TABLE OF CONTENTS

INTRODUCTION

Syllabus development for second language teaching has been of fundamental importance to both applied linguists and language teachers in recent years. Everyone concerned with the teaching of second languages wants to know much more about what it is that should be taught to make the learners of second languages become communicatively competent. Communicative competence is seen as involving more than mastery of a series of grammatical (syntactic and morphological) structures. The considerable interest in the content of the language syllabus is due to the increasing application of the recent theoretical views and studies in syllabus design especially the work of the Council of Europe with Wilkins' (1972) proposals for notional syllabuses, Trim's (1973) analysis of communicative potential, Bung's (1973) work on specific language needs, van Ek's (1975) specification of the Threshold Level for Modern Language Learning in Schools intended for learners of European languages, and others.

The work on discourse analysis carried out by Sinclair (1972), Widdowson (1973), Candlin (1976) and others has also had a strong influence on syllabus development. Candlin (1977) wrote that the term 'discourse' has been used to refer to a sequence of sentences and 'discourse analysis' is the investigation into the formal devices used to connect sentences together. In other words, we can say that this

1

means that discourse is regarded as a product of the language code and discourse analysis is an extension of the scope of grammatical description. The term 'discourse' has also been used to refer to the connection between what is said and what is meant and done, the connection between linguistic form and social meaning and action. Therefore, the relations between sentences and social meanings and actions could be called 'discourse' and the study of these 'discourse analysis' (Criper and Widdowson, 1975).

More than forty years ago J. R. Firth encouraged linguists to study conversation in order to better understand what language is and how it works. For Firth, language was only meaningful in its context. However, he was ignored by other linguists of the time because they followed Bloomfield who was concerned only with form. Bloomfield argued that linguistics is only concerned with those phonological, lexical and syntactic features which the utterances share, not with explaining how identical utterances have different functions in different situations and how listeners correctly decode those utterances. However, despite the disagreement among linguists of the time, discourse analysis has come to be regarded as an important area of inquiry.

Candlin (1977), for example, has argued that a linguistic form not be interpreted independently of a particular context because the ability to recognize a linguistic form does not guarantee that a learner can actually use that form correctly.

In short, discourse analysis has had an important influence on recent thinking about language teaching and syllabus design.

As a result of studies in discourse analysis and syllabus design, as well as the intention to define communicative competence, there was a movement away from grammatical syllabuses, to situational syllabuses, and more recently to what are described as notional, functional or communicative syllabuses (Munby, 1978).

Communicative Competence

The term 'communicative competence' was used by Dell Hymes (1971) when he argued that Chomsky's definition of competence was too narrow because it deals with linguistic competence only. In *Aspects of the Theory of Syntax* (1965, p. 3), Chomsky writes:

> Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

The mastery of the abstract system of rules means that a person is able to understand and produce any and all of the correctly formed sentences of his language. The speaker-

listener's knowledge of his language Chomsky calls linguistic competence, and the actual use of language in concrete situations, he calls linguistic performance.

Hymes (1971) argues that Chomsky's categories of competence and performance are inadequate because they do not include the sociocultural component which is a significant part of language in use. Criper and Widdowson (1975) point out that while knowledge of the rules of grammar is necessary because it will ensure that each sentence is correctly generated, it will not ensure that the forms of any utterances are appropriate to the context in which they are made. We cannot separate language from the social component, and it would be incomplete and inadequate to consider only the rules of grammar. The fundamental importance of language is that it serves as a means of communication; it involves people in some sort of interaction. Therefore, to know the language is not only to know the rules of grammar but to know something about how to make use of such rules in order to produce appropriate utterances. It is necessary to learn the conventions of use which control the selection of correctly formed utterances appropriate to a particular social situation. Chomsky, among other linguists, seemed to have assumed that it is only the rules of grammar which are systematic and therefore worthy of scientific investigation. He was concerned with the properties of language as an abstract formal system of rules and not with the use of

language in social context. Jakobovits (1970) argued that
the rules which govern social interaction are a necessary
part of the linguistic competence of a speaker and should
not be ignored. He does not ignore the rules of grammar,
but suggests that both, the social context selection rules
and the rules of grammar, are necessary for a speaker to be
linguistically competent.

By making a distinction between linguistic competence
and performance, Chomsky and his followers considered
linguistic competence to be the object of study for the
linguist, while performance involves psychological and social
constraints. They concentrated only on one aspect, that is,
the linguistic competence, which enabled them to define
linguistics within their theoretical framework.

Criper and Widdowson (1975) suggest that this approach,
although a necessary step in any enquiry, is too limited
for the language teacher because he is not only concerned
with competence in describing or contrasting language
systems but with the way these systems are used. In other
words, learning a language means not only learning the rules
of the formal linguistic system, that is, the rules of gram-
mar but also how to use language appropriately in different
social contexts. Without knowing how to use language
appropriately, the rules of grammar would be useless (Hymes,
1971). A learner who knows how to use grammar in order to
communicate appropriately can be said to know the language.

In other words, he must know what sort of language to use in what situation and with whom, when to remain silent or to speak, what gestures are appropriate to go with what speech. Therefore, teachers should not only appeal to the abstract system of grammatical rules but also to sociolinguistics, the study of language in use.

Hymes (1971) defines communicative competence as the speaker's ability to produce appropriate utterances not only grammatically correct sentences. His definition covers four aspects of competence that include not only the grammatical aspect (something formally possible) but also sociocultural (something contextually appropriate and effective), psycholinguistic (something implementationally feasible), and something in fact done, actually performed, and what its doing entails. In other words, Hymes' definition of communicative competence shows the relationship between grammatical, psycholinguistic and sociolinguistic aspects which produce and interpret cultural behaviour that actually occurs.

Other linguists who broadly agree with the Hymesian view of communicative competence are Cooper (1968), Jakobovits (1970) and Widdowson (1971, 1975). They all reject the Chomskian view of linguistic competence as being limited and have their own views of communicative competence. Jakobovits (1970) specifies four aspects of communicative competence, psycholinguistic, sociolinguistic,

paralinguistic and kinesic. The most important difference between Jakobovits and Hymes is that Jakobovits omits linguistic competence in the restricted sense of grammatical knowledge as a less important aspect of a speaker's competence. Hymes includes grammatical knowledge as one of the parts of communicative competence and emphasises the importance of the relationship between grammatical, socio-cultural and psycholinguistic aspects.

Cooper (1968) is also concerned with the sociolinguistic and grammatical aspects of communicative competence, and Widdowson (1971, 1975), Sinclair and Coulthard (1975), and Candlin, Leather and Bruton (1974, 1976) view communicative competence through the analysis of language in use at discourse level.

Halliday (1970, 1971) is also concerned with language in use as Hymes is. He has developed a sociosemantic approach to language and its use. The central point of his approach is the notion of 'meaning potential'. Halliday describes it as the sets of options in meaning which are available to the speaker-listener. He suggests that there are three stages which display systematic options and they are at the disposal of the speaker. In other words, a social theory determines what the speaker can do, what he can mean and what he can say. The significance of this approach lies in the fact that linguistic form is being approached in a different way, that is from the standpoint of meaning (Munby, 1978).

Approaches to Language Syllabus Design

A variety of approaches to language teaching has been
seen in the past thirty years or so. The difference between
them lies in the methods rather than the content. There
has been a remarkable stability in the principles that
underlie the choice of what is to be taught and how this
material should be ordered.

Grammatical Syllabuses

The idea of the 'grammatical syllabus' was fully des-
cribed by Mackey (1965) and also by Halliday, McIntosh and
Strevens (1964). According to the grammatical syllabus
units of language were defined in grammatical terms. Language
was split into parts determined by grammatical categories
of the language. The materials in such a syllabus were
grouped on the basis of superficial formal criteria because
language learning was thought of as a matter of acquiring
the ability to produce sentence patterns automatically.
The objective of linguistic grouping was to teach those
items that were syntactically related to each other so that
the learners could discover the underlying regularities
that allow the generation of well-formed surface structures
(Corder, 1973).

More recently, however, this approach to language
teaching has been seriously criticized on the grounds that
grammatical syllabuses seem not to lead the learners to
successful communicative competence. The reason for this

failure, it is alleged, is that grammatical syllabuses do not provide the requisite conditions. The learners lack the right sort of motivation because grammatical syllabuses have unrealistic objectives. They attempt to teach the entire grammatical system despite the fact that not all parts will be equally useful to all learners. Moreover, exercises and drills used in such syllabuses are usually of little value because they consist of sentences that are grammatically similar but semantically unconnected. In other words, the bringing together of grammatically identical sentences is highly artificial, since in real communication it is sentences that are alike in meaning that occur together and not those that are alike in structure (Wilkins, 1972).

Corder (1973) also suggests that such syllabuses do not provide the learners with the meanings of the grammatical categories that are being learned or their appropriate use. Jakobovits (1970), Rivers (1972) and Widdowson (1968) make similar points arguing that the grammatical syllabuses take for granted that the communicative use of language will automatically be learned once the grammatical rules have been learned.

Mackay (1977) writes that grammatical syllabuses are characterized by concentration on the progression from simple structures to complex ones. In other words, the structures which are considered to be linguistically simpler are taught before the structures which are more complex. The use of this kind of logic in organizing a syllabus

seems to be based on linguistic descriptions of the knowledge to be acquired. Corder (1973) writes that this type of organization is a necessary but not a sufficient condition for creating an effective syllabus. We also have to take into consideration psychological constraints. What might be a ogical sequence of structures in terms of some linguistic description might not be logical in psychological terms. The general belief seems to be that a simple structure is easier to learn than a complex one. And this is logical enough. However, Corder (1973) argues that we do not know that a particular structure is easier to learn and therefore should be presented first. He gives an example of the verb "to be" which is used as an auxiliary in the formation of the progressive and perfect forms. This verb is usually taught first in its function as a copula. Corder writes that there is no linguistic reason why we should not teach the forms of the auxiliary "to be" first and teach its function as a copula second. The belief that the verb "to be" should be taught as a copula first seems to derive from some notions of the relative difficulty of learning the two different functions of the verb "to be". But, according to Corder, there seems to be no clear reason why such structures as "she is studying" and "we are singing" are more difficult to learn than "she is a dancer" and "we are brave". It seems that there is a linguistic reason for teaching the verb "to be" in its function as a copula first and as an auxiliary second, and that the progressive structure requires

more transformations (+ auxiliary, + -ing form) than the copula. But it is the functional rather than linguistic grounds which make the verb "to be" as a copula before the verb "to be" as an auxiliary a dubious sequence.

Most of the text-books still widely used in second language teaching are typical examples of the grammatical syllabus. One of them is The Lado English Series (1970) which has been used in many Canadian schools both public and private, and with children as well as adults. The book claims to be an "entirely new type of text-book series for students of English as a second language" (Lado, 1970, p. 1). Its intention is not only to lead the student to a secure mastery of the material the book contains, but also to give him a firm confidence in his ability to use it. Lado writes that the goal of the series is not to teach grammar as such but to help the student use English sentences. However, when we look at the content of Book 1 for beginners, we can see that the book is based on a grammatical syllabus. In Unit 1, the students are introduced to affirmative statements "this is Philip" and "Philip is a student". On the morphological level, we start with the verb "to be" in its function as a copula. In Unit 10, the students are introduced to simple present tense "Philip speaks English", while in the last two units, 19 and 20, the students are introduced to the simple past tense "did you see the game last night?" Corder (1975) suggests that this kind of sequencing of grammatical forms seems to be

based on the notion of relative ease or difficulty found only in linguistic theory or description. He then continues that simplicity and complexity, or ease and difficulty of learning a second language are psycholinguistic problems that might be related, but not in a simple way to theoretical linguistic descriptions. In fact, simplicity or complexity of learning is only one of a number of criteria that should be used when organizing a syllabus. For example, usefulness of the items in the syllabus to the learner might also be an important factor. This would then be based on sociolinguistic considerations of the functions of language in communication and not only on the grammatical ones. The grammatical syllabus provides for the acquisition of grammatical competence and assumes either that grammatical competence is the same thing as communicative competence, or that the learner can acquire communicative competence after he has acquired the grammatical system (Wilkins, 1976).

The adequacy of grammatical syllabuses has been questioned in recent years. This does not mean that what is learned through the grammatical syllabus is of no value to the learner. It means that there should be a more adequate approach in language teaching and that language learning is not complete once the content of the grammatical syllabus has been acquired.

Situational Syllabuses

Another approach to language teaching has been much

discussed in recent years, the situational one. A number
of linguists such as Widdowson (1968), Newmark and Reibel
(1968) and Wilkins (1972) pointed out that language should
be taught in context because language is always used in a
social context and cannot be fully understood without refe-
rence to that context. Wilkins (1976) suggests that the
situational syllabus is based on the fact that the situa-
tions in which the learner might find himself can be pre-
dicted. Unlike the structures grouped together in gram-
matical syllabuses, this type of a syllabus focusses teach-
ing on natural situations. The structures necessary to
function effectively in a situation are grammatically
diverse. Mackay (1977) however, points out that although
the situational syllabuses are characterized by the relation
of the language to an explicitly identified situation, they
can sometimes be added to the grammatical syllabuses as an
afterthought. For example, L. G. Alexander's book Question and Ans-
wer (1967) deals with various situations such as "In the
Park", "At the Hotel", "In a Department Store". Each situa-
tion is followed by a set of questions to be answered. In
the second section, the learners are expected to ask the
questions. In the third section, they either have to conduct
the same dialogue or give an account of the situation.
Before presenting each situation, a list of grammatical
structures is given. For example, before the situation
"In the Park", the auxiliary verbs "to be", "to do" and
"can", the question word "what" and "yes/no" tag answers

are listed.

E. F. Candlin in his book <u>Present Day English for Foreign</u> <u>Students</u> (1962) has the same approach. After a situation is presented, purely structural exercises follow, such as "put the right pronoun into these sentences", "make these sentences negative", "make these sentences plural", etc.

The underlying belief is that because of the relevance of natural situations, the learner becomes motivated to learn the language. However, Wilkins (1976) criticises situational syllabuses because the situation can never be entirely predictable as we cannot know in advance the learner's intentions. He also argues that this type of a syllabus would be uneconomical because the learner is unlikely to be able to transfer what he has learned in one situation to other situations.

To produce a complete syllabus according to situational criteria seems to be rather difficult because of a number of problems that arise in such an attempt. First, it is necessary to define the term 'situation'. Wilkins (1972) points out that it can be defined quite narrowly in terms of physical context in which the language event occurs. For example, situations like "At the Post Office", "In the Restaurant" and so on do not create great difficulty because language interactions that take place are closely related to the situation itself. However, it would be very hard to believe that the speaker is linguistically restricted in the physical situation in which he finds

himself. What he says is what he has chosen to say and
that depends on his intentions and purposes. Even in very
restricted physical situations in which certain intentions
are regularly expressed and certain linguistic exchanges
regularly carried out, the speaker does not have to use
the language which is related to the situation. For example,
he might go into the store, not to buy anything, but to
complain about the non-delivery of a product which he has
purchased, or to ask a friend who works there whether he
wants to join him for lunch. Making complaints, or inviting
someone is not what one typically goes to a store for.
The making of requests, the seeking of information can take
place in almost any situation. Wilkins (1976) suggests
that one way in which this problem might be overcome is by
extending the notion of situation to include uses of language
like those just mentioned. However, if the term 'situation'
is defined more widely and not just as a physical context,
then it would seem practically impossible to construct a
situational syllabus because it would be necessary to des-
cribe a situation which represents the world, reality, life
itself. It would then seem impossible to create a situa-
tional syllabus for a general language course. Rather, it
might be valuable to design such a syllabus for specific
and narrowly definable contexts of learning through which
learners may acquire a set of appropriate responses to that
specific situation. An example of that would be a "tourist
phrase-book" (Mackay, 1977).

Notional Syllabuses

In the 1970's, a new approach to language teaching aroused considerable interest. It has been called the notional, functional, communicative or semantic syllabus. Because of its focus on the communicative purpose in learning language and culture, it might prove to be one of the most acceptable approaches to both syllabus design and language teaching in general. However, it is necessary to say that the approach is only in its first stages of development. It has not yet gained general acceptance as successful by experimentation with different groups of learners, and not much has been said about the methodology to accompany this approach.

The notional approach means that we focus on the notions which the learner is expected to be able to express. He is expected to be able to communicate in the second language rather than only acquire the grammatical forms of the language or recreate the situations he has learned through a situational syllabus (Wilkins, 1976; Mackay, 1977).

The idea of using language communicatively has always been a concern of applied linguists, course designers and language teachers. In the 1970's, it was developed within the Council of Europe. Trim (1973) was the originator of the idea, while Wilkins (1972, 1976) fully developed the theoretical basis of the notional approach to language teaching. The notional syllabus, unlike the grammatical

and situational syllabuses,

> takes the communicative facts of language into
> account from the beginning without losing sight
> of grammatical and situational factors. It is
> potentially superior to the grammatical syllabus
> because it will produce communicative competence
> and because its evident concern with the use of
> language will sustain the motivation of the
> learners. It is superior to the situational syl-
> labus because it can ensure that the most important
> grammatical forms are included and because it can
> cover all kinds of language functions, not only
> those that typically occur in certain situations
> (Wilkins, 1976, p. 19).

Wilkins points out that most language syllabuses are derived from synthetic language-teaching strategy. That is to say, the different parts of language are taught separately and step by step, as for example in the grammatical syllabuses, which take the learner progressively through the syntactical forms of the language he is learning. However, there are language syllabuses based on an analytic language-teaching strategy in which language components are not seen as isolated building blocks which the learner must progressively master. Wilkins (1976) points out that the analytic language-teaching strategy allows for a greater variety of linguistic structure from the beginning. The analytic approaches to language teaching are organized

not only in terms of the purposes for which people are learning language, but also the kinds of language performance necessary to meet those purposes. As we are more concerned with finding a way to express what it is that people do with language, the units in an analytical approach are not labelled primarily in grammatical terms. Language behaviour, that is, what people do with language, is structurally varied and if there is no careful linguistic control, this approach to language teaching would seem to be possible only at an advanced level where we would be able to dispense with linguistic control. Thus, this would not be possible at the beginning level where linguistic control must exist although the course might be based on the notional syllabus. Wilkins (1976) is aware of the structural diversity in such syllabuses and suggests that significant linguistic generalizations have to be dealt with by isolating them so that the learner can focus upon them.

Newmark (1963) writes that the learner should be taught to use the language in a natural way, not taught linguistic forms in a synthetic way. He suggests that constant attention to grammatical form is neither necessary nor sufficient for successful language learning, while teaching language in meaningful and usable contexts is both necessary and sufficient for successful language learning.

O'Neill (1977) argues that teachers ought to be con-

cerned with both communication and the problems of learn-
ing the system behind it from the beginning and says that
those who are, begin with what they think to be useful,
easy, interesting and, therefore, motivating elements of
language. They might, for example, be "my name is..."
and "I live in...". They are chosen not only because they
are accessible but also because they are useful. At the
same time, the learner can use them confidently and without
too much effort.

Johnson (1977) discusses the difficulty of reconciling
the notional/functional and structural progression par-
ticularly at the beginning level. The course designer
is always faced with the problems of including complex but
common structures in the units where they have to be intro-
duced. For example, in the unit on "Making Requests", the
structure "Would you mind shutting the door?" is structurally
complex. The structure "I would like you to shut the door"
is considered to be simpler and, according to the gram-
matical syllabus, it should be taught first.. However, with
the notional syllabus that would not seem to be possible.
A more common structure and not a simpler one would be
introduced first unless we switch the order of the units
to ensure that the simple structure is introduced before
the more complex one. This is difficult because other units
will also introduce other elements of various structural
complexity and their order then would have to be taken
into consideration. Johnson (1977) therefore suggests that

at the beginning level teachers should be aware of the
new trends in language teaching but they should not
abandon their traditional approaches, grammatical or
situational, which provide them with at least some suc-
cess.

Alexander (1976) speculates that there might be three
possible frameworks for the beginning level. The first
is the strict structural grading system which has already
been extensively applied in second language teaching.
The second framework, hypothetically, at least, is a syl-
labus based only on functions which does not provide a
basis for linguistic control. Such a syllabus would fail
to present essential grammar adequately. The third frame-
work would be a notional/structural syllabus that would
combine language functions and traditional structural
grading. Alexander sums up by saying that the notional/
structural syllabus construction should not be under-
estimated, and he believes that it would be feasible and
more acceptable in an adult beginner's course.

Wilkins (1977) suggests that the communicative purpose
for which the language is going to be acquired needs to
be considered right from the beginning. He recommends
that before designing a syllabus we keep the following
question uppermost in mind "What is it that people want to
do with language?", rather than design a course on the
grammatical foundation and then ask a question "What will
the language be used for?" (p. 5). The learner needs a

kind of language that would enable him to do certain things. For example, he might use language to express approval, suggestion, disagreement, etc. In other words, it is important to see what it is people want to communicate and then decide what grammatical forms of language would be appropriate for such communication.

Also, Hymes (1971), Cooper (1975) and Widdowson (1973) suggested that contextual appropriateness is an important factor for effective communication. Therefore, the rules of use and language features appropriate to the relevant social context should be taught. In other words, the learner needs both grammatical and contextual competence in order to be communicatively competent and dealing only with one component would probably be incomplete and therefore invalid (Munby, 1978). Since communication takes place in definite but varied social contexts, we must take into consideration both linguistic and extralinguistic factors.

Wilkins (1977) writes that a fully notional approach to language teaching would mean the complete abandonment of the grammatical basis of learning, but such an approach has to be well justified. This can only be justified when the learner needs the second language in real life from the very first moment. An example might be a foreign student who has come to study in a country where English is a medium of communication and therefore needs it from the very beginning. Wilkins writes that it is necessary to take full account of his communication needs from an early stage

because they are urgent for him. He thinks that if we adopt a more traditional approach and try to create a grammatical foundation first, then we would be denying the possibility of real communication until some later stage. However, I think that with such an extreme approach a real beginner would find himself lost and confused, and in need of something more concrete than a set of abstract notions. It seems necessary to try to incorporate the functional idea in a form of teaching which still has a grammatical component present, and both dimensions need to be present right from the beginning. This means that the learner is provided with the necessary linguistic forms and with the language which he can use in real communication.

Wilkins (1972) was aware of grammatical, situational and notional constraints. Therefore, he suggests controlling or grading the different grammatical realizations of a given notion by means of a 'spiral' approach. The term 'spiral' means that the same resources of language are continually being used in different combinations to express different meanings. In language teaching, however, the 'linear' approach still prevails. Theoretically, items to be learned are isolated and presented one after the other. They are practised until they are learned (Howatt, 1974).

Wilkins (1972) suggests returning periodically to the already introduced items at different levels, thus increasing the learner's command. In other words, the material

studied previously is integrated with the new learning.
The same or similar functions are presented in different
sociocultural situations, while different functions can
be presented in the same or similar situations. The
structure and lexicon to be taught result from the integra-
tion of function with situation (Wilkins, 1976).

Following these theoretical ideas about second language
teaching, a number of materials based on the notional
principles have been published in recent years. However,
none of them are purely notional because they also incorpo-
rate structural or situational characteristics, or both.
An example is Kaleidoscope (English for Juniors), 1976.
The six units have items such as "People and Names",
"Places", "Colours and Shapes", "Where", "Signs and Signals"
and "Numbers and Patterns". In the first unit, the learners
are taught how to identify certain characters by name, and
acquire English names of their own choice. They also
learn how to count in English and conduct a simple con-
versation on the telephone. From the very first lesson,
the teacher and the learners begin to use English in the
organisation of everyday classroom affairs. Although
there is no strict structural grading we can see that
particular linguistic forms together with some social
phrases arise from the content of each unit. For example,
questions "Who's this?", statements "This is Diana" and
"Diana", and commands "Hurry up!" are taught in the first
unit of Kaleidoscope.

Another set of materials based on the notional princip-
les is Gambits by Keller and Warner published in 1976 and
1977. Gambits are conversational books suitable for high
intermediate and advanced groups. Over five hundred gambits
are presented in the set of three modules. The first module
deals with "openers". They are used to lead into something
that you have on your mind. For example, the attention-
getting opener would include interrupters such as "Pardon
me", "Excuse me", and "Sorry".

The second module deals with "links". If you want to
connect what has just been said, you might for example dis-
agree with the speaker and you offer your opinion by saying
"I think the real problem is money, not time".

The third module deals with "responders and closers".
For example, if you agree with someone, you might respond
like "That's right", "Okay", and "Correct". When you have
to tell someone that you have to go, you might use a closer
by saying "I have to run", "I must be going", and "Could
you excuse me please".

Contemporary English, Book 1, 1979, by Peter Shaw et
al. is also based on the notional principles. However, it
is not purely notional because it incorporates structural
characteristics. Each unit contains functions, for example,
"requesting things", and also the structures in each unit.
In the first unit, the structures are, for example, the
verb "to be", indefinite and definite articles, singular
nouns, numerals and prepositional phrases, such as "on",

"in", "near" and "of".

Purely notional materials, especially for real beginners have not been published yet. However, I have already mentioned that purely notional materials are unlikely to be effective for a beginning level.

Before we even discuss the appropriate teaching materials for the beginning level, and before we design a language course, we must take into account the needs of the learner. Munby (1978) writes that before deciding what to teach the learner, it is necessary to find out what his language requirements are. We must, for example, find out with whom the learner has to communicate, and we must also discover his purpose in language learning. In other words, "the specification of communication needs" (Munby, 1978, p. 24) has to be obtained before the syllabus is constructed.

I am concerned with the adult real beginner who knows no English at all. At that stage, the questions of motivation and relevance are crucial. If the course is designed to meet the learner's needs, he will probably be highly motivated because what he is learning is relevant.

The notional principles to language teaching have already been applied and courses designed for the intermediate and advanced learners, for example, at Concordia University in the Continuing Education Language Institute. My intention is to apply the notional principles and design a syllabus for real beginners, learners who have no knowledge of English and who had no previous formal training

in English as a second language.

THE PROFILE OF COMMUNICATION NEEDS

The Background to the Study·

A few years ago language courses offered at the
Concordia English Language Institute did not fully satisfy
the students' language needs. The steady enrollment of
foreign students who needed English for academic purposes
demanded more appropriate courses which would prepare them
for university where English is the medium of communica-
tion. General English courses were offered, and tradi-
tional, structurally-based texts such as New Horizons in
English, 1975, by Lars Mellgren and Michael Walker, were
used.

In 1976, a survey of language needs was carried out
among the students who were in intermediate and advanced
classes at the Language Institute. The report of the
survey (Allen and Lemelin, 1977) showed that it was neces-
sary to design courses which would be academically oriented.
During the winter term (January-April) 1977, a reading
course designed and written by the Curriculum Development
Unit (Allen, Cyr, Lemelin, Long, Ricard, Spada, Vogel, 1977)
was used in two pilot groups. These comprised twenty-two
Venezuelan students who were at the intermediate level of
Continuing Education's English as a Second Language Programme.
The materials were also used in an advanced level Continuing
Education class where the students were of various nation-

alities. Because all the students were planning to study either science, social science or engineering in an English-medium university, the content of the materials was designed to reflect these interests.

At the end of the course, a questionnaire, designed to obtain the students' opinions both of the course in general and of the specific units, was administered. Most of the students found the reading passages interesting and they liked reading selections with scientific content. They also expressed an interest in topics of general interest particularly those concerning Canada. Although they had many suggestions for subjects of general and scientific interest, most of the students found the variety of subject matter dealt with during the course to be satisfactory.

The reading course was considered to be only one part of a four skill programme of English language instruction for adults requiring English for academic purposes. Later in the year, a writing course was designed to accompany the reading one. However, these courses satisfied the students' language needs only at intermediate and advanced levels. The materials used in the lower levels were still traditional and structurally-based texts and the approach to language teaching was also traditional. This created the gap between the lower levels and the higher ones in which the approach to language teaching was notional. As a result, the Curriculum Development Unit (Allen, Bates, Curcin, Thibaudeau, Ullmann, 1978) wrote a set of level

objectives for the Intensive ESL Programme at Continuing
Education. The level objectives specified what the students
at each level were supposed to be able to do at the end of
a particular level. They were designed to prepare students
to enter an English-medium university. Five levels were
established: low and high elementary, low and high inter-
mediate and advanced.

Theoretical Approach

The Intensive ESL Programme at Continuing Education
is an English for Academic Purposes (EAP) Programme designed
to give foreign students intending to attend university
special training in reading academic material, listening
to lectures, participating in seminars, and writing papers
and exams. The programme also provides instruction in
essential study skills such as library use, scanning, skim-
ming and note-taking.

An English for Academic Purposes course is a kind of
language course for specific purposes (ESP). ESP courses
are those where the syllabus and materials are determined
after the analysis of the students' language needs and not
by non-learner-centred criteria such as the institution's
or the teacher's predetermined preference for General
English or for treating English as part of a general educa-
tion (Munby, 1978).

The syllabus used in all five levels is based on
notional principles. This means that the focus is on

language use not on language form. The crucial question is "What will the students have to do with their English?" The level objectives are determined by the functions that the students will need, for example, giving and following instructions, seeking of factual information, asking for clarification, making requests, complaining, interrupting, generalizing, giving examples, and summarizing.

The objectives are also notional in that they do not break down into the four traditional skills, listening, speaking, reading and writing. Instead, since the emphasis of our objectives is on having the students participate in communication situations within the classroom, most activities do not isolate one skill but rather combine several. For example, newspaper reports, which are part of the activities that are implemented in the syllabus, involve reading (to find an article of interest for presentation), writing (making notes from the article), speaking (both by the student presenting the article and by those asking questions), listening (note-taking by the other students) and finally summary writing.

It is important to discuss the place of grammar in the objectives of the notional syllabus. Grammar cannot be ignored since it is necessary for any communication. What is different in the notional approach to grammar is the recognition that to know and use a language requires more than a knowledge of its grammatical form. This results in a different focus in the notional syllabus. The accurate

use of appropriate language in communication activities is considered most important, not the mere mastery of grammatical forms. The grammatical forms taught in the notional syllabus depend on what is to be done with language, what functions are to be expressed. This is reverse of a situationalized grammatical syllabus where the teaching order of grammatical items is pre-determined and these items are then contextualized in dialogues or other activities. For example, in the level objectives for a low elementary class "reporting" is listed. For this the students would need the past tense. However, this does not mean that reporting would just be another name for "past tense" although the past tense can be introduced here. In fact, there is seldom a 1-1 correspondence between form and function. For instance, cause and effect have many linguistic realizations.

e.g. Because of earthquakes, many people die.

Earthquakes can result in the death of many people.

The death of many people is brought about by earthquakes.

Earthquakes result in the death of many people.

The death of many people results from earthquakes.

Recent research in language acquisition studies shows that consciously "learning" a grammatical rule is not equivalent to "acquiring" a rule. The terms "language learning" and "language acquisition" were refined by Krashen (1976). He writes that "acquisition" is a process which takes place when the child is exposed to the necessary

linguistic input during the critical period. Then complete competence in the target language (first or second) occurs. Language "learning" is a conscious process, and it is assumed that most adults do not acquire, but depend wholly on conscious learning. There is, however, some evidence that adults are able to acquire language to at least some extent when exposed to the necessary linguistic input as children are and not the rule isolation and feedback that characterizes classroom language learning (Krashen, 1976). One can learn consciously rules of grammar but may not be able to apply them appropriately in a particular situation. This is not to say that adults cannot use their conscious knowledge of rules to aid in the acquisition of the language but that the internalization of grammatical rules seems to depend to a large extent on other factors in addition to the learning of grammatical rules and the manipulation of grammatical forms. The teacher will have to introduce and review grammatical forms at all levels. Wilkins (1972) suggests that this be done by means of a "spiral" approach. Howatt (1974) explained and contrasted the terms "spiral" and "linear" and pointed out that the linear approach prevails in language teaching. (For definition of the terms "spiral" and "linear" refer to Chapter I.) However, the "spiral" approach is likely to produce more desirable results by introducing the different grammatical realizations of the same functions at different levels. The opportunity to use grammatical forms in communicative

activities that the teacher provides within the classroom
allows the students to internalize the rules that they need
in order to communicate successfully in English.

The Profile of Communication Needs

The notional approach to language teaching was adopted
and syllabuses and materials developed for the five levels
at the Language Institute. However, during the past two
years, there has been a regular enrollment of foreign
students who are real beginners. They have the same goals
as more advanced students, that is, to enter an English-
medium university. There is a need for a theoretically
sound syllabus for the beginning level.

This is what needs to be done: first, to identify the
students in the course; second, to find out what their needs
are; and, third, to design a syllabus that reflects their
language needs.

0.0 Students

Gathering the information concerning the students'
identity and language is the first step in describing the
students. The data relating to identity tell us the students'
age, sex and nationality. The data concerning the second
language are concerned with the following: the students'
mother tongue, the second language he wants to learn, and
the extent of his command of that language.

In order to identify a group of students who were
enrolled in the Intensive ESL Programme at the Language

Institute in the winter term (January-April) 1980, a question-naire was designed and administered. The students also took a placement test at the Language Institute which consisted of an oral interview and a composition (see Appendix I). Students whose test results showed a zero-level command of English were placed in the beginner level. It is these beginner level students for whom the proposed syllabus is being designed.

Student Language Needs

Munby (1978) designed a model for the specification of students' language needs based on a sociocultural orientation towards communication. A profile of the students' terminal language needs will now be developed based on the variables described below:

1.0 Purpose

2.0 Setting

3.0 Interaction

4.0 Medium

5.0 Communicative activities and subject-matter

6.0 Communicative key

1.0 Purpose

This variable is concerned with the purpose for which the second language is required. The needs of the students may be divided into academic needs, where English is required for further academic study, e.g. medical students requiring English in order to understand lectures and read medical textbooks in English; and, occupational needs, where English

is required in order to perform a particular practical job, e.g. doctors requiring English to work with patients.

In the present study, we are concerned with academic needs because the specific group for which the syllabus will be designed is going to attend an English-medium university.

To determine the purpose for which the second language is required it is also necessary to find out what academic disciplines the students will go into. In other words, it is important to find out whether the students will go into mathematics, social science, biological science, engineering, etc.

2.0 Setting

This variable refers to the physical setting (Hymes, 1972). The physical setting is divided into temporal and spatial settings.

Temporal setting refers to the time in which the second language will be used. It is necessary to determine how many hours a day or week English is required and whether it is required regularly, often, occasionally or seldom.

Spatial setting refers to the place in which the second language will be used. This includes the country, the town and the place of study. The fact that all the students will stay in Canada and attend an English-medium university means that the syllabus to be designed for academic purposes will also include the social component. The social component

Subcategories of Physical Setting*

Physical
Setting

temporal ——duration

——frequency

spatial

country

town

place of study
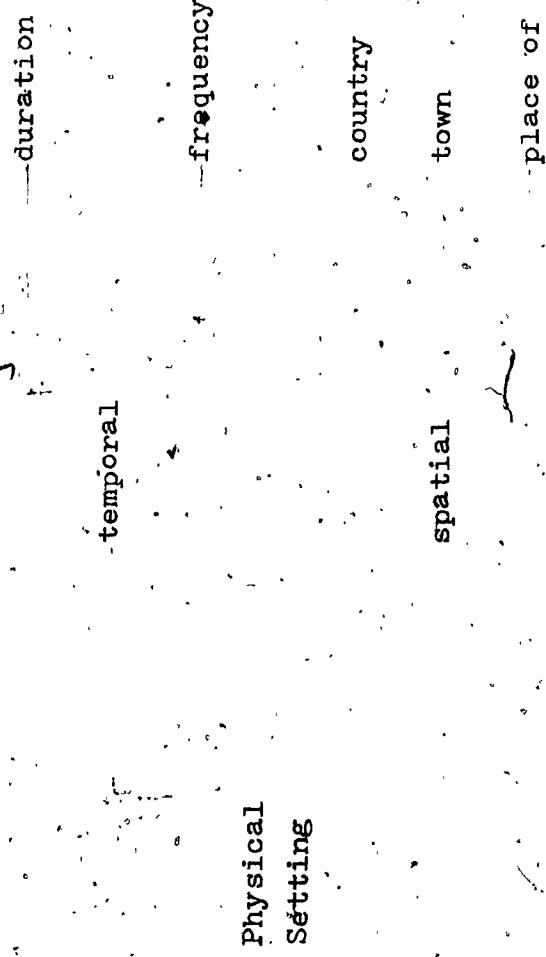
*Figure 1 modified (Munby, 1978, p. 61, figure 8).

will give the students those functions necessary for communication in the following academic study situations: classroom, lecture room, laboratory, library, and private study.

Psycho-social setting refers to the environment in which the second language is used (Munby, 1978). The different types of environment are predictable from the physical setting (time and place) previously identified. Examples of different environments in which the second language might be used are urban, professional, educationally developed, etc. Information previously gathered about the students' identity, purpose and physical setting will point to the types of environment that apply in the particular case. For example, let us take a group of Iranian students in their mid-twenties, who need English for communicating in the university environment. The psycho-social setting will be culturally different, intellectual, professional, familiar physical, familiar human, demanding, formal and informal, serious, and private and public. The list of psycho-social environments in which the Iranian students. will need to use English comes from the inventory of psycho-social setting devised by Munby (1978). The same inventory will be used in determining the psycho-social setting for our group of beginners at the Language Institute.

3.0 <u>Interaction</u>

This variable refers to the relationships that the

students will have with other members of the community of
the second language. We already know that our group of
students is university-bound.

It is also necessary to identify the members of the
community that the students will interact with. In the
university environment, the students will be interacting
with individuals and small groups of adults, men and women,
and mainly Canadians or acculturated immigrants.

The students will also interact with the members of
the second language community outside the university (see
figure 2 as an example of interaction).

Munby (1978) divides social relationships into asym-
metrical and symmetrical relationships. The common deno-
minator of symmetrical relations is cohesiveness. In other
words, in a symmetrical relationship, there is a high degree
of solidarity and familiarity. The underlying character-
istic of an asymmetrical relationship, on the other hand,
is mainly power of one member of the community exercising
some degree of control over the other. For example, there
may be differences of age, class (social or economic),
occupation, etc. A relationship between an adult and a
child clearly indicates that the power of one member of
the community over the other is derived from his age while
the relationship between two students would indicate that
the cohesiveness of their relationship derives from the
fact that they have the same status (Munby, 1978).

Example of Social Relationships*

Classmates

Administration

Sales
Persons

Teachers

Second
Language
Student

Neighbours

University
Setting
(Academic Component)

Immigration
Officers

Setting outside
University &
(Social Component)
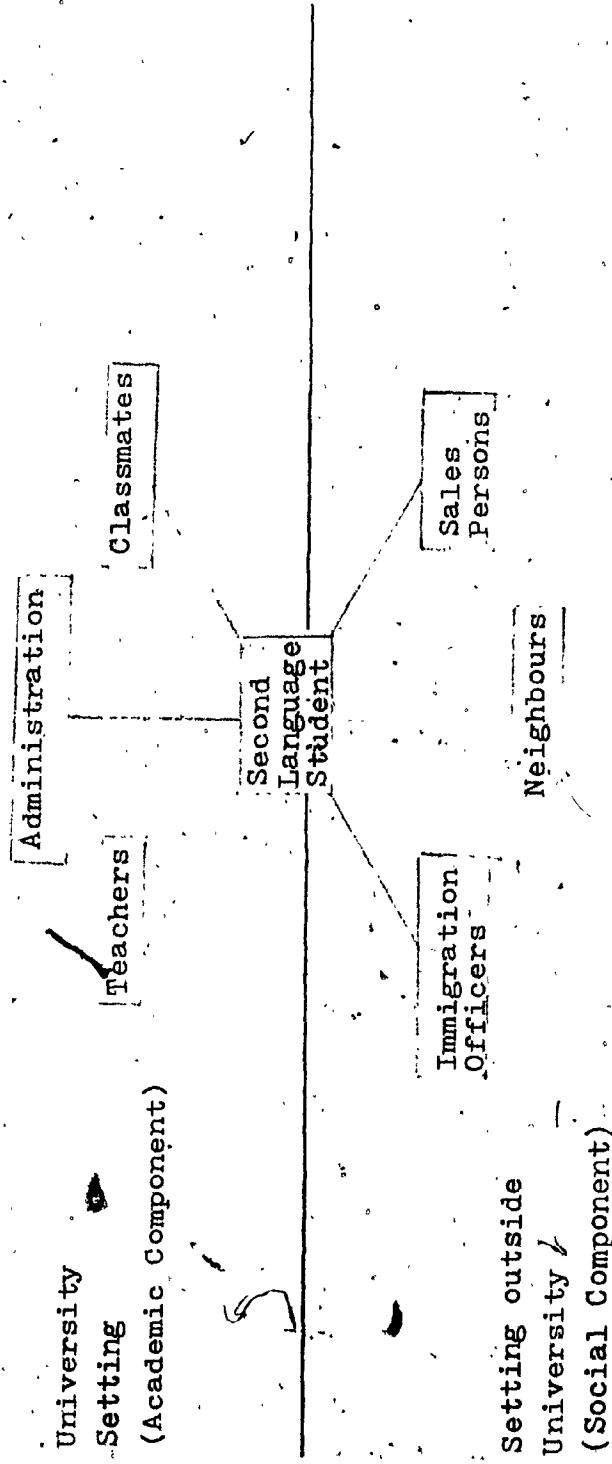
*Figure 2 modified (Munby, 1978, p. 69, figure 9)

The following list is an example of possible asymmetrical and symmetrical social relationships between the students and the members of the community.

Asymmetrical social relationships

superior - subordinate (Director of Studies - student)

native - non-native (Professor - student)

administrator - public (Admission Office - student)

adviser - advisee (University Ombudsman - student)

professional - non-professional (Librarian - student)

Symmetrical social relationships

equal - equal (student - student)

colleague - colleague (professor - professor)

group member - group member (student - student)

friend - friend (Mary - Joan)

The purpose of specifying the social relationships that are implied by the interaction of the students with the members of the second language community is to help predict the attitudinal constraints on the communicative activities in which the students have to engage (Munby, 1978).

4.0 Medium

This variable refers to the basic distinction between speaking and writing (Munby, 1978). The students' communication in the second language has to take place in either the spoken or written medium, or in both. Further,

whatever the medium, it is necessary to know whether the students have to be able to produce the second language as well as to understand it. In other words, in assessing this variable, we are deciding whether the type of compe- tence required is productive or receptive. In fact, four specifications are possible:

spoken - receptive

spoken - productive

written - receptive

written - productive

This information is fundamental in determining the language skills that will be required by the students. For example, for a group of university-bound students, both the spoken and written forms are necessary for communication in the second language. In a university environment, spoken - receptive (listening to lectures), written - receptive (read- ing necessary texts) and written - productive (writing exams and papers) are more important, while spoken - productive is essential for communication in everyday situations, that is, outside the university, speaking to other students, etc.

5.0 Communicative activities and subject-matter

This variable refers to the communicative activities that the students will need in order to function in an university environment. An example of a communicative activity might be "reading intensively for all the infor- mation in the text". The language function for this par-.

ticular activity might be "seeking of factual information".
The language realizations might be "The radio telescope is
in principle very similar to the optical telescope. In its
simplest form it consists of a parabolic reflector with the
primary feed or antenna at the focus..." (Close, 1965, p.
63).

The subject-matter refers to a series of topics which
the students are interested in and need for future studies
in the second language. Munby (1978) writes that subject-
matter is the main generator of the lexical items that the
students have to be able to understand or produce. For
example, a history student studying reference material
(standard textbooks, articles, etc.) in English has to
read intensively for all the information in the text, to
read for the specific information needed to carry out an
assignment, to read to find out the writer's stance on a
particular issue, to read for the main information in the
text. These are the activities, while the subject-matter
would be topics in, let us say, the industrial revolution,
the first and second world wars, etc.

The subject-matter or topics for the group of students
at the Language Institute will not be selected from one
particular field of study because they will all go into
different fields of study and therefore their topic interests
will be different. However, the fact that the majority of
them will go into sciences, engineering and social science
will help to narrow down the selection of the topics which

would be of general interest to the students.

6.0 Communicative key

This is the final variable in the processing of a pro-
file of communication needs. Hymes (1972) defined the term
'key' as "the tone, manner, and spirit in which an act is
done". Alexander (1975) called it 'style'. How the speakers
address each other depends on their social and psychological
roles. For example, speakers may address each other formally
or informally, courteously or discourteously, in a friendly
or unfriendly manner, depending on their relationship and
their attitudes toward each other.

Munby (1978) devised an index consisting of labels in
a set of attitudinal tones. The procedure is to predict
from the index the likely keys for each communicative act-
ivity in which the speakers engage, in this particular case,
the group of students at the Language Institute. In other
words, the importance of this variable is to predict the
attitudes which the students will need to recognize (R) or
produce (P) when interacting with the speakers of the target
language. If we take, for example, the communicative activity
"interacting orally with colleagues on the subject-matters
in the student's particular field of study", the likely keys
will be: (P) informal, sociable, willing, active, certain-
uncertain, approving-disapproving, dissenting, intelligent/
thinking; (R) informal, sociable-unsociable, willing-unwilling,

intelligent/thinking, certain-uncertain, disinterested-biased, approving-disapproving, dissenting.

Conclusion

Once all the variables are applied, a profile of the terminal communication needs of a particular student or a group of students emerges. The framework for this profile is based partly on the model designed by Munby (1978) with its sociocultural orientation towards communication. This profile provides us with the information on students' terminal language needs necessary in designing the appropriate syllabus.

THE PROFILE OF COMMUNICATION NEEDS FOR THE GROUP OF STUDENTS
AT THE CONTINUING EDUCATION LANGUAGE INSTITUTE

0.0   <u>Students</u>   30 total

0.1   <u>Identity</u>

0.1.1   Age: between eighteen and twenty eight

0.1.2   Sex: 19 males and 11 females

0.1.3   Nationality: 15 Iranians

                           12 Spanish

                           3 other

0.2   <u>Language</u>

0.2.1   Mother   15 Persian
        Tongue:

                           12 Spanish (Latin American)

                           3 other

0.2.2   Target   English
        Language:

0.2.3   Present   real beginners
        level of
        the TL:

1.0   <u>Purpose</u>

1.1   <u>Educational</u>:   all students

1.1.1   Specific   10 civil engineering
        academic
        discipline: 9 electrical engineering

                           3 mechanical engineering

                           3 computer science

                           3 sciences (physics and chemistry)

                           2 management

2.0   Setting

2.1   Physical setting: temporal

2.1.1   Duration: approximately 5 hours a day[1]

2.1.2   Frequency: regularly

2.2   Physical setting: spatial

2.2.1   Country:.   Canada

2.2.2   Town: 26 - Montreal

                             4 - other

2.2.3   Place of study: university (lecture room, class-
                             room, laboratory, library, private
                             study)

2.3   Psycho-social   intellectual/thinking
        Setting:[2]
                             professional

                             educationally developed

                             urban

                             public and private

                             familiar and unfamiliar human

                             familiar and unfamiliar physical

                             formal and informal

                             demanding

                             age/sex non-discriminating

                             culturally different

3.0   Interaction

3.1   Position: students

[1] The students will use English at the university approximately
five hours a day because they will be enrolled on a full-time
basis. A full-time student is someone who takes 30 credits a
year of five six-credit courses.

[2] Munby, John. Communicative Syllabus Design, 1978, p. 64-65.

3.2	Members of the community (at the university):	1. teachers
		2. administrators
		3. supervisors
		4. advisers
		5. secretaries
		6. librarians
		7. colleagues

3.3 Members of the community (at the university) identity:

3.3.1	Number:	individuals/small groups
3.3.2	Age:	adults
3.3.3	Sex:	mixed
3.3.4	Nationality:	mainly Canadians or acculturated immigrants

3.4 Social relationships:

3.4.1	Asymmetrical:	superior - subordinate
		senior - junior
		teacher - student
		evaluator - applicant
		administrator - public
		adviser - advisee
		professional - non-professional
		native - non-native
		older generation - younger generation
3.4.2	Symmetrical:	equal - equal
		colleague - colleague
		group member - group member
		competitor - competitor

48

<div align="right">

classmate - classmate

friend - friend

acquaintance - acquaintance

stranger - stranger

adult - adult

own generation - own generation

</div>

4.0 Medium

4.1 spoken - receptive

4.2 spoken - productive

4.3 written - receptive

4.4 written - productive

5.0 Communicative activities and subject-matter

5.1. Communicative activities

5.1.1 Understanding lectures;

5.1.2 Interacting orally with colleagues on the subjet-matters in their particular field of study;

5.1.3 Interacting orally with professors on the subject-matters in their particular field of study;

5.1.4 Discussing in seminars and workshops;

5.1.5 Reading academic material;

5.1.6 Reading intensively for all the information in the text;

5.1.7 Reading for specific information to carry out an assignment;

5.1.8   Reading to find out the writer's stance on a particular issue;

5.1.9   Reading extensively in search of information wanted from unknown sources;

5.1.10   Reading for main information in a text (note-taking in English, writing up notes in English);

5.1.11   Writing exams/lab reports/papers in their particular field of study;

5.2.   <u>Subject-matter</u>[1]

5.2.1   environment;

5.2.2   education;

5.2.3   science: its nature and importance;

5.2.4   science related to daily life;

5.2.5   scientific discoveries;

5.2.6   problems in science;

5.2.7   sources of energy;

5.2.8   social science (accounting, economics, administration);

5.2.9   socio-economic problems;

5.2.10   political problems;

5.2.11   the world economic situation;

5.2.12   mass media;

5.2.13   languages in countries;

5.2.14   Canada: Canadian government, customs, politics, literature, legal system, Canadian life;

---

[1] With the help from their teachers and Persian and Spanish students from the advanced level, the students expressed their interest to deal with the following subjects.

6.0 Communicative key

Activities	Key (P)	Key (R)
6.1.1 Understanding lectures	N/A[1]	formal intelligent/ thinking authoritative certain resolute interested- disinterested
6.1.2 Interacting orally with other colleagues on the subject- matter in their particular field of study	informal sociable interested- disinterested willing active pleasant certain- uncertain approving- disapproving dissenting	informal socialbe- unsociable interested- disinterested willing- unwilling active pleasant- unpleasant certain- uncertain approving- disapproving dissenting
6.1.3 Interacting orally with professors on the subject- matter in their particular field of study	formal certain- uncertain intelligent/ thinking interested willing approving pleasant courteous	formal- informal certain/ uncertain intelligent/ thinking interested- disinterested willing- unwilling pleased happy-unhappy serious

[1]Not applicable.

Activities	Key (P)	Key (R)
6.1.4 Discussing in seminars and workshops	informal	informal
	interested	interested
	willing	willing-unwilling
	approving-disapproving	approving-disapproving
	active	active-inactive
	certain-uncertain	certain-uncertain
	intelligent/thinking	intelligent/thinking
	disinterested-biased	disinterested-biased
6.1.5 to 6.1.11 do not apply here	N/A	N/A

DESIGNING THE SYLLABUS

The syllabus outline presented here is designed to serve as the first level of a course in English for academic purposes for university-bound students at the Continuing Education Language Institute of Concordia University. The entire syllabus of the course is based on the profile of students' terminal language needs as identified in the previous chapter. For pedagogic and administrative reasons, the syllabus of the course is divided into six levels: beginner, low elementary, high elementary, low intermediate, high intermediate, and advanced. Students can test into the programme at any level.

When the students complete the advanced level, their terminal language needs will have been achieved. Here, however, I will deal with the syllabus for the beginner level only. The syllabus constructed for this level is the first step toward fulfilling the students' terminal language needs.

Although this is an English for Academic Purposes Programme, at this level of language learning it seems necessary to start with the 'social' component of the syllabus while the 'academic' component will be introduced later on. The reason for starting with the 'social' component first is that, although these students are university-bound and their language needs are academic, they have no knowledge

of the target language; they have never had any formal
instruction in the target language in their countries;
they have had little if any informal exposure to the target
language; and they were placed in the beginner level after
taking the placement test at the Continuing Education
Language Institute. In other words, it would seem neces-
sary for the students to receive formal instruction which
would help them to communicate with the members of the
target language community in everyday situations. Once
the students are able to fulfil the basic language functions
found in the 'social' component of the syllabus, they will
be exposed to some of the functions, the ones that seem
relevant, useful and appropriate in the 'academic' component
of the syllabus. With those language functions they should
be able to engage in communication in the university environ-
ment.

To summarize, the beginner level syllabus will comprise
two components, the 'social' component and the 'academic'
component. This level is introductory because it requires
no previous knowledge of the target language, and its con-
tent is neutral with respect to a particular student's par-
ticular academic discipline. In other words, the content
of the syllabus will not deal with topics related to, for
example, engineering, computer science or management.

Although I have suggested the division of the beginner
level syllabus into 'social' and 'academic' components, I
will restrict myself to the syllabus content for the

'social' component only because the work involved in the 'academic' component is beyond the scope of this paper.

The Description of the Objectives.

We can divide the objectives into two categories. The first category deals with the general objectives of the entire course. There are two general objectives. First, at the end of the advanced level, students should be able to participate in everyday communication with other members of the community. Secondly, they should be able to function appropriately in the university environment.

The second category deals with the beginner level objectives. Terminal objectives for the beginner level are expressed in terms of the language functions which the students should be able to use (Wilkins, 1976; van Ek, 1976; Munby, 1978). They are "giving and requesting factual information", "socializing", "suasion (getting things done)", "expressing opinions", "expressing feelings", and "expressing judgements" (see figure 3 below).

In terms of the subject-matter or topics, the students should be able to function in respect to the ones listed under the 'social' component of the syllabus.

Social component:

1. Personal identification

2. House and home

3. Education and future career

4. Free time, entertainment

Description of the Objectives

Objectives

General
— Social Component (target language community)
— Academic Component (university environment)

Beginner Level — Social Component
— Giving and requesting factual information
— Socializing
— Getting things done (suasion)
— Expressing opinions
— Expressing feelings
— Expressing judgements
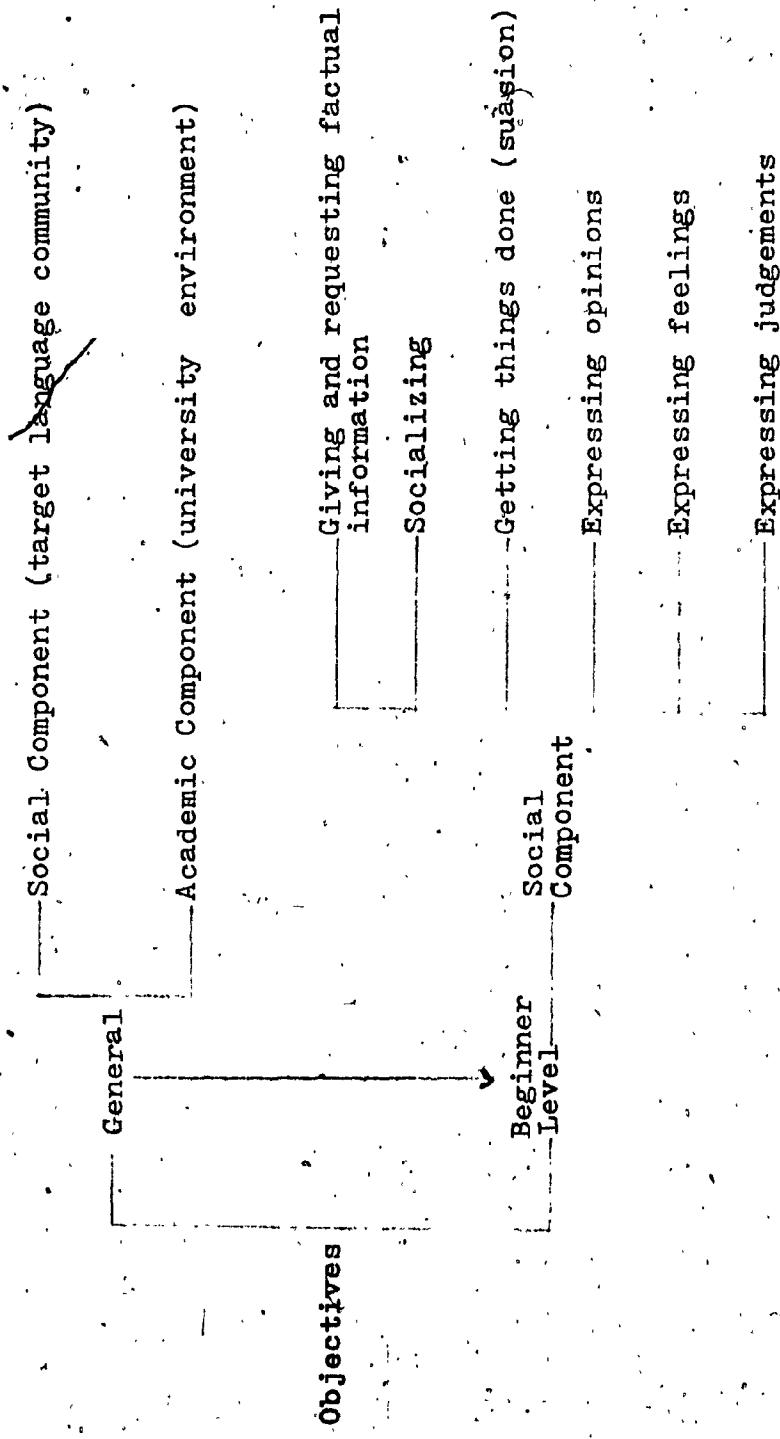
Figure 3

5. Travel

6. Local transportation

7. Shopping

8. Food and drink

9. Services

10. Places

11. Relations with other people

12. Health and welfare

Selection of the topics found in the 'social' component of the syllabus is based on van Ek's selection of topics in his book <u>The Threshold Level for Modern Language Learning in Schools</u> (1976). They were selected because they are very general and cover a wide area of social life.

The Beginner Level Objectives

1. The students should be able to understand and also to express <u>factual information</u>.

2. The students should be able to understand and also to express themselves when <u>socializing</u> with other people.

3. The students should be able to understand and also to express <u>suasion</u>.

4. The students should be able to understand and also to express <u>opinions</u>.

5. The students should be able to understand and also to express <u>feelings</u>.

6. The students should be able to understand and also to
express <u>judgements</u>.

In order to reach these objectives the students should
be exposed to positive attitudes towards second language
learning and also to the culture of the target language com-
munity.

Level Objective 1

The students should be able to understand and to express _factual information_.

1.1

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding and Expressing Personal Identification	name	spoken: receptive	formal - informal	formal - informal	First/last name I'm...
	age	spoken: productive			I'm... 22... 22 years old
	date and place of birth	written: receptive			I was born on/in...
	address	written: productive			2055 St. Mathieu... It's... I live... ...in...
	telephone number				It's... 283-4850...
	sex				male/female
	marital status				I'm... married/single

1.1

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding and Expressing Personal Identification	nationality origin education	spoken: receptive spoken: productive written: receptive written: productive	formal - informal	formal - informal	I'm... I'm from... I'm a.... college/ university student. I study... I learn... I take courses... There are... There is a.... course in.... I go to Mr./Mrs./Ms./Miss ... is my.... teacher
	occupation/ profession				I'm.... I'm going to be a... I was a.... I work in a....

1.2

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding and Expressing Identification of others	family and friends	spoken: receptive spoken: productive written: receptive written: productive	informal	informal	I have... parents mother father sister brother son daughter baby/child grandparents grandmother grandfather husband wife uncle aunt cousins niece nephew my father/mother... He's... She's... Peter's my/our...

1.2

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding and Expressing Identification of others	family and friends	spoken: receptive spoken: productive written: receptive written: productive	informal	informal	That's... my friend... Mary Jones: Mary and John are my/our friends.

1.3

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R.)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding and Expressing Identification	places: name location distance	spoken: receptive spoken: productive written: receptive written: productive	formal - informal	formal - informal	Montreal.... the store.... the restaurant... the cinema.... the university... the library.... the hospital.... the apartment... my apartment.... in/at/on.... near the.... over there.... far from.... The one on St. Mathieu.... one/twenty/hundred miles/kilometers....

1.4

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Identification and Asking for Identification	name	spoken: receptive	formal - informal	formal - informal	What's your/his/ her name?
	date and place of birth	spoken: productive	interested	interested	How old are you? How old is Peter? When were you born? Where were you born?
	address	written: receptive	sociable		What's your/John's/ their address? Where do you live? Where does Mary live?
	telephone	written: productive	friendly		What's your/Peter's phone (telephone) number?
	marital status				Are you single/ married? Is Mary... Are you...
	nationality				What nationality are you?
	origin				Where are you from?

1.4

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Identification and Asking for Identification	occupation education	spoken: receptive spoken: productive written: receptive written: productive	formal - informal interested sociable friendly	formal - informal interested	What are you? Are you...? What are you going to be? What do you do? What did you do? What will you do? Where do you work? Where did you work? Are you a...? Who's your teacher? What school do you go to? What courses are you in? What university are you at? What are you going to study? Where will you study?

1.4

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Identification and Asking for Identification	name places: location	spoken: receptive spoken: productive written: receptive written: productive	formal – informal interested	formal – informal interested	What's this? What's that? What is it? What's this in English? Where's... Where are...

1.5

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Identification of others and Asking for Identification of others	family and friends	spoken: receptive spoken: productive written: receptive written: productive	informal interested sociable friendly	informal interested	Do you have.... Have you.... Who's.... What's....

1.6

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Descriptions and Describing	physical characteristics: people (family, neighbours, friends...)	spoken: receptive	formal - informal	formal - informal	Peter is short...; Mary is fat...; John is tall...; Susan is thin....; Her eyes are blue/green/black...; He's very young/old....
		spoken: productive			It's a small apartment...
		written: receptive			It's an old store.
	places				It's a new building.
		written: productive			It's the big one.
					I live on the corner of....
	location				It's near/far/ beside/close to/ next to/ just up (down) the street/ over there/in/at/ on/under/
					...far from...
					North/South/East/West...

1.6

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Descriptions and describing	state people	spoken: receptive	formal - informal	formal - informal	Peter is a kind person. He's very friendly.
		spoken: productive	interested	interested	John is happy/ unhappy.
		written: receptive	friendly - unfriendly	friendly	They are nice. He's good/bad. Mary is serious.
	weather things	written: productive			John's very intelligent/clever. It's hot/cold.... It's big/small.... It's very long. It's blue/green/ white, etc. It's old/new.... It's large....

1.7

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Descriptions and Asking for Descriptions	people: physical character- istics	spoken: receptive	informal interested pleasant sociable courteous	informal interested	What does Peter look like? Is Peter... What colour is his hair? ...are his eyes?
	age	spoken: productive			Is Mary old/ young... How old is Mary?
	relation- ships	written: receptive			Is she your mother/sister... Mary's your friend, right? John and Mary are your friends, aren't they? Who's he/she/ that?
	state	written: productive			Is Mary angry? Are they tired? Was he sorry? He's angry, right?

1.7

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Descriptions and Asking for Descriptions	actions location things	spoken: receptive spoken: productive written: receptive written: productive	informal interested pleasant	informal interested	What's Peter doing? Can Mary cook? Did John go home? Where's... Where are... Is it... How far... What's it like? Is it... Are they... What is it? What's it look like? How large/big/small is... Does it have... How many... What colour/size/shape...

1.8.

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Reporting and Reporting	open category	spoken: receptive spoken: productive written: receptive written: productive	formal - informal certain	informal certain	Yesterday... Last night... Last summer... Last month... Last year... Last week... Two days ago... I went... We visited... Peter came... I was... We were... I had...

1.9

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for a Report and Asking for a Report	open category	spoken: receptive spoken: productive written: receptive written: productive	informal interested	informal interested	Did you... Were you... Was he... Did you have... What did you do? Where did you go last night... When did you... How long...

1.10

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Narration and Narrating	open category narration; sequence of events; actions	written: receptive; written: productive	formal - informal	formal - informal	Mr. Johnson went home at six o'clock. He was very tired. He was also very hungry. His wife prepared the dinner and he was very glad. After dinner he wanted to watch television. But he did not. He was sleepy. So, he went to bed at nine o'clock. First... Then/next... Second/third... Finally... He was sleeping... They were playing/talking/writing/reading...

1.11.

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Things and People and Asking for Things and People	Relationships with other people things	spoken: receptive spoken: productive	formal – informal courteous respectfull certain	formal – informal courteous respect-full certain	Is Peter there? Where's Mary? Is John coming? Hello, may I speak with John? Hi, can I see Mary? Can I have... I'll have... I'd like... Give me... ...a coke and coffee, please...

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
1.12					
Understanding a Request for Clarification	open category		formal - informal polite courteous - discourteous	formal - informal polite courteous	Pardon? Could you repeat that, please? Could you say that again? What? What did you say? Say that again?

Level Objective 2

The students should be able to understand and to express themselves when socializing with other people.

2.1

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Greetings and Expressing Greetings	Relationships with other people	spoken: receptive / spoken: productive	formal – informal / pleasant – unpleasant / polite – impolite / friendly	formal – informal / pleasant / polite / friendly	Hello... / Hi... / Good morning... / Good afternoon... / Good evening... / How are you? / I'm fine, thank you. How are you? / Fine, thanks... / Very well, thanks.

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
2.2 Understanding Introductions and Introducing	Relationships with other people	spoken: receptive spoken: productive	formal - informal pleasant polite friendly	formal - informal pleasant polite friendly	This is... I'd like you to meet... May I introduce you to... Let me introduce Mary to you... Meet John... I want you to meet Peter... Mary... I'm Mary... My name's Mary...

2.3

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Farewells and Expressing Farewells	Relationships with other people	spoken: receptive spoken: productive	formal - informal pleasant polite friendly	formal - informal pleasant polite friendly	Bye.... Good bye.... See you.... See you tomorrow/next week.... Must go now.... Got to go.... I have to go now.... So long....

2.4

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Gratitude and Expressing Gratitude	Relationships with other people	spoken: receptive spoken: productive	polite courteous respectful formal - informal grateful	polite courteous respect-full formal - informal grateful	Thank you... Thanks... Thank you very much Thanks very much Thanks a lot

2.5.

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Apology and Expressing Apology	Relationships with other people	spoken: receptive spoken: productive	formal - informal polite	formal - informal polite	Sorry.... I'm sorry.... I'm very sorry,... Excuse me... Please forgive me... Excuse me, please.

Level Objective 3

The students should be able to understand and to express suasion.

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding instructions or directions of others and instructing or directing others to do something	Relationships with other people	spoken: receptive	formal - informal	formal - informal	Stand... Sit... Give me/Peter... Take it... Do it... Get it... ...read/write... Show me... Be quiet (please).
		spoken: productive	polite - impolite	polite	
			kind - unkind	kind	
	places		firm	firm	Go.... Go two blocks/ streets... Turn right/left... Continue north/ south/east/west... Stop near the... Drive to.... Take the next street left...

3.2

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES. (R)	ATTITUDINAL TONES. (P)	LANGUAGE REALIZATIONS
Understand Warnings and Express Warnings	Relationships with other people	spoken: receptive spoken: productive	authorita-tive	authorita-tive	Look out! Be careful! Don't... Don't do that... You'd better I wouldn't if I were you... I don't think you should... Watch it!

3.3

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Suggestions and Giving Suggestions	Relationships with other people	spoken: receptive spoken: productive	formal - informal polite	formal - informal polite	Let's... How about... What about... You should... Why don't you... I can recommend...

3.4

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Offer to assist and Express Offer to assist	Relationships with other people	spoken: receptive spoken: productive	formal – informal polite caring willing	formal – informal polite	Can I help you? Let me help you? Want me to help you? Need a hand? I'll give you a hand.

3.5

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Requests for Assistance and Expressing Requests for Assistance	Relationships with other people	spoken: receptive spoken: productive	formal – informal polite – impolite authorita- tive	formal – informal polite	Help! Can you help me, please? Help me! Give me a hand. Don't just stand there.

4.6

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Capability and Asking about Capability	open category	spoken: receptive spoken: productive, written: receptive written: productive	uncertain polite	uncertain polite	Can you... Can she... Can Peter come today? Do you know how to... Does John know how to...

4.7

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Certainty/ Uncertainty and Expressing Certainty/ Uncertainty	open category	spoken: receptive spoken: productive written: receptive written: productive	certain - uncertain	certain - uncertain	I'm sure. I'm certain. I think so. I'm not sure. I'm not certain. I know... I don't know... I don't think so. Maybe... Perhaps...

4.8

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request about Certainty/Uncertainty and Asking about Certainty/Uncertainty	open category	spoken: receptive spoken: productive written: receptive	uncertain	uncertain	Are you sure? Are you quite sure? Is he certain? Do you think so? Maybe? Aren't you sure? Do you know... Does she know...

4.9

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Obligation and Expressing Obligation	Relationships with other people actions	spoken: receptive spoken: productive written: receptive written: productive	authoritative firm / convincing	authoritative firm	I must... Peter must... I have to... You really have to... Mary has to... John has to study... They have to learn English well. They must study hard.

4.10

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Obligation and Asking about Obligation	Relationships with other people actions	spoken: receptive spoken: productive written: receptive	uncertain	uncertain	Must I... Must we... Do I have to... Does she have to... Do we really have to...

4.11

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding a Request for Permission and Asking for Permission	Relationships with other people activities	spoken: receptive spoken: productive written: receptive	polite kind respectful	polite kind respect- ful	Can I... Can we... May I stay? Is it O.K.? Is it all right if she stays? Do you mind if...

Level Objective 5

The students should be able to understand
and to express feelings.

5.1

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Likes/Dislikes and Expressing Likes/Dislikes	people	spoken: receptive	certain	certain	I like...
			loving -	loving -	He likes...
	places	spoken: productive	hating	hating	Yes, I like him
					I love...
					She loves...
					They like him very much.
					I don't like...
					He doesn't like...
					They dislike...
					I hate...
					He hates...
	things	written: receptive			I like cakes.
					He doesn't like fruit.
					They hate spinach.
	activity	written: productive			I like skiing.
					He doesn't like swimming very much.
					They hate hockey.
					He likes taking courses at...
					She loves reading.

5.2

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Inquiring about Likes/Dislikes and Inquiring about Likes/Dislikes	people	spoken: receptive	uncertain	uncertain	Do you like...? Does Peter like...?
	places	spoken: productive			Who do you...? What place do you...? Where do you like to live? Do you like to live in... Where does John like to...
	things	written: receptive			Do you like...? What do you like... ...the most... What does John like for...
	activity	written: productive			What would you like for... Is it nice? Do you like skiing? What does he like do do? What would you like to do?

5.3

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding and Expressing Surprise	Relationships with other people	spoken: receptive spoken: productive	surprised astonished fascinated amazed	surprised	...oh! ...wow! ...really! ...what! What did you say! It can't be! ...how nice. It's surprising. What a surprise.

5.4

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	(P)	LANGUAGE REALIZATIONS
Understanding Satisfaction/Disatisfaction and Expressing Satisfaction/Disatisfaction	Relationships with other people	spoken: receptive spoken: productive	satisfied – dissatisfied delighted disappointed	satisfied dissatisfied	This is very nice. It's all right now. Great! Terrific! That's... I'm satisfied. Oh no! Too bad! That's too bad/ horrible/terrible. I don't like it at all.

5.5

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Preference and Expressing Preference	people	spoken: receptive	certain	certain	I like.... He prefers.... John! John is better than Tim. I like Peter more than Tim.
		spoken: productive	honest		Montreal! ...more than... movies more than theatre.... I like chicken. He prefers fish.
	place	written: receptive			engineering! Engineering is more interesting than....
	things	written: productive			He likes sports more than dancing. She prefers reading.
	activity				

5.6

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Inquiring about Preference and Inquiring about Preference	people	spoken: receptive	uncertain	uncertain	...Peter or Tim?
		spoken: productive	interested	interested	Do you prefer... or...
					Does he like... or....
					Who do you like more/better...
	place	written: receptive			...Montreal or your town?
					Which place do you prefer/like more?
	things	written: productive			Which film do you like more... or....
					Which one does John like more?
					Which one?
					coffee or tea?
	activity				engineering or computer science?
					Which one?
					Does he like... or...
					Which one do you prefer.

5.7

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Want/Desire and Express Want/Desire	activity thing people	spoken: receptive spoken: productive written: receptive written: productive	certain wishful	certain wishful	I want... He wants... We wish...could I would like... He'd like... I want to study medicine. He'd like to become a doctor. She'd like to pass the test. John wants a new car. I wish I had a vacation. I'd like to be like John.

5.8

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding	thing	spoken: receptive	uncertain	uncertain	Want a new car?
Inquiring about Want/Desire and	house	spoken: productive	interested	interested	Does he want a place of his own?
Inquiring about Want/Desire	food	written: receptive			What do you want for...
	drink	written: productive			What did Mary say she wants?
	clothes, etc.				What does he want?
	activity				Do you want...
					Want to...
					What do you want to do?
					Does he want to...
					Do you want to...
	quality				What colour do you want?
					What kind?
					What size?
	quantity				How many?
					How much?
					How many courses do you want to take?

5.9

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Intention and Expressing Intention	activity open category	spoken: receptive spoken: productive written: receptive written: productive	certain firm	certain	...going to... I'm going to.... He's going to study management. I intend to... I will talk to John.

5.10

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Inquiring about Intention and Inquiring about Intention	activity open category	spoken: receptive spoken: productive written: receptive written: productive	uncertain interested	uncertain interested	Are you going to... Will you .... Do you intend to... Is John going to his country soon? Does he intend to stay there? Will you visit him? Are you going to see him tomorrow? Do you intend to tell him about...?

Level Objective 6

The students should be able to understand
and to express judgements.

6.1

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Approval/Disapproval and Expressing Approval/Disapproval	Relationships with other people	spoken: receptive -spoken: productive	approving - disapproving	approving + disapproving	Good! Very good! That's fine. That's O.K. That's all right. It's... Excellent! Great! Yes/Oh yeah... No... It's not nice. It's not very nice. That's bad. That's not very good.

6.2

LANGUAGE FUNCTIONS	TOPICS	MEDIUM	ATTITUDINAL TONES (R)	ATTITUDINAL TONES (P)	LANGUAGE REALIZATIONS
Understanding Granting Forgiveness and Granting Forgiveness	Relationships with other people.	spoken: receptive spoken: productive	formal – informal forgiving	formal – informal forgiving	That's all right. It doesn't matter. That's O.K. I forgive you.

The Teaching of Grammar at the Beginner Level

Teaching of grammar at the beginner level is only part of the objective. The reason is that the students need to acquire only those grammatical patterns which they will use immediately in the context of communication. The following grammatical categories were selected only after specifying the syllabus content. They are presented here to serve as a guide to teachers who are teaching at the beginner level.

Grammatical Categories

Sentence Types

1. Declarative sentences (subject - predicate - complement)

   a) affirmative and negative.

2. Interrogative sentences:

   a) yes/no questions

   b) question-word sentences

3. Imperative sentences:

   a) commands

   b) polite requests

Sentence Complexity

1. Simple sentences

2. Compound sentences:

   a) "and"

   b) "or"

   c) without conjuction

Nouns

Number

1. Singular

2. Plural

Adjectives

Form

1. Positive degree

2. Comparative degree (-er, more); irregular forms

3. Superlative degree (-est, most); irregular forms

Adverbs

Form

1. Non-derived adverbs, e.g. soon, fast

Articles

1. Indefinite article: a(n)

2. Definite aritcle: the

3. Absence of definite article "the"

Verbs

Types

1. Main verbs

2. Copula: be

3. Auxiliaries: be, have, be going to, will, do.

4. Modals: can, could, may, must, have to, will, would

Forms

1. Finite forms

2. Infinitive

3. Imperative

4. Present participle/gerund

Aspect

1. Simple and continuous

Tense

1. Present

2. Past

3. Future: be going to, will

Pronouns

1. Personal

2. Possessive:

    a) adjectives: my, your, his, her, its, our, their

    b) pronouns: mine, yours, his, hers, its, ours, theirs

3. Demonstrative:

    a) adjectives: this, that, these, those

    b) pronouns: this, that, these, those

4. Interrogative:

    a) adjectives: what, which

    b) pronouns: who, what, which

6. Indefinite: all, some, any

7. Propword: one (I like to white one better.)

Numerals

1. Cardinal

2. Ordinal

3. Also: half, quarter

Classroom Techniques

In order to fulfil the terminal objectives of the beginner level several classroom techniques are proposed. In addition to the developing of language forms, these techniques appear to be more student-centred and less teacher-controlled; the student is given more freedom and opportunities to develop the ability to convey a message; less emphasis would be placed on the correction of errors; the student is given more opportunities to communicate in the target language (Bosquet, 1980).

Technique A:

Purpose: to enable students to participate in oral and written activities involving reporting and description.

Description:

a) giving and understanding a short account of activities.

b) understanding both oral and written descriptions of people, places, and situations.

c) the production of these descriptions in written paragraph form using:

i) identation

ii) capitalization

iii) punctuation

Technique B:

Purpose: to prepare students to read and understand

short graded passages.

Description:

a) answering comprehension questions based on the reading.

b) giving evidence for their choice from the reading passage.

c) doing short written exercises on the reading.

Technique C:

Purpose: to enable students to understand semi-contextualized material, short passages and dialogues.

Description:

a) understanding and recording letters of the alphabet, numbers, dates, and space and time relationships.

b) answering comprehension questions based on short passages.

Technique D:

Purpose: to teach students to follow instructions and to practice communicative activities in pairs or small groups inside and outside the classroom.

Description:

a) understanding and carrying out instructions.

b) gathering information by reading, asking questions and listening.

        c) presenting this information in oral and/or
written form.

Technique E:

Purpose: to prepare students to participate (listen
and speak) in common social exchanges.

Description:

     a) participating in everyday situations. For
example:

        i) shopping
        ii) looking for a place to stay
        iii) using the post office
        iv) at the bank
        v) at a restaurant
        vi) going to the movies
        vii) at a party
        viii) at the immigration office
        ix) at the health centre
        x) at the university information desk
        xi) in the admissions office
        xii) at the accounts office
        xiii) in the library, etc.

Teaching Materials

In order to select or create appropriate materials for
the beginner level it is necessary to gather relevant infor-
mation which will constitute a coherent objective profile
of those materials (Bosquet, 1980). We can divide teaching
materials into two categories. The first category consists

of commercially produced materials. They are created and developed by experts in the field of second language teaching. The second category consists of teaching and learning materials that can be created, developed and produced by the second language teachers. Those produced commercially are usually used as the main texts in the course while those produced by the teachers are usually used as supplementary materials.

In order to be suitable, teaching materials have to reflect the approach. In this case, we need materials that would very likely produce communicative and functional interaction patterns and will suggest such techniques as tasks, role-playing, simulation games, etc.

A sample of teacher-produced materials that might be used as supplementary at the beginner level is given in Appendix II. The first one is a sample paragraph which might be used to prepare students to read and understand short graded passages. In the exercises that follow, students are asked to look for information in the reading passage and give their answers in written form. The other sample materials might be used to prepare students to follow instructions and gather information by reading, asking questions and listening. This information can then be presented in oral or written form.

The purpose of both commercially produced materials and teacher created ones is to develop the students' communicative competence and facilitate the attainment of the level

objectives.

Conclusion

This thesis has dealt with the specification of the syllabus content based on the information gathered about the learners and their communication needs. The learner and his language requirements have been closely examined. However, further research to evaluate the reliability of certain aspects of the language requirements variable is necessary. This especially refers to those parts where decisions had to be made according to the subjective judgement of the syllabus designer.

It is also necessary to point out that the implementation of the syllabus would be constrained because other variables besides the one examined in this paper, have to be taken into account. For example, the socio-political variable which is concerned with the attitude of government, the status of the target language and so on, has to be examined. Another important variable refers to learner's motivation and his expectations. The methodological variable is concerned with the selection, adaptation, and production of suitable materials, for example. We cannot ignore the fact that teacher training is also important to take into account. Therefore, in order to implement a syllabus we have to deal with other variables as well. Finally, a point worth mentioning is that this paper has been concerned with the sociolinguistic orientation towards syllabus design which allows for more relevant and appropriate specification of the syllabus itself.

BIBLIOGRAPHY

Allen, H. B., & Campbell, R. N. (Eds.). Teaching English as a second language: a book of readings. New York: McGraw-Hill, 1965.

Allen, J. P. B., & Corder, S. P. (Eds.). Papers in applied linguistics: the Edinburgh course in applied linguistics (Vol. 2). London: Oxford University Press, 1975.

Allen, J. P. B., & Corder, S. P. (Eds.). Techniques in applied linguistics: the Edinburgh course in applied linguistics (Vol. 3). London: Oxford University Press, 1974.

Allen, W., & Lemelin, C. A study of PBGMA students' attitudes to pilot materials for the teaching of reading comprehension for academic purposes. CDU Report No. 2. Montréal: Concordia University, 1977.

Alexander, L. G. Question and answer. London: Longman, 1967.

Alexander, L. G. Where do we go from here? A reconsideration of some basic assumptions affecting course design. English Language Teaching Journal, 1976, 30(2), 89-103.

Beile, W., & Rutherford, R. W. A model for the production of foreign language teaching materials. IRAL, 1975, 13(3), 209-228.

Bosquet, M. A handbook for English second language teaching. Unpublished, 1980.

Brumfit, C. J. Notional syllabuses - a reassessment. Systems, 1979, 7(2), 111-116.

Brumfit, C. J., & Johnson, K. (Eds.). The communicative approach to language teaching. Oxford: Oxford University Press, 1979.

Bung, K. The specification of objectives in a language learning system for adults. Systems Development in Adult Language Learning, CCC/EES, 1973, 73(34).

Candlin, C. N. (Ed.). An introduction to discourse analysis. London: Longman, 1977.

Candlin, C. N., Leather, J. H., & Burton, C. J. Doctors in casualty: applying communicative competence to components of special course design. IRAL, 1976, 14(3), 245-272.

124

Candlin, E. F. Present day English for foreign students.
London: London University Press, 1962.

Castro, O., & Kimbrough, V. In touch. A beginner American
English series. Book 1. London: Longman, 1979.

Chomsky, N. Aspects of the theory of syntax. Cambridge,
Mass.: The M.I.T. Press, 1965.

Close, R. A. The English we use for science. London:
Longman, 1965.

Cook, R. S., A 'social survival' syllabus. In R. Mackay &
A. Mountford (Eds.), English for specific purposes. London:
Longman, 1978.

Corder, S. P. Introducing applied linguistics. Harmondsworth,
Middlesex, England: Penguin Education, 1973.

Corder, S. P. Applied linguistics and language teaching. In
J. P. B. Allen & S. P. Corder (Eds.), Papers in applied
linguistics: The Edinburgh course in applied linguistics
(Vol. 2). London: Oxford University Press, 1975.

Coulthard, M. An introduction to discourse analysis. London:
Longman, 1977.

Criper, C. Linguistics, sociolinguistics and current trends
in communications-based syllabuses. In G. H. Wilson (Ed.),
Curriculum development and syllabus design for English
teaching. Singapore: RELC, 1976.

Garcia, D. G. Decisions and variables in curriculum con-
struction: their implications for syllabus design in
English language teaching. In G. H. Wilson (Ed.), Cur-
riculum development and syllabus design for English teach-
ing. Singapore: RELC, 1976.

Girard, C., & Lambert, D. Coast to coast. Montréal: Marcel
Didier, 1976.

Girard, C. An adult beginner's course in ESL: A solar
approach. Canadian Modern Languages Review, 1977, 33(5),
721-731.

Gouvernement du Québec, Ministere de l'Education, Direction
générale du développment pédagogique. Programme d'etude -
primaire. Anglais, langue seconde. Document de travail,
1980.

Halliday, M. A. K. Language structure and language function.
In J. Lyons (Ed.), New horizons in linguistics. Harmonds-
worth, Middlesex, England: Penguin Education, 1970.

Howatt, A. The background to course design. In J. P. B. Allen & S. P. Corder (Eds.), <u>Techniques in applied linguistics:</u> <u>the Edinburgh course in allpied linguistics</u> (Vol. 3). London: Oxford University Press, 1974.

Hymes, D. <u>Language in culture and society</u>. New York: Harper and Row, 1964.

Hymes, D. On communicative competence. In J. B. Pride & J. Holmes (Eds.), <u>Sociolinguistics: selected readings</u>. Harmondsworth, Middlesex, England: Penguin Education, 1971.

Hymes, D. Models of the interaction of language and social life. In J. J. Gumperz & D. Hymes (Eds.), <u>Directions in sociolinguistics: the ethnography of communication</u>. New York: Holt, Rinehart, 1972.

Jakobovits, A. L. <u>Foreign language learning. A psycho-linguistic analysis of the issues</u>. Rowley, Mass.: Newbury House, 1970.

Jankowsky, K. R. (Ed.). <u>Language and international studies</u>. Washington, D.C.: Georgetown University Press, 1973.

Johnson, K. The adoption of functional syllabuses for general language teaching courses. <u>Canadian Modern Language Review</u>, 1977, <u>33</u>(5), 667-680.

Jones, L. <u>Functions in English. A course for advanced students</u>. Cambridge: Cambridge University Press, 1977.

Keller, E. & Warner, S. T. <u>Gambits. Books 1, 2 & 3</u>. Ottawa: Publich Service Commission, 1976.

Kerr, J. Y. K. Games and simulations in English language teaching. ELT Documents, The British Council, <u>ETIC</u>, 1977, <u>77</u>(1), 4-16.

Kirkwood, J. M. Towards an integrated programme for advanced students in Russian. <u>AVLA Journal</u>, 1973, <u>11</u>(3), 175-188.

Krashen, S. Formal and informal linguistic environments in language acquisition and language learning. <u>TESOL Quarterly</u>, 1976, <u>10</u>(2), 157-168.

Labov, W. <u>Sociolinguistic patterns</u>. Philadelphia: University of Pennsylvania Press, 1972.

Lado, R. <u>Lado English series. Book 1</u>. Montréal: Centre Educatif et culturel, 1970.

Lado, R. <u>Language teaching. A scientific approach</u>. New York: McGraw-Hill, 1964.

Lambert, W. E. Cognitive and socio-cultural consequences of bilingualism. <u>Canadian Modern Languages Review</u>, 1978, <u>36</u>(1), 537-547.

Leech, G. N., & Svartvik, J. <u>A communicative grammar of English</u>. London: Longman, 1975.

Lester, M. (Ed.). <u>Readings in applied transformational Grammar</u>. New York: Holt, Rinehart, 1970.

Littlewood, W. T. Role-performance and language-teaching. <u>IRAL</u>, 1975, <u>13</u>(3), 199-208.

Long, M., Cyr, A., Allen, W., Lemelin, C., Ricard, E., Spada, N. & Vogel, P. <u>English for academic purposes. Books 1 & 2</u>. Montréal: Concordia University, 1977.

Lyons, J. (Ed.). <u>New horizons in linguistics</u>. Harmondsworth, Middlesex, England: Penguin Education, 1970.

Mackay, R. Functional/notional syllabuses. <u>SPEAQ</u>, 1977, <u>1</u>(3), 84-87.

Mackay, R. & A. Mountford (Eds.). <u>English for specific purposes</u>. London: Longman, 1978.

Mellgren, L., Walker, M. <u>New horizons in English. Book 1</u>. Reading, Mass.: Addison-Wesley, 1975.

Morrow, K., & Johnson, K. Meeting some social language needs of overseas students. <u>Canadian Modern Languages Review</u>, 1977, <u>5</u>(2), 694-707.

Munby, J. <u>Communicative syllabus design</u>. Cambridge: Cambridge University Press, 1978.

Newmark, L. Grammatical theory and the teaching of English as a foreign language. In D. P. Harris (Ed.), <u>Conference Papers of the English Language Section of the National Association for Foreign Affairs</u>, 1963, pp. 5-8.

Newmark, L., & Reibel, D. Necessity and sufficiency in language learning. <u>IRAL</u>, 1968, <u>6</u>(2), 220-244.

Oller, J. W., Jr., & Obrecht, D. H. The psycholinguistic principle of informational sequence: an experiment in second language learning. <u>IRAL</u>, 1969, <u>7</u>(2), 117-123.

Oller, J. W. & J. C. Richards (Eds.). <u>Focus on the learner: pragmatic perspectives for the language teacher</u>. Rowley, Mass.: Newbury House, 1973.

O'Neill, R. The limitations of functional/notional syllabuses or 'my guinea pig died with its legs crossed. In S. Holden (Ed.), <u>English for specific purposes</u>. MET Publications, 1977.

Peck, A. J. Functional-notional syllabuses and their import-
ance for defining levels of linguistic proficiency. Modern
Language Audio-Visual Journal, 1977, pp. 1-9.

Pride, J. B. & J. Holmes (Eds.). Sociolinguistics: selected
readings. Harmondsworth, Middlesex, England: Penguin
Education, 1972.

Richterich, R. A model for the definition of adult language
needs. Systems Development in Adult Language Learning.
Strasbourg: Council of Europe, 1973.

Rivers, W. From linguistic competence to communicative com-
petence. TESOL Quarterly, 1973, 7(1), 54-61.

Rossner, R. et al. Contemporary English. Book 1. London
and Basingstoke: Macmillan Press, 1978.

Sankoff, G. A. Quantitative paradigm for the study of com-
municative competence. In R. Bauman & J. Sherzer (Eds.),
Explorations in the ethnography of speaking. Cambridge:
Cambridge University Press, 1974.

Savignon, S. J. Communicative competence: theory and class-
room practice. SPEAQ, 1977, 1(3), 4-15.

Schumann, J. H. & N. Stenson (Eds.). New frontiers in second
language learning. Rowley, Mass.: Newbury House, 1974.

Shaw, A. M. Foreign-language syllabus development: some
recent approaches. Survey article. Language Teaching and
Linguistics: Abstracts. London: Cambridge University
Press, 1977.

Shuy, R. W. (Ed.). Sociolinguistics: current trends and
prospects. Monograph Series on Languages and Linguistics.
Washington, D.C.: Georgetown University Press, 1972, (No. 25).

Sinclair, J. McH., & Coulthard, R. M. Towards an analysis
of discourse. London: Oxford University Press, 1975.

Stevick, E. W. Memory, meaning and method. Rowley, Mass.:
Newbury House, 1976.

Strevens, P. A Theoretical Model of the language learning/
teaching process. Working Papers on Bilingualism, 1976,
11, 129-152.

Trim, J. L. M. Draft outline of a European unit/credit
system. Systems Development in Adult Language Learning.
Strasbourg: Council of Europe, 1973.

Van Ek, J. A. The threshold level for modern language learning in schools. London: Longman, 1976.

Wardhaugh, R. & H. D. Brown (Eds.). A survey of applied linguistics. Ann Arbor: The University of Michigan Press, 1976.

Widdowson, H. G. The teaching of rhetoric to students of science and technology. Science and Technology in a Second Language. Centre for Information on Language Teaching and Research, 1971.

Widdowson, H. G. Directions in the teaching of discourse. In S. P. Corder & E. Roulet (Eds.), Theoretical linguistics. Brussels: AIMAV; Paris: Didier, 1973.

Widdowson, H. G. The communicative approach and its application. ESP: An International Seminar. The British Council, Bogota, Colombia, 1977.

Widdowson, H. G. Teaching language as communication. London: Oxford University Press, 1978.

Wilkins, D. A. The linguistic and situational content of the common core in a unit/credit system. Systems Development in Adult Language Learning. Strasbourg: Council of Europe, 1972.

Wilkins, D. A. Grammatical, situational and notional syllabuses. ELT Documents, Strasbourg: Council of Europe, 1973.

Wilkins, D. A. A communicative approach to syllabus construction in adult language learning. Modern Languages in Adult Education. Strasbourg: Council of Europe, 1974.

Wilkins, D. A., Notional syllabuses. London: Oxford University Press, 1976.

Wilkins, D. A. Current developments in the teaching of English as a foreign language. In S. Holden (Ed.), English for specific purposes. MET Publications, 1977.

Wright, A. L., & McGillivray, J. H. Let's learn English. Beginning course: Book 1. New York: American Book Co., 1971.

Yorkey, R. Language as action, reaction and interaction: communication in the ESL classroom. SPEAQ, 1976-77, 1(1), 11-31.

Yorkey, R. et al. English for international communication. New York: American Book Company, 1978.

APPENDIX I

CONCORDIA UNIVERSITY

CELI

Placement Interviewers' Information Sheet - July, 1980.

Students will come to you after having seen a short animated film. They will also have been asked to write about the film and will consequently have had a chance to formulate their thoughts and impressions about it.

The oral interview consists of two parts:

A. (Questions 1-6) biographical and background personal information.

B. (Question 7) free speaking - describe the film.

Please evaluate them on a scale of 1-4 according to the criteria below. It is important to note that the communicative-functional approach of our syllabus makes it appropriate to evaluate the students according to their ability to communicate their thoughts coherently rather than on their use of grammatically exact form.

Please also note that the interviewers' comments in Question 8 and the interviewers' initials are very helpful in placing the students and standardizing evaluations.

EVALUATION CRITERIA

1. (Beg.)   Extensive repetition, sign language and consultation of friends necessary to communicate i.e. raw beginners.

2. (Elem.) Repetition (rephrasing), slowing down are necessary to communicate. Student speaks haltingly, i.e. elementary.

3. (Inter.) Understands with minimum of rephrasing and repetition, can be understood fairly well, accent does not impede communication, i.e. intermediate.

4. (Adv.)   Understands well, communicates easily, i.e. advanced.

CONCORDIA UNIVERSITY

CELI PLACEMENT INTERVIEWER'S FORM

INTENSIVE ☐
SEMI ☐
EVENING ☐

COMMENTS

1. NAME _____ SEX _____

   (UNDERLINE FAMILY NAME)   AGE _____

2. COUNTRY _____ LANGUAGE(S) _____

3. PREVIOUS STUDY OR CONTACT WITH ENGLISH

   WHERE _____

   FOR HOW LONG _____

4. EDUCATIONAL BACKGROUND (HIGHEST LEVEL COMPLETED) _____

5. REASON FOR STUDYING ENGLISH (CHECK THE MAIN REASON ONLY AND
   GIVE DETAILS)

   ☐ ACADEMIC _____

   ☐ BUSINESS _____

   ☐ GENERAL _____

   _____

   _____

   _____

   _____

   1 2 3 4

6. HOW DID YOU HEAR ABOUT CONCORDIA'S ENGLISH PROGRAMME? _____

   _____

   _____

7. DESCRIPTION OF FILM   1 2 3 4

8. COMMENTS OR OBSERVATIONS ABOUT THE STUDENT (shy, fluent,
   gregarious, etc.) _____

   _____

   _____

132   Interviewer's Initials _____

CONCORDIA UNIVERSITY

ESL Placement Test

Writing

-NAME _____

WHAT WAS THE FILM ABOUT? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

134

CONTINUING EDUCATION LANGUAGE INSTITUTE

PLACEMENT TEST

STUDENT'S NAME: _____   TEST NO. _____

Why I want to study English at Concordia University

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX II

CANADA

Canada is a big country in North America. It occupies 3,851,809 square miles and it is the second largest country in the world. There are ten provinces and two territories in Canada. Ottawa is the national capital. The population is about 22 million. People have come here from many different countries, so they speak many different languages, i.e. Italian, Greek, Spanish, etc. English and French are the official languages in Canada. It is a beautiful country and I love it.

Analysis: 1. How many sentences are there in this paragraph?

2. How many main ideas are there?

3. How many "capital" letters are there?

4. How many verbs are there?

Exercise:

1. What is the title of this paragraph? Do you think it is a good one? Give it a different one.

2. What is the first (introductory) sentence? Write it.

3. What is the last (concluding) sentence? Write it.

4. How many facts are there about Canada? List them in sequence.

5. List any new vocabulary you have noticed.

6. Change the first sentence to start with, "There is...".

7. Change the verb in the third sentence.

8. Rewrite the fifth sentence. Don't use the word "population".

9. Rewrite the sixth sentence as three separate ones.

TASK   NAME_____

Look at the map of Canada and find the answers to these
questions:

1. How many provinces are there in Canada?

2. How many Northern Territories are there?

3. How many provinces are islands?

4. What is the capital of Canada?

5. What is the name of the big island off the coast of
   British Columbia?

6. What provinces are east of Quebec?

7. What province does Labrador belong to?

8. What province is west of Manitoba?

9. What province is south of Quebec?

10. What country is south of Canada?

11. What is the capital of Alberta?

12. Name 4 cities in Ontario.

13. Name 2 Great Lakes.

14. What is the name of the largest river in Quebec?

15. What is the capital of Quebec?

TASK   NAME_____

Your friend has a broken arm and can't write. Your arm is

not broken so you are going to fill out your friend's

identification card for him (or her).

Find a partner and write down all the information you need

to complete the card.

IDENTIFICATION CARD

NAME..

ADDRESS.....................................

CITY...............PROVINCE.................

POSTAL CODE.........TELEPHONE NO...........

DATE OF BIRTH........PLACE OF BIRTH........

....

HEIGHT.............WEIGHT...................

COLOUR OF HAIR..............................

COLOUR OF EYES..............................

NEXT OF KIN.................................

ADDRESS OF NEXT OF KIN......................

....

TASK   NAME_____

The following people are looking for housing. Look through
the ads for rental accomodation with your partner. Find
housing that would help these people. Place the number
of the ad on the right side of you. paper.

1. Family with 5 children. Father works as a clerk down-
   town. Needs housing immediately. _____

2. University student. Single female. Smokes. Has very
   little money. Will be in Montreal for 3 years. _____

3. Newly-married couple. Both professionals. Have a dog.
   Have their own fridge and stove. _____

4. Famous drummer with a rock band. Single male. Needs
   lots of space for his instruments. Practices every
   day. _____

5. Student. Single woman. New immigrant. Has a part-
   time job at night so she sleeps irregular hours. _____

6. Single mother on welfare*. Has 2 small children. _____

* on welfare: receiving financial help from government

PEEL PLAZA

3440 Peel

1 Right above Sherbrooke A few luxurious alcoves and 1 bedroom apartments available for immediate or later occupancy. Please call
288-3173

2 PEEL / Sherbrooke. Large 3½ $325 844-8401, 489-9462

PINE 456

3 West of Park Avenue large spacious apartments high ceilings beautifully finished floors Now taking applications for May 3½, 4, 5½, 7½ rooms available 843-7782

4 QUIET apartment hotel in downtown Montreal close to Metro, Voyageur bus terminal and public parks. Parking is available in the vicinity. Moderate daily and weekly rates available upon request. For information please call 521-5264 Or write to Hotel La Residence 847 Sherbrooke St East Montreal, Que H2L 1K6

Sherbrooke & Bleury

5 366 Sherbrooke West Apts 3½ rooms heated hot water, stove and fridge supplied $170 - $200 monthly Call 937-1494

STANLEY COURT
1431 Stanley (Courtyard)

6 Above Ste Catherine Choice bright 1½ and 2½ room apts., freshly decorated Moderate rental yearly leases Apply after 3 pm Supt premises or 288-7081.

7 SUBLET 3½ air-conditioning electricity paid western exposure $260, 9 month lease Immediate 933-1490 after 6

8 SUBLET, Durocher and Milton, May 1st 4½ $260 per month, negotiable. option to renew 845-9862

9 SUBLET, large 1½ highrise on Ste. Famille, swimming pool, sauna night doorman. May to September, $190 844-2141 after 7 pm

10 SUBLET 4½, June to September. Peel Plaza Apartments, utilities, cable TV, air conditioned pool, sauna included renewal parking available $487, 288-3173

11 SUBLET, 3½, Atwater and Du Maisonneuve luxury highrise, central air electric paid May 1st occupancy Option to renew 937-7178

12 SUBLET large alcove. 9th floor, pool, sauna grocery store in building 3440 Durocher $215 monthly, all facilities Call 288-5692

13 ST. MARC 1456 1½, $145 TV, all included. Janitor 932-7502

14 ST. MARC, 2½ rooms and 3½ rooms carpeted, furnished or unfurnished. $165 and up. Immediate 747-7913 747-7966

15 ST. MARK near de Maisonneuve 1½, 2½, 3½, 4½. Close to Metro bus electricity, heating paid. 484-0828 932-4503

Downtown

LE ROCHEFORT
Place Henri Dunant
(1225 Sussex)
Facing Henri Dunant Park (South of Atwater Metro)
16 Near hospitals Alexis Nihon Center and Forum. Modern highrise, fireproof, roof top swimming pool sauna
Alcoves, furnished and unfurnished. Taxes included.
Unfurnished 3½
Unobstructed view of the St Lawrence River Open daily
1225 Sussex, 933-1166

MARCO POLO
17 1½ and 3½ apartments, garage available. Immediate occupancy 931-7403

18 METRO BEAUBIEN, 4½, renovated parking $150 Electric heating Call 694-1138

19 NEAR Forum 2 rooms furnished or unfurnished near Metro shopping all conveniences Reasonable 932-1015

20 NEAR McGill University, large townhouse beginning of century entirely renovated 11 rooms (5 bedrooms) fully equipped, fireplace parking lot $1,000, plus heating electricity watertax, immediate occupancy References requested, 935-7151

21 NUNS ISLAND. Sublet 3½ in highrise river view, balcony, pool, sauna, parking May 1st $262 Days 874-6978 Evenings 761-2933.

22 NUNS ISLAND studio sublet. Indoor pool, parking, May. 464-2416, 769-2855.

23 NUNS' ISLAND. Sublet 3½ room apt, highrise bldg, pool, sauna, parking $280 monthly. Immediate 767-8311

24 NUNS' ISLAND, large studio to sublet. $180 767-5664, after 5 pm

25 NUNS' ISLAND. Sublet 4½, balcony, indoor parking $250.00, David Fox 392-8334, 9-6 pm, 769-9036 evenings

26 OLD MONTREAL Viger, St Denis Handsome gray stone building Metro nearby Bright 2½ $185, everything paid. 845-4967, 843-6128

27 OLD MONTREAL loft apartment and studio 3,200 ft 937-9000

28 OXFORD above Sherbrooke 20 room, self-contained duplex 4 bathrooms 2 fireplaces verathaned floors, natural woodwork, stained glass windows, laundry room, large work shop. $1,000 488-1090

29 PARK AVENUE Mount royal, 4½, stove fridge Call between 9 a m - 5 p m, 273-9903 Mr Lebel

30 PEEL PLAZA 2 bedrooms 2 bathrooms, 20th floor, sunny, beautiful view, sublet May 1 to September 1 $590 monthly, 288-9066

Côte St. Luc

31 **ASHDALE HOUSE** (Earle Road) bright 3½ and 4½ apartments with 2 complete bathrooms, outdoor pool, sauna in highrise building 489-1335, 845-2285

32 **ATTRACTIVE** quiet 3½, May 1st and July 1st, equipped heated, pool, taxes paid 489-2480

33 **ATTRACTIVE**, 3½, 4½, 2 months free Reasonable rent, 489-7686.

34 **BACHELOR**, 21½, semi basement everything included private entrance $160 487-4378

35 **BRAND** new 5½ condominium apartment opposite Cavendish Mall heated air conditioned garage, 2 bathrooms all services paid $775 486-4604 evenings - weekends

36 **BRAND NEW** custom built 7½ upper 2 bathrooms May, June 487-4796

37 **BRIERCLIFF** luxurious 5½ condominium apartment, near Cavendish Mall fully air conditioned garage 2 baths doorman, swimming pool sauna $700. Occupancy May. Contact Margaret, day 384-0161 night _____

BRIGHT 3½, newly painted, equipped, janitor service, laundry room, reasonable. 481-2148.

38 **BRIGHT**, luxurious 5705 Westminster corner Guelph facing park large 3½, 4½ private balcony newly equipped and decorated Excellent shopping and transportation $190 -$285 273-3619, 487-3919

CASTEL ROYAL

39 4½ 3½ 2 Luxurious highrise swimming pool sauna whirlpool exercise rooms etc 487-5664 Eves 486 8095

40 **CLOVER ROAD** upper duplex, 8½ Rent $575 July 1st 487-3130

41 **COTE ST LUC** Emerald 5615 modern, painted, elevator, 3½, 4½ $210 and up taxes paid 656-9882, 488-6677 afternoons 487-5208

42 **COTE ST. LUC** Rd, 6060 (Hampton) 2½ rooms balcony, elevator 66 bus $185 Supt

43 **COTE ST. LUC**, Guelph luxurious bachelor in duplex, fully equipped 688-6861

44 **COTE ST LUC** Cavendish New luxurious 6½ condominium May 488-6596

45 **COTE ST. LUC RD.** 5770 4½ 5½ large rooms May 1st occupancy 739-3476, 486-7674

46 **COTE ST LUC** and Cavendish Modern 4½ apartment $375 Electricity included May 1st 487-2681 7-11 p m

47 **COTE ST. LUC** Rd Corner Hampton Fully equipped 3½ $190 4½ $220 488-1532

48 **COTE ST. LUC ROAD** 6775 elevator building modern large 3½ balcony $200 taxes included 488-8900

49 **CRANBROOKE** 5455, Cote St. Luc, 3½, 4½, heated, elevator, 276-1391.

Downtown

50 **ABOVE SHERBROOKE** Stanley Street 3½, 4½, 731-9624

51 **ATTRACTIVE** Dr Penfield furnished 3½ air conditioned balcony swimming pool garage doorman May to October $425 References 9½-5-6445

52 **ATWATER AREA**, 1½ modern furnished $150, 933-0704

53 **ATWATER—GUY AREA** Beautiful studio apartments Just renovated, well maintained charming older buildings Modern bathrooms, kitchens Some furnished Great value from $135 to $200 2½, 3½, 4½ from $175 -$335 932-6941

54 **ATWATER METRO** furnished 4 bedroom house $800 monthly Immediate occupancy 866-2412 local 418

55 **ATWATER** 3015 Sherbrooke St W 1½, 2½, 4½ Clean equipped, elevator, laundromat 937-1301

56 **ATWATER METRO** 1½ furnished, weekly $35 937 7617

57 **ATWATER AREA** Gorgeous 2 bedroom apartment Quiet street. All modern conveniences Bright and sunny $300 Call Hannah Buxton 482-9122 288-6594 **Whitehead Relocan Broker**

58 **AYLMER** 3525, 1½, 2½, near McGill University, painted, furnished, heated, electricity included, elevator, 843-3266.

59 **BACHELOR APARTMENT**, everything included $135 monthly 2046 Mountain St, management

60 **BASEMENT** apartment 3½ partly furnished $190 monthly Immediate, 284-1078 evenings

61 **BEAUTIFUL** penthouse, 4½ large balcony covering 3 rooms, sublet May 1st 3580 Lorne Ave $350 all included 284-1320 844-4380

62 **BOURRET** 4645 4½, May 1, July 1 Equipped elevator excellent location 737-1910 487-7779

63 **CENTRALLY** located downtown furnished or unfurnished bachelors, 4½ and alcoves including fridge and stove electricity One month free Please call 844-6856

64 **CENTRAL** near McGill University 1½ everything paid $120 844-4542

CENTRAL

**Summerhill Ave.
1575-1555**

65 3½ 4½ rooms $240 $280 $290 Modern bright semi-suite rooms Modern conveniences & elevator Apply Supt 935 7274 933-2222

66 **CHARMING** giant 5½ heated, interesting layout sublet May 1st Option to renew $300 937-1287

67 **CHARMING** 3½, 1935 Tupper Unfurnished $175 heated 932-5845

68 **CHATEAU LAROCQUE**, 1436 Mackay St at Guy Metro Beautiful 3½ highrise air-conditioned electricity paid 934-0186 935-9768

69 **CHATEAUNEUF** 1260 Dr Penfield 1 & 2 bedroom apartment furnished or unfurnished 843-8263