraian indikator)	Indikator (Kembangkan berda-sarkan analisis Teks/bhn ajar)

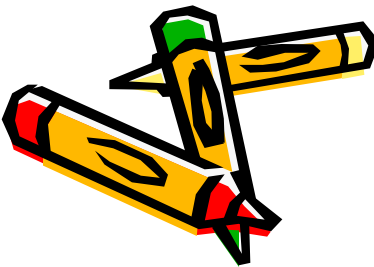


Appendix 1: The Form of Syllabus:



Nama Sekolah:
Mata Pelajaran:
Kelas/Semester:
Standar Kompetensi:

Kompetensi Dasar	Materi Pokok	Indikator	Pengalaman Belajar	Evaluasi	Alokasi Waktu	Sumber & Media



Thank you for joining the training &
workshop

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