

PREPARING A CLASS IN THE CONTEXT OF COMPUTER ASSISTED LANGUAGE LEARNING: ADDRESSING THE CRITICAL ASPECT OF SYLLABUS DESIGN

Moussa DIARASSOUBA

Docteur en Didactique des Langues,
Université Félix Houphouët-Boigny
moussdiarra41@gmail.com

&

Fatoumata DIALLO

Docteur en Didactique des Langues
Université Félix Houphouët-Boigny
diallofat10@yahoo.fr

Abstract: This article discussed the place of syllabus design in CALL classes. It emphasized that designing a CALL syllabus is a complex process that requires careful consideration of students' needs, learning objectives, materials and resources, learning activities, and evaluation methods. Through the steps presented, we have suggested a practical step-by-step process for designing a syllabus that is effective, engaging, and relevant to students when it comes to CALL. As a reminder, designing a CALL syllabus is not a one-time process, but rather an ongoing cycle of analysis, planning, and evaluation that can help continuously improve teaching practice.

Keywords: CALL, Syllabus, Design, technology, teaching, learning

LA PRÉPARATION D'UNE CLASSE DANS LE CONTEXTE DE L'APPRENTISSAGE DES LANGUES ASSISTÉ PAR ORDINATEUR : ABORDER L'ASPECT CRITIQUE DE LA CONCEPTION DU PROGRAMME D'ÉTUDES

Résumé : Cet article traite de la place de la conception des programmes d'enseignement dans les classes d'ALAO. Il souligne que la conception d'un syllabus en contexte d'ALAO est un processus complexe qui nécessite un examen minutieux des besoins des apprenants, des objectifs d'apprentissage, du matériel et des ressources, des activités d'apprentissage et des méthodes d'évaluation. À travers les étapes présentées, nous avons suggéré un processus pratique, étape par étape, pour la conception d'un syllabus qui soit efficace, engageant et pertinent pour les apprenants en contexte d'ALAO. Pour rappel, la conception d'un syllabus en ALAO n'est pas un processus ponctuel, mais plutôt un cycle continu d'analyse, de planification et d'évaluation qui peut aider à améliorer continuellement la pratique de l'enseignement.

Mots-clés : ALAO, syllabus, conception, technologie, enseignement, apprentissage

Introduction

The development of technology worldwide has had a great impact on all fields of activity. Such an impact has as well affected education. In the specific field of language

education, the emergence of Computer-Assisted Language Learning (CALL) has also impacted teaching and learning practices in language classrooms. This situation stems from the fact that CALL provides language learners with a range of digital tools and resources to support language acquisition. These resources include software applications, online exercises, videos, and interactive multimedia content. Without any surprise, the introduction of technology in classrooms has been widely welcomed by both practitioners and researchers. Indeed, as a language teacher, integrating CALL into classes was viewed as an efficient way to enhance the learning experience for students. Such trendy momentum will lead many specialists throughout the world toward encouraging the use of approaches such as CALL for instruction in general and language teaching in particular. Despite the undeniable merits of this way of thinking, a contrasted outcome leads us into thinking that the implementation of CALL in language classrooms requires a certain number of effort if one is to avoid undesired results. In other words, our personal experience and observation, as a researcher and a practitioner, reveal that the focus on the integration of technology in classrooms has set the notion of syllabus design back in stakeholders' considerations to such an extent that most CALL classes now seem to advocate that students just need a computer and some resources without any real planning. In the face of such a problem, it appears that it is still of great relevance to question the practices relating to syllabus design when it comes to the use of CALL in language classes, particularly given the fact that it also requires thoughtful planning. In this article, we will discuss the theoretical underpinnings suggesting that syllabus design should be considered a critical aspect when preparing a language class in the context of CALL and make suggestions as to the features of a CALL-style syllabus.

1. Syllabus design: a key aspect of language teaching and learning

1.1 The process of syllabus design?

Etymologically, a syllabus is a “table of contents” (Altman & Cashin, 1992). In higher education, it is generally agreed that a syllabus is a general presentation of a course that includes all the information students need to know about it, namely, the table of contents, the objectives, the sequencing and planning of activities, the evaluation methods, the practical information relating to the classes, etc. Subsequently, a syllabus should ideally be designed following the completion of a needs and situation analysis (Hutchinson and Waters, 1987). Moreover, a syllabus should draw a maximum of information from the data collected in the initial processes and follow the teacher or syllabus designer's beliefs and principles in terms of teaching and learning. In simpler terms, a syllabus is viewed as “a document which says what will [or at least should] be learnt” (Hutchinson & Waters, 1987: 80). Additionally, the objective of a syllabus is mainly descriptive. Syllabi explain what a course is about and how it is organized. It is, therefore, basically a communication tool between a teacher and his or her students, but also a tool for presenting a course within a training program. It is a generally accepted rule that there is no general rule about what information should be included in a syllabus. Some universities provide teachers with standard forms for course descriptions on the website, but there is no absolute standard for communication with students. Nevertheless, a syllabus simply contains all the information that a teacher would like to convey about his or her course to the people who will be taking it. This information

can of course vary from one course to another. A perhaps important principle to remember is that, in general, making the expectations and general organization of a course explicit saves a lot of time in class when one does not want to re-explain several times how the exam is going to work, when the assignments are due, or how to contact the teacher and his assistants. In the words of Breen (2001), considering that a syllabus is “a plan of what is to be achieved through learning” (p. 151), it should, ideally, provide six (06) main elements, namely:

“(1) a clear framework of knowledge and capabilities selected to be appropriate to overall aims; (2) continuity and a sense of direction in classroom work for teacher and students; (3) a record for other teachers of what has been covered in the course; (4) a basis for evaluating students’ progress; (5) a basis for evaluating the appropriateness of the course in relation to overall aims and student needs identified both before and during the course; and (6) content appropriate to the broader language curriculum, the particular class of learners, and the educational situation and wider society in which the course is located.”

If one agrees that syllabus design is the process of planning and organizing the content and structure of a course, it, therefore, stands out that a well-designed syllabus can provide a roadmap for both the teacher and the learners. It should be designed to meet the needs of the learners and should be flexible enough to allow for adjustments as the course goes on. More fundamentally, it can be really interesting to make explicit the expectations of the students, for example regarding their participation in class, what they have to do between sessions, or how their exam paper will be corrected. This gives clear signals to students about the skills they are expected to develop throughout the course and how these skills will be assessed, which can help to keep them interested and involved. Based on Riviere et al. (2014), we have determined the following list as a tentative syllabus content:

- **Basic Information:** the name of the course, the number of credits, the schedule, and the location of the room. It may be useful to specify the prerequisites for the course (what courses must be taken beforehand or what skills must be mastered in order to take the course) and the administrative information needed if the course registration must be validated by the teacher.
- **Teacher Information:** name, brief biography or bibliography, office location, contact information, and reception hours. Possibly a photo. Assistants are presented in the same way.
- **Course Description:** In a few lines, what is the course about? What are the teacher’s intentions in offering this course?
- **Learning Objectives:** What learning and skills does the course aim to develop in students? What will they be able to do at the end of the course?
- **Relationship to Course Curriculum:** What is the purpose of the course in relation to the curriculum that students are taking? How does it relate to other courses? What other courses, if any, does it prepare students for?
- **Schedule and Timetable:** information about the content of each class session and a timetable of assignments to be handed in.
- **Course Materials:** book or handout, additional resources (articles, bibliography, etc.), laboratory materials to be obtained, etc. A link to the learning objectives can be established

- to make clear the usefulness of the readings and the proposed material. Some practical information can also be provided: cost of materials, where to get them, etc.
- **Instructions for individual or group exercises or assignments:** description of the work to be done and deadlines.
 - **Evaluation Method(s):** what the final exam will consist of, but also when feedback on their work will be given to students, how the final grade will be calculated, what the evaluation criteria are, etc. Students may be provided with a copy of the grading rubric that will be used to mark the exams or assignments.
 - **Principles of the Course:** it can be very useful to explicitly explain to the students how the course will be run by expressing expectations in terms of participation for example or by explaining the role of the assistants. This may also include, if deemed necessary, basic rules to be observed concerning late arrivals to class, deadlines for handing in assignments, safety instructions in the laboratory, etc.
 - **Information on Additional Services:** for example, use of the library, use of online resources (website, distance learning platform, thesaurus, etc.).

In addition to the elements above, Davis (2009) adds other equally important components of a syllabus such as Accommodation Measures for learners with disabilities of any kind; Safety and Emergency Preparedness, which has to do with “What to do in case of fire, tornado, accident or injury, or other emergency, procedures for inclement weather, evacuation procedures, lab safety precautions” (p. 32); and a Disclaimer that helps the teacher or syllabus designer determine the changes or amendments s/he might make if necessary. All the above shows, again, that the syllabus is designed to embrace every single aspect of the teaching/learning process. For this reason, it is crucial that syllabus designers make sure they build a very comprehensive syllabus that will leave little or almost no room for unpredictable situations that may compromise teaching or learning to some extent. Additionally, Harnish and Bridges (2011) insist that the type of language, “cold” or “warm” used in the syllabus can greatly affect students’ perceptions of the teacher and, subsequently, of the subject matter taught. It is, therefore, of paramount importance, as this section stressed, to design a good syllabus that fits the teaching/learning contexts and suits the learners’ and environment’s peculiarities.

1.2 Approaches to syllabus design

Syllabus design is an essential aspect of language teaching and learning, as it serves as a guide for teachers and learners to achieve their language learning objectives. The following lines discuss some of the main approaches to syllabus design, their strengths, and their limitations. In his *Approaches to Syllabus Design for Foreign Language Teaching*, Karl Krahnke (1987) provides an overview of six (06) different approaches to syllabus design. The author concentrated on six main approaches to syllabus design that are the “structural or formal syllabus, the notional/functional syllabus, the situational syllabus, the skill-based syllabus, the task-based syllabus, and the content-based syllabus” (p. 16-17). Following his taxonomy of syllabus design approaches, subsequent works by White (1988) and Nunan (1988) will attempt to further discuss the approaches. Even if they came up with different denominations for some of the approaches, it is worth noting that most works accept the six

(06) approaches above as a starting point in describing the existing approaches to syllabus design. In their conception, one of the earliest models of syllabus design was the grammatical syllabus, which focused on teaching grammar rules and structures. This approach was popular in the early 20th century, but it has been criticized for its lack of focus on communicative competence. This led to the development of the functional-notional syllabus, which emphasized the communicative functions of language and the situations in which they are used. This approach was a significant departure from the traditional grammatical syllabus and has been influential in the development of communicative language teaching. Another approach to syllabus design is the task-based syllabus, which focuses on the use of language in real-world tasks. This approach emphasizes the importance of language use in meaningful contexts and encourages learners to develop their communicative skills through the completion of tasks. The task-based syllabus has been shown to be effective in promoting language learning, but it can be challenging to implement in practice due to the need for authentic materials and task design. More recently, the content-based syllabus has gained popularity. This approach integrates language learning with subject matter content, such as science or history, and has been shown to be effective in promoting both language and content learning. However, it requires a significant amount of collaboration between language and content teachers and may not be suitable for all learners. Following the content-based approach to syllabus design emerged the proficiency-based syllabus, which focuses on the development of learners' proficiency in the target language. This approach emphasizes the use of authentic language and assesses learners' ability to use the language in real-world situations. The proficiency-based syllabus has been shown to be effective in promoting language learning, but it can be challenging to implement in practice due to the need for authentic assessment and the potential for variation in learners' proficiency levels.

2. Syllabus Design in the context of CALL

2.2 CALL: An overview

Many researchers and educators have studied and written about CALL and its main features. According to Michael G. Moore, an American educator who is often considered the father of CALL, this approach to learning “is an educational process that occurs when information is transmitted via a computer network to support learning.” (1973: 78). In his *The Theory of Transactional Distance* (1973), Moore explored the notion of transactional distance between learners and teachers in online learning environments. Terry Anderson, a Canadian educator, also wrote several books about CALL, including *The Theory and Practice of Online Learning* (2008). In this book, Anderson explored effective teaching practices and strategies for online learning environments. He argues that “online learning can offer significant benefits in terms of flexibility and personalization of learning, but it also requires careful planning and a learner-friendly approach.” (p. 23). In the same vein, Charles D. Dziuban and Peter D. Shea, two U.S. researchers, have conducted studies on the effectiveness of CALL compared to traditional face-to-face instruction. In their article “*Online Learning in Community Colleges*” published in 2014, they concluded that “online learners tend to achieve similar or better outcomes than face-to-face learners.” They also noted that CALL allowed “greater flexibility for learners, allowing for greater personalization

of learning and greater autonomy in managing their learning time.” (p. 37). CALL has several advantages, including flexibility, personalized learning, and access to a variety of educational resources. In their book *Effective Online Teaching*, Tina Stavredes and Tiffany Herder state that CALL allows learners to “work at their own pace and level of competence, which can be particularly beneficial for learners who have different needs” (Stavredes & Herder, 2015:60). Similarly, a study conducted by American researchers Charles D. Dziuban and Peter D. Shea revealed that CALL allows for greater flexibility for learners, enabling them to “access courses and educational resources online, from anywhere and at any time” (Dziuban & Shea, 2014, p. 4). Their study clearly shows that CALL is an efficient approach that can easily compare with traditional approaches to language teaching. They are, therefore, right to consider that there is no reason to fear the advent of technology in classrooms. The same idea is shared by Jean-Luc Gurtner and Sébastien Vachon who went even further to argue in their book *Les technologies de l'apprentissage* that CALL's efficiency resides in the fact that it can provide more adapted resources for a better teaching/learning process. As they state, CALL enables “personalized learning based on the needs and interests of each learner, by providing educational resources adapted to their level of competence” (Our translation)¹ (Gurtner & Vachon, 2015:164). In their book *The Theory and Practice of Online Learning*, Terry Anderson and Fathi Elloumi also posit that “CALL provides access to a variety of educational resources, such as videos, simulations, and learning games, that can help learners gain a deeper understanding of the topics covered” (Anderson & Elloumi, 2008, p. 104). The variety of resources for learning in a CALL context is also a key advantage to the extent that it makes this approach one that is tailored for every type of student, no matter their differences and difficulties.

2.2 Some features of a CALL syllabus

When designing a syllabus for a language class that incorporates CALL, there are several critical aspects that need to be addressed. We have identified five (05) of them, based on both our experience in using technology while teaching English as a Foreign Language in Côte d'Ivoire and the suggested ideas in the literature regarding syllabus design.

-Learning Outcomes

The first critical aspect of syllabus design is to determine the learning outcomes of the course. Learning outcomes should be clear and measurable, and they should be aligned with the objectives of the course. In a language class, learning outcomes may include the ability to communicate effectively in the target language, the ability to understand spoken and written language, and the ability to use appropriate grammar and vocabulary. The learning outcomes should also be specific to the context of CALL. For example, the learning outcomes may include the ability to use digital tools to support language learning, the ability to navigate online language resources, and the ability to communicate effectively through online platforms.

¹ une personnalisation de l'apprentissage en fonction des besoins et des intérêts de chaque apprenant, en fournissant des ressources pédagogiques adaptées à leur niveau de compétence

- Content and Materials

Once the learning outcomes have been determined, the next critical aspect is to select appropriate content and materials. This includes selecting materials that are appropriate for the level of the learners, the learning outcomes, and the context of CALL. For example, if the learning outcomes include the ability to use digital tools to support language learning, then appropriate materials may include software applications, online exercises, videos, and interactive multimedia content. The materials should also be engaging and relevant to the learners to keep them motivated and interested in the course.

- Assessment

Assessment is another critical aspect of syllabus design. Assessment should be designed to measure the learning outcomes and should be aligned with the content and materials of the course. In a language class that incorporates CALL, assessment may include a range of tasks, such as online quizzes, digital portfolio assessments, and peer assessment through online platforms. Assessment should also be formative, providing learners with feedback on their progress and guiding them towards achieving the learning outcomes.

- Classroom Management

Classroom management is an essential aspect of syllabus design, particularly in the context of CALL. Classroom management includes managing the technology and ensuring that learners have access to appropriate resources. It also includes creating a supportive and collaborative learning environment that encourages learners to engage with the content and with each other. Classroom management strategies may include setting clear expectations for behavior, providing opportunities for collaboration and discussion, and providing clear instructions for using digital tools and resources.

- Flexibility and Adaptability

Finally, syllabus design should be flexible and adaptable to allow for adjustments as the course progresses. In a language class that incorporates CALL, technology may fail, or learners may struggle with particular tasks. Therefore, it is essential to have contingency plans in place and to be able to adapt the course to meet the needs of the learners. Flexibility and adaptability also mean being open to feedback from learners and adjusting the course accordingly.

3.Steps toward designing a CALL Syllabus

3.1 Essential consideration for designing a CALL syllabus

As discussed earlier, a CALL syllabus is an important component of the teaching process as it outlines the modalities for the use of technology in language teaching and learning. In this section, we present some of the essential dimensions to be taken into account prior to designing a syllabus in a CALL context.

-Course Goals and Objectives

Course goals and objectives are the foundation of any language course, and a CALL syllabus should clearly articulate how technology will be used to achieve these goals. This requires careful consideration of both language learning theory and pedagogical practice. As Levy and Stockwell (2006) note, “the integration of technology into language learning is not an end in itself, but rather a means to achieving language learning goals that are grounded in theory and practice” (p. 4). At this level, by explicitly linking course goals and objectives to the use of technology, students will have a clear understanding of how technology will support their language learning. It is also important that the course goals and objectives are grounded in both language learning theory and pedagogical practice, ensuring that the students are learning effectively and efficiently.

-Course Activities and Assignments

A CALL syllabus should provide a detailed schedule of course activities and assignments, including the technology tools that will be used for each activity. This will help students manage their time effectively and prepare for each activity. Additionally, it will ensure that students are familiar with the technological tools they will be using during the course. As Egbert and Petrie (2005) explain, “students need to be able to understand and use the technology that is integrated into the course because incorporating a variety of technology tools can increase student engagement and motivation and can provide opportunities for differentiation and individualization” (p. 37). Furthermore, the syllabus should clearly outline the types of technology that will be used in the course and how they will be integrated into the curriculum. By providing a clear schedule of course activities and assignments, students will be able to plan their time and make the most of the technology resources available to them.

-Technology Requirements

It is important for a CALL syllabus to outline the technology requirements for the course, including hardware, software, and internet access. This information will help students ensure they have the necessary resources to participate in the course. Warschauer and Healey (1998, p. 10) insist that “Technical requirements can be a major barrier to successful integration of technology into language learning”. The provision of clear information about technology requirements is, therefore, like to help students prepare themselves accordingly and ensure they have the necessary resources to participate fully in the course in such a way that they can also play the role they are expected to by the teacher.

-Assessment and Grading

A CALL syllabus should provide information on how student progress and achievement will be assessed and graded, as well as how technology will be used in assessments. This might include online quizzes or digital portfolios, among other things. In the words of Chapelle and Douglas (2006), “the use of technology in language assessment can provide new opportunities for authentic assessment that aligns with course goals and

objectives” (p. 66). Nevertheless, they make it clear that “the syllabus should provide clear instructions on how assessments will be administered and graded, and how technology will be used to support assessment” in an effort to let the students know what they must expect from the test they are sitting for. It, therefore, stands out that the integration of technology into assessment is likely to increase students’ chances of having opportunities for demonstrating their language proficiency in new and innovative ways.

-Resources and Support

Warschauer and Healey (1998, p. 10) posit that “the syllabus should provide information on how to obtain any necessary technical support and how to troubleshoot common issues”. In other words, a CALL syllabus should also provide information on resources and support available to students, such as online tutorials, help desks, and technical support. This will help students overcome any technology-related challenges they may encounter during the course. In the words of Hubbard (2009:42), “technical support is crucial for successful integration of technology into language learning, and the syllabus should provide clear information on how students can access this support”. This requirement is particularly important and relevant to the extent that students are not supposed to be experts in the field of technology. Technology being the medium for attending their course, the students must be provided with a minimum of support to avoid anxiety, stress, or fear caused by the computers and other technological tools used by the teacher. The fact of providing information on resources and where to find support, we can assume that students will feel more confident in their ability to use technology effectively in the language learning process.

-Pedagogical Approach

Finally, the syllabus should outline the pedagogical approach that will be used in the course, including how technology will be used to support and enhance language learning. The pedagogical approach should be grounded in language learning theory and should align with the course goals and objectives. This might include the use of digital tools to engage in collaborative learning activities or the use of online resources to research and present on a topic. As Levy and Stockwell (2006) note, “the use of technology should not be an end in itself, but should be directly related to the course goals and objectives” (p. 4). Levy and Stockwell emphasize the importance of integrating technology into language teaching in a meaningful way. Simply using technology for technology’s sake, as it has become common practice, is not effective. Rather, technology should be used to directly support and enhance the course goals and objectives. This means that the technology used in the course should be selected and integrated with specific language learning outcomes in mind. By doing so, language teachers can ensure that the technology tools they use are relevant to their students’ language learning needs and that their students will be motivated and engaged in the language learning process.

3.2 Practical steps in designing a CALL syllabus

-Step 1: Analyze your students' needs

The first step in designing a CALL syllabus is to analyze your students' needs. You need to understand their language proficiency level, their learning goals, their interests, and their expectations. Conducting a needs analysis can help you gather this information, which can guide your syllabus design. You can use surveys, questionnaires, interviews, or informal conversations to gather data about your student's needs.

-Step 2: Define your learning objectives

The second step is to define your learning objectives. Learning objectives describe what you want your students to achieve by the end of the course. In a CALL context, you can use the following categories of learning objectives: Language-focused objectives: These objectives focus on the linguistic aspects of language learning, such as grammar, vocabulary, and pronunciation. Skills-focused objectives: These objectives focus on developing the four skills of language learning (listening, speaking, reading, and writing). Task-focused objectives: These objectives focus on developing language proficiency through authentic tasks, such as problem-solving, decision-making, or information-gathering.

-Step 3: Select your materials and resources

The third step is to select your materials and resources. CALL offers a wide range of materials and resources that can support language learning, such as online dictionaries, language learning apps, interactive exercises, multimedia content, and social media. When selecting materials and resources, you should consider their appropriateness to your learning objectives, their relevance to your students' needs and interests, their usability, and their availability.

-Step 4: Plan your learning activities

The fourth step is to plan your learning activities. Learning activities are the tasks and exercises that students engage in to achieve learning objectives. In a CALL context, you can use the following types of learning activities: Input activities: These activities focus on providing students with language input through listening or reading activities, such as podcasts, videos, or articles. Output activities: These activities focus on developing students' language production skills through speaking or writing activities, such as debates, presentations, or essays.

Interactive activities: These activities focus on developing students' communication skills through interactive tasks, such as online discussions, role-plays, or simulations.

-Step 5: Evaluate your students' progress

The fifth step is to evaluate your students' progress. Evaluation is an essential aspect of language teaching and learning, as it helps you monitor your students' achievements and identify areas that need improvement. In a CALL context, you can use the following types of evaluation, namely, formative evaluation, which is a type of evaluation that occurs during the learning process and focuses on providing feedback to students on their performance and

progress; and summative evaluation, or the type of evaluation that occurs at the end of the course and focuses on assessing students' achievement of the learning objectives.

Conclusion

This article discussed the place of syllabus design in CALL classes. It emphasized that designing a CALL syllabus is a complex process that requires careful consideration of students' needs, learning objectives, materials and resources, learning activities, and evaluation methods. Through the steps presented, we have suggested a practical step-by-step process for designing a syllabus that is effective, engaging, and relevant to students when it comes to CALL. As a reminder, designing a CALL syllabus is not a one-time process, but rather an ongoing cycle of analysis, planning, and evaluation that can help continuously improve teaching practice.

References

- Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard UP.
- Chapelle, C. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*. Cambridge, MA: Cambridge University Press.
- Chapelle, C. & Douglas, D. (2006). *Assessing language through computer technology*. Cambridge, UK: Cambridge University Press.
- Doolittle, P., and Danielle L. Lusk. (2007). The Effects of Institutional Classification and Gender on Faculty Inclusion of Syllabus Components, *Journal of the Scholarship of Teaching and Learning*, 7, 62-78.
- Drake, P. (2014). Is your use of social media FERPA compliant? *EDUCAUSE Review*, 49:1. Retrieved from <http://www.educause.edu/ero/article/your-use-social-media-ferpa-compliant>
- Dziuban, C. & Shea, P. (2014). *Blended learning: The new normal and emerging technologies*. Sterling, VA: Stylus Publishing.
- Egbert, J., & Petrie, G. (2005). *CALL research perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gross, D. B. (2009). The Comprehensive Course Syllabus, *Tools for Teaching, 2nd Ed*. San Francisco: Jossey-Bass:21-36
- Grunert, O. & al. (2008). *The Course Syllabus: A Learning-Centered Approach, 2nd Ed*. San Francisco: Jossey-Bass.
- Gurtner, J. L. & Vachon, B. (2015). *Educational technology for language learning: A practical guide for language teachers*. Lanham, MD: Rowman & Littlefield.
- Hara, Billie. (2010). *Graphic Display of Student Learning Outcomes, Profhacker*. <http://chronicle.com/blogs/profhacker/graphic-display-of-student-learning-objectives/27863>
- Harnisch, R. J., and Robert, K. B. (2011). "Effect of Syllabus Tone: Students' Perceptions of Instructor and Course." *Social Psychology Education*, 14:319-330.
- Hirsch, C. C. (2010). "The Promising Syllabus Enacted: One Teacher's Experience, *Communication Teacher*, 24, 78-90.

- Hubbard, P. (2009). *Computer-assisted language learning: Critical concepts in linguistics*. New York, NY: Routledge.
- Krahnke, K., (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. New Jersey: Prentice Hall, 105 pp.
- Ludwig, M. A. & al. (2011). Your Syllabus Should Set the Stage for Assessment for Learning, *Journal of College Science Teaching* 40, 20-23.
- Nilson, Linda B. (2007). *The Graphic Syllabus and the Outcomes Map: Communicating Your Course*. San Francisco, Jossey-Bass.
- Nunan, D. (1988) *The Learner-Centred Curriculum*. Cambridge: Cambridge University
- Riviere, J., Picard, D. R., & Coble, R. (2016) *Syllabus Design Guide*. Retrieved [today's date] from <http://cft.vanderbilt.edu/guides-sub-pages/syllabus-design/>
- Saville, B. K. & al. (2010). "Syllabus Detail and Students' Perceptions of Teacher Effectiveness, *Teaching of Psychology*, (37):3,186-189
- Stavredes, T. & Herder, R. A. (2015). *Effective online teaching: Foundations and strategies for student success*. San Francisco, CA: Jossey-Bass.
- Terry, A. and Elloumi, F. (Eds.) (2004). *Theory and Practice of Online Learning*. Athabasca University Press.
- Wasley, P. (2008). The Syllabus Becomes a Repository of Legalese, *The Chronicle of Higher Education*. <http://chronicle.com> ; Section: The Faculty 54:27, A1
- White, R. (1988). *The EL T Curriculum: Design Innovation and Management*. Oxford: Basil Blackwell