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3.0. JUSTIFICATION FOR THE CHAPTER

In this Chapter, we have tried to deal with the types of existing syllabi in language teaching. Though some of the syllabuses are dealt with independently but in actual practice, it is found that they hardly occur independently. Almost all language teaching syllabi are combinations of two or more of the types defined here. Moreover, the distinction between syllabi as "skill based" and those defined as "task based" are not entirely distinct from each other. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. Finally, in this Chapter, we have not recommended that language teaching adopt one or the other in pure form for any purpose whatsoever. Our only aim in treating them separately is to find out the strengths and weaknesses of these syllabuses.

3.1. ELT MOVEMENT IN INDIA AND SYLLABUS DESIGN

It is interesting to trace ELT in India since the 1920's. When H.E. Palmer, a British Applied Linguist, was preoccupied with devising the structural approach to language teaching and developed the pedagogic principles of gradation and frequency in England, it was a coincidence that Michael West, a British linguist who was in India in the 1920's developed a method to improve the reading skills of Bengali children introducing texts on the basis of gradation and frequency.

In the 1950's, West's word list played a prominent role in the Indian syllabuses at the school level. Combining Palmer,
Hornby and West's approaches [sentence structures and vocabulary] an Indian version of structural-oral situational method was developed for classroom teaching, incorporating the priorities of National Curriculum of India [Cultural factors]. Courses were designed with structural base by the State-level institutes like NCERT [NEW DELHI] and CIEFL [HYDERABAD]. Even today, structural based materials and S.O.S. method are popular in Indian Schools.

In the 1970s, the functional approach brought a new orientation to language teaching. It focused on learners needs and 'English for specific purposes' became a major development in ELT. 'English for Science and Technology', a sub-division of ESP attracted the attention of course designers in Science and Technological Institutes in India. Mainly, Technical Teachers Training Institutes [T.T.T.Is] concentrated on EST courses. Courses were designed and materials were prepared in collaboration with EST expertise in the U.K. These materials are being used in Polytechnics.

In the 1980s, discontent with the structural approach led to new pedagogic explanations. Many major figures of ELT in the UK and USA, have been proposing and devising new procedures. Communicative Language Teaching [CLT], the recent trend in the ELT movement started as a movement of syllabus development. Criteria for new courses- method - based, skill - based and integrated approaches have been suggested. The 'Intervening model' [Maley 1981] the 'Spiral model' [Brumfit 1984] and various models using the frameworks of psycholinguistics and
sociolinguistics have been proposed by Yalden [1983,1987], White [1988], Candlin and Breen [1984,1988]

The 'Communicational Teaching Project' [1982] in South India provided a practical base for CLT. Prabhu's 'Procedural Syllabus' was hailed as a 'grass root experiment' by ELT visiting expertise. The Procedural Syllabus is a meaning-focused activity implemented through task based teaching. It was experimented with young school children with basic teaching aids [a black-board and a piece of chalk].

In the mid-1980s, to meet the communicative needs of adult learners of Second language, attempts to design functional syllabuses were being made in colleges and Universities. In 1986, a project of functional English course was started in Tirupathi to meet the academic and occupational needs of the learners.

In the academic scene of India, there is an awareness of the need to improve the communicative ability of ESL Students. How to design language course to suit the multilingual setting of India, has become a major issue for the language course designers.

3.2. SYLLABUS EVOLUTION : A BIRDS' EYE VIEW.

This Chapter provides a Comprehensive Survey of ESL (English as a Second Language) Syllabus evolution from the 1920s to the 1990s. The researcher begins with the definitions of Syllabus / Curriculum and general characteristics of Syllabus and current views on Syllabus design, then moves on to the inter-
relationship between language learning theories and language Syllabus design. The theories of Psychology, Sociology and cognitive science have influenced pedagogical theories. One of the major developments is Linguistics, applied to language teaching. The two main frameworks of Applied Linguistics-Psycholinguistics and Sociolinguistics have considerably influenced Syllabus design. Theories of Chomsky, Dell Hymes, Krashan and Halliday are discussed in the content of language teaching.

A general description of three approaches to language teaching is provided. Sub-Systems, Classifications and Categorizations of Syllabus given by Wilkins(1976), Shaw(1977), Brumfit(1984), Yalden(1983,1987), White(1988) and Breen(1988) are discussed. It is also argued that these three approaches, Structural, Functional and Communicative, are interdependent and language syllabuses involve a grammatical base combining with the Functional / Notional approach and finally leading to the communicative competence of the learner.

We have also presented a detailed discussion of formal and functional syllabuses and materials and methods. An account of Indian syllabuses with the structural approach is provided. Wilkins' attack on structural syllabus and proposals for the systematic syllabus is taken up. A major development in ELT in the 1970s, is a shift of focus from form to meaning. Pedagogical syllabuses based on functional approach are developed taking into consideration learner's need(Munby Model 1978).
'English for Specific Purposes' receives special attention in this Chapter too, as ESP has grown so widely integrating language teaching with various disciplines. The growth of the ESP movement which includes 'English for Science and Technology' (EST) has been touched upon. ESP courses started as register based courses and later on were shaped into discourse based courses.

Finally, major issues in Communicative Language Teaching (CLT) and an experiment of 'Communicational Teaching Project' (The Bangalore Project) based on Procedural Syllabus have been discussed. A brief description of the existing syllabus in colleges like the topic syllabus and its shortcomings is also given. An integrated approach drawing relevant features from various approaches is therefore suggested.

3.2.1. CURRICULUM VS SYLLABUS

Before going into the details of contemporary issues in syllabus design, it is essential to have clear definitions of the terms syllabus and curriculum. Shaw (1977) defines the term Curriculum that

"Include the goal, objectives, content, processes, resources and means of evaluation of all learning experiences planned for pupils both in and out of the school and community through classroom instructions and related programmes."

The Curriculum seems to encompass the educational
philosophy, its values and objectives in a broader sense. For instance, a National Curriculum defines the country’s educational philosophy, objectives and its relevance to that country’s culture, in a broad sense. Similarly, a school curriculum addresses the question, what ought to be taught in the school through classroom instruction? Curriculum, in general, refers to a totality and broader spectrum whereas the term syllabus is used in a restricted sense. ‘Syllabus’ is defined as a statement of the plan for any part of the curriculum and is considered to be the part of Curriculum. In other words what is usually assumed is that curriculum includes syllabus, but not vice versa (Dubin and Olshtan 1986, PP.3). A syllabus is more specific and more concrete than curriculum and curriculum may contain a number of syllabi. A curriculum may specify only the goals (What the learners will be able to do at the end of the instruction) when the syllabus specifies the content of the lessons used to move the learners towards the goals.

3.2.2. ELT CURRICULUM / ELT SYLLABUS

But, in the case of ELT, we would notice that ‘Curriculum’ and syllabus are being used as interchangeable terms: we use both the terms ELT Curriculum and ELT syllabus. Yalden [87] says that in North America Syllabus is often used interchangeably with curriculum. R.V.White, in his book, ‘ELT Curriculum(1988) places language syllabus design within the wider context of Curriculum when he discusses the values and ideologies of the ELT curriculum. We could observe that ELT has isolated itself from the National Curriculum and evolved as a special branch of the
discipline not only in the U.K., but all over the world. ELT Curriculum has international significance. English being an international language, it is taught as a compulsory subject in the Secondary School Curriculum, throughout the world. In the English speaking countries, it is taught as a first language and in the rest of the world as a second language.

3.2.3. WHAT IS A SYLLABUS?

Let us examine the question, 'What is a Syllabus?' A syllabus has been compared to 'A blueprint' (Yalden 1987: 19). In the school curriculum, each subject has a syllabus, so when we refer to syllabus, we would wish to restrict the term 'Syllabus' to that of language teaching for the purpose of our argument.

The general characteristics of a syllabus are as follows (Brumfit 1984 a P. 75-76):

1) A syllabus is a specification of a work of a particular department in a school or college.

2) In practice, it is often linked to time semesters, terms, weeks or courses which are tied to these.

3) A syllabus may specify some kind of sequence of events.

   i) Sequencing intrinsic to a theory of language acquisition or to the structure specified.

   ii) Sequencing constrained by administrative needs.

   iii) A syllabus is a document of administrative convenience and will only be partially justified on
theoretical grounds. Hence, it is negotiable and adjustable.

iv) A syllabus can only specify what is taught, it cannot organize what is learnt.

v) Not to have a syllabus is to refuse to allow ones assumptions to be scrutinized.

More or less, syllabuses in most of the schools and colleges all over the world are based on these general principles. But in some countries like India a syllabus is viewed as 'a document of administrative convenience' and is 'constrained' by 'administrative needs.' In India, the 'National Curriculum' is regarded as a document of Government Educational Policy. It specifies a broad outline of what is to be taught in schools and colleges of all States. State governments, in turn design their curriculum based on the specifications in the "National Curriculum". In this case, negotiation of syllabus becomes a rare possibility, as its role is strictly limited down to administrative needs. The text books [materials] are prepared according to the specification given in the syllabus. Both the syllabus and materials are pre-ordained giving little choice to the teacher to organise, negotiate and adjust the syllabus to suit the needs of learners.

3.2.4. CURRENT VIEWS ON SYLLABUS

The communicative movement started as a development of syllabus design. It is interesting to note that some of the contemporary views on communicative language teaching syllabuses differ [to some extent] from the general characteristics of a syllabus.
In the Symposium on 'General English Syllabus' [Brumfit, 1984 b], J P B Allen, H G Widdowson, C N Candlin, Michael P Breen, C J Brumfit and Janice Yalden, discussed their views on communicative syllabus. H.H. Stern reviewed their views in his paper, while Brumfit summarized and classified their assumptions on communicative syllabus design.

Candlin and Breen seemed to have taken an extreme viewpoint regarding syllabus as a 'retrospective record'. It is a reaction against a pre-designed syllabus. An ideal syllabus according to them is open and negotiable with the learners, the learner and the teacher can create/reconstruct the syllabus together. It is not a statement of teaching process put a record of 'learning process'.

Widdowson and Brumfit found the views of Breen and Candlin extremely unrealistic. "A syllabus can only specify what is taught, it cannot organize what is learnt," as it is not practical to measure the learners' acquisition/learning through syllabus. They agree with the notion that 'syllabus is negotiable and adjustable.' They liked the idea of teachers' freedom to reconstruct the syllabus consulting the learners. They found

'a syllabus is necessary and useful because it serves all practical purposes.'

Widdowson maintains a conceptual distinction between syllabus and methodology. Janice Yalden identifies the theoretical principles of syllabus. Her criteria of 'pragmatic'
and pedagogic efficiency is similar to that of Brumfit's concept that a syllabus is 'a public statement.'

The views of all these syllabus designers are categorized and classified by Brumfit. These 'set of shared assumptions help us understand the major issues in communicative Methodology.

1. A syllabus must be related to a broader curriculum and to a larger social context reflected in the hidden curriculum, which may be supported or criticized through the syllabus.

2. It is a device for public planning but for teaching not learning. Thus, it operates as a means of control and must be administrably workable. Planning may be limited to a broad curriculum level, the specific syllabus remaining more spontaneous and local.

3. It involves initial specification with discreet items which must be selected, defined and graded with an appropriate starting point and end point or at least goal. There will be sequencing which is intrinsic to the language or content system and extrinsic, administratively determined, sequencing for items which do not fit into a system and the items taught should not be explicitly linked to the time.

4. It generates a set of units of work and implies particular methodologies. Indeed the methodology can be
considered part of the syllabus specification.

5. It should be negotiable during use and after but constraints will be needed as support for some students. However, it may be considered a retrospective record rather than a prospective plan.

6. It can lead to many courses of study and should produce general competence, unconscious automatic abilities and conscious metalinguistic capacities.

7. The language syllabus will interact with other syllabuses, but will be the fundamental one-others will include cultural, communicative ability etc. or it can be viewed partially in terms of items of content, skills of behaviour and values of ideology.

8. It must be evaluated by a range of procedures as part of our responsibility to be democratically accountable.

These views favour the argument for a syllabus for language teaching. For pedagogical purposes, a syllabus must be related to a broader curriculum. The syllabus as a 'device' for planning must be explicit for the teacher so that the teacher can plan, prepare and organize the course. A syllabus must be more or less explicit to the learner and the learner must have some idea of what he is going to learn. But, it should not be rigid, it should be flexible so that it allows negotiation during its use. A syllabus operates as a means of control of the learning
process, indeed, Prabhu (1987: 86-87) refers to the syllabus as an 'Operational Construct'.

A syllabus as a specification of what is to be taught, the 'discreet items which must be selected, defined and graded' gives a clear picture of the starting point and the end. One cannot ignore the goal in language course planning.

The communicative language teaching syllabus considers the methodology as part of it. In CLT, methodology and materials are merged into the syllabus design as the teacher devises his materials and defines teaching in terms of methodology. But,

"a syllabus should be in the first instance, a statement about content and only at a later stage of development a statement about methodology and materials to be used in a particular teaching context." (Yalden (1987 b : 87-88).

Syllabus as a 'retrospective record' rules out pre-design of the syllabus. Indeed, the 'nature of language as communication' argument leaves less room for prior design of a syllabus (Yalden 1987 b : 75). But, a syllabus may be used as an instrument to coordinate all the aspects of language teaching. It defines content and learning activities as well as classroom interacti-on necessit-ating pre-design of the syllabus.

The aim of the CLT Syllabus is to draw upon the 'unconscious automatic abilities' and 'conscious metalinguistic
competence' of the learners. It makes use of both 'linguistic competence' and 'linguistic performance' of the second language learner.

The language syllabus is not isolated from the rest of the curriculum. In the first phase of syllabus design, 'language use' is taken into consideration and in the second place materials and methodology can be considered. Finally, a CLT syllabus is subjected to evaluation.

The view of the CLT Syllabus designers emphasize the aims, objectives, relevance and the significance of a language syllabus in a broader curriculum.

On the other hand, Krashan's theory of the 'Natural approach' seems to view the syllabus as irrelevant. Yalden [1987 b:70] discusses Krashan's attitude to syllabus,

"he seemed to take for granted that since there is a natural process of second language acquisition-or a natural syllabus that will in any case emerge-there is no need to design an artificial progression for the learner."

Krashan, in his theories, is concerned about the 'acquisition', the 'intake' rather than 'input'. A syllabus can only specify what is to be taught in a course but not what is learnt. 'Intake' does not have a syllabus that can be created by a linguist or by a teacher.

The idea of 'immersion teaching'-'offering part of
the school curriculum or even the whole curriculum in the second language' [Stern 1983: 57-58], clashes with the regular school curriculum, as the school curriculum has to make provision for other school subjects and cannot afford the whole time for second language learning. Second language courses need to be specified in terms of syllabus so that they can be fitted into the framework of school curriculum.

The second argument about the 'immersion programme' is that it aims at developing both the first and second languages 'as though each were a mother tongue' [Bibean cited in Yalden 1987 b:72]. In fact, a second language is not a mother tongue and, when it is taught in the classroom, the process of teaching is subjected to the pedagogic conditions that demand specifications of the course.

3.3. LANGUAGE THEORIES AND ELT SYLLABUSES

We have discussed how a syllabus serves as an instrument to organize second language teaching. Before we move on to the issue of syllabus organization of second language teaching, we should ask what is language? How do individuals acquire/learn the language? These questions address the language learning theories of mother tongue and foreign language. The answers developed by behavioural research in psychology are applied to language learning in and out of the classroom. Linguists and psycholinguists have kept language pedagogy as an applied field [Rivers 1983:1] to address the unresolved issues of language learning. The important question in applied
linguistics is, 'how best to present language material to facilitate student learning.' For that, a systematic study of ELT was launched in the early twentieth century, by the structural linguists: Palmer, West and Hornby in Britain and Bloomfield, Fries and Lado in America.

3.3.1 THEORIES OF PSYCHOLOGY IN LANGUAGE LEARNING

In the 1920s and 1930s these structural linguists were influenced by behavioural psychologists [Pavlov, Thorndike and Skinner] who were committed to a non-introspective study of human behaviour. Learning theories of this period focused on habit formation. Structuralists viewed language use as a set of habits. A number of structural linguists were language teachers in Universities. So, the methods the structural linguists as language teachers developed for language learning, similarly emphasized patterned behaviour. These kinds of habit formation techniques became known as the audio-lingual approach in language learning.

"Grammar is learned through drilling in substitution, expansion or conversion of elements in the language patterns". [Rivers 1983 : 4]

The objective of the audio-lingual approach is to provide students with 'useful building blocks' of language material so that they can use them in communication and generalize by analogy to parallel forms. Both the learning materials and the classroom situation are structured to form
correct habits. Thus the inductive procedure of
"the audio-lingual approach gradually become the
pre-dominant methodology in teaching English to
foreign students who are flocking into the
Universities. In the late fifties it began to spread
to foreign language classrooms in colleges and high
schools" [Rivers 1983: 3].

3.3.2. RULE-GOVERNED BEHAVIOUR: DEDUCTIVE PROCEDURE

When cognitive Psychology became popular, languages
were no longer regarded by the linguists as a set of
habits. Revolutionary concepts in linguistics such as
transformational grammar had appeared a few years before Chomsky
[Chomsky: 1957] Chomsky's [1965] theories rejected the notion
that a child acquires language through conditioning. According to
him the child internalizes a knowledge of the grammar of the
native language which he calls linguistic 'competence' and this
competence makes language use ['Performance'] possible. Language
use is thus rule-governed behaviour that enables speakers to
create new sentences that conform to the rules they have
internalized. Chomsky's term 'rule governed' attracted the
attention of language teachers who could not accept the
mechanical repetition of patterns in audio-lingual approach. They
favoured systematic presentation and explanation of grammar rules
first, this approach puts language analysis prior to language use,
providing a more 'cognitive' approach to language learning. But
we cannot conclude that a deductive instructional approach is
more 'cognitive' than the inductive/these approaches could influence the concepts of 'rule governed behaviour' and 'habit-formation' [ audio-lingual approach ] in language learning. Chomsky's rules are considered to be of great abstractness and intricacy [ Rivers 1983:7] and they are in no way related to the rules of language functions offered in traditional foreign language - text books. Nevertheless, Chomsky's well-known distinction between linguistic competence and linguistic performance influenced the theories of language use, language acquisition and second language learning.

3.3.3. **SOCIO-LINGUISTICS : COMMUNICATIVE COMPETENCE**

From the point of view of language teaching, Chomsky's claims were challenged by Del Hymes's theory of 'Communicative Competence'. He pointed out that Chomsky's category of competence did not provide for language use but neither did his category of performance, which includes only psychological constraints on performance and ignores all aspects of social interaction. Hymes believed that Chomsky's theory could not handle, in particular a heterogeneous speech community, differential [ not standard] Competence, and the constitutive role of Socio-cultural features [ Hymes as quoted in Yalden 1987 : 16 ] Chomsky's theory focused on judgements of grammaticality and acceptability to the native speaker whereas 'Hyme's theory of communicative competence linked linguistic theory to a more general theory of communication and culture. Chomsky seemed to have preferred not to connect his theory of generative grammar with the manner in which language is used in communication. Hymes on the other hand, was concerned
with the linguistic theory that was to be integrated with a theory of communication and culture.

3.3.4. SOCIAL FUNCTIONS OF LANGUAGE

Halliday [1973] defined and elaborated the theories of 'Social functions of language'. He noticed that adult language is functionally far more complex than that of the child. The child learns the mother tongue interactionally whereas in the adult linguistic system, there is an indefinitely long test of uses. He proposed three highly generalized functional components:

[i] The interpersonal function: to establish, maintain and specify relations between members of societies.

[ii] The ideational function: to transmit information between members of societies.

[iii] The textual function: to provide texture, the organization of discourse as relevant to situation.

As a linguist, Halliday seemed to be interested in language in its social context.

"Linguistics, for Halliday, is concerned with the description of speech acts, because it is only when language is in use that all its functions, all components of meaning, are operating at the same time. [Yalden 1987 b: 18]

Yalden observed that both Hymes and Halliday deal
with Chomsky's 'Competence-Performance' distinction in two different ways which affect the concept of proficiency in language by adding to it the dimension of social appropriateness on social context.

3.3.5. LANGUAGE ACQUISITION VS LANGUAGE LEARNING

Krashen [1981] has drawn the distinction between 'acquisition' and 'learning' of language. His 'Monitor Theory' of adult second language acquisition hypothesizes that adults have two independent systems of 'language acquisition' and 'language learning.' He attributes 'acquisition' of language to a subconscious process and 'learning' to that of a conscious process. Krashen considers that formal learning of rules and practice are of little value. Krashen and Terrell [1983] advocated 'natural language learning' and the activities like problem-solving tasks, games and puzzles engage the students attention on meaning not form of utterance. Krashen suggests active interaction in the language should be the major activity in the classroom. The idea that 'forms' is best learnt when the learner's attention is on meaning, is adopted and experimented in Second language teaching by Prabhu [1983] through task-based teaching.

Thus language learning theories are mainly drawn from psychology and sociology and applied to linguistics. The two major 'frameworks' of applied linguistics and socio-linguistics have had a considerable influence on second language acquisition and syllabus organization in language teaching.

3.4. THE THREE APPROACHES TO LANGUAGE TEACHING
In this section of the Chapter we would like to present a broad outline of the three approaches to syllabus development in ELT before we go on to discuss in detail these approaches separately. A survey of the characteristic features of these syllabuses may help us observe how ELT syllabus has progressed from one stage to the other attempting to make language teaching more effective. These three broad categories are structural, functional and communicative.

3.4.1. SUB-SYSTEMS AND CLASSIFICATIONS

The ELT expertise, classified and categorized these approaches. Though the terms they used for these approaches and classification of sub systems may vary, the frames of reference were identical. For instance, the Structural syllabus is referred to in different terms-Traditional, Grammatical and Formal Syllabuses. It is called the grammatical syllabus because it has grammar as its base.

"This syllabus has generally consisted of two components: a list of linguistic structures [the grammar to be taught] and a list of words [the lexicon to be taught]. Often the items in each list are arranged in order showing which are to be taught in the first course, which in the second one and so on. This kind of approach to language course design is one traditionally adopted in our educational institutes." [YALDEN 1987a P.19]
This approach has been in existence for nearly four decades and it is popularly known as the Traditional Syllabus.

"The term 'structure' is generally used to include not just sentence structure or patterns but other formal features of language at lower levels, notably nouns and verb phrases and inflections of both nouns and verbs" [WHITE 1988 P.48]

Since the Structural Syllabus deals with the formal features of the language, it is called the Formal Syllabus as opposed to the functional syllabus. ELT expertise have been using all these terms interchangeably to refer to the structural syllabus.

The structural syllabus is implemented through structural-Oral Situational method [S.O.S. method]. Structural patterns were drilled orally in the classrooms and the textbook materials presented the structures through situations.

3.4.1.1. WORKABLE ALTERNATIVE

Discontent with the structural approach led to the exploration of new pedagogic approaches. Reacting against the over-emphasis of structures Wilkins D.A. [1976] proposed semantically oriented language teaching. He classified English language teaching into 'Synthetic' [leading to the goal of linguistic performance] and 'Analytic' [leading to the goal of Communicative Competence] Strategies and his categories
established the ground for the functional approach to language teaching.

In the mid 1970s the Functional Syllabuses began to be seen as a valid and workable alternative to the formal syllabus types [Breen 1987]. Functional Syllabuses as the term suggests focus on the functional aspects of the language. Skill based courses are designed identifying the needs of the learners. English for specific purposes [ESP] has branched off to suit academic study as well as the 'real world' functions. The former is [known as ] English for Academic Purposes [EAP] and the latter English for General Purposes [EGP] and they are again subdivided to suit different courses based on the Functional Syllabus.

3.4.1.2. COMMUNICATIVE LANGUAGE SYLLABUS

Itemizing and sub-systems narrowed the scope of functional syllabuses. The Pedagogic significance of ESP was questioned. A narrow focus on the functional aspect of language, it was claimed, limited the communicative competence of the learners.

The theories of Communicative Competence [Dell Hymes 1972] were interpreted and realized through the development of Syllabus design. The broad assumptions made about Communicative Language Teaching [CLT] are, in general, shared by the CLT syllabus designers. Brumfit defined CLT as no more than the name for a shared set of general assumptions about the nature of language and language use and of language learning and teaching [Brumfit 1988]. The goal of CLT syllabuses presumably is 93
communicative competence, though the priorities [and focus] may be different. The blue prints of CLT Syllabuses have been prepared denoting the priorities.

The Development of Accuracy and fluency in target language has been Brumfit’s priority [1984] and it resembles closely Wilga Rivers’ skill-getting/skill using distinctions. Yalden’s Needs ‘Analysis led to a learner-oriented approach which has been developed by Nunan [1988], Breen and Candlin proposed the process syllabus while Prabhu [1982] developed the procedural syllabus on an experimental basis.

For a clear understanding of these three major syllabuses in ELT, it is worthwhile to observe the classifications and categorizations of syllabuses given by Wilkins [1976], Shaw [1977], Brumfit [1981], Yalden [1987], R.V.White [1988] and Michael Breen [1987].

3.4.1.3. WILKINS’ STRATEGIES


"A Synthetic language strategy is one in which the different parts of language are taught separately, step by step, so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up". [WILKINS 1976 P 2]

Criteria for synthesis includes frequency, range,
availability, familiarity and coverage. The structural syllabus comes under the category of Synthetic Strategy.

In analytic approaches there is no attempt at this careful linguistic control of the learning environment. Components of language are not seen as building blocks. Focusing on important aspects of language structure is referred to as analytic. Wilkins says that Situational, Notional and Functional Syllabuses are analytic in this sense.

Wilkins' classification can be presented through the following diagram.

```
Foreign Language Teaching strategies

Synthetic Analytic

Grammatical (syllabus) Situational Functional

Notional
```

Wilkins' proposals for Notional syllabuses spelt his reasons for partial rejection of the grammatical syllabus. A detailed discussion has been given under the head formal and functional syllabus.

A.M. Shaw in his survey article 'Foreign language
Syllabus Development: Some recent approaches [1977], presented a sweeping review of ELT syllabuses. Shaw used Wilkins' categories and elaborated Wilkins' views on syllabus design. Shaw says,

"the approaches we propose to discuss are 'situational' [contextual] 'topical' [thematic] 'notional' [functional] and 'operational' with the exception of the topical approach, all of these have been discussed by Wilkins" [Shaw 1977: 220]

Shaw states that topics are an important element in the syllabus but it is unlikely that it will be advisable in most cases to take them as the sole organizing device. He observes that Wilkins' idea of Notions has been developed mainly within the Council of Europe Project.

In Notional Syllabus, Shaw points out the switch of emphasis from content to objectives. In the structural syllabus focus is on the content. Shaw categorizes Wilkins' analytical approaches under communicative syllabus and he stresses the need for reconciliation of grammatical and communicative objectives.

Brumfit sees a pragmatic reason for not rejecting the Grammatical basis for syllabus design. The grammatical syllabus is considered as a starting point and Notional/Functional and situational specifications can be conceived of as a spiral round a basically grammatical core [Brumfit 1981]. ELT syllabus design is viewed as a process of continuum. Grammatical, Functional and Communicative Syllabuses are parts of developmental stages in
syllabus design. This point of view leads to the development of the argument that these three syllabuses are inter-related and as they share some common features, all these approaches aim at the common objective of effective language teaching.

Like Shaw, Yalden also uses Wilkins' labels 'Synthetic' and 'Analytic'. She defines the purposes of these three syllabuses and says that we expect learners to do three things to produce grammatically well formed sentences and to be aware of intra-sentential semantic identity, to recognize and produce pragmatically equivalent utterances, and to manage interaction [Yalden 1987]. Yalden says that the third kind of ability had not been taken into account in pedagogical syllabus.


R V White [1988] applies the ideologies of classicism, Reconstructivism and Progressivism to Grammatical, Functional and Communicative approaches respectively. He classifies the ELT syllabuses into Type A tradition and type B tradition. Type A
focuses on content: Structural and Notional-Functional syllabuses belong to this class. Type B has two major classifications-skill-based and method-based. Skill-based covers receptive/productive skills. Method-based are process and procedural syllabuses. White gives a diagram to illustrate his classification:

**BASES FOR LANGUAGE SYLLABUS**

<table>
<thead>
<tr>
<th>Type A Traditional Content</th>
<th>Skill</th>
<th>(-) Method</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Type 'B' Tradition)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>form Topic</th>
<th>Language Skills</th>
<th>Receptive/Productive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Situation (Contextual Form)</th>
<th>Functional</th>
<th>Functional</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Situation Functional</th>
<th>Learning Skills</th>
<th>Acquisition Skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Process</th>
<th>Procedure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Focus</th>
<th>Cognitive Focus</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learner Led</th>
<th>Task Based</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher Led</th>
</tr>
</thead>
</table>

( WHITE 1988 : P : 46 )
Like R.V. White, Michael Breen [1988] made two major categories, grouping formal and functional syllabuses under Conventional paradigms and process and procedural syllabuses under exemplars of paradigms. Breen discusses the organizing principles of syllabus [Plan] design. His analysis of ELT syllabuses gives us a clear-cut idea about the similarities and differences between the syllabuses.

Breen [1987] addresses the following five principles to the organisation of the syllabuses - the formal, the functional and task-based syllabuses.

i] What knowledge does it focus upon and practise?
ii] What capabilities does it focus and prioritises?
iii] On what basis does it select and sub-divide what is to be learned?
iv] How does it sequence what is to be learned?
v] What is its rationale?

3.4.1.4. THE FORMAL SYLLABUS

i] It focuses upon the systematic and rule-based nature of language itself prioritising the workings of the sub-systems of phonology, grammar, lexis or morphology and more recently, discourse as text.

ii] The formal syllabus identifies language use with skill use and typically the skills being worked upon in a sequence from the receptive to the productive.
iii) It is organized on the basis of the linguistic analysis of the various sub-system and their rules.

iv) Sequence of the formal syllabus proceeds from 'Simple' (in terms of form and structure) to 'Complex' and on the frequency of occurrence of linguistic features in the day to day use of language.

v) Breen presents four main arguments that support teaching of a formal syllabus:

a) It was a long tradition and is familiar to many teachers.

b) It supplies the learners with a subject matter which is systematic and rule governed. By mastering the rules, the learner can generate a number of new sentences.

c) The linguistic system of a formal syllabus are analysable and can be incorporated in a plan for teaching the system.

d) A fourth rationale for the formal syllabus is that it calls upon the human capacity to be metalinguistic, through which the learner can understand and control a new language.

3.4.1.5. A FUNCTIONAL SYLLABUS

Breen defines the Functional Syllabus as a propositional plan of language knowledge and capabilities based
upon a distinctive view of the nature of content for language pedagogy.

i) It focuses upon the learner's knowledge of 'Speech Acts' or the purposes a learner may achieve through language in particular social events.

ii) The Functional Syllabus gives priority to social purposes, it also addresses the learner's capacity to be correct in the interpretation and production of those linguistic exponents.

iii) Unlike the formal syllabus, the functional syllabus does not select and sub-divide language on the basis of the inherent system of language and the rules which reflect it systematically. The functional syllabus identifies main types of language purposes in sets and sub-sets.

iv) Its sequence is based upon a cyclic movement from main to subordinate functions and on the basis of 'most needed' functions to 'less needed' ones.

v) The functional syllabus is 'a particular expression of a socio-linguistic view of purposes'. Its concern for meaningfulness is an important element in the language learning experience. Breen points out that in the functional syllabus language as a means for getting things done is given priority over linguistic knowledge. It values fluency as well as linguistic
Breen classifies Communicative Language Teaching as exemplary paradigms of two types: The task based syllabus and the process syllabus. Breen's Categories of Propositional Plan (Formal and Functional Syllabuses) and Process Plan (Process and Procedural Syllabuses) closely resemble R.V. White's categories of Type A Tradition and Type B Tradition.

In the Propositional Plan, knowledge and capabilities will be organized and presented in the plan, that is what White calls 'content-based'. Process Plans represent how something is done, how correctness, appropriacy and meaningfulness can be simultaneously achieved during communication. The task-based syllabuses organize and represent what is to be achieved through learning. It is basically 'teacher-led' (White 1988). The process syllabus goes further in relation to procedures for learning, it addresses three interdependent processes: Communication, learning and the group process of a classroom community, in essence, it is 'learner-led' (White 1988).

Breen interprets the task based syllabus as a representative sample of CLT. He says that the task-based syllabus focuses upon the learner's own experience and awareness of language learning.

The capabilities, the task-based syllabus focuses upon, are, how to be correct or accurate to be socially meaningful and to be meaningful or share meanings.
Learning tasks are selected on the basis of meta Communicative criteria. Tasks are sequenced from those which are familiar to the less familiar or from the most generalisable to the least generalisable.

Through the task_based syllabus the learner’s initial competence can be engaged. It represents the procedures through which the content may be worked upon.

Basing ourselves on Breen’s analysis of the three major approaches to language teaching, we can analyse the features of these three syllabuses and draw conclusions about the common features that underlie all the three approaches.

3.4.1.6. FEATURES OF THE FORMAL SYLLABUS

i] Content_based

ii] Step_by_Step presentation of knowledge

iii] Uses criteria of frequency, range in the selection of lexicon and structures.

iv] Selection is based on linguistic analysis.

v] Sequence of the skills from receptive to productive.

vi] Presents learners with a subject_matter which is systematic and rule_governed.

3.4.1.7. FEATURES OF THE FUNCTIONAL SYLLABUS

i] Content_based.

ii] Focus on the Functional aspect of language rather than the rules of grammar.

iii] Skill_oriented.
iv) Sequencing is based upon a cyclic movement from main to subordinate functions.

v) Grading of the functions generally used to less used ones.

vi) Language as a means for getting things done is given priority over linguistic knowledge.

3.4.1.8. FEATURES OF THE COMMUNICATIVE SYLLABUS

i) Skill based and Task based.

ii) Focuses on Communicative Competence.

iii) Task-based, focuses on meaning.

iv) Selection on the basis of meta communicative criteria.

v) Sequencing is related to two things: Cyclic in relation to how learners move through the tasks, and problem-based in relation to the on-going difficulties which learners themselves discover.

vi) The task based syllabus is both means focused and ends focused.

3.5. A COMPARATIVE STUDY OF THE THREE APPROACHES

i. The formal syllabus focuses on Linguistic Competence, the Functional on Communicative Competence and the communicative syllabus on communicative performance.

ii. The Formal Syllabus assumes meta communication during the learning process, whereas the Functional Syllabus depends and calls upon the learner's cognitive acceptance. In CLT syllabuses, the tasks are
selected on the basis of 'Meta Communicative Criteria' (Breen 1987 PP. 162).

iii. The formal and functional are content based, while the communicative syllabus is task-based and skill-based.

iv. The formal functional syllabuses take the four skills as the important, manifestation of a new language user’s capabilities but the CLT syllabus calls upon those abilities which underlie all language use.

v. The formal syllabus is accumulative in sequence, the functional syllabus is cyclic in sequence and the sequencing of the CLT syllabus relates to cyclic in relation to how learners move through tasks and problem-based in relation to the on-going difficulties.

3.5.1. THE COMMON FEATURES THAT UNDERLIE THE THREE APPROACHES

i. A major function of all these syllabuses is to provide a helpful means towards learning a language.

ii. These three syllabuses are pedagogical in nature and the first two types are familiar to the teachers and learners while the CLT [Task-based] is attempted on an experimental basis in India.

iii. These three syllabuses are designed on the basis of the theories of Applied Linguistics.

iv. They present the body of knowledge through selection and sequencing.

v. The formal syllabus builds the system of rules
which can be given to the beginner of the language whereas the functional and communicative approaches assume the grammatical competence of the learner and build upon the learner's grammatical competence.

Therefore, we may say that these three approaches are interdependent starting from the grammatical base and spiralling up towards the refinement of communicative competence and performance.

The functional and CLT syllabuses are explored as a search for better alternatives to the grammatical syllabus, but they cannot replace completely the grammatical syllabus, they are the next steps in the developmental process of syllabus design.

3.6. FORMAL AND FUNCTIONAL SYLLABUSES

After examining the process of syllabus designing in early chapters, we shall now discuss the product of the syllabuses. The approaches to the syllabuses and the criteria for course designing are manifested through the materials and implemented through the teaching methods. The criteria chosen for course designing reflect the strengths and the weaknesses of the syllabuses.

Structural syllabuses dominated the ELT scene for more than half a century. When the focus shifted from form to meaning, it gave a new orientation to language teaching. The functional aspect of language was recognised by the major disciplines. Philosophy, Anthropology, Linguistics and Applied Linguistics.
Functional theories influenced language course design considerably. The course designers made an attempt to make use of conceptional, functional and speech Act theories in syllabus design, when the functions of language are realized, forms/functions are selected according to the needs of the learner; 'Needs Analysis' has become a springbroad for the functional courses.

3.6.1. PIONEERS IN THE STRUCTURAL SYLLABUS

The system-based structuralism had its origin in Palmer's work, inspired by the structural linguists Saussure and Bloomfield. H.E. Palmer, in the 1920s, developed descriptive analysis of the language. His major work, 'The Scientific study and Teaching of Language', [1917], 'The principles of language study' [1922], and 'A grammar of Spoken English' [1924], paid attention to the systematic teaching of sentence patterns and syntactic relationships. Palmer's system is based on the criteria of gradation and selection. His methodological principles imply that the teachers should introduce the simple structures and then move on to complex ones and select 'the more used in preference to the less used [structures] and these Principles must be' in accordance with the capacities of the average student [Palmer 1917/1968]. So Palmer's prime concern was the learner and not the linguistic gradation.

3.6.1.1. MICHAEL WEST'S INFLUENCE ON INDIAN SYLLABUS

Palmer's principles of gradation and selection
coincided with Michael West’s experiments with ELT in India. In the 1920s, when Michael West was in Bengal, he proposed techniques to improve the reading ability of Bengali children who were learning English as a second language. His 'New Method Readers' introduced simplified vocabulary and applied the Principles of readability. Later, Michael West’s General Service List of English Words' [1953] strongly influenced syllabus designing in India. "The Draft Syllabus of English for Higher Secondary Schools" [The All India Council for Secondary Education, 1957] strongly recommended the structural approach to the learning of a foreign language [English].

"It is an approach which is best suited to achieving the maximum time available as at present in India where the aim of teaching English is stated to be a complete mastery [understand, speaking, reading and writing] of a 2000-word vocabulary and of phrases and idioms commonly associated with those words, within a course of six years" [6 periods per week] [Umarji 1958 P.P 35-6].

3.6.1.2. HORNBY’S GUIDE TO PATTERNS

Just as the classic British texts in the structural mould included Hornby’s [1954 a] pedagogical grammar 'Guide to Patterns and Usage to English,' in India also, it was prescribed for pedagogical purposes. It influenced considerably the structural-oral situational method.
During the British rule in India, the natural method was popular and widespread in the school curriculum. After Independence, when the status of English language declined, the course designers had to adopt their approach to the changing conditions. They supported the point of view that the subject matter must be relevant to the pupils's environment [ie it must be familiar to the Indian reader]. They assumed that the learner while grasping the [story] content, assimilates language materials and if the linguistic materials are presented in the immediate environment of the child, he will assimilate linguistic materials easily. This point of view dominates Indian syllabus designing.

The school curriculum introduced the topic-based syllabus that combines the structural approach with content. Paying attention to grading and selection of structures and lexis, the content-based course books for Higher Secondary Schools were designed by NCERT and CIEFL.

3.6.1.3. STRUCTURAL-ORAL-SITUATIONAL METHOD

"A major innovation in teaching English was introduced into the state education system between 1955 and 1965, at the initiative of the State and Central Governments and with substantial assistance from abroad. The innovation consisted, essentially, of the use of structurally and lexically graded syllabuses, situational presentation of all new teaching
items, balanced attention to the four language skills [but with listening and speaking preceding reading and writing] and a great deal of controlled practice using techniques such as the substitution table and choral repetition."

Prabhu 1987: 10

S.O.S. principles were used largely by the teachers who received in service training at any ten state-level institutions. It became an established approach to language teaching for two reasons:

[i] The second language teacher is provided with a systematic approach to the rule-governed language.

[ii] The learner is supplied with the rules so that he could generate new sentences in the target language by applying the rules.

Nonetheless, classroom-practice situation of S.O.S. methods, did not ensure that the learners could make sentences correctly in other contexts.

Discussing the success and workability of the grammatical syllabus 'in a typical syllabus' says J.P.B. Allen [1975: PP 24-26],

"the grammatical patterns are presented one by one and care is taken to allow the learner plenty of time to absorb each new pattern before he goes on to the next. The aim of this
type of teaching is the establishment of automatic speed habits. The exercises are repeated until the student can produce the grammatical forms promptly, accurately and with minimum conscious thought. There is no doubt that some aspects of language especially those involving automatic patterns of concord of agreement, can be taught very effectively by means of intensive oral drills".

We can derive the following assumptions from an observation of the structural approach, which has had considerable success in many African and Asian countries which have devised and revised their syllabuses on this model.

[i] The learner can generate an infinite number of sentences by applying the rules of grammar; the habit formation of structures would act as models for the production of new sentences.

[ii] Fluency and accuracy in a foreign language can be developed by repetition and practice.

For pedagogic considerations, most text books have a grammatical syllabus as their base but Wilkins [1976 : 18 ] argues that

"the grammatical syllabus seeks to teach the language by taking the learner progressively through the forms of the target language. The
situational syllabus does so by recreating the situations in which native speakers use the language,...both leave the learner short of adequate communicative capacity. The Notional Syllabus is in contrast with the other two because it takes the desired communicative capacity as the starting point."

Wilkins' attack on the grammatical syllabus and his claims for the Notional syllabus can be presented as a contrasting view.

**GRAMMATICAL SYLLABUS**
- reduces motivation
- aims to teach entire system.
- Fails to provide the necessary conditions for acquisition of communicative competence.

**NOTIONAL SYLLABUS**
- concern for the use of language will sustain the motivation of learners.
- covers all kinds of language functions.
- Produces communicative competence through linguistically heterogeneous learning materials.

[ after Wilkins 1976 ]

3.7. THE NOTIONAL SYLLABUS

From the above statements, we can observe that Wilkins is in favour of an alternative syllabus, which is

" organized in terms of the purposes for which
people are learning language and the kinds of language performance that are necessary to meet these purposes." [Wilkins 1976: 13]

A notional syllabus, Wilkins believes, implies a careful analysis of particular communicative situations.

Wilkins identifies three categories of meaning that must be taught

"Semantico-grammatical or conceptual [the formal features of the grammar and lexicon] modal [expressing attitude and degree of certainty] and communicative functions [speech acts]" [Wilkins 1981: P 84]

A notional syllabus gives importance to three categories and the structural component is implicit in 'Semantico-grammatical' and 'modal' categories. Wilkins insists that "a notional syllabus, no less than a grammatical syllabus must seek to ensure that the grammatical system is properly assimilated by the learners." [Wilkins 1976: 65]

From the above statement, it is clear that Wilkins is not attempting to replace the grammatical approach, he wants to integrate 'the interactional aspect of meaning' and 'the use of language to do things' the two aspects that have not yet received attention in language teaching.
Wilkins had stated
"it is ...possible to think in terms of a 'functional syllabus' and a 'conceptual syllabus' although only a syllabus that covers both 'functional and Conceptual' categories would be a fully notional syllabus." [Wilkins 1976 : 24 ]

His approach to 'Notional Syllabus design' is to interweave all three categories of meaning [ideational, modal and communicative] rather than being bound to only one of the three basic syllabus types: Structural, Situational or functional. Wilkins is not unaware of limitations in the application of a notional syllabus.

"The very scale of variations in the forms through which permission can be sought demonstrates how impossible it would be to bring all the relevant language within a single language teaching unit labelled seeking permission." [Wilkins 1976 : 23 ]

Wilkins suggests that
"the starting point for syllabus design is a semantic and behavioural prediction, which sets up the overall objectives and perhaps establishes different priorities within those objectives. Such a prediction will answer the question of whether the spoken or written
language is the objective, or if both, which has the higher priority." [Wilkins 1976 23]

A notional syllabus deals with the notions of time, quantity, space, relational meaning, situation, argument, settings, topics. These categories became central for the functional courses. Wilkins' distinction between 'the synthetic' and 'the analytic' approaches which the researcher has discussed in earlier pages, have significant effect on syllabus design. Basing on the analytic approach, new syllabuses were attempted. The language specialists of the Council of Europe had elaborated Wilkins' notions to design the courses for adults within the European Economic Community.

3.8. THE SEMANTIC SYLLABUS

"The analytic approach leads to the production of a Semantic Syllabus".[Yalden 1983: 33]

She gives a diagram to point out the goals of synthetic and analytic approaches as given by Wilkins.

CHOICE OF APPROACH

SYNTHETIC .................................................. ANALYTIC

LEADS TO PRODUCTION OF A SYLLABUS

GRAMMATICAL .............................................. SEMANTIC

EXEMPLARY IN A PEDAGOGICAL STRATEGY

GRAMMAR TRANSLATION SITUATIONAL

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From this figure, we understand that Wilkins places 'Situational and Functional Syllabuses under Semantic Syllabus that lead to Communicative Competence [goal], but Mackey [1978] argues that it is better classified with the grammatical or structural one.

3.9. THE SITUATIONAL SYLLABUS

The rationale to place the Situational Syllabus under the Semantic Syllabus is its concern with language in a social context.

"The situational approach aimed at meaningful conversational interchange in special contexts has suffered from haphazard arrangement of language patterns in the dialogues."

[Norris as cited in Yalden 1987 a : 35-36]

However, the task-oriented exercises which employ situations like "buying the tickets," "At the Post Office," represent an attempt to bring students into meaningful inter-relationship with each other.
3.10. FUNCTIONAL THEORIES

In order to understand fully the premises on which these new syllabuses are based, it is helpful to know the cross disciplines that influenced them.

"Philosophers, anthropologists, sociologists and linguists have all produced theories concerning the link between speech and context. In linguistics Ferdinand De Saussure recognized functional aspects of language in distinguishing two levels of language: langue and parole. However, he was convinced that langue was the proper object of study of scientific linguistics." [Yalden 1987: 33]

When the two levels of language were distinguished, the problem of language use and the context of language became the prime concern in linguistics.

Ogden and Richards [1946] in their philosophic work present a list of five functions of language pointing out how the grammarians have ignored fundamental aspects of language. They are:

[i] Symbolization of reference.
[ii] the expression of attitude to listener.
[iii] the expression of attitude to referent.
[iv] the promotion of effects intended.
[v] support of reference.

[cited in Yalden 1987 a:56]

They also pointed out that the functions don not occur in
isolation and the meaning of any single word is highly dependent on the context. Malinowski, an anthropologist supported Ogden and Richards' proposition and their interest in the psychological aspect of meaning and their general views on language as social behaviour as a mode of action. He observed that language evolved so as to meet the demands of any given society, and also, that its use in that society, was entirely dependent on the context. Meaning, he said, comes

"not from a passive contemplation of the word, but from an analysis of its functions with reference to the given culture"

[cited in Yalden 1987a :PP 55-56]

He classified language use into six types pragmatic, narrative, ritual, scholastic, theological and scientific.

In linguistics, Oller [1970] presented a pragmatic theory of language as an alternative to Chomsky's theory putting forward a socio-linguistic viewpoint. While this theory of pragmatic linguistics is being developed in North American schools of Applied Linguistics, in Europe also, a sociological viewpoint was elaborated. Halliday [1973] through his theories, observed what functions language serves in the life of the individual as a member of society, or what he can do with language. In fact, both Malinowski and Firth [a British linguist] had a strong influence on the work of Michael Halliday, who represents 'a view of language as context dependent and sociological in orientation'.

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Halliday’s theory that the individual builds up a ‘meaning potential for each function’ and ‘the meaning potential is a network of options’, [cited in Yalden 1987a : 63] has had direct implication on Wilkins’ notional syllabus.

Halliday’s views are represented hierarchically by Yalden [1987a : 67].

**BEHAVIOUR POTENTIAL**
[WHAT ONE CAN DO]

**MEANING POTENTIAL**
[WHAT ONE CAN MEAN]

**LEXICO-GRAMMATICAL POTENTIAL**
[WHAT ONE CAN SAY]

Wilkins proposed three components for semantic syllabuses which have close resemblance to Halliday’s concepts.

" - the semantic [basic concepts, what to communicate] 

- the functional [interactional aspects, why we communicate] 

- the formal [grammatical knowledge, how we communicate]".

[Wilkins 1976 : PP 21-2]

But Wilkins’ proposals for Notional syllabuses, giving importance to three categories of meaning pose problems at implementation level. When organizing a syllabus, the course designer might wonder if it is possible to separate the categories of meaning one from another, if it is possible to separate which should form the basis of a syllabus. Wilkins’ claims that

"a syllabus that covered both functional [and modal] and conceptual categories would be a fully notional syllabus" [Wilkins 1976 : 24]
A fully notional syllabus seems to be aiming to teach all the categories of meaning, in fact, Wilkins blames the inefficiency of the grammatical syllabus for it aims at teaching the entire system. His categories are also open to the same objections. Any syllabus for practical purposes, should relate the learners needs to the learning theory.


3.11. SPEECH ACT THEORY AND LANGUAGE SYLLABUSES

In the early seventies, the study of the speech act played a central role in applied linguistics, since it was engaged in investigating the communicative aspects of language learning and language performance. Philosophers like Searle developed 'Speech Acts' at the time when linguists and applied linguists were developing theories on language functions in the classroom. In a speech event, one performs speech acts or one selects language functions which are realised through linguistic forms. [Yalden 1987 a : 75 ] presents the process as follows:

```
SPEECH EVENT OR SITUATION
    /
  SPEECH ACTS OR LANGUAGE FUNCTIONS
    /
  LINGUISTIC FORMS
```

[YALDEN 1987a : 75 ]
3.12. **SYLLABUSES FOR THRESHOLD LEVEL**

Jan Van Ek, Wilkins' colleague in the Council of Europe Project, elaborated Wilkins' notions and specified a set of syllabus components for 'threshold level' syllabuses published between 1973 to 1982. The course aims at developing 'Practical communicative ability' and gives 'meaningful direction' [Van Ek 1975], to adult learners of second languages. Functions and notions are taken into consideration. The syllabus of 'threshold level' was divided into situations, language activities, language functions and concepts. Speech act theory provided 'situation' for communication.

By the mid-1970s development of the functional-notional approach to syllabus design had been received as a major advance in language teaching. But attempts to implement it in preparing second language courses soon received severe criticism [Yalden 1987: 47]. Both 'The threshold' Van Ek [1975] and 'Waystage' designed by Van Ek and Alexandes [1977] were regarded as prototype syllabuses providing a check list of items under the categories of functions and topics.

Van Ek states that 'there is no royal road to foreign language ability' [Van Ek 1975:18]. However, he succeeded in showing a 'short cut' to ESL adult learners who wanted to learn language for specific purposes.

3.13. **MUNBY'S MODEL AND NEEDS ANALYSIS**

John Munby in 'Communicative Syllabus Design' [1978] deals with a theoretical framework for communicative competence. His model 'communicative needs processor' [CNP] produces a detailed profile of the learners' needs in terms of
'communication purposes, communicative setting, the means of the communication.' Munby felt that the customary division of language skills into Listening, Speaking, Reading and Writing are 'inadequate' [Munby 1978]

He classified language skills into a taxonomy of 260 micro-skills (in 54 groups) for the purposes of selection of appropriate skills for inclusion in syllabuses of English for specific purposes. Munby's 'Purposive domain' determines the type of ESP whether the target language is required for occupational/Educational purposes.

Munby's contribution to ESP syllabuses can be summarized as Need Analysis, Classification of language skills on the basis of language functions and determining the types of English for specific purposes.

'Needs Analysis' is the starting point or the first step in the phases of language programme development. Needs survey takes into account the sociological factors like social purposes for which the learner uses language, it takes into consideration the psychological factors so that learning activities could accommodate the learning style of the individual concerned. Stages in language programme development are presented by Yalden (1987 b: 93) as given below:
3.14. **SKILL-ORIENTED SYLLABUSES**

Functional-Notional approach to language teaching leads to a major development in ELT with a sharp focus on specific purposes. The teaching of language to suit the particular needs of students is not a recent revelation. H.E. Palmer made a crucial point about it,

"We cannot design a language course until we know something about the students for whom the course is intended for a programme of study depends on the aim or aims of students".

(Palmer cited in Widdowson 1983 : 14)

Needs of the Students became the aim of teaching in ESP. Syllabuses for ESP were designed making use of Munby's CNP model and Wilkins and Van Ek's categories. There is fundamental agreement between all three on questions of substance, in spite of the differences in terminology as we try to show in the comparison presented in the following figure.
COMPARISON OF MAJOR PROPOSALS FOR NOTIONAL SYLLABUS DESIGN
David Richards in necessary and sufficient components for EAP course Design.

[ RELC Occasional paper No. 17 Feb 1980 ]

ESP courses have strong functional emphasis, giving the learners the expressions they want to express and the things they may want to do with their specialized area. Widdowson (1983:6) says that ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute specific purposes which the ESP course is designed to meet.

'To use ESP as a blanket term to cover a variety of vocational and professional reasons for learning or teaching languages is not very satisfactory (Perren cited in Robinson 1980). During the mid 1970s, a wealth of terms has grown up' (Robinson: 1980:5) around ESP and it has branched off into EAP (English for Academic Purposes); EOP (English for Occupational Purposes), and EST (English for Science and Technology). Mackay and Mountford (1978) suggest three kinds of purposes for ESP: they are occupational, vocational and academic.

Strevens, P.D. (1977) suggests two broad categories. He says that 'all SPLT (Special Purpose Language Teaching) courses
are either occupational or educational in nature. However, it was observed that 'there is a good deal of overlap between EAP and EOP' (Trimble 1985). This may be because communication skills are common both for occupational purposes and English for Academic Purposes.

Tom Hutchinson and Alan Waters (1987, PP.17) depicted ELT as a tree with ever-growing branches of EAP and EOP. These two main branches of ESP, English for occupational purposes [EOP] and English for Academic Purposes, can be further sub-divided into-EGOP and ESOP and EAP can be sub-divided into EGAP and ESAP.

---

EGAP : English for General Academic Purposes
ESAP : English for Specific Academic Purposes
EGOP : English for General Occupational Purposes
ESOP : English for Specific Occupational Purposes

(Robinson 1981)

The sub-division helps us understand the objectives of\n
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English for General Occupational Purposes; the basic language skills are common to all kinds of jobs; the use of English for Special Occupational Purposes may vary; the language skills required for an air pilot are different from those catering staff and the language needs of international telephone operators are not the same for the technical trades. Similarly, English for General Academic Purposes would focus on the study skills required for any ESL students through the medium of English. The Specialized skills of language (mainly register-based) required by an Engineering student would be different from that of a law student. Considering the study skills of Science and Technical Students, 'English for Science and Technology' emerged as a 'major division of ESP' (Mackay and Mountford 1978). However, there is a considerable overlap between EAP and EOP (Trimble 1985).

"EST would seem to be both an occupational and an educational use of English. Occupational when we are considering the needs of oil field workers, engineers, computer programmers etc; educational when we consider school and university students around the world studying Physics, Chemistry, Maths and Engineering through the medium of English". (Robinson 1980:8)

3.14.1. REGISTER ANALYSIS

In the first stages ESP materials were based on register analysis. Though ESP does not mean a restricted language, to teach a very short intensive course, a drastic selection and reduction of language items must be made. To avoid the confusion
about identification of 'Special register', Perren (1979) quotes Halliday who suggests that

"While there is no such thing as a general register it is useful to recognize a category of 'Special Purpose' language or language varieties." (Cited in Robinson 1980)

In order to make up a syllabus, the course designers analysed a large corpus of lexis and structural items that would occur in that specialized field. These kinds of statistical surveys of tense-frequencies, sentence_types, vocabulary etc. provide a framework within which pedagogical section can be made, even if the principles of such sections are only partly based on the frequency of the information. However, such work is not now usually thought of as being of much direct use to course design (Swales 1978) (Cited in Robinson 1980:18) as emphasis is now on discourse analysis. Attention is paid to the use of grammatical forms in the learner's speech or writing as well as to the learner's ability to match structures with communicative functions.

3.14.2. **DISCOURSE BASED SYLLABUSES**

We have observed how the syllabus designing of ESP courses moved from 'register-based' to discourse analysis. The contribution of 'discourse analysis' has broadened the perspective of ESP. It is not narrowed down to the 'specialized language' but extended to spoken or written communication.

To design the syllabus precisely to suit the needs of the learner there are many factors that are to be taken into
consideration. Mackay and Mountford (1978) discuss the major issues that are implicit in designing the ESP syllabuses. They are mainly, Sociological, Linguistic, Psychological and pedagogic. Sociological factors that refer to the characteristics of the learner and the learner's reasons for learning the language. Also the ESP learner is presumably an adult or near adult, because specialized courses would start only after a kind of general course with regard to ESP learner's educational level.

"the dominance of EST has suggested that the learner is in tertiary education, when we consider EOP, the course is meant for people who are in the job".

(Robinson 1980:pp 9-10)

Linguistic factors help to design the ESP course with the language aspect of the kind of descriptive apparatus appropriate for the learner. Psychological factors implied in FSP questions what theory of learning is appropriate for ESP.

Pedagogic issues include the skills that are to be taught and the relationship between the skills. Broadly, an ESP learner needs communicative skills, oral skills are essential for many of the occupational courses and written communication is mainly for the academic courses.

3.15. TOWARDS COMMUNICATIVE METHODOLOGY

The 1980s was dominated by the movement which is known as CLT (Communicative Language Teaching). In fact, it started as a development of syllabus design. The important issue, in the communicative movement,
"is not language but communication. Communication is not a system to be learned but a task to be performed". (Brumfit 1988, P.6)

The learner performs the task of using the target language and makes an effort to infer the meaning. It proposes to extend the grammatical competence already acquired by the learner for real life use. So the new syllabuses are mainly based on the meaning but diversified to focus on particular areas of activity such as social discourse or academic study.

3.15.1. MAJOR ISSUES IN COMMUNICATIVE METHODOLOGY

In the structural approach, syllabus is realised through materials. The textbook writers or material designers would prepare graded course books based on structural syllabus and the teachers would teach those graded courses. The ideas of textbook writers are implemented by the teachers in classroom teaching. In "Communicative Methodology" the teachers can devise the process of communication and there is no "package of materials" which can be used by all teachers.

The syllabus can be negotiated between the teacher and learner as there is a shift from 'teaching process' to 'learning process'. The learner-oriented approach gained prominence in CLT. Needs of the learners are analysed and the syllabus is designed based on 'Needs Survey'.

Communicative Syllabus combines methodology and materials. Each teacher can devise his own syllabus or
reconstruct the syllabus to suit the needs of the learners.

Communicative methodology can be based on either skills or tasks. The base for fluency activities is skills. Brumfit redefines the four skills integrating each activity with communication. Michael Breen defines 'Process' and Procedural Syllabuses as task-based.

Thus, for communicative Methodology Syllabus theories are defined, bases are established and the components that should go into the making of a syllabus are listed out.

At the same time, a parallel movement was experimented within India. It has provided an example of CLT syllabuses and it is called the 'Procedural Syllabus [ Prabhu 1983 ]. He distinguishes his approach, from the standard 'Communicative' and refers to it as 'Communicational'. He argues that the language acquired by the learner should be activated for use, so as to develop the communicational effort of the learner. Its pre-occupation with meaning and problem solving led to task based materials.

3.15.2. THE PROCEDURAL SYLLABUS : THE 'BANGALORE PROJECT'

The syllabus for the 'Bangalore Project' is related to the procedural syllabus. It has been claimed as an innovative approach to language teaching in recent years, as it has provided a 'concrete situation' for developing realistic procedures for language teaching. It is a 'locally based experiment [conducted in primary and secondary schools in and around Madras and Bangalore of South India] to evaluate a widely
held contemporary hypothesis [Brumfit 1984 b]. This ‘Communicational Teaching Project’ is a five year Project started in 1979 with the institutional support of the Regional Institute of English, Bangalore and the British Council, Madras. Dr. Prabhu, with a team of four teachers carried out exploratory teaching in eight different schools where the medium of instruction is vernacular. Nearly 400 students were taught [age group 8-13 years].

In many states in India, English is taught as a Second language from Standard III. So these young learners are students of different classes ranging from III to VIII standard.

3.15.2.1. PEDAGOGIC PERCEPTION AND PRINCIPLES OF THIS PROJECT

An empirical search was conducted through the project,

"For procedures of teaching suitable for school children and capable of developing grammatical competence from early stages." [Prabhu 1987 :13]

Its basic assumption is that

"Form is best learnt when the learner’s attention is on meaning."

[Prabhu as quoted by Brumfit 1984 :102]

Its focus on meaning is not the same in the sense as Wilkins ‘Semantico-grammatical approach’ which attempts to match each notional category with one or more linguistic forms. Though Johnson [1982, P 140-1] calls it a ‘Covert Semantico-grammatical notion,’ communicational teaching is not a semantic syllabus. The procedural syllabus’s main preoccupation is communicati-on in the classroom as a meaning focused activity.
The procedural syllabus project rejects linguistic syllabuses. It avoids planned progression, pre-selection and form focused activity of the grammatical system. Though Prabhu's innovation is an outcome of dissatisfaction with S.O.S. [structural oral situational methodology], he attributes his inspiration to Palmer 'whose insight lay behind the Structural Syllabus' [1987:13]. Quoting Palmer's statement,

"we form our sentences in unconscious obedience to some rules unknown to us." [Palmer 1921: 5]

Prabhu argues,

"If the desired form of knowledge was such that it could operate subconsciously, it was best for it to develop subconsciously as well." [1987:15]

Thus, the process of learning, through the procedural syllabus, is a two-layered process, both at conscious and unconscious levels. While the focus of learning is on meaning, the learners, through the task given, understand the meaning and make an effort to convey the same. During this process, at an unconscious level, it firms up the grammatical system.

3.15.2.2. PROCEDURES

To develop meaning focused activity with a two-layered process, task-based teaching was chosen. As Prabhu perceives, tasks exploit 'the learner's natural desire to meet a challenge'. Secondly, the problem solving involves thinking and thirdly, such activities engender an effort to use the language.
There are four categories of classroom activity:

[i]. Rule focused activity
[ii]. Form-focused activity
[iii]. Meaningful activity
[iv]. Meaning focused activity.

The last activity is employed in task-based teaching as it demands the learners' pre-occupation with meaning and reading.

Meaning-focused activity in the classroom is divided broadly into three types:

[i]. Information gap activity.
[ii]. Reasoning gap activity.
[iii]. Opinion gap activity.

'Standard Communicative Methodology ' says Johnson [1988] "employs techniques like the information gap and information transfer. In this project, these techniques were employed, but Reasoning gap activity is found to be the most satisfying in the classroom.' [Prabhu 1987 : 47]

3.15.2.3. TASKS

The tasks are not new, they are very much the 'stock in trade'; even the roles of the teacher and the learners remain the same. The teacher plays the teacher's role and learners play the learner's role. The teaching aids are also not sophisticated-a blackboard and a piece of chalk - the only available teaching aids in the Indian classrooms are used.
Tasks like railway-time-tables, maps, diagrams, buying bus tickets [working out the money needed to buy a set of things] are used. They are sequenced and modified to suit the age of the learners. Though task-based teaching is not new, it was handled in an innovative way. Each lesson consists of two stages: a pre-task and a task. During the pre-task stage, just as in the mathematics class, a problem is worked out publicly and a similar problem is then set for the learners to work out and in the Procedural teaching, the teacher leads the task. In the later stage of pre-task, filling the time-table is given to the students who voluntarily offered to do so. A similar task was given to be worked out individually.

3.16. **LINGUISTIC SYLLABUS VS PROCEDURAL SYLLABUS**

'Procedural Syllabus' rejects the pedagogic principles of the linguistic syllabuses. It would be interesting to draw a comparison between these two, to have a clear picture of the differences in the principles of teaching.

<table>
<thead>
<tr>
<th><strong>LINGUISTIC SYLLABUS</strong></th>
<th><strong>THE PROCEDURAL SYLLABUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Form-focused activity</td>
<td>Meaning focused activity</td>
</tr>
<tr>
<td>2. Content/structure/situation base</td>
<td>Methods-based</td>
</tr>
<tr>
<td>3. Learner centred</td>
<td>Learning centred</td>
</tr>
<tr>
<td>4. Conscious operation</td>
<td>Sub-conscious operation</td>
</tr>
<tr>
<td>5. Conventional teaching/groupwork</td>
<td>Discourse development</td>
</tr>
<tr>
<td>6. Illuminative construct</td>
<td>Operational construct</td>
</tr>
<tr>
<td>7. Systematic correction</td>
<td>Incidental correction [through repeating the correct form]</td>
</tr>
</tbody>
</table>
8. No integration between methods and materials
   Integrates methods and materials
9. The role of syllabus designer teachers are separate
   Integrates the role of the syllabus designer and the teacher.

3.17. CONTENT SYLLABUS

Conventional outlook of language teaching in India, is in favour of teaching 'Content.' Just as 'Physics' or 'history' are content subjects, English is also treated as such. The National Education Policy of India [1986], considers language subjects [in second language in particular] useful for promoting 'Cultural Cohesion' and 'National Integration'. Objectives of language teaching and learning activities are of secondary importance. The state governments implement the guidelines given by the Central Government in organizing the syllabuses. Languages, in particular English [language] subject is used for promoting cultural perspective and National Integration. It is stated that English syllabus must include profound topics, obviously, the speeches given by Indian National leaders and philosophy and cultural heritage. The following points are a summary of a detailed discussion on syllabus specifications for a genuine English course at tertiary and degree level.

[i]. Quantity of the content is specified [in terms of number of pages and length of the topic]

[ii]. A list of topics is suggested [a balance between native and non-native writers is maintained]

[iii]. Division of the content is in terms of prose,
poetry, non-detailed and grammar.

[iv]. Objective of teaching prose aims at intensive reading.

[v]. Teaching poetry aims at the exposure to aesthetic sense of language.

[vi]. Non-detailed (usually abridged versions of classical fiction or auto-biographies of Indian National leaders) is meant for extensive reading.

[vii]. Grammar-description of rules and pedagogic grammar includes pattern practice, prepositions, articles, voice, tense, direct and indirect speech.

It is clear from the guidelines of language course design (proposed by the Indian administrative authorities) that cultural factors are prioritized rather than linguistic needs. The examination syllabus also emphasizes testing the knowledge of content in the form of essays. In the assessment out of 100 marks, 70-80 marks are allotted for the content and 20-30 marks for pedagogical grammar.

Consequently, the teachers and the learners focus their attention on the content teaching methodology consisting of simplifying and paraphrasing the topics.

[i]. The teacher would read the text aloud in the class and offer explanation instead of developing the reading skills of the learners.

[ii]. Many teachers prefer dictating notes and believe in giving an accurate model of essay so that the students can
reproduce the same in the examination. By doing so, they are neglecting to develop the writing skills of the learners.

[iii]. To paraphrase the topics, the teacher adopts lecture method which does not give scope to the learners to interact with the teacher or participate in the discourse.

[iv]. Though the learners listen to the lessons / lectures, by no means would it improve their fluency in listening. Such passive listening does not provide exercises for listening as a receptive skill.

[v]. The profound 'content' and lengthy topics and style of 18th and 19th century writers, act as blocks for the learners to read and comprehend the text by themselves. When the level of difficulty is high, the learner's motivation to learn the language decreases.

[vi]. Rules of grammar which the learners learn are mere repetition of what they learnt at high school level. Knowledge about the 'rules' may not enable them to use language in 'real life situations'.

3.17.1. SELECTION OF TEACHING MATERIALS

Selection and organization of materials are based on moral, intellectual and aesthetic (needs) values rather than on linguistic needs of the learners. Materials have hardly any language-teaching orientation. Literature biased University teachers seem to follow the criteria of familiarity, authenticity in selecting the text books for general courses in English.

[i]. The literary texts which are familiar to English
teachers (in Colleges) are prescribed. Moreover, prescribing Milton, Shakespeare or any classical authors is regarded as passing the tradition of literature teaching.

[ii]. Authenticity is attributed to the texts with literary value. Contemporary English is given little importance.

Course designers of tertiary and degree classes, must have presumed that the learners already have had graded course and their language proficiency must be adequate to cope with content (literature oriented basically) or topics prescribed.

3.17.2. SHORTCOMINGS OF CONTENT/TOPIC SYLLABUS

[i]. Topics are too lengthy and attention of teacher and learners is engaged in the content; teachers hardly get time to develop language skills.

[ii]. Teaching 'English' as a subject makes them pay little attention to language teaching.

[iii]. When 'English' is taught as a subject, students would only memorize the points from the prescribed materials (Subject) for examination purposes rather than acquiring language skills.

[iv]. Since the teacher is busy covering the topics, he resolves to use 'lecture method' and cannot devote time for discourse development.

"Topical or Situational activity may provide a convenient basis for teaching, but the convenience
is administrative" (Brumfit 1984 b:94 )

In this case, a content syllabus ‘is a document of administrative convenience’ and not an effective plan for language teaching.

3.18. COMMUNICATIVE APPROACH OF LANGUAGE TEACHING

"The communicative Approach " is an umbrella term covering a wide range of development in L2 teaching, concerning the inputs to L2 learning, its goals, its processes and its outcomes. (Mitchell, R.1988, P.I)

"The characteristics that have been isolated by commentators are:
[i]. A focus on the needs of learners and attempts to define their needs;
[ii]. An emphasis on the content of the activity, rather than on overt language learning;
[iii]. A tendency to specify syllabuses in terms of meaning ["notional" or "semantic" syllabuses] or speech acts ["functional syllabuses"]
[iv]. Encouragement and tolerance of language variation in the classroom, even to the extent of mixing mother tongue and target language use;
[v]. Individual work;
[vi]. Errors tolerated as a natural part of the process of language acquisition;
[vii]. A supportive environment, to encourage guilt-free participation, a reduction or suspension of the teacher’s judgemental role;
Use of techniques which encourage student participation, in natural environments-group and pair-work, simulations, information-gap exercises;
Presentation of language items in contexts of typical use rather than in isolation;
Materials which are either "authentic" [not originally intended for language teaching at all], or which simulate authenticity;
For much, if not all of the time, a lack of prediction by the teacher of exactly what language is to be used by learners, because they will be engaged in simulated 'natural' language activity-whether reading, listening, conversing or writing". [Brumfit 1988: P 5-6].

3.18.1. LEARNER'S NEEDS

In 'communicative language teaching' the learner-oriented approach gained prominence. We have observed that syllabus designers have been showing concern for learners needs. Notional and Functional Syllabuses are designed on the basis of 'Needs analysis' and Munby's [1978] model of "CNP" played an important role in designing 'English for specific courses'. But 'Munby's model assumes that the learners have particular needs. 'These needs are pre-identified and pre-specified by the agents and processes outside the syllabus design' [Nunan 1988: 45]. It is an objective list though it offers guidance to the syllabus designer but does not actually take into consideration the learners by consulting the learners.
Mackay and Mountford’s [1978] questionnaire gives an opportunity to the learners to identify their objectives and it supplies the data to the syllabus designer to develop the course.

Nunan’s [1988] model is the latest development in ‘Needs Analysis’. He uses needs analysis as a set of parameters to group the learners, for selecting and sequencing of course content, methodology and course length, intensity and duration.

3.18.2. CATEGORIES OF LEARNERS

Analysing the research data, Nunan categorizes the learners into four types:

[i]. **Concrete learners** prefer learning by games, pictures, films and video, talking in pairs, learning through cassettes.

[ii]. **Analytical learners** prefer studying grammar, studying alone, reading more English books and English newspapers.

[iii]. **Communicative learners** like to learn by observing and listening to native speakers, talking to friends in English, watching English programmes on Television, using English, in shops, learning English words by hearing and learning by conversation.

[iv]. **Authority oriented learners** like the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read and study grammar. [Nunan 1988: q1]

Among ESL learners, we find all these four categories...
but no learner would be extremely of one type and this kind of categorization is too simplistic. Learning is a complex process and we cannot predict easily the learners types. Moreover, needs analysis does not take into consideration situational constraints on the context, scope and methodology.

3.18.3. LEARNING ACTIVITIES

A discussion on language activities cover the CLT characteristics [2, 4, 5, 6, 7, 8]. Learner-oriented approach emphasizes the content of activity and thereby overt teaching can be avoided. We have observed that lecture method does not give scope for discourse development in the classroom. Co-operative learning activities such as group/pair work, simulations, role play, information-gap exercises are the techniques which encourage students’ participation in natural environments. ESL learners feel conscious of their errors and hesitate to participate in group activities. It might pose a problem to introduce groupwork in the beginning as these learning activities are not yet tried in the Indian classrooms. Recently ‘Quiz’ Programmes [as learning activities], are catching up in the classrooms. If the group work technique is introduced in mother tongue teaching afterwards, it can be introduced in Second language teaching.

ESL students need ‘encouragement’ and the teacher has to be tolerant of ‘language variation’ rather than insisting on accurate model of language. A ‘Supportive environment’ created by the teacher encourages the learner to participate in classroom interaction freely without being conscious of their mistakes.
Communicative Language Teaching develops a positive attitude towards language learning. The concept of errors tolerated as a natural part of the process of language acquisition (Corder 1981, Richards 1974) has changed the outlook of language teaching to a great extent. In the late 1960s and the early 1970s there was a lot of emphasis on 'error analysis' and 'remedial teaching'. A negative attitude that all ESL learners suffer from learning ills and they ought to be cured by the remedial teaching would not create a natural environment for language learning. The recent research on corrective techniques (Nystrom 1983, Chaudron 1988) gives an idea to the teacher how to correct and when to correct and why to avoid explicit correction. A supportive environment could be created by the teacher, when the learner commits a mistake instead of pointing out the wrong form, the teacher can be suspend his judgemental role by merely repeating the correct form.

### 3.18.4. CLASSROOM MANAGEMENT

In India, large crowded classrooms are feared to be the major problem to introduce any learning activities. Classroom management is viewed as controlling the noisy classrooms. If the teachers are innovative in their outlook, they can perceive the advantages of learning activities. They can use the learning activities which encourage student participation. Group and pair work, simulations, information gap exercises promotes the use of language in natural environments. Furthermore,

[i]. Co-operative learning activities break the monotony of facing the teacher always.

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[ii]. Instead of paying attention only to listening, these learning activities involve an integrated approach to skills.

[iii]. They allow tasks to be introduced.

[iv]. Fluency activities can be developed through these activities.

3.18.5. **INDIVIDUALIZED WORK**

Materials and learning tasks are devised in such a way so that all students in a class do not have to work in the same way or at the same pace 'Learners autonomy' and learner led activities are being, emphasized in the 'process syllabus' to the extent that learners take part in 'everyday decision making' of the syllabus. But, it is regarded as an extreme view Learner's autonomy can be extended up to the choice of materials and learning activities. Involving the learners in designing the programme of learning

"appears abstract and to many teachers either incomprehensible or unworkable". [White 1988: 98]

3.18.6. **THE 'MONOLINGUAL' APPROACH**

Howatt (1988) points out the domination of the monolingual principle in CLT, that languages should be taught in the target language, not in the pupil's mother tongue. A multilingual setting in the classroom gives an opportunity to explore other resources such as translation and drawing upon the cognitive ability of learners. A bilingual teacher can explore the
untapped resources of bilingual potentialities. Skills of translation are required in the countries where the learners use English as official language along with the vernacular. The learners need proficiency in both the languages and translating ability from target language to vernacular and vice-versa is needed.

3.18.7. **SOCIO-CULTURAL FACTORS**

"Closely associated with the language situation are socio-linguistic and socio-cultural factors in the learning environment. We must be equally aware of socio-economic and socio-cultural differences which may manifest themselves in different attitudes to language in general, to particular languages to social and regional dialects, to bilingualism and to second language learning."

[ Stern 1983:281 ]

These factors play a vital role in language teaching in a multi-lingual setting. When the syllabus designer wants to make provision for socio-cultural factors in syllabus design, he should be able to interpret the language needs of the society, and relate it to learning theory. Socio-cultural factors seem to be the unresolved issues in language teaching, further research in socio-linguistics might throw some light on these issues.

3.18.8. **THE ISSUE OF AUTHENTICITY**

CLT emphasizes the value of authentic [ spoken and written ] texts.
"One result of this approach has been to support teaching with 'authentic' materials. The argument for doing so runs somewhat as follows, since we are trying to teach real language use we can only employ an authentic model, any interference with, or filtering of, the material the students are exposed to will be a disservice to them." [Maley 1980 : 12]

The issue of authenticity might cause practical problems in ESL classrooms of non-native countries. 'Language Teaching Centres' in the U.K. or U.S.A. might be able to follow 'authentic models'. But, in non-native countries, how do we judge 'authenticity'? Should we take ESL teacher's language as an 'authentic model'? Are they all trained to use their language as models? How do they get access over authentic models?

3.18.9. DICHOTOMY BETWEEN ACCURACY AND FLUENCY

This dichotomy is being experienced in ESL classrooms [non-native countries in particular], Accuracy-conscious teachers would not often encourage fluency activities in the classroom. Howatt [1988] says

"the most significant change that CLT has brought to the classroom has been the inclusion of Communicative activities in the repertoire of practice exercises."

In communicative content, fluency entails accuracy. Brumfit [1984 b] clarified this notion and proposed fluency activities through integrated skills of comprehension,
argument, writing etc Finocchiaro and Brumfit [1983] have a
detailed list for developing fluency activities.

We have observed that the traditional syllabuses have
always had a basis in the accurate model of the target language.
Using the syllabus as a 'blue-print', the courses are
constructed. Since the second language learners at tertiary and
degree level, had already had the syllabuses designed on accuracy
basis, they may move on to the fluency basis which enables them
to recognize the flexibility of language systems. In the
proceeding paras, we discussed how a second language learner would
draw upon the accurate model of language carefully building up
his sentence, using only what is known. Therefore, Brumfit points
out that

"an accuracy-centred curriculum is by definition
a deficit curriculum for students because it does
not start from what the student does... A course
which was based on what the student could do
himself, most naturally would simultaneously
indicate to the teacher what his moves should be,
and to the student where he needed to adjust his
intuitions and where, therefore, he required help
most." [Brumfit and Johnson [eds.] 1979 : 188]

We have seen such attempts being made by the language
teaching centres that offer courses in English for Academic
purposes. In fact, it is difficult to design fluency based
syllabus as 'the syllabus' specification is less apparent on the
surface'. However,
"the contrast between accuracy and fluency is largely metaphorical, classrooms are always concerned with both" [Brumfit 1979: 189]

To help the student who may be structurally competent but who cannot communicate appropriately, the course designer should take into consideration both accuracy and fluency based activities. We have discussed how the 'Procedural syllabus' used task-based teaching as a basis for fluency activities [the teacher of course providing the accurate model]. It seems to be a radical approach. Since it rejects the linguistic syllabuses and the average ESL teacher in India may not be able to adapt this model. Concluding

"a discussion of principles of syllabus design with a warning, Corder [1973] says, there is no such thing as a perfect, ideal or logical syllabus...any syllabus is bound to be therefore something of a compromise."

[cited in Brumfit 1984 b: 72]

The current theories on syllabus design offered a number of solutions and provided various models [C.f.3.4.] which seem to be in favour of a proportionate model, supporting the argument that at an advanced level when the basic grammatical system has been learnt, a functional/notional organization would help the learner build up communicative competence. It is assumed that a pedagogic syllabus can be designed drawing relevent features.
"in terms of functions, settings, types of interaction and subject matter as well as grammatical and lexical levels." [Brumfit 1985: 6]

A syllabus can be used as a statement that specifies the language items that are to be taught leaving choice to the teacher with the teaching procedures so that the learning could be meaningful and effective.

3.19 CONCLUSION

The choice of a syllabus is a major decision in language teaching and it should be made as consciously and with as much information as possible. Several distinct types of language teaching syllabuses - from the most formal to the most semantic or use-based, and the way in which the various types can and should be implemented in various teaching situations are discussed in this chapter. It also describes the types of materials, the different kinds of content that can be included in language teaching, and some principles involved in deciding what type or types to use.