

Curriculum and Syllabus

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INTRODUCTION

The origins of language curriculum development can be traced back to the process of syllabus development - popularly known as syllabus design. Language curriculum that is practiced today is derived from a long journey of searching for a better language teaching method. A language teaching method is always based on particular theories of language and language learning. Both theories affect syllabus design. They will generate a specification of what to teach and how to teach it. When a language teaching method is applied, it contributes to the changes in syllabus design. In later development, there is a shift from syllabus design to curriculum approach in language curriculum development. The language curriculum practiced in Indonesia, such as English in curriculum 2013, International Baccalaureate (IB Curriculum), and Cambridge IGCSE Curriculum, is resulted from this development.

Module 1 discusses the origins of language curriculum and its development. The module shows how changes in language teaching methods are very much influenced by the theory of language and language learning underpinning a method. At the same time the method will require particular syllabus design, leading changes in the specification of the content and roles of teachers, students, and materials. The syllabus designs that existed during the history of language teaching are explored to discuss the reasonable background of their appearance and how each design contributed to curriculum development in language teaching. At the end, this module will describe a shift from syllabus design to curriculum approach in the development of language curriculum.

Upon the completion of this module, students should be able to describe the origins of language curriculum and syllabus development. (Basic Competence-1). Having this competence, students will appreciate the development of syllabus more, which later on, will build their confidence when they are using a particular syllabus in their classroom. They will have

deep understanding how it comes to the language curriculum they are practicing now.

To achieve the competence stated, students should study the module very thoroughly to grab the gist of the content. They may read further by exploring the references used in this module. This module also provides the students with links to language teaching methods discussed in this module. Watching the links provide in this module will enrich them and give better understanding on how each syllabus design is implemented in the classroom.

UNIT 1

The Origins of Language Curriculum Development

Discussing language curriculum development cannot be separated from discussing syllabus development. In English language teaching, curriculum development originates from syllabus development- popularly called as syllabus design. To understand the development of language curriculum needs an understanding of how language syllabus had developed from one time to time, and how syllabus design shifted to curriculum approach in language curriculum development.

A. CURRICULUM DEVELOPMENT AND SYLLABUS DESIGN

To start a discussion on these two concepts, let us discuss the guiding questions, such as, 1) What is curriculum? 2) What is syllabus? 3) Is curriculum development the same as syllabus design?

To answer question 1, we can refer to the definition as stated by Richards, Platt and Platt (1993) who define curriculum as an educational program which states “the educational purpose of the program (the ends); the content of teaching procedures and learning experience which will be necessary to achieve this purpose (the means); and some means for assessing whether or not the educational ends have been achieved.” (p. 94). At least there are three keywords that can be identified in the definition, they are;

- Purpose: What the students need to achieve at the end of an educational program.
- Content: Courses offered as a means to achieve the intended purposes.
- Assessment: A means to measure if the intended purposes have been achieved.

Question 2 can be answered by referring to what it means by a syllabus. Ur (1998) defines that a syllabus is a document which consists, essentially, of list. This list specifies all the things that are to be taught in the course. Richards (2001) states that “a syllabus is a specification of the content of a course of instruction and lists what will be taught and tested”. (p.2). From the

two definitions, we can observe that a syllabus is simply an outline and time line of a particular course. It will typically give a brief overview of the course objectives, course expectations, and list of reading assignments, homework deadlines, and exam dates.

Activity 1.1: Studying a Syllabus

Look at a syllabus for a *Paragraph Writing* course in Sample 1.1. Can you identify its specification? Do you find what to teach and when? Do you find what to assess? What else do you find in a syllabus?

Course Title	Paragraph Writing
Course Description	This course trains basic skills in paragraph writing. Sentence writing, paragraphing, grammar, word choice, punctuation, and organization will be practiced.
Objective	Upon the completion of this course, students will be prepared to craft a well-written paragraph.
Learning outcomes	Identify components of a paragraph (topic and supporting sentences). Construct complex and compound sentences. Identify paragraph types (narrative, descriptive, argumentative).
Course Outline	Week 1: Sentence level skills.
	Week 2: Introduction to a paragraph
	Week 3: Writing a topic sentence
	Week 4:
	Week 12: Writing a concluding sentence
Assessment	Test: on identifying components of a paragraph, sentence combining and/or expanding, punctuation. Paragraph writing.

Sample 1.1: A simple Syllabus

Sample 1.1 specifies what and how the students will learn in *Paragraph Writing* course. Students will study how to write grammatically correct

sentences with proper punctuation, how to write a topic sentence, and others (What to teach). To do that, they will identify and construct sentences to develop a paragraph (How to learn). They will learn how to write a topic sentence before they learn how to write a concluding sentence (When to teach). To measure if the students have achieved the intended learning objective and outcomes, they will have to do a test and write a paragraph (What to assess).

Those who answer **YES** to question 3 may see that developing curriculum involves designing syllabus, while those who answer **NO** to question 3 see curriculum development as a more comprehensive process than syllabus design. Richards (2001) argues that “Syllabus design is one aspect of curriculum development but is not identical with it” (p. 2). The statement is further elaborated as shown in Figure 1.1.

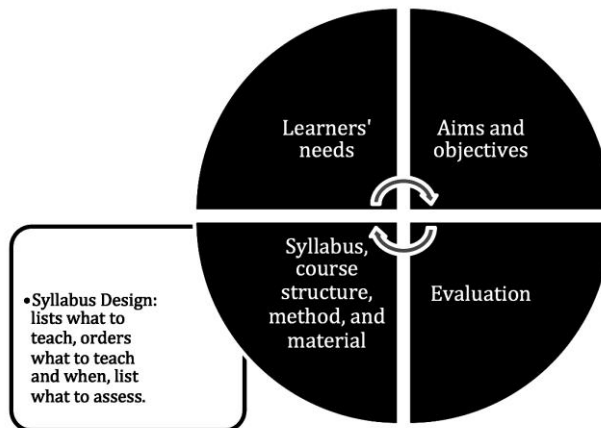


Figure-1.1 confirms that syllabus design is a part in curriculum development. Curriculum development begins with determining learners' needs, developing aims and objectives to address the needs, developing syllabus, course structure, teaching methods, and materials, and ends by carrying out an evaluation. On the other hand, syllabus design as a part of curriculum development shares several facts that look like a process in curriculum development. For example, a curriculum specifies a purpose, but a syllabus specifies knowledge, skills, values, and experience (Content) offered to reach intended learning outcomes. A syllabi shows an order when

each content may appear (Order of content). A syllabus also specifies how teaching and learning is planned and measured.

It is clear now that curriculum is distinct from syllabus. We can say that syllabus is part of curriculum, in other words curriculum includes syllabus, not vice versa. One curriculum may contain several syllabuses. Maybe one program, for example S1 degree at English Department, covers the whole 144 credit semester a student ought to accomplish. Parts of the program could be syllabus for language program. Another example is one language program conducted in a language course like LBPP LIA, EF, or TBI. They have their own language curriculum for the entire program. In each curriculum, they have syllabus for specific classes or levels.

Understanding what curriculum and syllabus are can be a starting point to understand the journey of how syllabus design in English as a Foreign Language (EFL) has led to language curriculum development as can be observed in current practices.

Exercise

- a. Fill in the following table with 4 appropriate descriptions of curriculum development as compared to syllabus design.

Curriculum	Syllabus
For example:	
1) Curriculum is for a program.	1) Syllabus is for a subject.
2)	
3)	
4)	

- b. Study the syllabus of a course and observe what information you can identify from that syllabus.

In this course, students will develop their knowledge and ability to use basic structures of English at both receptive and productive levels. The students will study those structures through lecturing, group discussion, and exercise.

Information? _____

- Upon the completion of the course, students are expected to have

acquired: <ul style="list-style-type: none"> Understanding of Basic English structures. Skills of constructing correct English sentence. Ability to recognize mistakes in sentences and reconstruct them in proper English. Information? _____ 														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">Week 1</td> <td style="width: 35%; padding: 5px;">The Verb Be: Present & Past</td> <td style="width: 45%; padding: 5px;">The present affirmative & negative of be, Yes/No question & the past tense of Be</td> </tr> <tr> <td style="padding: 5px;">Week 2</td> <td style="padding: 5px;">Simple Present Tense</td> <td style="padding: 5px;">Affirmative & Negative Statements, Yes/No Question</td> </tr> <tr> <td style="padding: 5px;">....</td> <td style="padding: 5px;">...</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Week 14</td> <td style="padding: 5px;">Simple Past Tense</td> <td style="padding: 5px;">Affirmative & Negative Statements (regular/irregular)</td> </tr> </table>			Week 1	The Verb Be: Present & Past	The present affirmative & negative of be, Yes/No question & the past tense of Be	Week 2	Simple Present Tense	Affirmative & Negative Statements, Yes/No Question		Week 14	Simple Past Tense	Affirmative & Negative Statements (regular/irregular)
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B. HISTORICAL OVERVIEW OF SYLLABUS DESIGN

Language curriculum that is currently practiced either here in Indonesia or other countries derive from syllabus design that becomes apparent in the

twentieth century. During that period, syllabus design has changed over the time, responding to a demand for better language teaching methods. What do we mean by method? Method here can be simply defined as “what the students need to learn and how to present or practice language” (Brown, 1995: 1). Then, is syllabus similar with method? Is syllabus design the same as language teaching methods?

To clarify understanding on those terms, first of all we have to discuss framework of various language teaching activities as proposed by Anthony (1965) which then is adopted by Richards and Roger (1982). Anthony (1965) categorizes all language teaching activities into approach, method, and techniques. Approach covers point of view on the nature of language and language teaching. Method describes different plans for presenting language orderly. Technique defines what is actually happens in the classroom.

Can you now distinguish method from design? Not yet? To answer that, let us study how design appears into the framework.

The term ‘design’ was used by Richards and Rodgers (1982) to substitute ‘method’ in Antony’s categorization of activities in language teaching. Adopting Antony’s framework, Richards and Rodgers (1982) categorize the activities into approach, design, procedure. Approach, similar to Antony’s category, comprises theory of language and language learning. Design describes specification of content, roles of learners, teachers, and materials. Procedure, substituting ‘technique’ in Antony’s category includes strategies, practice, and activities. They use the term ‘method’ as a term that covers their categorization, for example Grammar Translation Method that has its own approach, design, and procedure. Their framework is illustrated in Figure 1.2.

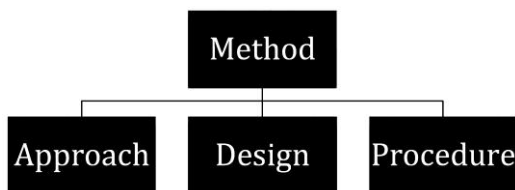


Figure 1.2
Richards & Roger’s Framework (1982)

From the framework, it is clear that the search for a language teaching method will consequently require a suitable syllabus design. For example is

the Audio-lingual Method. This method bases its teaching practices on language theory that belongs to structural linguists who were engaged in “Scientific descriptive analysis of a language” and learning theory that believes in learning as a habit formation. Both language and learning theories used will prescribe teaching method- what and how language to be taught. Later on this will require a specification of content, roles of learners, teachers, and materials, particular notion of syllabus design. Richards (2001) has illustrated chronology of language teaching methods as follows:

1. Grammar Translation Method (1800-1900)
2. Direct Method (1890-1930)
3. Structural Method (1930-1960)
4. Reading Method (1920-1950)
5. Audio-lingual Method (1950-1970)
6. Situational Method (1950-1970)
7. Communicative Approach (1970-present)

Other like Brown (2001) comes up with somewhat similar chronology of language teaching methods. However, since it is not the intention of this module to discuss each language teaching method, this module provides you with the links to observe each method and how it is implemented in the English language classrooms.

Activity 1.3: Watching Language Teaching Methods

Please go to the following links to brush up your understanding on several language teaching methods.

<https://www.youtube.com/watch?v=Pz0TPDUz3FU>

<https://www.youtube.com/watch?v=3rkrvRlty5M>

<https://www.youtube.com/watch?v=3kRT-rsKxn4>

https://www.youtube.com/watch?v=tx_we_P3Pic

<https://www.youtube.com/watch?v=xqLzbLCpack>

<https://www.youtube.com/watch?v=YuS3ku->

[PSL8&list=PL7BITIDdOgZJhim70umCX0sAJFOtMRnda&index=3](https://www.youtube.com/watch?v=YuS3ku-PSL8&list=PL7BITIDdOgZJhim70umCX0sAJFOtMRnda&index=3)

Exercise

Fill in the table with the terminologies used to describe various language teaching activities.

Activities	Antony (1965)	Richard and Rodgers (1982)
The assumption based on theory of language and language learning		
Different plans for presenting language in orderly manner		
What actually happens in the classroom; tactics, practice, instructional activities		

1. Selection and Gradation

Now you understand that a language teaching method will need a syllabus design to specify, one of them, is content of instruction. When specifying the content of instruction, a syllabus design faces several facts, such as how large the vocabulary, expressions, structures, language functions are in a language, while the time available for teaching them is very limited. For example, it is almost impossible to include all English structures in a Structure course, as it is impossible to teach all language functions in a Speaking course. The questions are what structures should be taught in that Structure course and what language functions should be selected for this Speaking course, and what orders of structure/ language functions should they appear in the course. The answers to these questions lead to the process of what Richards (2001) as selection and gradation.

The term selection is syllabus design refers to how we choose and reduce units of language appropriately to accommodate teaching purposes. Selection will convince that the units of language we choose are the most useful ones for the students. Gradation refers to grouping and sequencing units of language to teach in a syllabus. Each language teaching method involves selection and gradation process in their syllabus design.

Activity 1.2: Selection Process

Please write at least 10 different sentences with ten different structures to invite a friend to a party. Number 1 is provided for you as an example.

1. Would you like to come to the party with me?

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Now decide which expressions that you are going to select for your Speaking II course. Give the reasons why you will choose those expressions.

You may have a list of expressions to invite a friend to a party such as;

Would you like to come to the party with me?

I am wondering if you would like to come to the party with me.

I have an invitation to a party and I don't want to go alone.

How about coming to the party with me?

Could you come to the party with me?

Let's go to the party!

Do you like to come to the party with me?

Care to come to the party with me?

Please come to the party with me!

Come to the party with me!

How are you going to select the expressions that are useful for your students to invite their friends to a party? You must use certain criteria to select them. What criteria are you going to use? To select what to teach, Richards (2001) suggests criteria to select what language to be taught, such

as frequency and similarity. Frequency deals with how often those language items are used, while similarity deals with the facts that they are similar language units in the students' native language.

Activity 1.3: Gradation Process

Look at the language units selected for your Advance Grammar course. The units are listed below randomly.

- English Clauses: Noun Clause, Adjective Clause, Adverbial Clause, Finite Clause, Non-finite Clause.
- English Nouns: Proper and Common Nouns, Countable and Uncountable Nouns
- English Phrases: Verb phrase, Noun Phrase, Adjective Phrase, Adverb Phrase.
- English Adjectives: Gradable and Non gradable Adjectives
Attributive and Predicative Adjectives.
- English Verbs: Main Verbs, Auxiliaries, Do – Support
- English Adverbs: Adverbs as Modifiers of Adjectives.
- What are word classes? Content and function words, Word classes and functional terms.

Now provide a possible gradation for those teaching items to appear in the syllabus of Advanced Grammar.

To grade units of language in syllabus, Richards (2001) proposes criteria to grade teaching items. Among the criteria is Simplicity and Centrality, choosing only language structures/ units that are simple but central. Another criteria is learner ability, language structure is graded from the easiest one to the most difficult one. We can also grade the items by looking at its similarity to its structure in the native language. Those that are close to native language will be taught first. This is also called criteria of Linguistic Distance. With those criteria, you may come up with the following gradation:

- *What are word classes?: Content and function words, Word classes and functional terms*
- *English Verbs: Main Verbs, Auxiliaries, Do – Support*

- *English Nouns: Proper and Common Nouns, Countable and Uncountable Nouns*
- *English Adjectives: Gradable and Non gradable Adjectives Attributive and Predicative Adjectives.*
- *English Adverbs: Adverbs as Modifiers of Adjectives. English Phrases: Verb phrase, Noun Phrase, Adjective Phrase, Adverb Phrase.*
- *English Clauses: Noun Clause, Adjective Clause, Adverbial Clause, Finite Clause, Non-finite Clause.*

Do you agree or do you have a better gradation?



SUMMARY

English language curriculum has its origin from syllabus design, the process of developing a syllabus. A syllabus- a specification of content, roles of teacher, students, and material- is designed to accommodate a language teaching method. In a particular language teaching method, the theory of language and language learning that become the foundation of the method, syllabus design, and procedures can be identified and traced. The framework from Richards and Rodgers (1982) provides direction to understand the activities and terminology in language teaching, such as method, approach, design, and procedure.

The specification of content in syllabus design is limited by the time and the facts that the vocabulary, expressions, structure, and functions are large. It is toward this end that selection and gradation become very important steps in syllabus design.



FORMATIVE TEST 1

Answer the following questions!

- 1) What is syllabus? What is syllabus design? How is syllabus design different from curriculum development?
- 2) Compare and contrast category of language teaching activities provided by Richards and Rodgers (1982) as differed from Antony's (1965)!

- 3) A language teaching method will require a particular syllabus design. Describe the process by referring to the category of language teaching activities formulated by Richards and Rodgers (1982)!
- 4) Choose one language teaching method you are familiar with! Identify what theory of language and language learning underpinning the method!
- 5) Study the following specification of content in a syllabus! Analyze 2 criteria of selection and gradation that may apply in this syllabus!

Course Outline

Session 1 : Your Writing Process
Session 2 : Essay Structure
Session 3-4 : Writing Introduction, practice, peer review
Session 5-6 : Writing Body, practice, peer review
Session 7-8 : Writing Conclusions, practice, peer review
Session 9 : Answering Basic College Questions
Session 10 : Preparing the First Essay
Session 11 : Expectations for Success Quest Essay and The Bucket List
Sessions 12 : Peer Review+ Submission
Session 13 : Preparing the second Essay
Session 14 : Peer Review

UNIT 2

From Syllabus to Curriculum

As discussed in Learning Activity 1, language teaching methods change in search for a better method. Method as framed by Richards and Rodgers (1982) comprises 1) approach- theory of language and language learning, 2) design- syllabus as specification of content, roles of teacher, students, and materials, 3) procedures- techniques and practice. Learning Activity 2 focuses on second element, syllabus design that developed into curriculum development. The historical development of syllabus design such as structural, situational, notion-functional syllabus will be discussed to show how each syllabus came into the existence. However, each kind of syllabus design will be discussed in more detailed in Module 2.

FROM STRUCTURAL TO FUNCTIONAL SYLLABUS

In the earlier development, language teaching method was very much grammar oriented, for example Grammar Translation Method. Consequently, syllabus design was graded based on vocabulary and linguistic ability. This syllabus is called by McKay (1978) as Structural syllabus. Ellis (1993) mentions that “A structural syllabus consists of a list of grammatical items, usually arranged in the order in which they are to be taught” (p.9). English was taught through its structure and vocabulary. For example, in 1970s in Indonesia English was taught through a textbook called English 999 which emphasized on the mastery of English grammar. Another book used was English Words (Graded from 1.000, 5000, to 10.000 words) that focused on vocabulary mastery. The teaching was very much on formulating grammatically correct sentences. If the design is focusing on the mastery of English grammar, what the students will learn, how language is presented, and how the students practice the language will follow what theory of language and language learning are used as basic assumption.

Activity 2.1: Advantages and Disadvantages of Structural Syllabus

List advantages and disadvantages of a syllabus design that focuses only on formulating grammatically correct sentences.

The positive things of this syllabus will ensure that the students can produce grammatically correct sentences, well-formulated ones. This is resulted from a language teaching that is taught by emphasizing on formulating grammatical correct sentences, equipping the students with the ability to analyses the language. Within structural syllabus, the students learn the language in a systematic and rule-governed way. The content shows fix pattern and regularities, making the students easy to learn and follow the lesson. Structural syllabus involves extensively the process of analyzing the language, making the students able to learn how the language works. There is a tendency that a student with high level of proficiency is previously taught the form of the language, which is later on used for different communication purposes. The terminology used in English grammar like phrase, preposition, adverb, or verb is shared at other languages; usually the students understand what the terms mean. Knowledge on grammar is used by the students to monitor their accuracy of what they produce.

However, this design also has several drawbacks. Several students produce sentences that many times have no relation with the context. For example, when asked to write a sentence using pattern “N + be + Adj”, a student wrote “The refrigerator is pregnant”. The sentence that the student produced is grammatically fine. It fulfills the pattern requested. In fact, the sentence has ignored the meaning. Adjective “pregnant” is never used to describe a “refrigerator”. The sentence is grammatically correct but not contextually. Many times the students think they are learning a language; the fact is that most of the time they learn about a language. There is no guarantee that students’ structural knowledge is performed as much as the knowledge they have expressed in the way they use. This phenomenon can be observed from the implementation of structural syllabus design. Another observable problem with this structural design is the fact that students generate only the structure they are studying. This controls students from producing sentences that are not yet taught.

Exercise

Study two different exercises on the use of “*since*” and “*for*”.

Complete the sentences with ‘for’ or ‘since’.

- 1) Vera has worked at PSF ____ 5 years
- 2) We have not seen Tony ____ a while.
- 3) Wiwid has been in Japan ____ April.
- 4) They have known the regulation ____ many years.

Work with a partner. Make questions with “how long” and answers with “for” or “since”.

A: How long have you lived in Jakarta?

B: I have lived here for 10 years.

- 1) Work at PSF
- 2) Not see Tony
- 3) Be in Japan
- 4) Know the regulation

Referring to the advantages and disadvantages of structural syllabus design, what do you say about the first exercise compared to the second one? Provide at least 5 statements based on your analysis!

Approaching the 20th century, there was a great demand on English teaching. Economic development requires people to move from one place to other places, increasing needs to master English that can make them communicate with their business partners around the world. The increase in communication technology like TV, Radio, and Film demanded people from different walks of life to communicate in English. This condition brought awareness that there were different needs in learning English. It was clear that needs was not only academic but mostly on practical command. People not only need the mastery of grammatically correct sentences but also the ability to use those sentences when they communicate to fulfill their needs in particular speech events, situation. This leads to the exploration of new syllabus design, situational syllabus.

Situational syllabus specifies the content according to a situation where language is used. In a situation, there are always participants who are engaged in one activity in one setting. For example is a situation at a front office. This situation involves participants such as a front officer and a guest or guests who check-in or –out. The language used may involve several language functions. In a situation like at a front office, language functions like greeting or asking for information occur. In situational syllabus, the content covers particular situations with relevant language functions. The situations are selected based on prospective situations that target learners will encounter in their life, for example; at a bank, at reception desk, or in a cafe. In other words, the selection is not based on the grammatical elements or unit of language, but based on life situations.

Activity 2.2: Critiques on Situational Syllabus

Write five statements to show your critical comment on Situational syllabus!

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Now check your answer by reading the explanation of situational syllabus!

Like structural syllabus, situational syllabus has also its merits and problems. Since Situational syllabus brings the real world situation to English classrooms, the students' knowledge about that world will be an advantage. English teachers can make use of the knowledge to support students' learning. For example, when the topic is "At a restaurant", the students' knowledge about restaurant can become a learning aid that provides realistic and motivating materials. At the same time, the knowledge about a particular situation can become a tool to bridge the cultural gap; every situation requires particular conversations and topics different from one language to other languages. Realizing its manageability, Situational syllabus can become the

foundation and incorporated with other syllabus types, such as structural or notional/functional syllabus. Take a look one topic in a situational syllabus as an example:

Session	Situation	Function	Structure
9	At a restaurant	Making an order	Would like

One last but not least merit of situational syllabus is the fact that situation in life is countless. A syllabus designer will always have enough situations to be included in the syllabus.

Situational syllabus also has problems. In situational syllabus, language functions and patterns are determined by a situation, limiting the possibility to use creative and negotiated language. The students will use only the language determined or considered to be useful in a particular situation. There is a tendency that the language used is predetermined and routine. Another problem is to select authentic language functions to fit in the chosen situation. This problem is caused by the fact that there is not always actual language use performed by native speakers in several situations. Many times the designers rely on their intuition to create language that may be used by native speakers in those situations. To create further problem is the fact that writing a natural dialogue that is focused on a situation is not always easy. What is written sometime does not reflect relevant culture when the language is used by native speakers. The last problem is in selecting and grading. Among unlimited number of situations available, what should be included in the syllabus? How are the selected situations sequenced? Should “At a Bank” come before “At a Restaurant”?

Exercise

Study a topic found in an Elementary English Course book based on Situation Syllabus!

Situation	Language Function	Structure	Vocabulary
A Visit to a Doctor	Asking for health problems	I have (Illness).	Kind of illness: Cough, Sore throat, toothache, etc.

Sample Dialogue:

Doctor: What's the problem?

Patient: I have a sore throat.

Doctor: How long have you been sick?

Patient: Almost a week

Doctor: Have you taken anything?

Patient: Just herbal medication.

Doctor: Alright, let me examine your throat

From the sample above, identify at least 5 problems with this kind of syllabus!

One of the most crucial critics to the two previous syllabuses is lack of possibility for the students to produce language as they need. In structural syllabus, it is almost impossible for the students to generate sentences that are not taught due to complexity of the control. In situational syllabus, language use is predetermined and the pattern of language is very much predicted, creative and negotiated language use is not accommodated. Those conditions trigger the appearance of language teaching method that focuses on communication as the guiding principle. The focus should be no longer on the mastery of grammatical items but on how learners use the language for communication in different contexts. This kind of language teaching method focuses on improving students' communicative competence, the ability to use language appropriately based on setting, participants, and transaction (Richards, 2001). To teach communicative competence requires a different kind of syllabus, Notional syllabus.

Notional syllabus is organized around general notions like *size*, *age*, *color*, or *time*. The syllabus meet three criteria: 1) Semantic-grammatical meaning, the meaning underlies grammatical contrast and concept, 2) Modality (Degree of certainty), and 3) Communicative function (Speech Acts). From the three criteria, communicative function is considered the most important criteria. This leads to the emergence of functional syllabus. Considered two distinct but related syllabuses, the syllabus to teach communicative competence is popularly called Notional-functional syllabus.

This syllabus is “one in which the content of language is a collection of the functions that are performed when language is used, or of the notions that language is used to express” (Krahnke, 1987: 10). The examples of notion (General terms) are age, color, shape, etc. While examples of functions are request, complain, apologizing etc.

Activity

Study the following statements and decide if they belong to the merits or drawbacks of a Notional-Functional Syllabus! Write M for merit, and D for drawback next to each statement!

- To express the same function, a learner needs different structures, making it difficult to grade simpler to more complex structures. ---
- The communicative purposes are authentic. ---
- Learners are motivated, having the opportunity to express their own language for their own purposes. ---
- Since learners are taught specific communicative functions, they may face problems when they should think of communicative purposes outside the context. ---
- Teaching communicative competence will not only teach the learners the expressions for a certain function but also when, where, and how to use those expressions. ---
- Situational syllabus considers learners’ needs and the meaning they need to convey.---
- The core of the language program is students’ communicative purposes. ---
- It is difficult to use the expressions to create new sentences. ---

Like other syllabus design, notional-functional syllabus has also its merits and drawbacks. The most important contribution is the use of language to express authentic communicative purposes. Richards and Rodgers (2001) states notional-functional syllabus put the learners’ needs on top priority. Students are given opportunity to express their ideas or feeling using their own language expression based on the context when, where, and to whom the expressions are spoken to. This means that the language taught is not only

grammatically correct, but also pragmatically appropriate. In other words, students' communicative competence is the core of the language program. Although notional-functional syllabus has its merit, it also has few drawbacks. Students may find it difficult to think of communicative functions outside a context. The context limits the language functions students can choose. In the other hand, to express the same language functions students' needs different types of structures. For example, to ask permission, students may use different grammatical selections from simple like, "Can I use your bike?" to more complex expressions like, "Would it be possible for me to use your bike?" This fact creates difficulty to monitor their progress from simple to complex structures. The last observable problem is difficulty to use the language functions to create new sentences, realizing that each expression is fixed for certain speech acts.

Now check again your answer for Activity 2.3!

Exercise

Study the available language functions to express apology for students who take Speaking I course, then identify at least 4 problems when you have to include those expressions in your syllabus!

Sorry/ I am so terribly sorry. / How careless of me. / That's my fault. /
Please don't be mad at me. / Please accept our (sincerest) apologies.

The move from syllabus design to curriculum approach in the development of language curriculum took place in 1980s. From the historical perspective, it is clear that the syllabus design changes to respond to the quest for a better method. The debate is always over teaching method. In this period, the debate is no longer on teaching method but on interlink process which involves method as one of the elements. The shift is clear, method is simply one element. Curriculum development involves steps such as determining aims and objectives, content, organization, and evaluation (Richards and Rodgers, 2001). In the context of language teaching, the process starts with determining language skills needed to accomplish

speaker's roles and tasks, and then set out to teach language to get there. Nation and Macalister (2010) provide a model of curriculum design as illustrated in Figure 2.2.1.

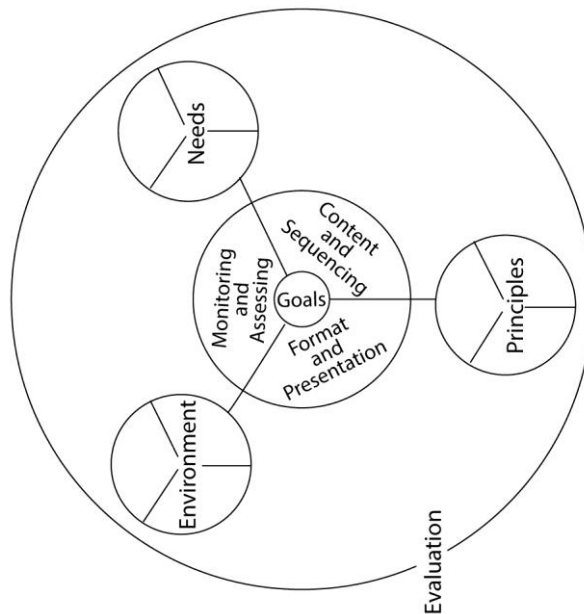


Figure 2.2.1 A Model of the Parts of the curriculum design process
(Nation & Macalister, 2010)

The model shows that the process starts by discovering needs. There are several tools to discover learners' needs, interview, questionnaire, or baseline data. Then decide principles of language and language learning to follow. Having assessed the learners' needs and principles to follow, we then set goals, and choose and sequence content. Next is design the lesson format, and include assessment procedure. The process ends by evaluating the program. From this curriculum design process, there comes into existence several English language curriculum as being practiced in Indonesia, such as Curriculum 2013, International Baccalaureate® (IB) Curriculum, and Cambridge IGCSE® (International General Certificate of Secondary Education).

English in Curriculum 2013 is to cater the needs of students to develop their characters through English lesson. The principle of language and language learning it follows is that language theoretically is a tool for communication, not only a set of language rules. This implies that the program prepares the students to communicate in English to participate in the language community. This principle is formulated as communicative competence. The main competence to achieve is discourse competence, the ability to communicate in a speech event that is influenced by the topic/theme, interpersonal relation, and mode of communication in a cultural context. To achieve that goal, students should have linguistic competence, sociocultural competence, and strategic competence, selected and sequenced to fit thematic lesson format as requested in the curriculum. The assessment is more on the use of authentic assessment.

International Baccalaureate® (IB) curriculum that is implemented in several international or national plus schools offers a program where every student studies under bilingual education policy, their own and other language as required by the program. The policy is to increase students' understanding of diverse culture and to explore global ideas and issues. The principle is that students could reach the goal through the studies in language and literature subject group or through the language acquisition subject group. They could fulfill that requirement through the studies in language and literature subject group, by taking two courses from the group in two different languages, or through the language acquisition subject group.

Similar to IB, Cambridge IGCSE® (International General Certificate of Secondary Education) English as a Second Language is to fulfill the needs of students, whose first language is not English, but who use it as a lingua franca or language of study, to understand and communicate in English. It is aimed at students' language proficiency. The goals, among others, are better communicative ability in English, improved ability to understand a range of social registers and styles, a greater awareness of the nature of language and language-learning skills. Since English is used as medium of instruction, learners are trained to think in English.

Exercise

Look at part of table content taken from a published course book! Then, study what decisions were made for each the parts of model of

curriculum design process! Choose one feature for parts of curriculum design model you can identify, for examples, learners' needs, goal, principles, content, sequencing, and assessment!

Unit	Vocab	Use	Read/ Write	Listen/ Speak	School subject	Values
Life Experience	Words related with free-time activities	Wh- questions	Understand general meaning	Free time activities	Math/ A pie chart	Treating blind
School	School subjects	Conditional if	Reading for specific information	School life in different country	Math/ A pie chart	Being a friend



SUMMARY

The journey from syllabus design to curriculum development can be traced back through the changes in language teaching methods. The changes in language teaching method can be staged into three phases. The first one is when language teaching was focusing excessively on the mastery of grammar. The second one is when there was a change in need in learning English, from academic to more practical command. The last phase is when there is a shift from searching a method to a fact that method is simply one element in curriculum development.



FORMATIVE TEST 2

Answer the following questions!

- 1) What do you think of a course that focuses only on grammatical correctness?

- 2) What needs drive the change from structural to situational syllabus?
- 3) Give one example of language items organized under notional-functional syllabus!
- 4) Describe the curriculum approach used in developing a language curriculum!
- 5) Explain 3 differences of syllabus design and curriculum approach in language curriculum development!

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