

# **Describing and evaluating a syllabus in a context of compulsory secondary schooling**

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## **Module Three Assessment Task**

**SM/01/01**

Describe and evaluate the syllabus you work with. Make practical suggestions as to how it could be improved, and justify these with reference to both context and learners.

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## **1 Introduction**

The syllabus presented and evaluated in this essay has been newly designed for secondary state schools in the Swiss canton of Glarus. Until now, English as a foreign language has not been a compulsory subject and has been taught only in the final year of secondary school, but from summer 2002 learners will attend a compulsory three years course in EFL in years 7 to 9 of their schooling. This fact results in a considerable amount of teachers needing to be trained in EFL to be able to start with the new courses to be based on this new syllabus next year.

In the next section I shall provide an overview of syllabus definitions and explore the question of what a syllabus is for. This will be followed by a section describing the EFL syllabus of the canton of Glarus as well as the overall curriculum it is part of. Subsequently, the EFL syllabus will be analysed and evaluated on the basis of syllabus definitions previously introduced, and finally the syllabus will be discussed in relation to the overall curriculum in terms of compatibility and practicability.

## **2 Defining a syllabus**

### **2.1 What is meant by the term 'syllabus'?**

Approaching the task of evaluating a syllabus it is necessary to consider possible definitions of the term to provide a basic framework for evaluation. According to the Longman Dictionary of Language Teaching and Applied Linguistics a syllabus can be defined as 'a description of the contents of a course of instruction and the order in which they are to be taught' (Richards et al. 1992, 368).

This definition corresponds to the one given by Thornbury (1999, 8), Brown (1994, 51), and Stern (1992, 19) who even suggests 'defining objectives, determining content, and indicating some sort of sequence or progression' to be 'the essential minimum of what is meant by curriculum' (meaning in this context syllabus in British terminology), although he regards the language syllabus only as one of four syllabuses which together constitute a 'general language education syllabus' (Stern 1992, 266). White (1988, 44ff.) subsumes such syllabuses 'based on objectives to be achieved and content to be learned' under what he calls type A syllabuses, may they be structural, functional or skills based. He contrasts this type of syllabus with a different group labelled type B which emphasises methods ('how?') rather than objectives ('what?'). This second type is then subdivided into 'process' and 'procedural' syllabuses. According to White (1988, 96), an important feature of process syllabuses is that they are organised around learners' learning preferences. This is complemented by Richards' and Rogers' (1986, 21) suggestion that 'considerations of language content are often secondary in process-based methods'.

Procedural syllabuses are linked to task-based approaches to language learning where a 'linguistically graded syllabus is rejected in favour of a task-based one, in which the tasks are selected and graded in terms of cognitive complexity' (White 1988, 104).

Willis (1990) proposes a 'lexical syllabus' as a starting point for task-based teaching, on which basis he develops the concept of a syllabus as a 'pedagogic corpus' (Willis, forthcoming) which might be seen as a possible solution to the problem of integrating linguistic syllabus content into a task-based approach to foreign language teaching.

## **2.2 What is the purpose of a syllabus?**

A syllabus is at the same time directed into the respective institution and outside of it: It specifies the work in a course setting and serves also as an 'expression of accountability' towards the public (Brumfit 1984, cited in White 1988, 3).

According to second language acquisition research findings, it can not define what is learnt as the syllabus is 'built in' to the learner (Skehan 1996, 19). Thus, consequently, it will indicate what is taught. It has been suggested by McDonough and Shaw (1993, 6) that such a document 'will (...) have direct implications for the (...) design and selection of materials and tests, the planning of individual lessons and the management of the classroom itself' (even though admitting that this is an idealised description of what often actually happens).

On this basis, a syllabus may provide a framework for the assessment of teacher and/or learner achievement.

## **3 Describing the syllabus for English as a foreign language in the canton of Glarus in Switzerland**

### **3.1 The curriculum**

The EFL syllabus evaluated in this paper is part of the curriculum for all state schools in the canton of Glarus. At the moment, this curriculum is going through a process of redesigning and the version being examined here is a provisional one which is subject to further modification and to be approved by government authorities in the forthcoming months.

In the curriculum, school subjects are grouped under four headings one of which is language, including the native German as well as the foreign French and English languages as compulsory subjects. A separate introduction concerning foreign languages contains statements about general aims including the following:

- the main concern is to learn a vocabulary which allows the learner to communicate in everyday situations
- learners receive information about countries and people where the language has its origins and is spoken as native language
- learners should learn to understand texts used every day
- writing texts in foreign language teaching is mainly a means for language acquisition
- learners should be interested in the language's structure and try to find rules.<sup>1</sup>

The syllabus structure for all subjects in the curriculum is the same, presumably due to the fact that all teachers will normally teach various subjects or even, as in primary school, all the subjects the pupils are taught (EFL is taught either by a teacher who teaches all the class' subjects or a teacher specialised in modern languages and history who will teach at least German (L1), French as a foreign language, EFL and History). As a result, the curriculum might be easier to handle for the teacher who finds all syllabuses of his or her subjects structured identically, but on the other hand the question may arise if such a general overall structure is able to meet the demands of the syllabuses of the whole range of specific subjects.

Over and above that, the curriculum and syllabus both have to take into account that teachers are free to decide on the methodology they want to apply, a principle guaranteed by education law.

The respective subjects' syllabuses consist of a list of objectives to be pursued in the classroom the formulation of which is characterised by the use of an infinitive taken from a finite list of verbs, e.g. 'üben' (to practise), 'verstehen' (to understand), 'lesen' (to read), or 'schreiben' (to write). This might be an indication of a behaviourist view of (language) learning (see White 1988, 26ff.).

The objectives of every subject are divided into 'core' and 'basic' objectives. Core objectives are defined as 'objectives guaranteeing the basic education which is needed in our society' and 'not to be neglected in any single school week'. By contrast, basic objectives are 'to be focussed on periodically'<sup>2</sup>.

Furthermore, every single objective is labelled (a) for 'aufgreifen' or (f) for 'definitiv festigen', (a) meaning the objective is to be pursued but will be treated further on in the following year and may thus rather be subject to formative testing, while (f) designates objectives where work is to be completed definitely and consequently testing might be rather summative. This takes into account the fact that it is important for a teacher taking up work with a class to know what can be assumed to have been taught

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<sup>1</sup> translation by Suter

<sup>2</sup> translation by Suter. The original explication of the terminology in German can be found on the Internet at <http://www.kernlehrplan.ch/theorie/definitionen.htm>

to the learners, but is also based on the assumption that there is a final state of perfection of (foreign language) syllabus features which may lead teachers to expect their pupils to master these features at a moment prescribed by the syllabus, although second language acquisition research strongly suggests that we know little about the sequence in which linguistic items are learnt by foreign language learners. If, in consequence, the idea of completing work with learners by reaching a state of perfect mastery of a certain linguistic feature is taken for granted, this runs counter to the insight pointed out by Thornbury (1999, 10) that 'it may be that the findings of the natural order research have less to do with syllabus design than with teacher attitude (...) teachers need not insist on immediate accuracy'. So teachers expecting the learners to produce accurate language too early may have to face feelings of failure as well as learners' frustration as a result of unrealistic expectations.

### **3.2 The EFL syllabus<sup>3</sup>**

The teaching of English as a foreign language is introduced in year 7 of state schools, after 6 years of primary school, and the subject is taught throughout the 'Sekundarschule' which completes compulsory schooling with year 9 (One part of the learners, nowadays the majority, will be taught EFL in their follow-up program, but still a considerable part will not).

So the syllabus presented and explored here covers the first three years of learning English as a foreign language for pupils who are 12 to 15 years old. It consists of three lists of objectives, one for each year, structured as explained above. In year one there are 13 objectives to be pursued, 12 of which core ones, the second year's list shows 9 core objectives and 4 basic ones, while 10 core and 5 basic objectives form the third year's objectives list.

In addition to the syllabus, an official course book to be used in all schools is prescribed by responsible authorities. Due to the small number of classes in the canton of Glarus which has approximately 40000 inhabitants this will always be an existing course book and not a book written on the basis of the respective syllabus.

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<sup>3</sup> see appendix for full text in German and translation into English

## **4 Evaluating the Glarus EFL syllabus**

### **4.1 Objectives, content, progression**

Considering the form of all the subjects' syllabuses prescribed by the overall curriculum, i.e. a list of objectives to be achieved, the EFL syllabus seems to fit into White's type A category. I shall go on to examine and categorise these objectives first and then discuss the objectives in the syllabus which are related to language skills as these form the largest group by far.

Prominent methodological approaches, including the audio-lingual and the situational one, have shown to be underlain by a strictly structural syllabus which many courses trying to adopt more recent methodological approaches did not seem to be able to overcome. Hence the structural objectives in the EFL syllabus may well deserve to be scrutinised. The objectives in the syllabus related to language structure are integrated into two objectives which are part of the objectives list in every year and which are both linked to a course book:

- to be able to handle the active and passive vocabulary and structural content of the course book (f)
- to be able to apply in written form what is given by the course book (f)

As the syllabus components content and progression are equally integrated into the same two objectives, the role of the course book will be the point of departure of the discussion of these two syllabus components as well as structural objectives.

### **4.2 Different types of objectives**

Different types of objectives can be distinguished between which no division is made by the syllabus itself, there are a range of structural, functional, and skills based objectives, and some objectives to which none of these headings can be attributed clearly are included as well, for instance in year 1:

Structural:

- to be able to handle the active and passive vocabulary and structural content of the course book

Functional:

- to participate actively in a simple conversation, to ask and answer questions or to signal non-understanding

Skills based:

- to extract essential information from a simple spoken text

Unclear:

- to become acquainted with culture and lifestyle in Anglo-Saxon areas

A detailed analysis of the objectives according to the types mentioned above shows a clear majority of skills based objectives (see appendix II.). This may lead to the conclusion that the syllabus and thus the teaching of EFL as a whole might be biased towards skills based objectives. But, of course, the sheer number of those objectives does not say anything about their relative importance, a fact which is going to be discussed below.

The fact that the objectives in the Glarus EFL syllabus generally try to define objectives to be reached by the learners is problematic according to Brumfit (1984, cited in White 1988, 3) who points out that a syllabus 'can only specify what is taught' as opposed to what is learnt, a fact which might account for the ambiguity inherent in many objectives, some of them seeming very difficult to assess.

### **4.3 Objectives related to language skills**

The objectives related to language skills are not organised in terms of sequencing or grading, a trait they share, according to White (1988, 72) with the more elaborate list of language skills proposed by Munby (1978, cited in White 1988, 70ff.).

According to White (1988, 26ff.) objectives may provide guidance to evaluate learner achievement if stated in the form of behavioural objectives. Even though the objectives in the Glarus EFL syllabus show elements of objectives stated in behavioural terms, e.g. a verb as the core, they do not clearly correspond to the three component behaviour statement proposed by Mager (1962, cited in White 1988, 27). As a result, it might be difficult to develop effective tools to measure learner achievement on the basis of the formulation of the objectives in the syllabus.

Should the suggestion thus be to state the syllabus as a whole in a form meeting the demands of behaviourist objectives statements? This would have the advantage that the syllabus would gain relative precision and probably lose ambiguity, forcing syllabus designers, in Davies' terms (1976, cited in White, 1988, 31), to 'come down to earth, and start thinking in specific terms rather than in terms of vague hopes and aspirations'. On the other hand, the complexity of language and language learning would lead syllabus designers to an unmanageable amount of objectives to be defined, not to forget the problem of the tendency identified by White (1988,31) 'to concentrate too much on low-level objectives'. Over and above that, the type of objectives just discussed depend on the assumption that learner outcome can be pre-determined, an assumption difficult to maintain considering the findings of second language acquisition research: As Willis (forthcoming,1) points out, the learning process 'is holistic and unpredictable. Whatever input we offer we cannot predict intake'.

#### 4.4 What language skills do secondary school learners need?

From all this it can be inferred that defining skills based language objectives is a demanding task. In a course program for teenagers in state schools, this will usually be based on assumptions on what skills learners are going to need in the future, a fact which makes a needs analysis very difficult to effectuate. Needs analysis has been widely applied in the field of LSP (languages for specific purposes), where the learners' present needs are much easier to define than school learners' future ones. Consequently, if skills are to play a dominant role in a school curriculum, it may be helpful to concentrate on the learners' present needs in using the language, or to consider the field of, so to speak, "English for secondary aged students' purposes". An interesting proposal in this field has been developed in the Cambridge English for Schools course by Littlejohn and Hicks (1996). They point out that secondary aged students 'have a great hunger for knowledge, want to learn a lot about the world and want to learn to be able to do different things for themselves. (...) learning English thus presents a unique opportunity to meet this eagerness to learn by offering both a broader *educational* approach to teaching the language and a rich variety of topics from which the students can learn'. Another point which is important to state schools in secondary education is the fact that, as Littlejohn and Hicks put it, 'language itself *is simply not interesting enough* to command their (i.e. the majority of the learners') continual attention' (Littlejohn and Hicks 1996, 7).

To follow this approach would thus mean to define skills which learners would have the opportunity to perform in their authentic secondary school context aiming also at goals reaching beyond the second language syllabus.

#### 4.5 The role of the course book in the syllabus

It has been pointed out by Sinclair and Renouf (1988, 146) that 'a coursebook is not a syllabus' suggesting that a syllabus 'should either pre-exist or be devised independently of other elements like course materials, methodology, and assessment.'

While the Glarus syllabus has indeed been devised independently of a course book, it still mentions 'the course book' in the objectives: At the end of each school year, learners should be able to

- handle the active and passive vocabulary and structural content of the course book (f)
- apply in written form what is given by the course book (f).

Hence, there are structural and functional elements in the syllabus and course content and progression are prescribed by the syllabus despite the fact that none of these issues are mentioned explicitly. This

means that general decisions on this are left to the authority responsible for choosing the official course book, and it will be the authors of the official course book who decide on details.

Furthermore, the two syllabus objectives just mentioned above are the most concrete ones in terms of testability and this may lead to marking (and consequently the course) being biased towards these objectives and towards knowledge about the language rather than towards spontaneous language application, according to Ellis (1984, cited in White 1988, 46) a characteristic trait of type A syllabuses in general.

It has been suggested by Sinclair and Renouf (1988, 146) that there is a danger for syllabuses integrated into the course book to be 'little more than an appendix', and this might probably apply to the syllabus discussed here, an important reason for this being the fact that English is not taught by specialists but by generalist teachers who presumably tend to be more dependent on the course book than teachers specialised in TEFL and thus it is highly probable that these very objectives will play a dominant role in many classrooms. So the presence of the course book in the syllabus may reflect classroom reality to a considerable extent. As the term 'structures' is mentioned in one of the respective syllabus objectives the course book to be prescribed will most probably be organised on a basis of structural progression. But this fact contradicts the picture of teaching foreign languages sketched by the curriculum, just as the second objective discussed in this paragraph ('to apply in written form what is given by the course book (f)') does not seem to be exactly in line with another statement of the curriculum: 'writing texts in foreign language teaching is mainly a means for language acquisition'. I shall therefore go on to analyse the relationship between the goals stated by the curriculum and the syllabus' objectives.

## **5 Comparing curriculum goals to syllabus objectives**

White (1988,132) proposes a model to compare syllabuses and curriculum in terms of their underlying ideology. On this basis, the Glarus curriculum seems to be based on the ideas of progressivism, mentioning for instance an inductive approach to work on language structures, while the EFL syllabus seems to fit better into the views grouped under the heading of reconstructionism, stating for example some objectives to be reached conclusively ('festigen') reflecting a view of foreign language learning as accumulation of entities challenged prominently by Rutherford (1987). This strengthens the impression that there is a mismatch between the overall curriculum of the canton and the EFL syllabus, they even seem to have been designed quite independently from each other.

But how could a syllabus to be designed on the basis of this curriculum look like?<sup>4</sup> In order to discuss this question, I shall identify features of the curriculum which actually are reflected in the EFL syllabus or, if this is not the case, try to suggest some elements a syllabus meeting the demands of the curriculum might include, referring to the goals presented in section 3.1 of this essay:

- the main concern is to learn a vocabulary which allows the learner to communicate in everyday situations

This curriculum goal makes the case for a choice of vocabulary based on frequency (see also Sinclair and Renouf 1988, 154 and Thornbury 1999, 8) and emphasises the importance of the ability to communicate. Although the EFL syllabus contains a considerable amount of objectives referring to conversational skills, the crucial role of the course book which has been discussed in section 4.5 questions the importance of these objectives.

The suggestion for a syllabus to match the requirements of the above curriculum goal could be a type B syllabus, emphasising either the lexical component, incorporating for instance Willis' model of a 'syllabus as corpus' (Willis, forthcoming) or the learners' ability to communicate by implementing a procedural syllabus, based for example on Prabhu's idea of sequencing tasks (described in White 1988, 102ff.).

- learners receive information about countries and people where the language has its origins and is spoken as native language

This goal is actually reflected in the syllabus (in objectives B1, D4, F5) although the character of English as an international language is neglected. It might be argued that Swiss secondary learners are more likely to use their English in order to communicate with non-native speakers, considering the fact that fluent speakers of English as a second or foreign language outnumber native speakers by far (Willis 1996, 3).

- learners should learn to understand texts used every day

This objective, although it is run counter by the EFL syllabus which emphasises the course book as the main source for teaching and introduces the use of 'simple authentic texts' only in a basic objective in the third year<sup>5</sup>, makes the case of a communicative approach to language teaching. Willis, who esti-

<sup>4</sup> This question is based on the assumption that curriculum goals are situated on a higher hierarchic level than syllabus objectives.

<sup>5</sup> Objective E2 is neglected here for its ambiguity. It seems unclear what is included in the term 'entsprechende Medien' (translated into 'respective media'): respective to what?

mates texts produced for communicative purposes to be the only way to 'provide input which is rich and varied and which derives that richness and variety from a context of use which is familiar to the learner' (Willis forthcoming, 3), has put forward the idea of a pedagogic corpus, a bank of authentic language chosen to meet the demands of the language learner.

Over and above that, modern information and communication technologies open up new perspectives providing teachers and learners with a vast amount of text readily accessible to be exploited for foreign language learning, including written as well as spoken language. Syllabuses to integrate these new possibilities are to be developed, including for instance pedagogical approaches where the choice of texts is left to teachers and learners instead of course designers.

- writing texts in foreign language teaching is mainly a means for language acquisition

Again, the curriculum is countered by the EFL syllabus which demands course book content to be applied in written form in general. Considering issues suggested earlier in this essay, the EFL syllabus' mention of written language should include a genuine communicative purpose for texts written by learners and reflect actual needs of adolescent learners in a secondary school context. A possibility to take this into account would be to establish contacts with other adolescents, either native speakers of English or learners of English as a foreign language, for example through letters or e-mail or, as proposed by Littlejohn and Hicks (1996, 18), with a 'parcel of English', a 'package of work which the students produce and which describes their school, their class, where they live and so on' to be exchanged with other classes, preferably in other countries.

- learners should be interested in the language's structure and try to find rules

This curriculum goal, alluding to an inductive approach to teaching grammar, reflects the view that 'pedagogical descriptions are *aids* to learning, not the *object* of learning' (Corder 1973, cited in Rutherford 1987, 17), although it is rather delicate for the teacher to eventually be held responsible for what learners are interested in, also taking into account Littlejohn's and Hicks' statement mentioned in section 4.4 of this paper.

Shortall (1996,41) supports the curriculum's approach to language structures suggesting that there is a 'core grammar' which 'need not be explicitly taught' although it is to be found out by research what exactly this 'core' contains.

But still, a focus on form has shown to increase foreign language learners' performance. As White points out, a syllabus reconsidering 'selection and grading in the light of SLA findings (...) would

vary the language focus to match the developmental progress of the learners'.

Once again, the EFL seems to run counter all this by requiring the learner to apply 'structural content' of a course book 'also in written form' at a certain point in time ('definitiv festigen').

So how can grammar be taught taking into account the demands imposed by the curriculum and the syllabus as well as second language acquisition research findings? An attempt to do this has been undertaken by the author of this essay by redesigning course book materials in order fit a task-based approach introducing a focus on form through consciousness-raising activities (see also Rooney 2000 and Thornbury 1999, 107), always keeping in mind that the expectation of immediate accuracy is not helpful to the learners and that, according to Stern (1992, 129), a focus on form is only of moderate importance for adolescent learners.

This section illustrates the difficulty of integrating an EFL syllabus into the broad context of a state secondary school curriculum. A very interesting project aiming to integrate a broad range of aspects to be covered by foreign language teaching in such a context has been presented in Stern (1992, 360ff.), describing a project implementing Stern's model of a 'multidimensional curriculum' which consists of four curriculums to be emphasised according to learner needs and teaching situation, where 'the language teaching syllabus deals analytically with descriptive aspects of the target language, including phonology, grammar, and discourse; the communicative activities syllabus provides opportunities for natural unanalysed language use; the cultural syllabus provides sociocultural knowledge and contact with the target language community; and the general language education syllabus serves to broaden the scope of the L2 curriculum to include as an integral component general issues of language, culture, and language learning' (Stern 1992, 357). Although it may be out of reach for an educational system of the size of the canton of Glarus to develop and implement such a curriculum, this could be a very interesting challenge for a Swiss national curriculum for foreign language teaching, indeed a very important political issue for a country with four official languages (German, French, Italian, and Rumantsch).

## 6 Conclusion

This essay began by defining the nature of a syllabus to suggest subsequently that in the EFL syllabus of the canton of Glarus important parts to be found in a syllabus are delegated to 'the course book'. It continued arguing that the major influence on what is happening in classrooms is not the syllabus but the respective course book and that this will probably bias teaching of English as a foreign language to focus on structure. My personal approach to challenge this problem is to cover items prescribed by the course book with a range of complementary materials, including texts produced for communicative purposes as early as possible, and to delay the focus on form compared to course book progression to give learners the possibility to analyse linguistic features when they have met them several times in different contexts instead of highlighting and practising structural issues the first time they occur. My main interest in the near future will be to systematically include communicative texts taken from the internet into my teaching practice in order to provide the learners with opportunities to harness this source for their foreign language learning.

When I explored the EFL syllabus in its context, i.e. the overall curriculum, I discovered that curriculum goals are not reflected or even contradicted by syllabus objectives to a considerable extent. This leads me to the conclusion that an EFL syllabus to apply what is outlined by the curriculum would need to be structured differently or the curriculum risks to merely pay lip service to goals related to communicative language teaching.

Alternatively I suggest that either the EFL syllabus refrain from delegating components to the coursebook or that, taking into account the fact that many teachers heavily rely on the coursebook, at least a way to prevent teachers to expect immediate accuracy be found as recommended by second language acquisition research findings.

## **Appendix I. EFL Syllabus of the canton of Glarus translated into English<sup>6</sup>**

### Year 1

#### A. Core objectives:

1. to understand and to handle classroom and teaching instructions (f)
2. to extract essential information from a simple spoken text (f)
3. to participate actively in a simple conversation, to ask and answer questions or to signal non-understanding (f)
4. to practise to make oneself understood starting from situations, cartoons, or written and spoken texts (a)
5. to be able to repeat words and short spoken texts correctly (f)
6. to be able to gather the overall meaning of written texts from the course book (f)
7. to be able to read aloud texts from the course book comprehensibly (f)
8. to write texts with the aid of instructions (a)
9. to be able to spell words correctly after being spelt out (f)
10. to be aware of and to apply the basic spelling rules (a)
11. to be able to handle the active and passive vocabulary and structural content of the course book (f)
12. to be able to apply in written form what is given by the course book (f)

#### B. Basic objectives

1. to become acquainted with culture and lifestyle in Anglo-Saxon areas (a)

### Year 2

#### C. Core objectives:

1. to understand everyday conversation at adequate speaking speed (f)
2. to be able to understand language recordings from the course book (f)
3. to participate actively in conversation (a)
4. to pay attention to good pronunciation, intonation and rhythm (a)
5. to read simple texts, to discern key phrases and words and to gather the course of action (a)
6. to be able to read aloud prepared texts comprehensibly (f)
7. to write texts with the aid of instructions (a)

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<sup>6</sup>by Suter. For full text in German see appendix III

8. to be able to handle the active and passive vocabulary and structural content of the course book (f)
9. to be able to apply in written form what is given by the course book (f)

D. Basic objectives

1. to include personal experience and personal information in conversation (a)
2. to paraphrase what has been heard or written (f)
3. to make changes to and continue texts with the aid of adequate resources (a)
4. to become acquainted with culture and lifestyle in Anglo-Saxon areas (a)

Year 3

E. Core objectives:

1. to understand speakers of English (standard) in familiar situations (a)
2. to understand respective texts taken from various media (a)
3. to participate actively in conversation (f)
4. to express one's own opinions, intentions and experiences (a)
5. to apply pronunciation and intonation correctly (f)
6. to be able to fill in comprehension gaps by different means (f)
7. to be able to read aloud unfamiliar texts comprehensibly (f)
8. to be able to write texts in correct spelling and to redraft texts with the aid of adequate resources (f)
9. to be able to handle the active and passive vocabulary and structural content of the course book (f)
10. to be able to apply in written form what is given by the course book (f)

F. Basic objectives

1. to narrate personal experiences, and read or heard information also from an altered perspective (a)
2. to transmit information by paraphrasing (f)
3. to pay attention to fluent, natural rhythm when speaking (a)
4. to read and to understand simple authentic texts (a)
5. to become acquainted with culture and lifestyle in Anglo-Saxon areas (a)

**Appendix II. Structural, functional and skills based objectives in the syllabus**

Structural objectives: A11, A12, C8, C9, E9, E10.

Functional objectives: A1, A3, A4, C3, D1, E4, F1.

Skills based objectives: A2, A5, A6, A7, A8, A9, A10, C1, C2, C4, C5, C6, C7, D2, D3, E1, E2, E3, E5, E6, E7, E8, F2, F3, F4

### **Appendix III. EFL Syllabus of the canton of Glarus, original version in German**

#### 1. Klasse

##### A. Kernziele:

1. Unterrichts- und Handlungsanweisungen verstehen und damit umgehen können (f)
2. Einem einfachen gesprochenen, vorgelesenen oder durch Tonträger reproduzierten Hörtext die wesentlichen Informationen entnehmen (f)
3. An einfachen Gesprächen aktiv teilnehmen, Fragen stellen und beantworten oder Nichtverstehen signalisieren können (f)
4. Sich anhand von Situationen, Bildergeschichten oder Lese- und Hörtexten verständlich äussern üben (a)
5. Wörter und kurze Hörtexte korrekt nachsprechen können (f)
6. Texte aus dem Lehrmittel still lesen und den Globalsinn verstehen können (f)
7. Texte aus dem Lehrmittel verständlich vorlesen können (f)
8. Texte mit Hilfe von Vorgaben schreiben (a)
9. Wörter nach Buchstabieren korrekt schreiben können (f)
10. Grundregeln der Orthografie bewusst machen und anwenden (a)
11. Mit dem aktiven und passiven Wort- und Strukturschatz des unterrichtsleitenden Lehrmittels umgehen können (f)
12. Den vom Lehrmittel vorgegebenen Teil auch schriftlich anwenden können (f)

##### B. Basisziele

1. Kultur und Lebensweise im angelsächsischen Raum kennen lernen (a)

#### 2. Klasse

##### C. Kernziele:

1. In angemessenem Sprechtempo geführte Alltagsgespräche verstehen (f)
2. Sprachaufnahmen aus dem Lehrmittel verstehen können (f)
3. An Gesprächen aktiv teilnehmen (a)
4. Gute Aussprache, Intonation und Rhythmus beachten (a)
5. Einfache Texte still lesen, Schlüsselsätze und -Wörter erkennen und den Handlungsablauf erfassen (a)
6. Vorbereitete Texte verständlich vorlesen können (f)
7. Texte mit Hilfe von Vorgaben verfassen (a)

8. Mit dem aktiven und passiven Wort- und Strukturschatz des unterrichtsleitenden Lehrmittels umgehen können (f)
9. Den vom Lehrmittel vorgegebenen Teil auch schriftlich anwenden können (f)

#### D. Basisziele

1. Eigene Erlebnisse und Mitteilungen in Gespräche einfließen lassen (a)
2. Gehörtes und Gelesenes in eigenen Worten sinngemäss wiedergeben (f)
3. Texte mit geeigneten Hilfsmitteln verändern und fortsetzen (a)
4. Kultur und Lebensweise im angelsächsischen Raum kennen lernen (a)

#### 3. Klasse

##### E. Kernziele:

1. Englisch Sprechende (Standard-Englisch) in vertrauten Situationen verstehen (a)
2. Entsprechende Texte in verschiedenen Medien verstehen (a)
3. An Gesprächen aktiv teilnehmen können (f)
4. Eigene Meinungen, Absichten und Erlebnisse ausdrücken (a)
5. Aussprache und Intonation richtig anwenden (f)
6. Verständnislücken mit verschiedenartigen Mitteln schliessen können (f)
7. Einfache unbekannte Texte verständlich vorlesen können (f)
8. Texte mit geeigneten Hilfsmitteln orthografisch richtig verfassen und überarbeiten können (f)
9. Mit dem aktiven und passiven Wort- und Strukturschatz des unterrichtsleitenden Lehrmittels umgehen können (f)
10. Den vom Lehrmittel vorgegebenen Teil auch schriftlich anwenden können (f)

##### F. Basisziele

1. Eigene Erlebnisse, Gelesenes oder Gehörtes auch aus veränderter Perspektive erzählen (a)
2. Informationen sinngemäss weitergeben (f)
3. Fliessenden, natürlichen Sprechrhythmus beachten (a)
4. Einfache authentische Texte still lesen und verstehen (a)
5. Kultur und Lebensweise im angelsächsischen Raum kennen lernen (a)

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