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An Analytic Study on Syllabus Design for the 7th National Curriculum

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The English education policy of Korea has focused on cultivating communicative competence in Korean students. Especially the 6th national curriculum adopted a notional-functional syllabus instead of a grammatical-structural syllabus. The syllabus design of the 7th curriculum is different from that of the 6th curriculum in that the 6th curriculum adopted just one syllabus design-the Notional-Functional syllabus, but the 7th curriculum includes various syllabus types. The present study has two purposes. The first purpose is to historically survey syllabus design development in Korea : grammatical-structural syllabus(the 1st-5th curriculum), notional-functional syllabus(the 6th curriculum) and a new syllabus model(the 7th curriculum) The second purpose is to analyze the syllabus design of the 7th national curriculum according to the following criteria : a) communicative functional categories, b) sample sentences. The data was collected by analyzing the 7th grade English textbooks adopted on the basis of the 7th national curriculum.

I . Introduction

If we are to function effectively as a nation in the era of globalization, we must be able to communicate effectively in English. In order to participate and contribute to the rapidly changing culture of the 21st century, we need to foster a human force with a good command of English. So it is imperative that we focus on cultivating communicative competence in Korean students.

In order to teach Korean students to communicate effectively, the 6th curriculum

made various reforms compared to the previous curriculums in Korea. Most of all, the 6th curriculum adopted the notional-functional syllabus instead of the grammatical-structural syllabus which was adopted from the 1st to the 5th curriculum. Chang(1996,1998) critically analyzed the syllabus design of the 6th curriculum and the English textbooks based on the 6th curriculum and noticed some problems in the syllabus design of the 6th curriculum.

In December, 1997, the Ministry of Education of Korea published the 7th curriculum draft, so this curriculum is sometimes called "the year 2,000 curriculum". Now it is imperative to implement the English education policy and produce English textbooks based on the 7th curriculum. In order to successfully implement the main idea of the 7th curriculum through producing English textbooks appropriate for the 7th curriculum, it is essential to design a syllabus model suitable for the 7th curriculum. The development of this syllabus design is very important for implementing the curriculum and producing the English textbooks because syllabus design functions as an agent of implementing the education policy of curriculum into English textbooks.

So this study has the following purposes.

The first purpose is to historically survey syllabus design development in Korea. The second purpose is to analyze the syllabus design of the 7th national curriculum according to the following criteria : a) communicative functional categories, b) sample sentences. The data was collected by analyzing the 7th grade English textbooks adopted on the basis of the 7th national curriculum.

II. LITERATURE SURVEY ON SYLLABUS DESIGN DEVELOPMENT IN KOREA

The syllabus design plays very essential roles in implementing national curriculum and producing textbooks. Yulin(1983) defines the syllabus design as this : "It is the language syllabus that determines what is to be taught and also, to a considerable extent, when and how it is taught. The syllabus provides the foundation on which curriculum developers, material writers, teacher trainers, examiners and of course teachers base their work."

Corder(1975) expressed the definition that "it is more than just an inventory of items." In addition to specifying the content of learning, a syllabus provides a

rationale for how content should be selected and ordered(Mckay, 1980). In Wilkins'(1981) words, "Syllabuses are specifications of the content of language teaching which have been submitted to some degree of structuring or ordering with the aim of making teaching and learning a more effective process."

1. Grammatical-Structural Syllabus Period : the 1st – the 5th Curriculum

From the 1st national curriculum to the 5th national curriculum of Korea, grammatical-structural syllabus was adopted. Grammatical-Structural syllabus is sometimes referred to as the 'traditional' syllabus, which consists of two components : a list of linguistic structures and a list of words. This syllabus is based on the underlying assumption that learning a language meant learning to master its grammatical system. The objectives or purposes were still stated in terms of linguistic forms. So the purpose of this syllabus is to apply grammar correctly, to gain appreciation of literature, and to be able to communicate in the language. In teaching approaches based on it, forms and meaning are assumed to be in a one-to-one relation, and meaning is to be learned together with particular grammatical forms. Meaning is thought to be self-evident, and is not taught as such. According to Yalden(1983), in the grammatical syllabus, we have not accounted for the way in which it is used in an utterance, and still less an exchange of utterances between two or more speakers. This is the shortcomings of structural syllabus. Therefore the goal of grammatical-structural syllabus is to lead the learners via one pedagogical strategy or another to as good a command as possible of the linguistic system of the target language.(Furey, 1983)

2. Notional-Functional Syllabus Period : the 6th Curriculum

From the 6th curriculum, Korean English education policy has focused on the development of communicative competence in Korean students. In this curriculum, the English department made various reforms with respect to the previous curricula in Korea. Because of these reforms, the 6th curriculum is called "the innovation of curricula history".

The actual goal of the 6th curriculum is to improve the communicative competence of Korean students, instead of only grammatical competence. Therefore the 6th curriculum revises the English education policy and tries many

innovations.

This curriculum integrates three basic ways of innovating English education policy:

- 1) The 6th curriculum adopts the notional-functional syllabus instead of grammatical-structural syllabus.
- 2) The 6th curriculum takes the acquisition theory, and divides the language functions into productive skills and receptive skills, which are presented prior to productive skills.
- 3) The 6th curriculum organizes the learning material according to the students' developmental stages.

3. A New Syllabus Model Period: the 7th Curriculum

Since the 6th curriculum was adopted, Korean English education policy has focused on the development of communicative competence in Korean students.

This innovative trend is very significant in the Korean English education tradition which has been oriented towards cultivating grammatical competence in students. The 7th curriculum, which is referred to as "the year 2,000 curriculum," also emphasizes the cultivating communicative ability in Korean students. Both the 6th and the 7th curricula focus on cultivating communicative ability in Korean students, but there are some differences between them. These differences can be noticed in the characteristics of syllabus design in the 7th curriculum.

Among the reform principles¹⁾ in the 7th curriculum, the major principles related to the syllabus design are principles 2 and 3. According to principle 2, the 7th curriculum contains some limitations found in the notional-functional syllabus in the 6th curriculum. As pointed out in Chang(1996, 1998), just adopting the notional-functional syllabus instead of the structural-grammatical syllabus is not enough for cultivating the communicative ability in Korean students. Through Korean tradition of the English curriculum, the change of syllabus design from the structural-grammatical syllabus into the notional-functional syllabus can be a very innovative

1) The 7th curriculum are reformed on the basis of the following reform principles.
 1. English Education for focusing the student-centeredness.
 2. English Education for cultivating the communicative competence.
 3. English Education for utilizing various activities and tasks.
 4. English Education for fostering logical and creative thinking.
 5. English Education for functioning effectively as nation in the era of globalization.

event. The 7th curriculum proposes to combine the notional-functional syllabus and grammatical-structural syllabus so that we can compensate for the incompleteness of the syllabus design of the 6th curriculum and foster the communicative competence in a natural environment.

According to principle 3, focusing on cultivating various activities and tasks, the 7th curriculum proposes a syllabus type as such : the product-oriented syllabus (grammar-structural syllabus, notional-functional syllabus), the process-oriented syllabus(procedural syllabus, task-based syllabus). Both grammatical-structural syllabus and notional-functional syllabus belong to the product-oriented syllabus, and the process-oriented syllabus includes a procedural syllabus and a task-based syllabus. The procedural syllabus and task-based syllabus are similar in the fact that they present various activities and tasks in successive steps. According to the reform principles 2 and 3, the syllabus design of the 7th curriculum is very inclusive compared with that of the 6th curriculum: according to principle 2, *the product-oriented syllabus(grammar-structural syllabus, notional-functional syllabus)* is adopted, according to principle 3, *the process-oriented syllabus(procedural syllabus, task-based syllabus)* is very usable. Although the 7th curriculum presents various syllabus designs in order to substitute for the notional-functional syllabus design in the 6th curriculum, the 7th curriculum doesn't suggest the way to organize these four syllabus designs into a concrete model. The concept of the *Multi-Syllabus Model* which was first suggested in Chang(1996) is very appropriate for developing a core concept of the syllabus design presented in the 7th curriculum.

The syllabus design of the 7th curriculum can be compared with that of the 6th curriculum as Table 1 suggests. The syllabus design of Korean curriculum(the 5th, 6th, 7th curriculum) can be compared with that of Multi-Syllabus Model as TABLE 1. As we can see in TABLE 1, Korea adopted the grammatical-structural syllabus from the 1st to the 5th curriculum, the 6th curriculum adopted the notional-functional syllabus and the 7th curriculum suggests very inclusive syllabus design comparing with that of the 6th curriculum. And this inclusive syllabus design suggested in the 7th curriculum is similar to the core concept of the Multi-Syllabus Model. The result of this comparison about the syllabus designs through the 5th, 6th, and 7th curriculum suggests that the Multi-syllabus Model can be a concrete model for developing the main idea of the 7th curriculum syllabus design.

TABLE 1
The Comparison of Syllabus Design between Korea Curriculums and
Multi-Syllabus Model

| CURRICULUM | SYLLABUS DESIGN |
|------------------------|---|
| the 1st-5th curriculum | grammatical-structural syllabus |
| the 6th curriculum | notional-functional syllabus |
| the 7th curriculum | product-oriented syllabus (① grammatical-structural syllabus ② notional-functional syllabus) process-oriented syllabus (① procedural syllabus ② task-based syllabus) |
| Multi-syllabus model | ① Situation-Topic syllabus ② Functional syllabus ③ Task-based syllabus ④ Structural syllabus |

In above section, it is pointed that the 7th curriculum adopts various syllabus designs-the product-oriented syllabuses(grammatical-structural syllabus, notional-functional syllabus), and the process-oriented syllabuses(procedural syllabus, task-based syllabus). However just presenting various syllabi types without suggesting suitable ways for organizing them is not enough for creating syllabus design manifesting the essential idea of the 7th curriculum. So more concrete model for the syllabus design in the 7th national curriculum is necessary, and a Multi-Syllabus model is appropriate for the 7th national curriculum.

III. METHOD

1. Data

The present study analyzed the 7th grade English textbooks based on the 7th national curriculum. This study chose seven kinds of textbooks in the 7th grade and the 7th national curriculum documents, and analyzed the communicative function categories and sample sentences for them.

2. Method

This study analyzed the syllabus categories and the sample sentences in each category of the 7th grade English textbooks, and compared the analytic results with those of the 6th national curriculum.

IV. RESULTS AND DISCUSSIONS

As the results of this study, we can find some results about communicative function categories of the 7th national curriculum, and sample sentences for communicative function categories.

1. Results of Communicative Function Categories of the 7th National Curriculum

The results of the communicative function categories of the 7th grade English textbooks are shown TABLE 2. As we can see from TABLE 2, the communicative function categories became more diversified compared with those of the 6th national curriculum. We can refer to APPENDIX 1 as the distribution of communicative function categories of the 6th national curriculum.

TABLE 2
Communicative Function Categories of the 7th National Curriculum

| CATEGORY1 | CATEGORY2 | RATIO(%) |
|---------------------|-------------------------------------|----------|
| Intimate Activities | Greeting | 3.9 |
| | Introducing | 4.7 |
| | Expressing appreciation | 0.3 |
| | Attracting attention | 1.4 |
| | Complimenting, Congratulating | 4.3 |
| | Making a promise | 2.8 |
| | Expressing want, desire | 0.7 |
| | Proposing a toast | 2.5 |
| | Beginning and ending a conversation | 0.7 |

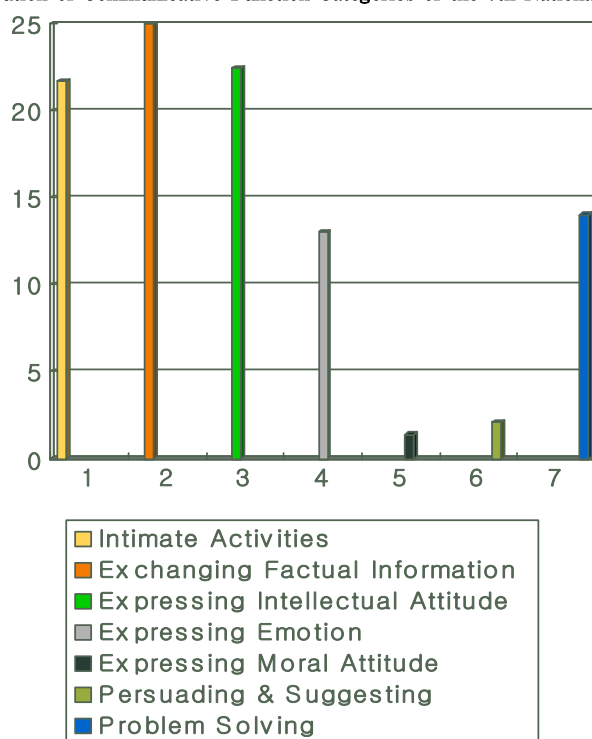
| CATEGORY1 | CATEGORY2 | RATIO(%) |
|--|--|----------|
| Exchanging factual information | Asking and Identifying factual information | 13.7 |
| | Describing factual information | 5.0 |
| | Asking and answering about habits | 0.7 |
| | Asking and answering about experience | 1.8 |
| | Planning | 1.8 |
| | Correcting | 0.3 |
| | Comparing | 1.4 |
| Expressing intellectual attitude | Giving one's approval or disapproval | 3.6 |
| | Offering and inviting | 1.4 |
| | Proposing someone to do something | 6.1 |
| | Remembering | 0.7 |
| | Expressing possibility or impossibility | 1.4 |
| | Expressing certainty | 0.3 |
| | Expressing one's obligation | 1.4 |
| | Giving permission to do something | 0.7 |
| | Instructing or forbidding others to do | 2.5 |
| Expressing emotion | Expressing opinions | 3.9 |
| | Expressing likes or dislikes | 6.1 |
| | Expressing pleasure, anger, love or joy | 2.5 |
| | Expressing preference | 2.5 |
| | Expressing sympathy | 0.7 |
| | Expressing desire, wish | 1.0 |
| Expressing moral attitude | Expressing dissatisfaction | - |
| | Apologizing | 1.0 |
| | Expressing regret | - |
| Persuading Suggesting | Asking and talking about concern | 1.0 |
| | Persuading | - |
| | Asking | 1.4 |
| Problem Solving | Warning | 0.3 |
| | Expressing cause and effect | 0.3 |
| | Guiding | 3.9 |
| | Shopping | 3.2 |
| | Ordering | 1.8 |
| | Confirming | 1.4 |
| | Checking comprehension | - |
| | Telephoning | 3.2 |

Comparing the results of TABLE 2 with the communicative function categories of the 6th national curriculum, we can find some differences in the communicative function categories between the 6th and 7th national curriculums. These are the differences :

- 1) The 6th national curriculum adopted a foreign theory in constituting communicative function categories. (Chang, 1998).
- 2) The 7th national curriculum created our own criteria of communicative function categories.

FIGURE 1

The Distribution of Communicative Function Categories of the 7th National Curriculum.



- 3) The categories for communicative functions are more diversified in the 7th national curriculum which has seven broad communicative categories and several sub-categories for each broad category. This results are shown in a graph labeled

FIGURE 1. As we can see in FIGURE 1, the distribution of communicative function categories is like these: Intimate Activities (21.7%), Exchanging Factual Information (25%), Expressing Intellectual Attitude (22.4%), Expressing Emotion (13%), Expressing Moral Attitude (1.4%), Persuading and Suggesting (2.1%), Problem Solving (14%).

The distribution of seven broad communicative function categories is more even, but the distributional ratio of EXPRESSING MORAL ATTITUDE, PERSUADING & SUGGESTING categories is low.

2. Results of Sample sentences for Communicative Function

Categories of the 7th National Curriculum

The sample sentences for communicative function categories of the 7th curriculum are various and diversified. This results can be shown in TABLE 3.

The 7th curriculum classifies the communicative function categories as seven broad categories and more specified categories for them. This study chose three broad categories as samples. As we can see in TABLE 3, the sample sentences for the communicative categories in the 7th national curriculum became very diversified. For example, the sample sentences for the category SUGGESTING & PERSUADING in the 6th national curriculum is two kinds, and one of them has 90% distribution. But in the 7th national curriculum the counterpart category of SUGGESTING & PERSUADING is OFFERING & INVITING, and the sample

TABLE 3
The Analysis of Sample Sentences for Communicative Function Categories

| The 6th National Curriculum | The 7th National Curriculum |
|-------------------------------|---------------------------------|
| | COMPLIMENTING & CONGRATULATING |
| | What a nice park!-(8.3%) |
| | How pretty she is!-(8.3%) |
| | Wow, it's so nice!-(8.3%) |
| | Don't worry./ Excellent!-(8.3%) |
| | Happy birthday to you!-(8.3%) |
| | You did a good job!-(8.3%) |
| | Good job!-(16.6%) |
| | Cheer up!/Good for you!-(8.3%) |
| | That will be wonderful!-(8.3%) |
| PRAISING & REPROACHING | |
| What a nice dress!-(45%) | |
| How kind he is!-(27%) | |
| You are very pretty!-(9%) | |
| Your house is very nice!-(9%) | |
| Welcome to my house!-(9%) | |

| The 6th National Curriculum | The 7th National Curriculum |
|---|---|
| | OFFERING & INVITING |
| | How about going to the soccer game.-(29.4%) |
| | Let's go on a picnic.-(17.6%) |
| SUGGESTING & PERSUADING | Why don't you keep a diary?-(5.8%) |
| How about a bike ride this afternoon!-(10%) | Shall we play baseball?-(5.8%) |
| Let's play outside.-(90%) | Yes, please./ No, thanks.-(5.8%) |
| | That sounds great!-(5.8%) |
| | Sure, I can.-(5.8%) |
| | That's fine with me.-(5.8%) |
| | No, I'm afraid. I can't.-(5.8%) |
| | GUIDING |
| GUIDING | Where is the supermarket?-(9.0%) |
| How do I get there?-(77.7%) | Where can I get to the post office?-(9.0%) |
| It's on the second floor.-(22.2%) | How will we get to your uncle's farm?-(36.3%) |
| | Turn left at your corner.-(9.0%) |
| | Go straight two blocks.-(36.3%) |

sentences for that category are 10 kinds, and have more even distributional trend. TABLE 3 contrasts the communicative categories and sample sentences for those between the 6th national curriculum and the 7th national curriculum.

V. CONCLUSION

Syllabus design plays a very important role in developing English material which consists of three elements of lesson: student, teacher, and material. So it is impossible to develop great material without studying syllabus design.

This study focused on surveying the history of syllabus model in Korean national curriculum and critically analyze the syllabus design of the 7th national curriculum focusing on two main criteria : the communicative function categories, and the sample sentences for those categories comparing with those of the 6th national curriculum.

From the 6th national curriculum, English education policy of Korea has been innovated very much. One of the most significant innovations is to adopt new syllabus design: the 6th national curriculum adopted notional-functional syllabus.

But the syllabus design based on the 6th national curriculum reveals some problems in several areas: the categories of notional-functional syllabus, the distribution of the syllabus categories, and the sample sentences of the syllabus categories.

The 7th national curriculum designed various syllabus types to implement deficiencies of notional-functional syllabus. The 7th curriculum adopted product-oriented syllabi(e.g. grammatical-structural syllabus) and process-oriented syllabi (procedural syllabus, task-based syllabus). This fact can be pointed out as a great change in the history of Korean national curriculum.

The second purpose of this study is to critically analyze the syllabus design contents of the 7th national curriculum focusing on two main criteria: the communicative function categories and the sample sentences of those categories. The results of analyzing the communicative function categories for the 7th national curriculum is like this : 1) the communicative function categories have 7 broad categories and more various sub-categories, which is a much improved feature comparing with the 6th national curriculum. The 6th national curriculum adopted a foreign theory in constituting a notional-functional syllabus. But the 7th national curriculum created our own criteria of notional-functional syllabus. 2) the distribution of seven broad communicative function categories is more even, but the distributional ratio of EXPRESSING MORAL ATTITUDE, PERSUADING & SUGGESTING categories is low. 3) the sample sentences for the communicative function categories became much diversified compared with those of the 6th national curriculum.

As we can read above section, the syllabus design of Korean curriculum history has been improved continuously and significantly. This fact shows that the situation for implementing English education policy has been matured and improved. The 7th national curriculum has the multi-layered syllabus design, so the next task of studying syllabus design for the 7th national curriculum is for the other components of syllabus design : task-based syllabus and procedural syllabus.

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APPENDIX 1

COMMUNICATIVE FUNCTION CATEGORIES OF THE 6TH NATIONAL CURRICULUM

| CATEGORY 1 | CATEGORY 2 | RATIO(%) |
|-----------------------------|--------------------------|----------|
| Personal Function | Personal Thoughts | 5.6 |
| | Personal Feeling | 6.9 |
| Interpersonal Function | Intimate Relationship | 14.2 |
| | Social Relationship | 10.8 |
| Directive Function | Suggestions and Requests | 6.4 |
| | Directions and Command | 7.8 |
| Information Search Function | Information Exchange | 36.4 |
| | Opinion Exchange | 8.1 |
| Creative Function | Problem Solving | 3.9 |

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