

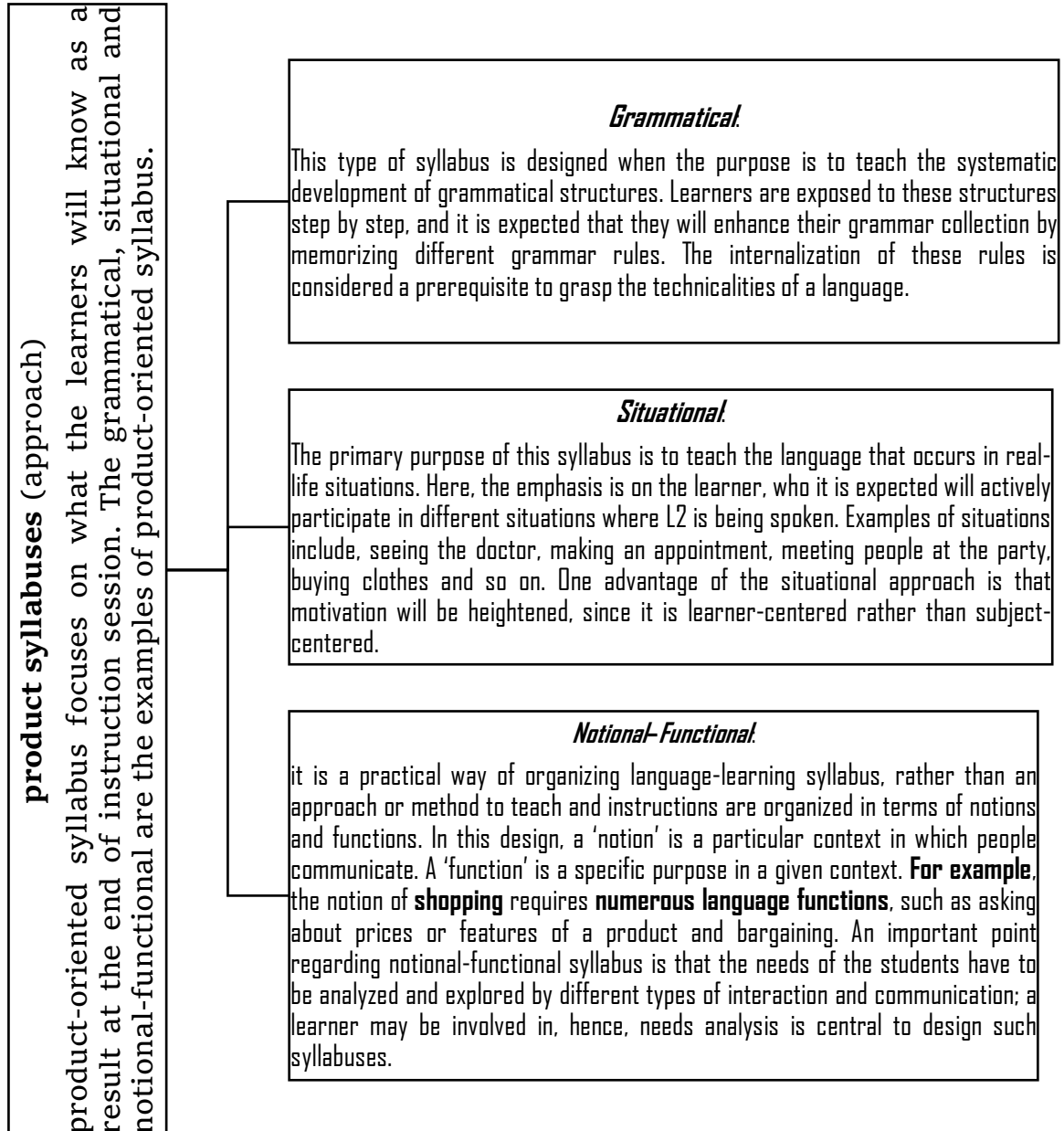
Lecture II: TYPES OF SYLLABUSES

Syllabus design is an aspect of curriculum development that emerges in the 1960 due to the urgent need to the elaboration of programs for second and foreign language learners who come to learn English rarely for General purposes (EGP) and usually for specific purposes (ESP). In other words, a language curriculum refers to what and how students and teachers interact in the learning and teaching process (Richards, 2001).

There are two major types of syllabuses, product-oriented syllabus and process-oriented syllabus. A good and valid syllabus is that covers more or less all aspects of both these types; therefore, proper and appropriate implementation of syllabus in language teaching is undeniable. Without proper implementation of syllabus, on the one hand, desired objectives will be hard to obtain and on the other hand students will suffer from the lack of appropriate syllabus which could fulfill their immediate pedagogical requirements and sharpen their abilities in different areas of language.

In this perspective, the characteristics of each syllabus are discussed in a nutshell. All these syllabuses will prove beneficial if carefully implemented. **Teachers must promote his knowledge and skills for evaluating, and modifying and adapting the syllabuses with which they work.**

1. Types of syllabuses (Wilkins,1976)



Process-Oriented Syllabus:

Process-oriented syllabus focuses on the pedagogical processes leading to the language outcomes. The task-based, skill-based and content-based types of syllabus are included in it.

Task-Based Syllabus:

This syllabus is designed when the purpose is to complete some complex and meaningful tasks. Even though, the primary purpose is to complete tasks, however, language competence is developed through the very process of performing of the task. The language learnt comes out of the linguistic demands of the activity. Learners perform various tasks together in a co-operative environment. Task-based syllabus promotes and encourages collaborative learning. Since language learning is considered subordinate to task performance, therefore, language teaching also occurs as the need arises during the performance of the particular task.

Skill-Based Syllabus:

The purpose of this syllabus is to teach some specific skills that are considered necessary or useful in using a language. Skill-based syllabus focuses on skills and gradual development of skills gives learners the confidence. This syllabus must be designed and implemented keeping in mind the learners' cognitive levels. Skill-based syllabus group linguistic competencies (pronunciation, grammar, vocabulary and discourse) together into generalized types of behavior, such as listening to the spoken language for the main idea, writing-well formed paragraphs, specific purpose writing and so on.

Content-Based Syllabus:

This syllabus is designed when the purpose is to teach some content or information in a language that students are also learning. The students are simultaneously the language students and the students of whatever content is being taught. In this type of syllabus, the language is enhanced through different contents and/or in the context of various types of information. Although the subject matter is of primary and vital importance, language learning occurs concurrently with content learning.

With so many approaches and types of syllabuses teachers may feel frustrated about the efficacy of each of them to their students' needs in such case is always a « principled - eclecticism » which would be illuminating.

SUM-UP

Eclecticism (Integrated syllabus) is a common feature of the majority of course books that Attempt to combine the various aspects of language has also been addressed by **Hutchinson and Waters** (1987) who state:
« *Any teaching material must, in reality, operate several syllabuses at the same time. One of them will probably be used as the principal organizing feature, but the others are still there* ».

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