

CHAPTER 5

PROPOSED SYLLABUS CONTENT

Out of the research findings, some issues, problems, and suggestions could be met directly through the syllabus, but some could not be met directly through the syllabus. .

According to the findings of the data, the primary focus is on Reading and Writing. The students need and have more difficulty in Writing but, this art could be achieved only in conjunction with the reading practices. Students mentioned difficulties with the Speaking and Listening skills, therefore, they are to be provided as supplementary and exposure and risk taking in learning English. Students selected grammar and vocabulary exercises above all other learning activities, and according to literature as well, they are the core components of a language. Literature highlights that various learning tasks and activities are intrinsically motivating students to learn through doing or experiencing by themselves; and that the knowledge of language skills and learning strategies being essential in order to promote learners' ability to work out things by themselves and to be aware of their unique learning style and monitor their learning. Therefore, the target syllabus is to be designed as a mixed or integrated syllabus.

Based on the data surveyed, the contents are selected and arranged, including and balancing the preferred items from all three groups of respondents and also in

light of the findings of various scholars on the teaching learning art. The proposed syllabus is thus designed, based on the findings as well as insights and experiences of the teachers, and in lieu with the theories and principles of second language acquisition and learning.

The contents are first grouped separately, for instance, topics, texts, grammar, vocabulary, learning skills, reading strategies, writing strategies, learning activities and tasks. Then secondly, a sample syllabus implementation is attempted.

5.1 Non-Linguistic Content

Non- linguistic content consists of topics, text types, skills and strategies, as well as learning activities and tasks.

5.1.1 Topics

The texts and the topics selected in this syllabus are not exclusively theological. Topics and texts may be taken from commercial coursebooks, the Bible, some theological texts, and academic reading and writing texts. The first reason is that the word Theo means God, and faith and spirituality cannot be taken apart from any area of one's life. One's faith must be lived in every area of one's life. As the symbol Cross has two directions or two ends, that is, horizontal and vertical, theologians clarify that all human beings engage in two kinds of relationship: towards God and towards fellow human beings. That is why the topics and texts are not exclusively theological but a combination of everyday life, social life, morals, current issues, environmental issues, theology and Bible. The second reason is to collect topics of interest to the learners. Colourful and various life styles and

events from other cultures are meant to make the materials interesting for the young adult learners and thus arouse motivation, as well as critical thinking. The third reason is based on the understanding that a certain amount of knowing and mastering general English can give foundation to learners to cope up with any subject matter. On the other hand, the use of text materials on theology as demonstration or authentic text is attempted to be helpful as rehearsal tasks for the students.

Concerning with topic-based syllabus, Feez (1998) explains that sequencing is determined by the order of the social activity or by the logic of the topic itself, and in this curriculum, sequencing is done from simpler, personal and everyday domain to more social, general and academic ones. At another place in the same book, she further clarifies that the topics are usually sequenced according to learner need or the language demands of the topic. However, in actual application, topics on theology and Biblical texts will go between the proposed order in order to help engage students with their real classroom reading texts and materials and to help them realize how to apply the survival skills and strategies in their learning. Therefore, the proposed topics are:

1. Family and Friends
2. Describing Self
3. Travelling and Holidays
4. Health
5. Leisure/ Sport/ Recreation
6. Festivals
7. Education
8. Moral issues

9. Current affairs
10. Environmental issues
11. Religion
12. Culture
13. Literature
14. Bible Portions (Related to some of the topics)
15. Theological Topics (Introducing Theology; God; Jesus Christ; Holy Spirit)

5.1.2. Text Types

Feez (1998) defines a text as any stretch of language which is held together cohesively through meaning and that texts are units of discourse. In relating texts and topics, she states that topics are often used as a planning framework for text-based syllabuses as an overarching topic can generate a whole series of related contexts and texts. The proposed topics are:

1. Article (magazine, newspaper, journal)
2. Report
3. Account
4. Tapescript
5. Pictures/ Photos
6. Advertisement
7. Information from Webpage
8. Bible Portions
9. Theological texts
10. Short story

11. Poem

12. Song

5. 1. 3 Reading Strategies

To help learners read at appropriate pace, understand and remember what is read, strategies and skills are included in the syllabus in accordance with the findings from the researches. They are to be explained to and practiced by the learners to become successful readers as it is important that they know the advantages, be aware of and recognize them, and applying these strategies when they are engaged in the reading texts both in the English classes and in the classes of other subjects.

1. Introduction to reading strategies
2. Drawing previous knowledge and experience
3. Skimming
4. Scanning
5. Underlining and highlighting new terms and important points
6. Note-taking
7. Making an outline of the reading selection
8. Interactive reading by setting questions on the reading
9. Interpreting/ making diagrams, charts, or drawing pictures whenever possible
10. Summarizing by taking note
11. Organization of the paragraph
12. Organization markers (examples and illustration, series of items, events in a time sequence or steps in a process, comparison and contrast, cause and effect)

13. Predicting
14. Inferring
15. Identifying support
16. Using foot notes and end notes
17. Using dictionaries

5.1.4 Writing Strategies and Text types

1. Introduction to writing strategies
2. Guided writing
3. Process writing
4. Brain storming
5. Annotating
6. Organizing
7. Summarizing
8. Academic writing
9. Book reports/ reporting
10. Short investigative research
11. Analysing causes, reasons, factors
12. Writing an evaluation
13. Writing a reflection or giving comments
14. Learner's Diary

5.1.5. Learning Activities and Tasks

Learning activities and tasks surveyed through analysis and evaluation of resource materials in Chapter 4 are found to have been designed in light of the findings and

principles of second language acquisition and language learning theories, especially in accordance with the learning strategies, namely, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Therefore, the activities and tasks in general will be as follows:

ordering;	rearranging;	association with pictures;
reviewing;	repeating;	practicing;
analyzing;	reasoning;	summarizing;
creating structure;	guessing through linguistic clues/ other clues;	
miming,	using coin words/ synonyms;	matching;
overviewing;	linking;	self monitoring (editing);
setting goals;	paying attention(noticing);	
outlining;	underling;	evaluating;
asking questions;	cooperating with others;	
empathizing with others;	gap-filling;	choosing;
locating;	checking;	personalizing; drawing conclusion;
role play;	debates;	think-pair-share; discussing;
comparing;	making/using charts, diagrams; singing;	
translating;	language games;	brainstorming; defining;
rewriting;	defending opinions;	problem-solving;
identifying/ clarifying	reflecting;	counting;
ordering;	sorting/categorizing;	sequencing;
completion;	picture telling;	
creation of sentences into texts;	playing games;	presenting;

5.2. Linguistic Content

Linguistic contents include grammar and vocabulary. They are based on the findings from the analysis and evaluation of the course materials.

5.2.1 Grammar

To non-native students, it usually takes many school years to master the language. Grammar and vocabulary seem too many and there are always new things to learn more. It is not possible to teach or learn all necessary things in limited school years. However, attempts have to be made to decide on the most basic, common and important items and teach the students explicitly and at the same time, also teach other grammar and vocabulary items incidentally to enable the students to be aware of new ones, to better recognize the old ones and then to use and produce them. In teaching grammar, there may be explicit teaching of which the items are clearly identified before to teach and on the other hand, there is incidental teaching of grammar which may arise from the texts and are worth noticing, explaining, practicing, and applying and reviewing. Although the nature of theological English is usually long texts with long sentences, there are some grammar points at phrase levels (e.g. articles, determiners, prepositions) that non-native students usually find it difficult and confusing to master at.

The proposed grammar items are as follows:

1. Revision on sentence types (questions, fragments, simple sentences, complex sentences)
2. Present tenses: Present simple, Present perfect, Present Continuous
3. Past Tenses: Past Simple, Past Perfect Tense, and Past Continuous

4. Future Tenses: going to and will
5. Verb tense shift
6. Questions, indirect questions;
7. Modal verbs
8. Negatives; agreement;
9. Active and passive voice
10. Reporting verbs
11. Descriptive adjectives; comparative and superlative adjectives
12. Preposition of time & movement; verb+ noun+ prepositional phrase
13. Adverbs (time, degree, manner, place)
14. Relative clauses
15. Ing participle phrases
16. Adjective clauses (restrictive and non- restrictive adjective clauses, reduced clauses)
17. Noun Clauses
18. Transition words or expressions

5.2.2 Vocabulary

When some coursebooks are surveyed, it is found that most vocabulary content is usually related to the topics and themes. Collocation is also compulsory. Compound nouns, synonyms, and phrasal verbs are also included. Familiarity with synonyms, antonyms will be helpful to the students with compensation strategies. In addition, according to Scott, Pierson and Dickerson (2009), word analysis (prefix, root, suffix) is

necessary in order to help learners break down sophisticated academic vocabulary into their individual parts, and thus will facilitate greater understanding. Knowledge of the word classes, word family, their various meanings, positions are basic in vocabulary learning. Theological vocabularies are also to be learned with the help of theological dictionary. However, knowledge on vocabulary strategies is to be introduced first.

1. Vocabulary related to the topics and themes (general vocabulary)

(Family and friends, Describing self, Education, Leisure/ sport/ entertainment,

Health, Travel and holidays, Festivals, Culture, Current Affairs,

Environmental issues, Moral issues)

2. Word Form/ word family

3. Compound nouns

3. Collocations

4. Synonyms, antonyms

5. Word Analysis: prefixes, root, suffixes

Prefixes of number (e.g. semi-, uni-, mono-, bi-, tri-, multi-, poly-)

Negative prefixes (e.g. mis-, non-, dis-, mal-, anti-, un-, im-, il-, ir-, in-)

Prefixes of time and location (e.g. pre-, post-, over-, under-, sub-,

inter-, super-, trans-, out-, co-, pro-, re-, pseudo-, neo-, omni-)

Suffixes: Adverb suffixes (e.g. -ly);

Verb Suffixes (e.g. -ate, -en, -ify, -ize/ise)

Noun suffixes (e.g. -an/-ian, -er/or, -ent/-ant, -ist, -ite,

-ance/-ence, -ancy/ency, -ion/-tion/-ation, -ity, -ness)

Suffixes common in academic and theological writing:

(-ism, -ology)

6. Theological Vocabulary
7. Linking verbs
8. Verbs signaling results
9. Metaphors and idiomatic expressions

5.3 Proposed Syllabus Implementation

There are altogether 38 weeks in each academic year; however, without counting the private study and exam weeks, and the vacation, there would be 30 teaching weeks. English is taught three hours a week. 15 units are designed in this syllabus, each unit will equal two weeks' teaching which is 6 hours in total. Based on the data collected, the topics will be chosen and taken from various commercial coursebooks, ESP reading and writing text books. As the coursebooks usually target at communicative skills, all the skills included, that is, speaking, listening, pronunciation, reading and writing will be practised, in order to expose students to the speaking and listening skills as well as pronunciation even though they cannot be given much focus in the main syllabus. Richards (2001) mentions six criteria for sequencing the content in the curriculum: simple to complex; chronology; need; prerequisite learning; whole to part or part to whole; and spiral sequencing. In this proposed syllabus implementation, presented in the following Table, two units on simple and everyday social topics are presented first. Then learning strategies are introduced and a unit on Theological text is presented as rehearsal

as they have to study them at the same time in other subjects. The Theological text and its related Bible portion will be done together. Students are to be encouraged to read from various versions of the Bible so as to get better understanding of the text as well as to see the various ways language is applied. Then a unit on academic reading and writing skills, chosen from the other reading and writing texts follows, offering them opportunities to practise the reading and writing strategies. This approach will be repeated with the remaining units as well. Review lessons will also be included. Grammar and vocabulary will be presented based on the topics and the reading materials, supplementing with the findings from the data assessed. Various learning activities and tasks are to be applied as much as it could be to all the units and the language skills.

Table 10 Proposed Syllabus Implementation

Unit	Topics	Grammar	Vocabulary	Reading Skill & Strategies	Writing Skill & Strategies
1	Getting to Know You (American Headway 2)	Present, Past, Future Tenses; Wh Questions, Matching; <i>Read, listen and completing questions, and text;</i> Pair work ; Information gap; Choosing correct verb form;	Parts of speech: adjective, preposition; Words with more than one meaning <i>Using dictionary;</i> <i>Identifying parts of speech;</i> <i>Writing sentences using the vocabulary;</i> <i>Naming objects;</i>	Scanning Reasoning; Matching correct heading to paragraphs; Eliciting opinions;	<i>Describing self</i>
2	Family Life (Straightforward) Family Matters (Reading Keys)	Simple Past; Simple Present; Questions with <i>to be</i> ; Dependent Prepositions;	Family and Friends; Antonyms; Matching words with definitions;	Predicting; Reading fluently; Inferring meaning; Matching photos with	Writing narratives; Process writings;

	<p><i>Matching;</i> <i>Changing sentences true to students;</i> <i>Rearranging questions;</i></p>	<p><i>Writing definitions;</i> <i>Writing real life sentences;</i></p>	<p><i>text;</i> <i>Recalling;</i> <i>Reasoning;</i></p>	
<p>3 Introducing Theology; Acts 20:17-38</p>	<p><i>Organization markers:</i> <i>examples and illustrations; series of items; time sequence or steps in a process;</i> <i>Using dictionaries;</i> <i>Labeling entries;</i> <i>Comparing;</i> <i>Discussing;</i> <i>Looking up entries in dictionaries;</i> <i>Reviewing special features of theological dictionaries;</i></p>	<p><i>Underlining;</i> <i>Note-taking;</i> <i>Listing; Skimming;</i> <i>Scanning; Outlining;</i> <i>Figuring out word meanings;</i> <i>Naming theologies;</i> <i>Grouping items;</i> <i>Comparing with friends;</i> <i>Identifying the main thoughts, topic sentences, supporting details, examples;</i></p>	<p><i>Writing brief definitions in own words;</i> <i>Evaluating definitions;</i></p>	

4	Academic Reading and Writing	<p>Informational grammar; Present tense to write generalization; Interactive grammar to emphasize information; Questions and fragments; Grammar of narrative; <i>Identifying generalizations, past time narratives; Examining the purpose of past time narratives;</i></p>	<p>Informational grammar; Present tense to write generalization; Interactive grammar to emphasize information; Questions and fragments; Grammar of narrative; <i>Identifying generalizations, past time narratives; Examining the purpose of past time narratives;</i></p>	<p>Informational grammar; Present tense to write generalization; Interactive grammar to emphasize information; Questions and fragments; Grammar of narrative; <i>Identifying generalizations, past time narratives; Examining the purpose of past time narratives;</i></p>	<p>4</p>
5	Which School? (Straightforward)	<p>Simple Present Tense; Present Continuous Tense; Future Tense; <i>Describing pictures; Describing advertisement;</i></p>	<p>School facilities <i>Matching words with definitions; Matching words to make phrases;</i></p>	<p>Identifying the basics in the reading passage; <i>Analyzing the use of sentence variety;</i></p>	<p>5</p>
				<p>Writing future plan;</p>	

		<i>Role play;</i>	<i>Making questions to find out about each other's schools;</i>		
6	Look After Yourself (Face2face)	<p>Relative Clauses; Present Perfect Simple active and Passive for recent events;</p> <p>Gap filling with relative pronouns;</p> <p>Deciding omissions of relative pronoun;</p> <p>Ticking sentences that are true to students and comparing in groups;</p>	<p>Health, Collocations;</p> <p>Using dictionary;</p> <p>Choosing correct words or phrases in pairs;</p> <p>Matching collocations;</p>	<p>Pre-reading discussion;</p> <p>Correcting false sentences;</p> <p>Eliciting opinions;</p>	<p>Writing comments and reflection of the text</p>
7	God Isaiah 46: 9-10 (Theological Text)	<p>Adjective Clauses;</p> <p>Underlining adjective clauses;</p> <p>Double underlining words that introduce adj. clauses;</p>	<p>Word Analysis:</p> <p>Prefixes of number;</p> <p>Negative prefixes;</p> <p>Theological vocabulary;</p> <p>Explaining and relating</p>	<p>Underlining; Note-taking; Listing;</p> <p>Skimming; Predicting;</p> <p>Inferring meaning;</p> <p>Categorizing ;</p>	<p>Brainstorming ideas, writing , and comparing with class;</p> <p>Writing definitions in own words;</p>

		<p>Circle the nouns modified;</p> <p>Distinguishing adjective clauses;</p>	<p>the roles of God;</p> <p>Listing theological words or terms;</p> <p>Negotiating meaning;</p> <p>Distinguishing roots;</p> <p>Writing definition of the prefix;</p> <p>Writing correct prefixes;</p> <p>Matching prefixes with definitions;</p>	<p>Reviewing steps for skimming;</p> <p>Locating facts;</p> <p>Making inferences;</p>	<p>Constructing sentences with given words;</p>
8	<p>Writing Reports</p> <p>Book Reports (Looking Ahead)</p>	<p>Subject –verb agreement;</p> <p>Informational grammar;</p> <p>Reporting verbs;</p>	<p>Grammar of Vocabulary;</p> <p>Vocabulary in fixed expressions and phrases;</p>		<p>Gathering information;</p> <p>Organizing the paragraph;</p> <p>Providing details, facts and examples;</p>
9	<p>Daffodils (poem) (Chapter and Verse)</p>	<p>Simple Past Tense;</p> <p>Prepositions;</p>	<p>Nature;</p> <p>Descriptive Adjectives;</p> <p>Rhyming words;</p>		<p>Writing poems in L2;</p> <p>Writing paraphrase;</p> <p>Writing poems in L1;</p>

	<p>There is no Problem too Big (Spiritual Song)</p>	<p>Modals; Determiners; Conditional sentences; There is/ are.....no +noun....too + adjectives;</p>	<p><i>Listing verbs of movements;</i> <i>Making inference;</i> <i>Discussing metaphor;</i> <i>Describing feelings;</i></p>		
10	<p>Science and Technology: Antarctica (Concept for Today 4)</p>	<p>Changing suffix: -ment, tion, ation; Correctly identifying the use of parts of speech; Singular and plural noun forms; Using correct verb tenses in affirmative or negative forms;</p>	<p>Dictionary use: synonyms and accurate definitions; <i>Choosing appropriate definitions;</i></p>	<p>Activating background knowledge; Analyzing reading ; Using context clues; Scanning; <i>Predicting the content;</i> <i>Brainstorming and chart filling with information;</i> <i>Analyzing reading through True/false, multiple choice and questions and answers;</i></p>	<p>Completing outline; Writing a summary using notes; Drawing conclusions;</p>

				<i>Using context clues for meaning:</i>	
11	Jesus Christ (Theological Text) Philippians 2: 5-11		Verb suffixes; Noun Suffixes; Theological vocabulary;	Underlining; Note-taking; Predicting; Scanning; Outlining; Questions and answers; Brainstorming;	Translation of selected extract;
12	Tourist Trail (Straightforward)	Future Plans; Verb patterns; <i>Rearranging words to make questions;</i> <i>Asking and answering questions in pairs;</i>	Travels: Hotels; Compound Nouns; Discussions <i>Listing compound nouns;</i> <i>Naming objects in the pictures;</i> <i>Matching compound nouns;</i>	Predicting; <i>Justifying true or false;</i> <i>Underlining the arguments and expressing opinions;</i>	Learner's diary

			<i>Imagining:</i>			
13	Problem-Solving (Looking Ahead)	Conditional sentences; Modals ;	Word combinations with nouns: verb+ noun; Noun+ noun; Adjective + noun;	Defining the problem; Stating solutions; Analyzing advantages and disadvantages;		
14	Time for a Vacation (Reading Keys)	Phrasal verbs; Active & passive voice; <i>Multiple choice;</i>	Suffixes; <i>Completing text with the words given;</i>	Predicting; Scanning; Back reference; <i>Describing pictures in pairs;</i> <i>Completing sentences with words from the text;</i> <i>Locating information;</i> <i>Recalling information;</i> <i>Choosing the reasons;</i>	Sentence transformation; Peer- editing;	
15	Daisy Miller (Reading Keys) Extensive reading			Scanning; Inferring meaning; Selecting; Understanding main idea		

5.4 Assessment

In order to assess students' learning, Kathi Bailey as cited by Graves (2000) states four major purposes for learning. The first is assessing proficiency, the second is diagnosing ability or needs, the third is assessing progress and the fourth is assessing achievement. In this syllabus design, assessments will be done both during the course and at the end of the course, that is, assessing progress as well as achievement as it is essential to identify and meet their needs during the course as well as to assess what has been learned and to assign a grade. At the Seminary, a marking system is usually applied for the formal test which is the written exam at the end of each semester. Students usually gain 10% for class attendance, and 10% for class participation.

However, in this syllabus design, marking system is changed slightly as it also makes use of the authentic assessment in addition to the formal exam which is regarded as a traditional assessment. Alternative names for authentic assessment are; performance assessment, alternative assessment, and direct assessment. According to Mueller (2010), authentic assessment is a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. He also states that some mix of the two will best meet students' needs as authentic assessment complements traditional assessment. He further explains that authentic assessment ask students to read real texts, to write for authentic purposes about meaningful topics, and to participate in authentic literacy tasks such as discussing books, keeping journals, writing letters, and revising a piece of writing until it works for the reader, and that both the material and the tasks look as natural as possible.

Therefore, extensive reading and learner diary will be applied as a kind of authentic assessment. Literature understood as extensive reading, as claimed by Hall (2005) has wider language development benefits in that it promotes language proficiency, including vocabulary extension, language acquisition, as well as the desirable greater automaticity in processing of the foreign language texts or scripts. The reasons behind these could be that there is a continuous repetition of vocabulary, various sentence patterns, word families, authentic spoken exposure, and collocations as well. In assigning extensive reading, as authentic assessment, not demanding much on fulfilling comprehension exercises, but giving them marks as rewards, it is aimed that motivation as well as enjoyable learning atmosphere will be provided.

In an article in a book edited by Jack C. Richards, the advantage of language learning diary is stated as a mean to evaluate one's own learning as well as a kind of applying affective strategy. It is defined as potentially valuable communication exercise, where learners can plan their study, chart their progress, and take a greater independence in their learning. In writing learner diaries, they can reflect on their experiences and record their thoughts and understanding of event. The teachers are to respond to content only, where grammar and vocabulary mistakes are not immediately corrected. In addition to these learning experiences, learner diaries are aimed to be an affective mean as it cultivates the habit of narrative writing on their personal everyday experiences which is authentic in nature. Therefore, the potential marking system will be like:

Class attendance	10%
Class participation	10%

Extensive Reading	20%
Learners' Diary	20%
Written exam	40
Total	100%

The pass mark for these students is 70%, and therefore, the reading and writing assignments are aimed to help gain part of the pass mark as well as a reward for the assignments.

5.5 Evaluation

Regarding the evaluation of the curriculum, both summative evaluation and formative evaluation will be applied. According to Richards (2001), summative evaluation seeks to make decisions about the worth or value of different aspects of the curriculum. It is concerned with determining the effectiveness of the programme, its efficiency, and to some extent with its acceptability. This proposed curriculum will be tried at least for two years and then evaluation will be done with the teachers as well as the students whether it meets the objectives of the course or how to adjust or adapt to improve it. According to Rea-Dickens & Germain (1992), formative evaluation is ongoing and monitor development by identifying the strengths and weaknesses of all aspects of teaching and learning, and it can be done at various times and in various forms through responses to questionnaires, interviews, records or diary keeping. However, before it is introduced, the researcher will have it evaluated by the experienced instructors and teachers for its appropriateness and improvement.

5.6 Summary of the Chapter

In this chapter, the proposed content of the syllabus is stated. The content includes both linguistic and non linguistic items, and a chart of the proposed syllabus in sequence is designed. Then, proposals for assessment and evaluation of the syllabus are also presented.

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