First and Second Secondary English Syllabi in Lebanon: An Evaluation and Amendment

A Thesis

submitted to the Faculty of Humanities

at Notre Dame University

in partial fulfillment of the requirements for the degree of

Master of Arts in Applied Linguistics and TEFL

By

Dany S. Badran

Licence D'Enseignement

Louaize

November, 1996

Accepted by the Faculty of

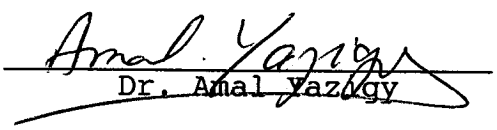
the Department of English

in fulfillment of the requirements

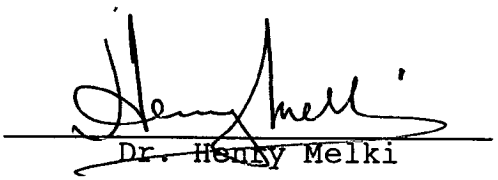
for the degree of Master of Arts

Committee:

Dr. Assaad Eid



Dr. Amal Yazigy



Dr. Henry Melki

Acknowledgements

I wish to express my deepest appreciation to the people whose support, assistance, advice and guidance made it possible for me to accomplish this research. I would like to thank my supervisor, Dr. Assaad Eid, for his honorable advice and guidance, for his dedication, and, most of all for his patience and support. I would also like to express my gratitude to Dr. Amal Yazigy and Dr. Henry Melki who, despite their difficult circumstances, managed to spare the time to read and constructively criticize my work. Also I wish to thank Dr. May Maalouf for all the time and advice she gave me as well as her moral support. Finally, my sincerest and warmest gratitude is extended to my mother, father, and friends who never ceased providing me all the encouragement I needed.

Table of Contents

PREFACE

Syllabus design theory began to gain more credibility as a result of increasing scepticism towards the appropriateness and sufficiency of a "method" handling the teaching-learning situation. Yaldin states that "the many factors that need to be considered in teaching language as well as language usage ... cannot be handled in a satisfactory way within the conceptual framework that any one 'method' provides" (Yalden, "The Communicative Syllabus..." 16). It is rather syllabus design theory that corresponds more specifically to the vagueness associated with the content and roles of materials, the roles of learners, and the roles of teachers (Kranke 3), thus providing more of a global approach attempting to remedy the problems of language teaching and language learning, especially, in a second language learning setting.

Still, a major issue in syllabus design theory dealt with the problem of whether "grammar" or "structure" should serve as a basis in syllabus design or not, thus leading Wilkins to differentiate between "synthetic" and "analytic" approaches (Wilkins 15). The synthetic approach recommended and adopted the use of grammar while the analytic approach rejected and avoided it. However, after a period of time, the role of grammar regained its importance even with the communicative approaches to syllabus design, which in turn are the most recent. These communicative syllabi define communicative competence as involving "grammatical, psycholinguistic, and sociocultural subsystems" (Yaldin 12).

Thus, a more reliable and sound syllabus whose objectives are related to the needs of the learners should involve a combination and an interaction among these "grammatical, psycholinguistic, and sociocultural subsystems" especially if the learners have the target language as different from their mother tongue.

This is directly related to the problem facing the Lebanese learners of English as a second language at the secondary level in Lebanon. It has been noticed that these learners exhibit a general weakness in the writing skill and more specifically at the syntactic level. This is reflected in the numerous, unchanging, grammatical errors that follow the learner through the secondary classes all the way to college. The most frequent errors are those of sentence fragments, run on sentences, ambiguous reference, and errors in coordination, subordination, and parallel structure.

The main reason for that kind of learners' performance is clearly connected to the syllabus set by the Lebanese government for the secondary level, particularly the first two years (first and second secondary). In this syllabus, the basic needs of the Lebanese learners, the most crucial of which is to enter universities, are not accounted for, and the objectives of the syllabus are only related to furnishing the learners with the necessary literary materials to allow them to pass the government official exams. In other words, the problem that the Lebanese learners of English at the secondary level are facing results from gaps found in the syllabus set by the government for this level.

This thesis aims at describing the causes of the problem, analyzing its effects, and suggesting a remedy in the form of a more fully developed syllabus that accounts for both the basic needs of the Lebanese learners of English at the secondary level (first and second) and the requirements of government official exams.

The thesis starts with a survey of the various syllabi and the role of grammar in every syllabus. Then, the factors to be taken into consideration when designing a syllabus are described emphasizing the learner's needs as a crucial factor.

A field study then involves questionnaires conducted on both Lebanese learners of English at the secondary level and on learners of English at the primary academic English levels at university. The purpose of these questionnaires is to detect the learners' needs and degree of motivation. Data in the form of essays is also collected from learners at the secondary level along with essays written by learners sitting for university entrance exams. These essays are then analyzed through comparison and contrast to show the learners' poor performance and the similarity in the types of errors on the syntactic level. At a later stage, the questionnaires and the essays are compared and contrasted with the objectives of the syllabus for the secondary level, thus revealing the gap between the objectives of the syllabus and the learners' needs leading to their weak performance and error consistency.

Finally, a more fully developed syllabus is designed on the basis of a needs analysis and is suggested as a remedy to

the problem. The content of this syllabus is proposed to include an integration of thematic units and a structural basis. This way, both structural and literary objectives are achieved simultaneously.

FROM METHOD TO SYLLABUS DESIGN

The different views about what language is have in time resulted in many diverse methods of language teaching. This has often left the teacher in an intriguing situation under the pressure of having to make the right decisions, adequate and sufficient to help enhance learning in the most economical way.

Language, however, is defined as a "human activity", which introduces the two different views of what language is: the "mechanistic" and the "mentalist" views (Mackey 5). The "mechanistic view" considers language to be a physical activity because it is part of the mind and the mind is "an extension of the body, different only in that the activity of the mind is more difficult to observe" (5). In this sense, physical and mental activities only differ in "degree", and language can be studied from "evidence supplied by physical experiments, mostly of the stimulus-response type such as those performed on animals" while the unseen mental activity is neglected (6).

The "mentalist view", on the other hand, regards language as a purely mental activity, different in "type" from the physical. Therefore, human language cannot be studied as "animal behaviour", for animals can be "conditioned to respond in a certain way" while human behaviour is "voluntary behaviour" (Mackey 6).

As a result, language descriptions and teaching methods that are based on the mechanistic view regard language as "a system of forms rather than a collection of meanings" (6).In

opposition, the mentalist view has produced language descriptions and teaching methods giving considerable importance to "meanings or the mental part of language, and not exclusively to the physical forms" (6).

At the same time, language descriptions are ordered following an "inductive" or a "deductive" approach. According to Mackey, the inductive approach takes linguistic facts as its starting point, observes, collects, and classifies them in order to reach a rule governing the production of these facts (7); i.e. it moves from the observable to the unobservable. The deductive approach, on the other hand, starts from a theoretical model and, instead of observing how language works, it tests the extent and validity of that theory "to see how much can be deduced from it" (8). It moves from the unobservable to the observable. Finally, pedagogical description is derived from theoretical language description, and it serves as a basis for different teaching methods.

To sum up, differences in methods, states Mackey, result from "(1) different theories of language, (2) different types of language description, and (3) different ideas on language learning"(139). In this sense, a method is affected when theories of language stress a certain point and neglect another. For example, the mechanistic view lays emphasis on language forms while the mentalist view stresses meanings. Similarly, differences in language description (inductive, deductive) affect a method when they relate to differences in dialectics, styles, registers, etc...that are under study. At last, many methods vary because of different ideas on

language learning, whether learning a language is regarded as a habit-formation process or as a mental activity (139,140).

Hence, the development of teaching methods is based on and reveals an application of these principles whether "conscious" or "unconscious" (140). Although some methods claim a certain approach to teaching a language or an emphasis on a specific item, they tend to unconsciously apply another. Still, there are other methods which consciously base their teaching items on specific preset principles. This can be further clarified through a brief summary of the major teaching methods, their history, and related techniques.

In Europe, the first language-teaching method was related to the teaching of Latin, and more specifically, Latin grammar. It was known as the Grammar Translation Method and was at one time called the Classical Method because of its relation to the teaching of the classical languages, Latin and Greek. The purpose of using the Grammar Translation Method was to help students appreciate the literature of foreign languages and not to help them participate actively in oral communication (Larsen-Freeman 4; Brumfit, "The Funtional-Notional Approach..." 4). Emphasis was on the grammar of the target language (which was taught deductively) in relation to that of the learners' native language and that is why translation was a predominant activity. When applied to the teaching of English during the seventeenth, eighteenth and early nineteenth century, the Grammar Translation Method unconsciously followed the mentalist view of language and the English grammar was taught

by explaining the rule and later applying that rule. However, at the beginning of the nineteenth century, this method was attacked because the grammar used was "inappropriate" to English, and it was decided that emphasizing grammar too much would lead to learning "about the language" rather than "to use the language" (Brumfit 5).

The reaction to the Grammar Translation Method came in the form of the Direct Method, which was set (supposedly) to teach how to use the target language in oral communication. Translation was totally rejected as was the use of the learners' native language. Still, its claim to emphasize oral communication and not grammar was not fulfilled because the learning items were based on an inductive approach to teaching grammatical structures; i.e. grammatical rules were not explained directly but were to be reached in the end. Materials were graded and sequenced in a way not reflecting "realistic" spoken language; and as a result, the outcome was that the learners produced "artificially constructed sentences" (Brumfit 5).

The Reading Method then came as a reaction to the "impracticality" of the Direct Method (Celce-Murcia, "Language Teaching Approaches: An Overview" 6). Since very few teachers could use the target language (as demanded by the principles of the Direct Method) in oral-aural classroom interaction, reading comprehension became the skill emphasized while oral communication was neglected (Brumfit 6). Similarly, it was decided that most learners wasted a lot of time trying to learn how to speak the language when this

was considered impossible; hence, it was believed that learners they should "try for something attainable" through a limited reading knowledge of the target language (Mackey 149).

During World War II in the U.S.A., there was a need for rapidly learning foreign languages in order to produce fluent speakers for military purposes. This resulted in the development of the Audio-Lingual Method, which was based on Skinner's view of language learning as "habit formation" as well as on Bloomfield's and Fries' linguistic application of Skinner's psychological theory (Brumfit 7). It was the first time that psychology took part in the evolvement of any method. The aim of this method was to lead the learners to an oral command of the target language with special emphasis on perfect pronunciation (Larsen-Freeman 31) in the shortest period of time. However, the Audio-Lingual Method was an "over-reaction to the Direct Method" because "mimicry and memorization of the dialogue became the slogan" and meaning was neglected while "perfect pronunciation was sought at the expense of anything else" (7). Grammatical structures were also an integral part of the method and grammar was taught inductively. Items were structurally graded and the result was that the drilling and mechanical repetition created parrot-like learners who sounded like native speakers of the target language but were far from communicating authentically.

Concurrently in England, the Situational Method came into existence in reaction to the Reading Method and its "lack of emphasis on oral-aural skills" (Celece-Murcia,

"Language Teaching Approaches: An Overview" 7). In this method, items were introduced under situational titles and themes. In other words, gradation was situational and practice took the form of oral presentation preceding the written form. Grammatical structures were graded from simple to complex. Unfortunately, the disadvantages of this method were numerous, namely that the learners' knowledge of the target language was restricted to the vocabulary and structures under specific situational themes. Learners had a hard time transferring this knowledge into real life situations (Brumfit 8, 9).

The disadvantages in the Audio-Lingual and Situational methods led Chomsky in 1965 to attack the mechanistic or behaviourist theory which preached that grammar should be taught unconsciously. To him, language learning was viewed as "rule acquisition" not "habit formation" (Celece-Murcia 7). The Cognitive Method then came about laying emphasis on teaching grammar deductively while pronunciation was de-emphasized. Just like the Grammar Translation Method rules would be consciously learned (because language learning was regarded as a mental activity) and later on applied to various elements of the target language. All four skills were equally stressed.

With the enhancement of the Cognitive Method, it seems that a full cycle has been completed. True that the Grammar Translation Method "unconsciously" adopted the same theory of language and language learning as that of the Cognitive Method, but the fact that both methods are quite similar at

core cannot be undermined. The question raised at this point is howcome constant reactions against preceding methods have, to a certain extent, brought the process of language teaching back to the starting point. There appears to be some insufficiency associated with each method that has caused a reaction in the form of another method which in turn claimed to have amended that weakness but, instead, had its own. Consequently, it was confirmed that the attempt to find and use the best method was both inappropriate and insufficient because there are more variables than can be "handled in a satisfactory way within the conceptual framework that any one 'method' provides" (Yalden, "The Communicative Syllabus..." 16). There really was a need "to overcome the narrowness, rigidness and imbalances" that a method inflicts on the language-teaching process (Yalden, "Principles of Course Design..." 6). It is true that methods did, up to that point, benefit from linguistic and psycholinguistic theories of language learning; however, the problem, according to Politizer, was that teaching materials were based directly on an application of structuralist theories of language when a model should receive input from various sources, among which are "the disciplines of psychology, sociology and educational theory" (Yalden, "The Communicative Syllabus..." 5).

Psychological theories have long affected language and the choice of methods. These theories have manifested themselves in "interlanguage studies" (Corder 86) through emphasizing the difference between children acquiring their first language and adults a second language, the need for a comparative and contrastive analysis, as well as the

advantages of an error analysis. The purpose of interlanguage studies was to make acquiring a second language resemble, to a certain extent, acquiring a first language and that was done by making the conditions for acquiring both languages very similar. This affected many methods because the belief that differences in languages meant difficulty on behalf of the learners, and later on, the rejection of that belief led to changes in the teaching process and, therefore, changes in methods.

Psychological theories have also manifested themselves in Wilder Penfield's work on "nuerolinguistics" in pointing out that the child's capacity to learn a language "decreases with the passage of years" (Yaldin 7). As a result, the age factor became a crucial issue, and different methods of language teaching had to be used with learners of different age groups. Penfield and Rivers later on drew attention to the differences between language acquisition (unconscious learning usually associated with young children acquiring their mother tongue) and language learning (conscious learning usually associated with adults learning a second language). To them, a child was superior in his ability to acquire a language unconsciously while adults were superior in their ability to consciously learn a language. In contrast, Krashen suggested that adults could also acquire a language "naturally to a great extent" and that there was no "evidence for a biological barrier" (Yalden 9).

All of the preceding psycholinguistic theories, together with Chomsky's distinction between "linguistic competence"

and "linguistic performance", affected teaching methods and led to constant refutations of preceding ones. However, even the new methods that were devised to correct the weaknesses of the previous ones were merely reactions "against the excesses of the immediately preceding methodologies" and consequently had their own weaknesses (Brumfit 3,4). Up to that point, teaching methods were based on structuralist theories in that "grammar" took an integral part in the teaching process whether the theory behind these methods was mechanistic, mentalist, inductive, or deductive. These methods were also largely affected by the already mentioned psycholinguistic theories.

The need for more than a linguistic-psycholinguistic interaction finally gave rise to Hyme's inclusion of "sociocultural and probabilistic subsystems" in his definition of "communicative competence". He defined communicative competence as involving "interaction among grammatical, psycholinguistic, sociocultural and probabilistic subsystems (Yalden 12). In other words, there was a shift from emphasizing a method's structural content to what became known as teaching "objectives" which in turn included the learners' different "needs".

The notion of communicative competence then became a predominant area of research because an emphasis on the learners' needs which would set the objectives of the teaching course meant an important role to the social factor. As a result, description of language became based on the view of language as a social phenomenon together with the mechanistic and/or mentalist views. The shift then emerged

from the fact that previous methods have long ignored the primary goal of foreign language learning. That goal is and "should be" the ability for learners "to use real, appropriate language to communicate and interact with others" (Brumfit 10). This resulted in setting up the basis for the Functional-Notional Approach which served as a transition from the "method" concept to the "syllabus" concept.

The Functional Notional Approach, according to Brumfit, is an approach and not a method because a method is "a coordinated body of techniques and teaching procedures, related to a body of assumptions about the nature of language teaching and learning", while the Functional Notional Approach is "a body of ideas which reflect and synthesize much contemporary thought about language teaching." These ideas have been implemented "in terms of syllabus specifications rather than teaching methodologies" (10) because the teacher is not restricted to preset, rigid techniques which fall within the definition of a method. The tendency changed towards an open ended approach to language teaching where the objectives are set, but the techniques used depend on the innovative ability of the teacher.

Language, according to the Functional Notional Approach, is "more appropriately classified in terms of what people want to do with the language (functions)" and "what meanings people want to convey (notions)" rather than in terms of grammatical items (12). This does not mean, however, that grammar is neglected, but the goal is to teach the learners "language use" and not "language usage" (Larsen-Freeman 123).

Still, as mentioned above, the Functional Notional Approach has been implemented in syllabus design and not within the framework of a method. This shift from method to syllabus design was primarily due to the failure of the method concept to meet the increase in the number of variables that need consideration. Moreover, "the need for cost-effectiveness and for diversified objectives" resulted in an "urgency of finding a different approach to constructing language teaching programs" (Yalden 5) which was met in a satisfactory way in syllabus design theory. The syllabus became the "instrument" by which teacher and syllabus designer could relate the "needs" and "aims" of learners to the "activities" that would take place in the classroom (Yalden, "Principles of Course Design..." 85,86).

Other than its ability to consider sociolinguistic, psycholinguistic, structuralist, and educational theories of language learning as well as to recognize the "learners' needs, wants, and aspirations", a syllabus enhances "efficiency" and "explicitness". According to Yalden, a syllabus enhances "pragmatic efficiency or economy of time and money" in that the setting of instruction is planned in such a way that different syllabi account for variations in teaching situations and consequently reflect different ways of treating different learners (86). In other words, learners are grouped according to their characteristics (factors related to learners such as age, level, number etc...) and needs and are taught in specific ways to meet these needs in the shortest period of time. A syllabus also enhances "pedagogical efficiency: economy in the management of the

learning process" which proceeds more efficiently in an institutional setting (86). As for "explicitness", Yalden argues that a syllabus is explicit for teachers when they take part in designing it (and they should). It can also be explicit for learners who must have an idea about its content and can, to a certain degree, help in determining its ends (87).

To conclude with, the shift towards syllabus design theory can be traced back to the failure of the method concept in accounting for all the variables associated with teaching language as well as to its narrowness, rigidness, and imbalances. On the other hand, the syllabus offers answers to these variables together with an ability to cope with changes both on language level and learner level. A syllabus is determined by the learners and its objectives are set to meet the needs of the learners. It is also designed in such a way to account for and handle change; i.e, it is flexible and allows for modification because it is not restricted to specific techniques like the method is.

FROM STRUCTURAL TO SEMANTIC SYLLABI

The advantages of syllabus design have resulted in a general acceptance and a preference of that theory to the traditional teaching-methods concept. Still, different approaches to syllabus design did generate more than one type of syllabus serving a variety of objectives. These approaches, whether "synthetic" or "analytic", "grammatical" or "communicative", "structural" or "contextual", "formal" or "functional" (Krahnke 13) all fall on the two ends of continuum under the concepts of "form" and "meaning" respectively. In other words, the synthetic, grammatical, structural, and formal approaches to syllabus design emphasize "form" while the analytic, communicative, contextual, and functional approaches lay emphasis on "meaning."

That does not mean, however, that a syllabus is to adopt one or another approach. On the contrary, most syllabi in use today are based on a combination of approaches in that each syllabus has its own interpretation of the relationship between form and meaning. In this sense, there is no line separating syllabi that are purely synthetic, for example, from those that are purely analytic, or those that emphasize only form from those that emphasize only meaning.

As a result, since language is seen as a relationship between form and meaning, syllabi vary through their different concepts of that relationship and how this is connected to the concept of "use"; i.e., the three factors of language that are a basis in syllabus design are "form",

"meaning" and "use". At this point, it is relevant to briefly discuss some of the major syllabi ranging from the most "structural" to the most "semantic" together with their different interpretations of the form-meaning-use relationship.

The syllabus type that has dominated the process of course design for the longest period of time is the well known structural or grammatical syllabus. The structural syllabus follows a theory of language which stresses the importance of grammar as the basis for course design and language teaching. This, to a certain degree, determines the content of such a syllabus in that it would consist of two components: a set of "linguistic structures" (grammar) and a set of "words" (lexicon) (Yalden, "The Communicative Syllabus..." 19). Hence, since the content of a structural syllabus emphasizes language form, the teaching of the target language is defined in terms of the familiar grammatical categories such as the noun, the verb, the adjective etc... At the same time, the sentence is considered "the largest unit of discourse", and so sentences are classified "semantically" (statements, questions, exclamations, conditions) and "grammatically" (simple, compound, complex) (Krahnke 15,16). "Morphology" also takes part in the content of the structural syllabus in marking singular-plural differences, gender differences etc... (16).

In the light of Wilkin's differentiation between the "synthetic" and "analytic" approaches to syllabus design, the structural syllabus undoubtedly follows the synthetic

approach. This means that the content of the syllabus is made up of "isolated" language parts and the learner is expected to synthesize and relate these parts to each other, whether this is done consciously or unconsciously, in order to use them in "linguistic communication" (Kranhnke 16). As a result, language structure is presented in a way expecting learners to be able to acquire "explicit structural knowledge." i.e., learners are expected "to be able to describe rules or explain why an utterance is right or wrong." Learners are also expected to exhibit "recognition and judgmental ability." Finally they are expected to have "accurate productive behavior"; i.e., to "use" the structures taught (16,17), however, not in the communicative sense of the word "use".

Selecting the content of a structural syllabus is not a problem then because the grammatical structure of the target language is usually already described. The only problem with selection would be the "degree of detail the instruction should be concerned with" (17). Grading the content of a structural syllabus is, on the other hand, an area of great controversy. Ordering structures can be in terms of degrees of "complexity", "regularity", "productivity" or "usefulness" (18). However, these criteria for gradation are based only on the "intuitive" and "cumulative experience of language teachers" or on "presumed simplicity, frequency and need" (18) and, as a result, are not always reliable and applicable for a variety of language learners and situations. This means that "no single criterion is used because "empirical evidence" of the appropriateness of any one is lacking (18).

The advantages of the structural syllabus are, nevertheless, numerous. Although frequently attacked for emphasizing grammar, grammar is, according to Krahnke, an important "component of communicative competence", and utterances in general involve "a given structure which can be used for a variety of functions, situations and meanings" (21). Another reason for its popularity is the fact that grammar is a familiar as well as an expected aspect of second-language learning adopted by the structural syllabus. Structural syllabi are also "relatively easy to describe" and structural knowledge is "the most measurable of the components of communicative competence" (22). Similarly, structural knowledge can evidently prevent "fossilization or cessation of learning", and it can also take part in Krashen's Monitor Theory serving as "the basis for the learner's Monitor" to check the accuracy of production and self correction according to the known rules" (23). Besides, structures can act as references for teachers as well to correct errors. Finally, the structural syllabus is not based on an integration of "cultural values in instructional settings" (24) and will not teach the culture of the language when it is not required.

The disadvantages of the structural syllabus are mostly associated with the "usability, applicability, or transferability of structural knowledge" (24); i.e. there is doubt whether this structural knowledge can be transferred to the actual language-use situations or not. This is due to the fact that learners learn more "about the language" than

the actual language (25). Finally, the already mentioned process of sequencing or grading the structural syllabus is another drawback because there is no evidence of the appropriateness of any one criterion for gradation.

To conclude, Wilkins summurizes the question that the structural syllabus attempts to answer as a matter of "how." This syllabus accounts for the ways or for "how" learners can express themselves in the target language through an emphasis on linguistic forms ("Grammatical, Situational and Notional Syllabuses" 84).

Moving one step away towards some emphasis on meaning is the functional-notional syllabus. The functional-notional syllabus springs from the theory of language holding the concept of "use" as a crucial factor of language. Language is not to be examined "in isolation from its uses and social context", and so describing a language adequately should include information on "how and for what purposes and in what ways language is used" (Krahnke 30). This implies that since language is regarded as a relationship between form and function, the functional-notional syllabus should account for that relationship in its content.

The content of the functional-notional syllabus then includes "semanticogrammatical categories" (notions) which reflect the meaning-grammar interaction (31) such as the notions of time, quantity, place, etc... The content of the functional-notional syllabus should also include parts reflecting the interaction between functions and grammar. Examples are greeting, requesting, apologizing, etc... Each notion and function is "associated with a variety of forms"

(31) and the movement is from the function or notion towards the structural form.

This type of syllabus cannot be labled as purely synthetic or purely analytic since it involves an interaction between form and meaning, the latter of which is embodied in the concepts of functions and notions. Selecting the content of this syllabus then depends on the learners' needs for types of discourse, and relating these functional or notional needs to specific structures to be included in the syllabus; i.e. the structural element is a basis in this syllabus but is not the starting point like it is in the structural syllabus.

As for sequencing and grading the content of the functional-notional syllabus, it seems that it is not a major issue or an area of great concern. The only criterion mentioned is that of "simplicity of form" and according to Brumfit and Finocchiaro (1983), "selection and gradation is more flexible than in the past" (Krahnke 33). The assumed simpler form is to precede the more complex.

The advantages of the functional-notional syllabus center around accounting for the element of teaching language in "use" which helps learners develop a better competence of the language to be reflected in both written and spoken discourse. This is the result of viewing language as a "communicative system" rather than "an abstract system of elements" (35).

The disadvantages of this syllabus, on the other hand, are related to the fact that instruction would be "less

generizable" than that of the structural syllabus because the content is limited to specific items of use. This would result in a general inability of learners to handle new language in longer discourse especially if the syllabus is tied to short utterances reflecting the functions and notions under study (37).

In conclusion, according to Wilkins, the question answered by a notional syllabus is "the question what?" In other words, the notional part of the syllabus accounts for what the learners can express through the target language ("Notional Syllabuses and the Concept of a Minimum Adequate Grammar" 92). The functional part of the syllabus, on the other hand, attempts to answer the question "why" learners communicate (Yalden 42). As a result, the functional-notional syllabus answers two important questions of language learning.

Another step further away from the structural and the functional-notional syllabus towards more emphasis on meaning is the situational syllabus. The situational syllabus is of more than one type relating different levels of information to different situations. Every situation would set the language to be communicated. For example, the "limbo" situation is that in which the language communicated is more important than the situation itself. In this situation, emphasis would be more on the language manipulated through the situation rather than on the situation itself. Another example is the "concrete" situation where importance is laid equally on the language and the setting (Krahnke 41).

To begin with, however, a situational syllabus has to

spring from a "situational need" (Yalden 35) and then can emphasize grammatical items, functions, notions, or "various types of discourse or interactional phenomena" through situational settings (Krahnke 42). In this sense, it is not a matter of form-meaning relationship with special emphasis on form. It is rather a combination and a variation of "interactional phenomena." Consequently, situations can take several forms, and the language to be taught through these situations can be selected according to need; still, the "point of departure" is not yet "fully semantic" (Yalden 36). The content of the situational syllabus then consists of a set of situations which are based on the learners' situational needs. These situations can enhance different kinds of language learning (structural, functional, notional etc... or a combination and an integration of all of these language items) under the framework of a specific situation.

The situational syllabus has its advantages, the first of which is that it would provide specific learners with a better communicative ability of the target language if these learners are being "trained for highly specific and predictable settings." Situations also provide more of an appropriate setting for communication in which language is interacted in context and through units above the sentence level. This illustrates and reinforces the form-meaning relationship without the need for learning "disembodied forms with multiple potential meanings or uses." Finally, "social and cultural information about the language and its users" is provided through most of these situations without actually

teaching that information (Krahnke 45).

The drawbacks of the situational syllabus are related to the inability of learners to transfer the language learned within specific situational contexts to the real setting. Sometimes this transfer can be artificial if the language patterns taught under a situation are "unknown" in reality because creating "authentic language for instructional purposes" is extremely difficult when relying on intuition (46). The language transferred can also be "unauthentic" when certain utterances become outdated. Moreover, when learners want to learn the language for specific purposes, cultural values which accompany the situational content would be unwelcomed but inevitable. Furthermore, situational syllabi face "sequencing problems" because of the inavailability of criteria for determining the difficulty of situations in order to grade and sequence these situations (46, 47).

Finally, and according to Wilkins, the situational syllabus "responds to the questions when? or where?" This, however, does not seem to be enough to solve the problem of language learning, and so, more emphasis on the meaning component of language should be laid ("Grammatical, Situational, and Notional Syllabuses" 84).

This leads us to the skill-based syllabus which is closer to the "meaning" end of the continuum. The skills referred to in this syllabus are the four major, well known skills (listening, speaking, reading and writing). Skill-based instruction is viewed as "competency-based instruction" in that it defines what the learner should be able to do as a result of the instruction (Krahnke 49, 50).

Since speakers of a language do not have the same competence in all the different skill areas, the skill-based syllabus emerges from the view that language teaching can be reduced to the needed skills. The general theory behind the skill-based syllabus is that "the learning of complex behavior such as language is best facilitated by breaking them down into small bits (skills), teaching the bits, and hoping that the learner will be able to put them together when actually using them" (52). Language skills can then be limited to very specific settings and this would define the content of the syllabus. In this sense, the objectives of the syllabus would be functionally oriented while the content does not reflect a functional approach in its selection and gradation of the teaching items. This is why the skill-based syllabus is more semantic than structural.

The positive characteristics of the skill-based syllabus are its "efficiency" and "relevance" when it comes to specific learners with specific needs related to specific types of language uses (53). It also yields results quicker than other more broadly oriented syllabi.

As for its weaker points, the skill-based syllabus might exhibit an inappropriate description or "predictability" of the language to be taught (50). This means that sometimes the language of real interaction is different or more varied than the language taught. Finally, skill-based instruction which is "too limited in scope" can program learners for limited types of social behaviour which can "isolate them from achievements and ambitions" (55).

The task-based syllabus is one step away from a maximum emphasis on meaning which occurs in the content-based syllabus. As the name suggests, the task-based syllabus uses tasks or activities, which are not necessarily in-class activities, to help promote language learning. These tasks help bring the outside world into the classroom and at the same time, they involve the learners in a process of "evaluation, selection, combination, modification or supplimentation" of new and old information (57) in order to make learning a language not an end in itself. Moreover, this emphasis on the "processing of new and old information in an interactional manner" helps transfer because "language is learned through language use" (58). Task-based instruction follows Krashen's acquisition theory which emphasizes "exposure to and participating in" using language in order to acquire it (59). The communicative theory of language also takes part in determining the objectives and content of the task-based syllabus in that communicative competence is the syllabus's primary goal. Communicative competence, according to Canale, includes "linguistic, sociololinguistic, discourse and strategic competence" (Yalden, "Principles of Course Design..." 20). As a result, achieving communicative competence means an overall competence of the target language with an interaction among form, meaning, and use, similar to the natural authentic interaction of naturally learning a mother tongue.

The content of the task-based syllabus then consists of a set of tasks which are selected on the basis of the learners' "congnitive and linguistic readiness," along with

their need, and the "availability of resources" to accomplish these tasks. Sequencing the tasks also follows similar criteria as those of selection (Krahnke 60).

The advantages of the task-based syllabus are numerous namely that it is appropriate for learners of all ages. Unlike the previously discussed syllabi, the task-based syllabus does not face the language transfer problem because language is taught through an authentic use of it in the tasks and classroom activities. This could also mean that task-based instruction can enhance the learning of several types of content other than language acquisition. Finally, this type of instruction can be particularly helpful for learners with specific needs and for the ones who want to learn "cognitive, cultural, and life skills along with the language" (61).

Problems in this syllabus are faced when implementing the instruction. These problems can arise with teachers, learners, or the instructional setting (61). While teachers are expected to have a high level of creativity and initiation, the learners are also expected to be responsible and committed to the large amount of work because this kind of instruction is not teacher-centered but learner-centered (62). Lots of materials are also required for many learning tasks and if these resources are not available, instruction can be hindered. At last, evaluating this kind of learning is usually hard, but it would be totally inappropriate if evaluation is done following the traditional methods for measuring achievement and progress (62).

Finally, the syllabus which lays the most emphasis on meaning is the content-based syllabus. This kind of syllabus is derived from the learning theory giving considerable importance to "learning without explicit instruction." The theory of language behind the content-based syllabus is fully communicative and it is based only and solely on "use" (68). It is through use that the learner gets to grips with the language on all its levels, even the structural level, although there is no direct and isolated instruction in that area.

The content of this syllabus is then made from a set of selections with different types of information and topics in the target language and with no effort to teach language as a separate item. Since language instruction is not believed to contribute largely to language acquisition, the learners are exposed to a maximum of target language experiences through the concept of "immersion" (66). This means that learners are taught different subjects (history, geography, science etc...) in the target language which would enhance language learning along with teaching the content of the course.

The consequences of the process of "immersion" are mostly advantages in favour of the content-based syllbus. This process actually relates the learners' needs to what they actually learn. Learners do not have to learn a language in order to study a specific content area. The learning of the subject matter and the language is done at the same time. Another strong point of the content-based syllabus is that learning a language is done through language use, not language rules. This would also motivate many learners who

want to learn a language directly without having to know about it before hand (68).

The disadvantages of the content-based syllabus, on the other hand, are mainly related to the possibility of "premature fossilization" if these learners are not "monitored" carefully or given appropriate "feedback on their language proficiency" (70). Another problem is that of the difficulty usually faced by low-level adults when exposed to content-based instruction. This is because such learners need to have at least some sort of target language competence before they can be exposed to more complex issues.

To sum up, all these already mentioned syllabi have their different interpretations of the form-meaning-use relationship, and that mainly outlines their differences. Yet there are still other points worth considering. It is important to note that these different types of syllabi do not actually exist in isolation. Combinations and integrations of more than one type constitute most of today's syllabi although one type usually dominates depending on the area of emphasis. For example, a structural-situational syllabus combination may emphasize the grammar taught in specific situations rather than the vocabulary or interactional aspects of the language. This would reflect a structural domination of the structural-situational syllabus. As a result, the choice of syllabus type depends mainly on the area to be emphasized.

THE CONSTITUENTS OF SYLLABUS DESIGN

In choosing one or another syllabus type, or even a combination or an integration of one or more types, the syllabus designer has to consider the advantages and disadvantages of each type. However, the point of departure which serves as the basis for syllabus design is the learner along with factors related to the learner. These factors set the objectives of the syllabus which in turn determine the content of the syllabus (the selection and organization of the content) as well as the learning experiences. The acknowledgment that communicative competence is and should be the goal of language teaching and the overall objective of any integration or combination of syllabi has certainly been implemented in syllabus-design. Communicative competence does not only mean oral competence but rather a total command of a language in both spoken and written forms and it includes "linguistic, sociolinguistic, discourse and strategic competence" (Yalden 20). More specifically, linguistic competence refers to an accuracy in using forms, inflections, and sequences to express grammatically correct messages. Sociolinguistic competence refers to an appropriacy of expressing a message within specific circumstances, to specific people for specific purposes. Discourse competence includes the speaker's writer's ability to select, sequence, and arrange words and structures to express an intended message. As for strategic competence, it involves the speaker's/writer's possession of "effective and unobtrusive strategies" to compensate for any weakness he/she has in the

above three areas (Celce-Murcia, "Grammar Pedagogy in Second and Foreign Language Teaching" 295). Communicative competence should, according to Wilkins, answer the questions what, how, and why we communicate and would generate syllabi integrating notional, functional, and structural language items. Thus, the semantic component of a syllabus would provide the learners with the basic concepts of "what to communicate." The functional component would answer the question "why we communicate" by supplying the interactional aspects of language. Finally, the formal or structural component of a syllabus would furnish the learners with grammatical knowledge and tell them "how we communicate" (Yalden, "The Communicative Syllabus..." 42). As a result, this integration or combination of different types of syllabi would help learners reach that goal of communicative competence and at the same time emphasize the component of the target language needed most by the learners.

Learner factors also determine the shape of the syllabus which would follow several formats, the most common of which are the linear, modular, and cyclical formats. The linear format is generally adopted with structural syllabi because the sequencing and grading of materials follow an order of importance based on the linguistic and pedagogical principles. Once the materials have been sequenced, it would be upsetting for the whole syllabus if teachers skip or change the order of units (Dubin and Olshtain 5). The modular format is suited to syllabi integrating thematic or situational language content with specific skills. It is

extremely flexible in that syllabi consist of thematic units which students and teachers can select from, and specific skills can be applied to these units (53, 54). Finally, the cyclical format is based on the organizational principle that complex language items should appear more than once (55) in order to provide more exposure to the learners.

Although the content and the shape of a syllabus depend mainly on factors related to the learners, there are more factors that need to be taken into consideration when designing a syllabus which are related to the teacher, the instructional setting, and the target language. These factors are discussed in detail in the following section.

As mentioned before, the turning point which has resulted in a preference of syllabus design theory to the traditional method concept is the direct involvement of the learner in selecting and planning the learning experiences. This means that the learners, together with all the factors related to them, have a major role in determining the ends of the instructional setting. When analyzed logically, since the goals of language learning are to serve specific learner-needs, then it is only right to base a syllabus on what the learners want a language for and/or what they want to be able to do with the language. These two questions involve both sociolinguistic and psycholinguistic criteria for selecting the content of a syllabus. The first question presupposes that the content of a syllabus takes into consideration sociolinguistic theories which view language as a set of functions, notions, or situations. As a result, the content of a syllabus would incorporate instructional items serving

these sociolinguistically oriented learner needs. The second question, on the other hand, suggests that a psycholinguistic approach to selecting the content of a syllabus be considered, and the content of the syllabus would involve a set of speech functions or language skills: listening comprehension, speaking, reading and/or writing the language. Of course, underlying these two theories are the learner's basic needs of learning language structures which are also to occupy a considerable part in the content of a syllabus.

In this sense, the content of a syllabus is to include an integration of use, structure, and meaning components in that "why we communicate", "how we communicate" and "what to communicate" are all accounted for through a functional-structural-semantic syllabus integration. How much of each, however, is directly related to the learners' needs and other learner factors.

Other than considering the learner's needs, which is, generally speaking, the most important factor, a syllabus designer has to account for the learner's identity as another variable determining the content of a syllabus. The learner's identity includes four variables: age, sex, nationality, and place of residence (Munby 52,53).

The learner's age is of great importance because it is related to several other variables such as the learner's interests, aptitude, level, and motivation. A learner who is, for example, seven years old would not have the same objectives and interests and would not learn in exactly the same way as would an adult of twenty five years of age.

Learners of different age groups are usually categorized under "child", "adolescent" and "adult" categories, and these learners are to be exposed to different types or degrees of difficulty of language items.

The learner's sex is also another variable which would bring about a change in selecting the content of a syllabus. There is a big difference when a classroom consists of only males, only females, or a mixed group. Many times different topics can be covered depending on the sex of the learners as opposed to other topics that cannot be tackled.

Another variable is the learner's nationality. This is related to the fourth variable, the learners place of residence, yet it has its differences. The learner's nationality determines to a large extent the learner's attitude towards the target language because that attitude is somewhat influenced by his/her country's social, political, and economic relationship with the country where the target language is the mother tongue. For example, an Iranian learning English would have a different attitude towards the language than a Swede would.

Similarly, the learner's place of residence might affect that attitude. For instance, a Lebanese studying English in England might have a different attitude towards the language than if he/she is studying English in the U.S.A. The place of residence also points to the differences between English taught as second language and English as a foreign language. The first implies that the learners are studying English in an English speaking country (eg: a Lebanese in England) while the latter means that learners are studying English in a non-

English speaking country (eg: a Lebanese in Italy) (Prator 15).All this would definitely affect selecting the content of a syllabus.

Closely related to the learner's identity is the learner's cultural background (Nunan 196). The learner's cultural background is directly connected with the learner's attitude and motivation. It is possible that certain areas of interest to learners of a specific cultural background may not be as interesting for learners of other cultures. Sometimes these areas might be totally strange, irrelevant, or inappropriate. Some areas may even be taboos for groups of a certain cultural background and would as a result inflict negative attitudes towards the target language. The content of a syllabus should then account for the learner's cultural background as an important variable for selection.

The learner's level is also another variable which affects selecting the content of a syllabus. What is meant by the learner's level is his/her level of competence in the target language. This cannot, however, be measured by considering what the learner has been previously taught (Mackey 327).What a learner is taught is often totally different from what he/she learns. In this sense, the level of the learner is equivalent to the learner's current knowledge not what he/she once knew.

Another factor that influences selecting the content of a syllabus is the aptitude of the learner: memory, intelligence, personality, and linguistic background (Mackey 326). The learner's memory and intelligence determine to a

certain extent the shape of a syllabus in whether it should be linear or cyclical, which in turn, affects its content. This means that certain items would be repeated more than once at several stages of the syllabus if the learners need more exposure to these items.

The learner's personality also affects the content of a syllabus depending on whether the learner is an "introvert" or an "extrovert". Due to their "lack of inhibition", extroverts usually communicate more effectively at the early stages of the second language program while introverts are more silent and "self-repressing" (Green 86,87). This is not to suggest, however, that extroverts are better language learners than introverts, for there is no empirical evidence to that; nevertheless, a class dominated by extroverts should be accounted for by selecting a different type of syllabus content than that of a class dominated by introverts.

The last variable within the learner's aptitude is the learner's linguistic background. It is generally acknowledged that learners with a bilingual or multilingual background would normally find it easier to learn a foreign language. At the same time, if learners in one class share the same mother tongue, the content of the syllabus might account for a number of predictable areas of difficulty to be traced back to the learners' mother tongue. This would not be the case when learners of different L1 backgrounds are in one class.

Another very important variable affecting the content of a syllabus is the learner's motivation which is directly linked to the learner's expectations and interests. It is true that learners would probably not get exactly what they

expect, but the content of a syllabus should, as much as possible, account for these expectations because of their direct link to the learners' motivation. According to Grander and Lambert, there are two basic kinds of motivation: intergrative and instrumental (Hahn 76,77). Integrative motivation is "when the learner has a genuine interest in the second-language community." It is generated "intrinsically by positive perceptions of the target-language culture and its peoples" (Hahn 77; Green 85). Instrumental motivation, on the other hand, is "when the learner is more interested in the second language as an instrument for reaching particular goals." It is generated by "extrinsic forces such as job getting, promotion enhancement, or passing examinations" (Hahn 77; Green 85). In this sense, what interests the learners is very important since language learning proceeds faster in a highly motivating setting with highly motivated learners. If the content of a syllabus does not meet the motives and interests of learners, language teaching can become an extremely hard task just as it would be if learners do not want to learn a language at all. Selecting the content of a syllabus should then take into consideration the learner's interests and motivation and at the same time account for the possibility of having different types of learners who are motivated by different types of exposure to the target language. According to Nunan, four different types of learners can arise. "Concrete" learners are the ones who tend to like games, pictures, films, videos etc.... "Analytical" learners are those who like studying grammar,

reading newspapers, finding their own mistakes etc.... "Communicative" learners like to learn by watching and listening to native speakers, talking to friends in English, etc... Finally "Authority-oriented" learners are those who prefer the teacher to explain everything (170). Accounting for the different types of learners means including and/or excluding particular language learning items in the content of a specific syllabus.

The number of the learners is also another variable to be considered when selecting the content of a syllabus. It is known that teaching a language is harder and takes more time as the number of the learners increases. Certain language items also cannot be covered adequately when there is a large number of learners. Finally, the more learners there are, the greater are the chances of meeting with more varieties of learner types, motivation, needs, levels, aptitudes etc..., and consequently, accounting for all these variables would be a harder task.

To sum up, however, the two most important variables that need to be seriously accounted for are the learner's needs and degree of motivation. Language learning proceeds with little obstruction when students are motivated, and students are usually more motivated when their needs are met. The learner's needs are also in direct connection with the objectives of the course; i.e. the objectives of the course are mainly related to furnishing the learners with the necessary materials needed to perform specific tasks or language functions. In other words, the learner's needs set the objectives of the syllabus, and the content of the

syllabus would circle around these objectives. However, it is not only the learner's needs that determine the goals of the program. There are other factors such as the requirements of the government and tests set by that government. These would also need consideration.

Other than learner factors, a syllabus designer has to account for program factors and teacher factors when designing a syllabus. What is meant by program factors is the goals and objectives of the program, instructional resources, and accountability and measurement of a syllabus (Krahnke 74).

As mentioned before, the goals of the program are to match, as much as possible, the goals of the learners which are determined by their needs as well as by the governmental requirements and official exams.

The availability of instructional resources also have to be taken into consideration, and this includes elements such as time, textbooks, and other materials. The time factor is crucial in that the amount of materials to be taught must agree with the length, frequency, and distribution of the periods into which the learning time is divided. This means that less materials can be covered as the learning time decreases. Similarly, the absence of specific instructional resources like visual aids would affect language learning when the instructional content of a syllabus depends on such resources. Normally a syllabus would not include instructional items depending on resources that are not available.

Finally, the last program factor affecting the content of a syllabus is the need to make instruction "accountable to authorities or measurable by external measures-usually tests (Krahnke 77). In other words, since the influence of tests on the content of instruction is well known, then learners should be introduced to and exposed to instructional items likely to be tested on. The content of a syllabus would then have to account for that factor.

As for teacher factors, it is helpful to know to what extent teachers affect selecting the content of a syllabus. Other than taking part in the process of syllabus design, teachers are the primary element who can directly motivate learners. Resourceful and dynamic teachers can generally do so, but what is important is that they actually believe in the system. Besides the teacher's ability to teach a language, teachers have to believe that the syllabus they are following would lead the learners to their goals in an economical way, and that is why teachers are supposed to take part in giving feedback and designing syllabi. Since teachers are in direct contact with the learners, they are the ones who can best interpret the learner's actual needs in terms of syllabus content and thus, help meet these needs.

In conclusion, the process of syllabus design is both a necessary and complicated task. It is necessary because it is the most economical and structured system to help link the learner's needs, the objectives of the instructional content, and the instructional content itself. It is, however, complicated because it incorporates a large number of variables that need to be tackled both in isolation and in

relation to each other. Nevertheless, the need for syllabus design overcomes the difficulty of the process.

THE EDUCATIONAL SITUATION IN LEBANON: SYLLABUS, TEACHERS, AND LEARNERS

Based on what has been discussed earlier in the first three chapters, it can be deduced that a syllabus which does not account for learner, teacher, and material variables is expected to face problems, usually reflected in the learner's performance. Moreover, a syllabus which does not set precise attainable objectives to be reached by the learners would most probably result in confusion and frustration on behalf of the learners as well as the teachers. These are the problems that the Lebanese English language and literature syllabi for the two secondary classes (first and second secondary) inflict upon the learners. In these syllabi, the needs and motivation of the learners are not taken into consideration, nor are the objectives of the syllabi precise enough or attainable in order to make the learning process a smooth going activity. As a result, the learners are seen to exhibit great difficulty in coping with the requirements of the course, as do most of the teachers. This has had a direct effect on the learners' performance and is reflected in the numerous and persistent errors on the syntactic level.

If one were to trace the origin of the learners' unsatisfactory performance and errors, only three possibilities would be considered. The learners' performance may be caused by factors related to (1) teachers, (2) the learners themselves, and/or (3) the syllabus. The first possibility is clearly refuted since it is an awkward generalization to suggest that most of the Lebanese teachers

are not equipped with the necessary qualifications, i.e. the science and the art of teaching, to handle a classroom and help their students reach their linguistic goals. Similarly, the claim that most of the Lebanese learners do not possess the right learning strategies and the adequate educational background and mental level to allow them to dispense with most of their errors is also rejected. The only possibility then seems to be related to the failure of the Lebanese syllabi to account for and to control learner, teacher, and material variables. Any gap in these syllabi would most probably result in learners' unsatisfactory performance.

Taking into consideration all the necessary factors in syllabus design, this thesis aims at describing the causes of the problem that the Lebanese learners of English at the first and the second secondary classes face, analyzing its effects, and suggesting a remedy in the form of more precise instructional objectives syllabus that accounts for both the basic needs and motivation of the learners as well as the requirements of the Baccalaureate Exams.

In analyzing the two syllabi for the first and the second secondary classes in Lebanon in the 1968 national curriculum (refer to appendix I), it is noticed that each syllabus consists of two parts for teaching English as a second language. The first part is a "Language" part in which language is taught under four different skills: speaking and understanding English, reading, writing, and study skills. The second part is a "Literature" part. In the syllabus for the first year secondary, Literature is introduced under the

five literary genres: the novel, the short story, the essay, the play, and poetry. In the syllabus for the second year secondary, Literature is introduced following a chronological order of presentation, starting from the year 1400 until the present time.

This is a brief survey of the format these syllabi follow. However, each syllabus shall be discussed in detail comparing and contrasting its objectives and the content of materials to the learner's needs and degree of motivation, which would reveal any descripency between the learners' needs and motivation on one hand, and lack of precision and attainability of the objectives on the other.

The "language" section in the English syllabus for the first year secondary in Lebanon is divided into four skills, and its objectives claim to offer the learners the necessary materials to "gradually relax the controls" and to "consolidate the skills of the previous years." This is done by stressing reading and writing while grammar is not taught as an "isolated unit, and certainly not as an exercise in intellectual analysis and identification" but only through its "practical application to the skills of writing and speaking" (18).

The first of the four skills, speaking and understanding English, is set to revolve around the discussion of the reading materials. Oral reports about the "historical or biographical background of the literary works" which the students are studying are also to be prepared. Furthermore, students are expected to take notes during class discussions.

The reading skill consists of (1) "skimming in order to get an overall impression or to find specific information", (2) "identifying main ideas and supporting details", and (3) "recognizing the patterns of paragraph organization and longer discourse." This is done through reading "contemporary prose usually of exposition and argument" (15). Special attention is also paid to "vocabulary development and common idioms."

The writing skill is to emphasize paragraph writing. It starts by reviewing sentence writing and reaches paragraph level. After enough practice, students start writing essays of "three well-developed paragraphs" (19). Students are expected to write "grammatically and idiomatically correct English with proper spelling and punctuation." They should also be able "to write unified, coherent and properly intended paragraphs." Finally, "they should be able to write neatly and legibly" (19).

The last skill is that of "study skills", and in it students are introduced to "dictionary study, outlining and note-taking."

The objectives of the "language" section of the second year are pretty much similar to those of the first year and a continuation of the same pattern. These objectives aim at reinforcing all the previous work and at preparing the students to pass the Baccalaureate Exams by stressing integrated reading and writing. Grammar is not taught but grammatical errors are to be "penalized heavily." Students should also develop "a sensitivity to style and the

subtleties and nuance of language" (28).

The "speaking and understanding English" skill is exactly the same as that of the first year, and students are to have "a maximum opportunity to hear and to speak English" (28).

The reading skill adds to the objectives of the first year that of "reading speed" and comprehension. Vocabulary is expanded through including reading selections related to "science, economics, history, literary criticism, and other fields of knowledge" as well as selections dealing with "the nature and function of language in general, and the history development, and varieties of English in particular." Finally an introduction to logic is given for students to "recognize a reasoned, responsible use of language."

The writing skill is a continuation of the previous year and it starts from paragraph level reaching essay level. Essays are to be written on literary topics with special emphasis on grammar and the mechanics of writing related to both form and content.

The study skills are almost the same as those of the previous year and an expansion on them. More practice in outlining and note-taking is given.

At this point it is important to note that the language parts for the first and second year secondary syllabi are the same for both the scientific and literary sections although the number of English hours per week is different in each section.

The second part of each syllabus is the "literature" section. The main objective of the literature program in the

first year syllabus is "to introduce students to the various forms of literary writing." It is important that "the amount of time devoted to this purpose should not exceed half the total time for the English syllabus." (21). In this part, the "language of literature" is emphasized, and the five different genres in literature are introduced: the novel, the short story, the essay, the play, and poetry.

In both the scientific and literary sections, at least two novels from the twentieth century are to be read at home, and these would be discussed in class in not more than five or six periods each. The two novels are read "primarily for pleasure" and not for "close grammatical analysis, extensive vocabulary development, or close comprehension." Story elements such as plot, setting, and characterization are to be part of the discussion. Three short stories are also part of both scientific and literary sections and emphasis should be on the "development of character and plot" (22). Six essays are to be read in the literary section opposed to only two in the scientific section. Special focus should be on " organization and development of the main point and purpose of the author" (22). Several contemporary one-act plays and one long play are read in the literary section while only one long play is read in the scientific section. The play, according to the first year syllabus, "should be treated as a dramatic unity."

The last and longest part in the literature section is poetry. The aim of studying poetry is "to introduce students to the various forms and techniques of English

poetry." Reading for enjoyment should be the primary objective, but common figures of speech should also be introduced. Only the simplest forms of meter and verse are to be discussed. The difference between the literary and scientific sections when it comes to poetry is only related to the quantity of the materials covered and not to the objectives of this part.

In the second year syllabus, the objectives of the literature section are also similar and complementary to the objectives of the first year literature section. According to the second year syllabus, the purpose of the literature program is " to present a brief historical survey of important literary works and trends" (30). It is a continuation of the first year's study but follows a chronological order of presentation. The literary section covers different works of literature between the sixteenth and the twentieth centuries while the scientific section only covers until the nineteenth century. Both sections also study "intensively" a Shakespeare play or a novel. Usually, the amount of literary materials under study in the literary section is more than that in the scientific section.

This is a brief description of the contents of both syllabi and the objectives aimed at. However, when subject to deeper analysis, these objectives as well as the instructional content seem to embody some gaps and some vagueness which are discussed at a later stage in this thesis.

Whatever the claimed objectives may be, it is a known fact that the main underlying objective of the language and

literature sections for both the first and second year syllabi is, without doubt, passing the Baccalaureate Exams. As a result, this one objective is seen to set the route for language instruction, and although there are several claimed objectives, the content of the course only revolves around preparing students to pass the Baccalaureate Exams. Moreover, since the Baccalaureate Exams seem to lay the most emphasis on literary items which are only related to the literature part of both syllabi, the teachers spend most, if not all of the classtime, teaching and reteaching the literature section. This means that other areas of the program are neglected, specifically, the language section of both syllabi.

Another factor that sets the route for implementing the syllabi is the instructional content of these syllabi. Knowing the length and sometimes difficulty of some literary forms and expressions, it becomes an extremely hard task to include other reading selections which are necessary to develop the reading skill for the learners. This is due to the time factor. According to the language sections in the first and second year syllabi, passages of "contemporary prose, usually of exposition and argument" as well as selections written in the "language of science, economics, history, literary criticism and other fields of knowledge" should be included in order to improve the learner's reading skills and vocabulary acquisition (18, 28). In theory, this seems highly feasible, but in reality, the absence of the time needed to cover both the reading sections

under the literature part and the extra readings under the language part would probably renders the task impossible. At this point, the teacher might find himself/herself under the pressure of having to choose and accomplish one or the other objective, and since passing the Baccalaureate Exams necessitates a knowledge of literary items, literature would most probably be taught instead. As a result, the claim that only half of the total time for the English syllabi should be devoted to literature (21) seems almost impossible to satisfy.

The question that can be raised here is: why not teach the skills related to reading through the literature section of the syllabus? The answer is quite simple. The amount of literary materials that would satisfy the conditions for promoting the reading skills is very small. Reading materials would be irrelevant for that purpose because they are too difficult, too long, and/or uninteresting. When the learners are facing difficulty understanding the language of literature which is, for example, in Shakespeare's plays, highly archaic, it would be extremely hard to implement skimming techniques or reading speed. This would also be the case in poetry that is difficult, long, and/or uninteresting. In other words, when the learners are still facing difficulty at reading-comprehension level, it would not be worthwhile to work on higher levels.

Finally, the most serious problem that these syllabi might face is a lack of consideration of learners' changing needs and motivation when setting the objectives and the

content of the learning process. If the general purpose of language learning is communicative competence which includes a combination of form-meaning-use relationship, then no matter what shape a syllabus takes, the linguistic-semantic-functional components of the language should be the starting point as well as the goal. This means that English can even be taught through teaching History, for example, if the relationship among form, meaning, and use is constantly revealed to the learners together with the right exposure to the language.How much emphasis and on which item of the language are then related to the learners' needs. Again, choosing one or another medium to teaching English depends on the learner's degree of motivation regarding that medium. All this needs practical verification.

In order to find out if and which kind of gaps exist in the syllabus, both teacher and learner-related factors have to be considered. For this purpose, teacher and learner questionnaires were designed and conducted in three different schools. The teacher questionnaires consist of three sections the first of which is related to the amount of time spent on each literary genre, skill, and language item. The aim of this first section is to measure the yearly percentage of time spent on teaching different items which would reveal any over emphasis or lack of emphasis on certain items. The second section of the teacher questionnaires is related to the amount of time spent on each literary genre, skill, and language item. This is done in order to measure teacher-student classroom interaction and find out if these

classrooms are teacher-oriented or learner-oriented. Finally, teachers were asked to name the most common types of errors that students make in writing. The purpose of this last section is to reinforce the third part of the students' questionnaires, related to the types of errors actually found in students' written essays.

The students' questionnaires consist of three parts(See Appendix II). The first part consists of four sections measuring the students'degree of motivation concerning the five literary genres and specific related characteristics. In the first section, the students were asked to mark from 1, the most enjoyable literary genre, to 5, the least enjoyable literary genre. The second section asked students about the degree of enjoyment of each literary genre separately. This is done by choosing between 1 (very much), 2 (a little bit), 3 (not very much), and 4 (not at all). The first two sections are somewhat very similar in purpose, yet this is the case in order to ensure the reliability of the results. The third section is only related to drama and asks the students whether they like long or short plays, contemporary or old.Finally, the fourth section is set to find out if students prefer long or short poetry. The purpose of the first part is to measure the students motivation in order to be later on compared and contrasted with the amount of time spent on each item as well as with the objectives of the syllabus.

The second part of the students' questionnaires asks the students about the amount of time spent in class on teaching the five literary genres, different skills, and

language items. The aim of this part is to find out whether the students think that the time spent on these items is "too much", "about right", or "very little". Later on this is compared and contrasted with the teachers' questionnaires as well as with the time set by the syllabi for teaching these items.

Finally, sample essays and paragraphs were collected from students in these classes, and the different types of errors exhibited in their writing were grouped in order to find the most common types of errors. The aim of this last part was to relate the kind of teaching materials plus the lack of emphasis of certain teaching items to the common errors that may have resulted.

The schools selected for these questionnaires were not selected randomly. Two private schools and one public school were picked. The first of the two private schools (School 1) is a well reputed school which received an honor certificate from the president of Lebanon in 1995 congratulating the school on the exceptional performance of its students on the Baccalaureate Exams. (School 2) is another private school with no special qualificaitons. (School 3), the public school, is one of the better public schools in Lebanon. Most of the English teachers for the first and second secondary classes in this school hold a Masters Degree in English Literature and Language.

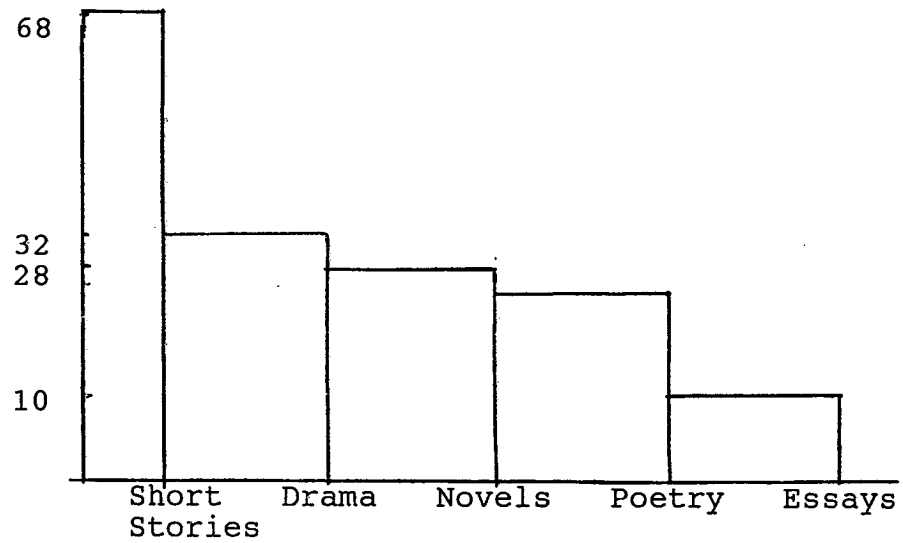
The students at the three different schools are definitely of varying levels of competence and of ages ranging between 15 and 18. The number of students per class

ranges between 7 and 40 and these classes are mixed (including both males and females).

The students' questionnaires were conducted on a total of 169 students divided over 8 classes in the three schools. These classes are three first secondary classes and five second secondary classes. Again, three classes of 80 students were from the public school while 5 classes of 89 students were from the 2 private schools. The teachers' questionnaires on the other hand were conducted on six teachers equally divided over the public and private schools.

The questionnaires measuring the students' motivation resulted in the following: The most enjoyable kind of reading, according to the first section of the questionnaire and according to 68 students who marked it number 1 is the short story. 32 students enjoyed drama most, 28 students preferred novels, 27 chose poetry and finally, 10 students picked essays as their most enjoyable kind of reading (see Graph 1).

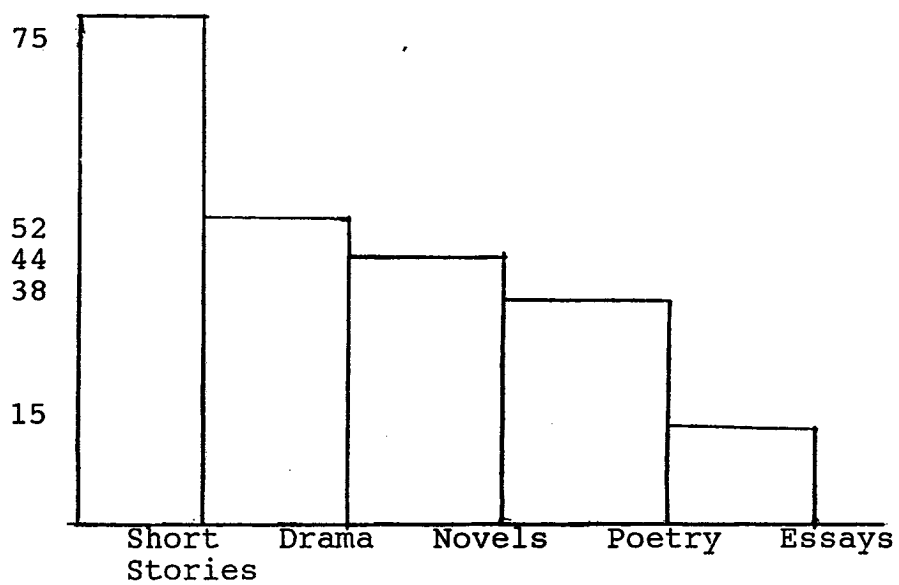
Similarly, the second section of the questionnaire yielded very close results. 75 students said they enjoyed reading short stories "very much", 52 for poetry, 44 for drama, 38 for novels, and 15 for essays (see Graph 2). Taking the other end of the first section, the least enjoyable types of reading came in the following order: 52 for essays, 43 for drama, 33 for novels, 31 for Poetry and 6 for short stories. Again, the other end of the second section put the types of reading that were not enjoyed at all by the students in the following order: 48 for essays, 35 for novels, 26 for poetry, 24 for drama and 10 for short stories.



(Graph 1) The Most Enjoyable Literary Genre

X axis represents the 5 literature genres

Y axis represents the number of students



(Graph 2) The Most Enjoyable Literary Genre

X axis represents the 5 literature genres

Y axis represents the number 1 choices

The result of these two sections of the students' questionnaires clearly reflects the learner's most enjoyable

reading type (short stories) and their least enjoyable reading type (essays). The difference in numbers between the first choice on one hand and the second, third, and fourth on the other was also much greater than that between the second, the third, and the fourth choices themselves. The same difference was between the second, third, and fourth choices on one hand and the fifth on the other. In other words, the short story was by far the most liked reading type while the essay was also by far the least liked reading type. The novel, drama, and poetry are, however, very close in numbers and interchangeably rank second, third, and fourth in the second section of the questionnaires.

When compared with the amount of materials set in the syllabus and the time spent on these materials in class, the students' motivation seemed to be almost in direct contrast. This is clearly shown in the following charts:

(Chart 1) Time spent on the different literary genres in comparison with the learners' motivation

Section (1)	Rank	% of No.1 choices (most enjoyable)	Yearly % of time spent on these items
Short Stories	1	41.4%	4%
Drama	2	19.3%	11%
Novels	3	17.0%	15%
Poetry	4	16.3%	55%
Essays	5	6.0%	5%

(Chart 2) Time spent on the different literary genres in comparison with the learners' motivation

Section (2)	Rank	% of No.1 choices (most enjoyable)	Yearly % of time spent on these items
Short Stories	1	33.5%	4%
Poetry	2	23.1%	55%
Drama	3	19.6%	11%
Novels	4	17.1%	15%
Essays	5	6.7%	5%

According to the teacher's questionnaires, an average of 4% of the yearly class time was spent on reading and discussing short stories. Strangely enough, short stories were clearly and by far the most enjoyable type of reading for students. On the other hand, 55% of the yearly classtime is spent on teaching poetry which ranks number 4 in the first section of the questionnaire and number 2 in the second section of the questionnaire knowing that the difference between the second, third, and fourth places is very small. This is not to suggest, however, that poetry is an unenjoyable type of literature, but rather that the great amount of time spent on teaching a less enjoyed type of literature is in direct contrast with the small amount of time spent on teaching the most enjoyed literary genre, the short story.

The other extreme of the two sections of the students' questionnaires also reflect similar results (see charts 3 and 4).

(Chart 3) The learners' least enjoyable literary genre

Section (1)	Rank	% of No.5 choices (least enjoyable)
Essays	1	31.5%
Drama	2	26%
Novels	3	20%
Poetry	4	18.9%
Short Stories	5	3.6%

(Chart 4) The learners' least enjoyable literary genre.

Section (2)	Rank	% of No.4 choices (least enjoyable)
Essays	1	33.6%
Novels	2	24.4%
Poetry	3	18.2%
Drama	4	16.8%
Short Stories	5	7%

Moreover, in order to further check the reliability of both the first two sections of the students' questionnaires and the first section of the teachers' questionnaires, the learners were also asked about the amount of time spent on different literature genres. 52% of the students said the time spent on reading drama was "about right". 60% of the students said they spent "too much" time reading poetry. 54.6% of the students said that "very little" time was spent on reading short stories. 57% and 45.7% of the students said that time spent on reading essays and novels was "about right" (Refer to chart 5).

(Chart 5) Time spent in class on the different literary genres according to students

	Too Much	About Right	V. Little	Not at All
Drama	11.6%	52.7%	22%	13.7%
Poetry	60%	33.5%	6.5%	
Short Stories	10.1%	35.3%	54.6%	
Essays	19%	57%	24%	
Novels	24%	45.7%	34.5%	0.6%

The question asked at this point is what actually leads teachers to spend different amounts of time on different literary genres? Moreover, what makes teachers spend lots of time on one genre and very little time on another? Finally, even if the teachers know about the students' concerning the most enjoyable literary genre, can they do anything about it? In this case, the teachers' performance is related to the amount of materials set by the syllabus. The greater the amount of materials, the more time is needed to cover them.

Other than the learner's motivation, the essays and/or paragraphs collected from the students would, to a large extent, reveal the learners' linguistic needs. It is a general belief that the errors exhibited by learners would as much as possible reflect a lack of mastery over certain items and, as a result, reveal some of these learners' linguistic needs.

As confirmed by the teachers in the third section of the teachers' questionnaires, the most common types of errors in writing were those of spelling, prepositions, sentence fragments, run-ons, tenses, agreement, diction, ambiguous reference, and errors in sentence structures. According to samples of written essays and paragraphs, an average of 2.1 run-ons were found in every paper keeping in mind that some papers contained one paragraph of about 4 to 5 sentences. Some paragraphs even consisted of one long run-on sentence. An average of 1.1 fragment, 2.6 spelling mistakes, 1.8 tense errors, 1.3 agreement errors, 2 errrors in diction, 0.8 ambiguous reference errors, 1.3 errors in prepositions as well as other errors in the possessive case, articles, plural, form, sentence structure and comparative form was found in every paper.

(Chart 6) Types of errors as exhibited in the learners' writings

Type of Error	Average of errors	Examples of these errors as found in students' written paragraphs and essays
Spelling	2.6	God does not take a life to <u>through</u> into the <u>embtiness.</u>
Fragments	1.1	All the young people who are dreaming of romance.
Run-on sentences	2.1	We can live without education but we can't live without a farmer otherwise we will die from hunger, if no one cleaned our streets we will, get terrible diseases.

Tenses	1.8	I'm with compulsory education and I wished from all people to ...
Agreement	1.3	The men has feathers...
Diction	2	Education is an important member in man's life.
Ambiguous reference	0.8	But as they reach 18 years old, they can decide whether they like to or not and he turns to a responsible one and he can take his decisions by his own.
Prepositions	1.3	A person is responsible of his own actions.
Possessive case	0.2	After his friends death...
Articles	0.8	Man must not question justice of God.
Plural	0.2	A person without education is like a tree without it's fruits.
Sentence structure	0.8	Tenneson shows the fears and doubts of man when he loses a dear person to his heart.
Word form	0.8	This proves that successful can be true without education...

Note (1) Examples are taken from sentences actually written by students

(2) There is more than one error in some of the sentences, but the ones underlined reveal the type of error to be pointed out.

If one were to consider that a typical paper which consists of about 10-15 lines contains all these errors, then this paper actually contains an average of one error

per line. This is definitely a serious problem. This large number of errors necessarily needs to be taken into consideration, but is this accounted for in the actual syllabi for the first and second secondary syllabi? In fact, the syllabus for the first year secondary vaguely includes grammar when related to writing or speaking (18) with no specification at all. In the second secodary syllabus, grammatical errors are only "penalized heavily" (28).

The teaching of grammar according to the teachers' questionnaires occurs "when correcting homework or tests", "after tests", "occasionally", and "not at all". This need for teaching language was compensated for at School 1 by giving two extra weekly periods of grammar, vocabulary, and writing. The two other schools did not take into consideration that need and only followed the government syllabus. The result was the following: While a student's essay at school 1 contains an average of 1.7 run-ons, 0.8 fragments, 1.2 errors in tenses, 0.6 errors in Agreement, 0.7 errors in diction, 0.4 errors in ambiguous reference, 2.6 errors in spelling and 0.9 errors in prepositions, the number of errors per paper increases with the two other schools where no grammar is taught (see chart 7).

(Chart 7)

Error per paper	School 1	School 2	School 3
Sentence fragments	0.8	1.9	1.2
Run-on sentences	1.7	3.9	2.1
Tenses	1.2	2.7	2.0
Agreement	0.6	3.1	1.3

Diction	0.7	2.2	3
Ambiguous Reference	0.4	1.1	0.9
Spelling	2.6	4.5	2.3
Prepositions	0.9	1.6	1.6
Structure	0.1	0.9	1.2

Moreover, when teachers follow the syllabi of the government, they teach grammar through the students application in writing and speaking (18). However, according to the teachers' questionnaires, writing occupies 9% of the total yearly class time. Most of this time the students are writing, while commenting on the students' errors is usually done for a few minutes when the teacher is giving back the corrected papers. Similarly, speaking, oral presentations, and debates occupy 1.8% of the yearly time. It is quite vague how grammar can be taught while the students are speaking, in some way other than correcting grammar errors in speech. Grammar is definitely not taught as an isolated unit! In fact, grammar is hardly taught at all.

Related to the learners' linguistic needs is their basic immediate need of passing the Baccalaureate Exams and their more remote need of entering college. According to the three teachers at the public school who correct Baccalaureate Exams, a large number of students fail these exams not because they lack the literary knowledge, but because they lack the correct and sound language to exhibit that knowledge. When there are too many language errors in a written essay, that essay loses its coherence and its

clarity, and the message becomes ambiguous. This means that it is wrong to neglect that part of the language through which meaning and functions are revealed. Structural knowledge is a basic and necessary prerequisite to communicative competence which in turn is the main objective of language learning.

The more remote need, which is passing university entrance exams, also necessitates linguistic knowledge. Usually, the greater percentage of the total grade is on grammatical knowledge and more specifically on writing. Knowing that writing also embodies a knowledge of grammar, grammar seems to be central for passing university entrance exams.

Taking into consideration the results of the questionnaires, the most appropriate way to go about designing a syllabus would be to take the learners' motivation and needs as the two starting points. Accounting for the learners motivation would mean several changes. The first step is to give the students more of what they enjoy more, and less of what they enjoy less. Knowing that these students enjoy reading short stories more than they enjoy poetry and that the time spent on poetry is about thirteen times as much as that spent on short stories, it is logical to increase the number of short stories and decrease the number of poems. It is also feasible to do so since exposing the learners to more regular language structures and patterns would help them gain a better command of the language. (This point is discussed in detail in the following

chapter). Moreover, according to the third and fourth sections of the students' questionnaires, students seem to enjoy short selections more than long selections. This means that in order to keep the learner's motivation high, a syllabus should include more short selections and fewer long selections. Roughly speaking, this is best done by shifting from five act plays to one act plays, from longer poems to shorter poems, from novels to short stories. Finally, and according to the students' questionnaires, essays seem to be the least enjoyed literary genre. The only logical cause for that is that the essays taught at the first and second secondary classes are too difficult and too dry. Students would probably be better off when exposed to essays that are not extremely difficult, more interesting, and not as dry as, for example, Bacon's "Of Friendship". Syllabus designers should keep in mind that students in these classes are between 15 and 18 years of age.

Moreover, accounting for the learners' specific needs as one of the most crucial factors in syllabus design, means the following: According to the learners' essays and teachers' questionnaires, the learners' errors in writing reflect their needs at the linguistic level. Passing the Baccalaureate Exams is also another major need to be considered, and finally passing University entrance exams is the third and maybe the most important need. Going one step deeper, it seems that one common factor is shared by these three important situations. A knowledge of grammar is necessary for reaching all three goals. In dispensing with most errors in writing, passing both the Baccalaureate Exams

and university entrance exams becomes an easier task.

But how can one syllabus help learners reach these goals simultaneously? What is needed is an integrated approach blending both the necessary literary and linguistic items to help learners develop a better communicative competence and pass the Baccalaureate Exams. Such an approach is commonly known as the Content Based Approach.

THE CONTENT-BASED APPROACH:

A POSSIBLE REMEDY

If the overall objective of language learning is communicative competence, the Content-Based Approach aims at helping learners reach that goal by accounting for the three dimensions of language: form, functions, and meaning (Eskey 14). According to Mohan, "a language is a system that relates what is being talked about (content) and the means to talk about it (expression)" (Johns 71). Language rules are then needed, but teaching a language by merely following a structural approach certainly has several disadvantages. Structural approaches have never satisfied "most ESL learners' need for functional language", have proved to promote unauthentic and artificial language acquisition, and have reduced language learning to a set of "abstract" and "boring" chores (Hamayan 19). The reason behind these drawbacks is that language rules are mostly taught in isolation and not through integrating the structural, functional, and semantic aspects of language. Content-Based Instruction, as a result, came about in order to compensate for these gaps by integrating content and language. Integrating language and content would enable "students to develop academic knowledge and skills in the content areas while they acquire the academic language in English needed to succeed in school" (23). This is a major premise of Content-Based Instruction because it argues that "people do not learn languages, then use them, but that people learn languages by

using them" (Eskey 12). Advocates of Content-Based Instruction also believe that students learn a language "better and more efficiently" if they are taught the language indirectly, through other subjects in the language (Milles and Lynch 121). This would, as a result, break down "artificial boundaries between disciplines" (Monkiewicz 139). Moreover, integrating content and language would allow for "the development of thinking skills" because this integration "brings out the systematic connections" among language, content, and cognition (Hamayan 23). This means that Content-Based Instruction gets the learners to simultaneously and systematically reach several goals related to language, content, and cognition.

So far, adopting such an approach seems highly feasible. However, the question raised at this point is, "What does the content of Content-Based Instruction consist of?" Knowing that the relationship among form, functions, and meaning should be constantly conveyed to the learner, then what kind of selections should constitute the instructional material of the course?

Since learners want to be able to use language to "fulfill genuine communicative purposes", it is necessary to provide them with that learning context which is "real". In other words, the starting point should be a "subject" of interest for the learners and not linguistic forms or functions (Eskey 15), just as it is the case in real life communicative situations. This does not mean, however, that content is merely a means to an end, a way to practice

instruction, is "something to explore content with" (15). Both language and content goals are reached simultaneously. But what kind of content is most appropriate?

It all depends on the learners: their goals, needs, interests, and motivation. According to Valentine and Martos, providing the learners with subjects relevant to their "real world needs" will undoubtedly motivate them "to acquire the language associated with those needs as well" (25). In other words, meeting learners' needs is already a step towards motivation. This is not always the case, however. Sometimes learners' language needs and interests do not coincide" (26), yet meeting these needs would definitely increase the learners' motivation, and more specifically, their instrumental motivation. As for the learners' integrative motivation, it can be increased by choosing materials that are of personal interest for the learners. This can be achieved when teachers teach "to and from the experiences of their students" (Freeman 103), i.e. by selecting materials related to the learners' background and areas of interest. Usually, in a classroom situation, a needs analysis and questionnaires measuring the learners'motivation can help the course designer detect the learners'needs and motivation and come up with relevant and appropriate selections both on the linguistic and content levels.

This is a basic principle of Content-Based Instruction. According to Brinton et al., content based courses are "based directly on the academic needs of the students and generally

follow the sequence determined by a particular subject matter in dealing with the language problems which students encounter. This focus for the students is on acquiring information via the second language and, in the process, developing second language skills" (2). All in all, the main instructional goal of Content-Based Instruction is to prepare learners for the different types of academic tasks they will face in schools or universities. This is done by emphasizing "comprehensible input", and instead of the learners memorizing vocabulary or working on grammatical exercises, they would focus on subject matter, on "what is being said rather than how" (Snow 316). Emphasis is also laid on "comprehensible output" as almost equally important as "comprehensible input". According to Swain, communicative competence is achieved and developed when learners have "extended opportunities" to use the second language "productively" (316). As a result, one can deduce that Content-Based Instruction creates a learner-oriented classroom.

Knowing then that language learning is more of a "natural process" where learners acquire a language by using it, and knowing that "normal use" of a language can only occur in the presence of a genuine subject of interest (content) (Eskey 16), the remaining issue is that of integrating content and language, i.e. relating the two basic learning items. It is a fact that language is necessary for learners to understand content just as learners need to succeed in subject areas and not only learn about a language. This has resulted in the evolution of several

language. This has resulted in the evolution of several models of Content-Based Instruction, the most common of which are theme-based language instruction, sheltered content instruction, and adjunct language instruction.

Theme-based language instruction arose from the realization that if the selected reading input revolves around one theme, the "necessary schemata" for that theme would be better developed, and the "topic-specific vocabulary" would be "recycled" and "enlarged upon" (Master 78). These themes would be more relevant if they are based on students' input: needs and motivation.

Sheltered content instruction is different from theme-based language instruction in that language is taught by a content instructor and not an E.S.L teacher. This kind of instruction aims at sheltering second language learners from their native English-speaking peers so as to lower that anxiety which results from competition between second language learners and native speakers. Such an instruction, however, is highly demanding on behalf of the teachers who have to be successful in delivering the content message to the learners in an extra clear and organized manner. They have to learn how "to adjust their speech in the classroom to compensate for their students' developing listening skills" (79).

Finally, adjunct language instruction is that in which the language teacher and content instructor work together and in cooperation. The language teacher would use the topics discussed in the content class and would provide "the necessary language skills for students to be able to perform

successfully in the content class" (79). In this sense, the language class becomes content based when "the students' needs in the content class dictate the activities of the language class" (Snow 319). This would guarantee more exposure to the content as well as a consideration of the language necessary for learners to communicatively express themselves in the content class.

It can be noticed from these three models that there is no separation between language teaching and the teaching of content. At the same time the link between these two items is not an artificial one (Monkiewiez 139) where content is only a means for language learning. Finally, and most importantly, Content-Based Instruction is set to serve specific learners with specific needs, goals, and interests.

Moving on from theory to a real classroom setting, how could a content based syllabus serve the Lebanese learners of the first and second secondary classes? Moreover, which model and what kind of content would mostly fit this setting?

According to the learners' and teachers' questionnaires and according to the sample essays and paragraphs collected from these learners, the following results have been reached. First of all, the learner's linguistic needs have been reflected in the numerous syntactic, vocabulary, and grammatical errors exhibited in their writing. However, as discussed earlier, the Lebanese syllabi for the first and second secondary classes do not account for these needs and even lack the time to account for linguistic needs. The teachers' and learners' questionnaires also reveal the fact

that very few language items are taught during the class time. Furthermore, the learners are exposed to irregular language structures (through poetry) about 55% of the class time and to archaic structures (through Shakesperean drama) about 11% of and the class time. This means that a total of 66% of the reading input is not as "useful" as it should be. Again, 5% of the class time is spent on reading essays which are extremely hard and too challenging for learners both in form and content. Finally, 4% and 15% of the class time is spent on reading short stories and novels simultaneously. In contrast, the learners' motivation is highest when reading short stories. This means that the learners' motivation is also not accounted for.

Last but not least, the teachers' questionnaires reveal that teachers tend to speak approximately 66.7% of the time while learners would speak around 33.3% of the class time. If a class consists of 20 students (knowing that usually more student are found in a class), a teacher would speak around 34 minutes of the fifty-minute period while each student would speak about 50 seconds. This means that the Lebanese classroom is undoubtedly teacher oriented.

To sum up with, the following conclusions can be made: In the Lebanese first and second seccondary classrooms a total of 71% of the reading input (poetry, drama, and essays) is both non motivating and not as useful for communicative purposes as it should be. On the other hand, 4% of the reading input (short stories) is the most motivating and ironically the most useful for communication purposes (to be discussed later). This means that neither the learners'

motivation nor their needs are accounted for. Finally, the amount of input (which is not necessarily useful and authentic) is much more than the amount of output rendering the Lebanese classes teacher-oriented.

In the light of the learners' and teachers' questionnaires, Content-Based Instruction seems to be the most appropriate for the current situation. This is the case because a content based syllabus is derived almost entirely from data produced by learners in order to serve these learners and help them reach their goals, motivate them, and satisfy both their linguistic and content needs. But what kind of content is most relevant in this situation?

Knowing that we are bound by learners' needs and motivation, the Baccalaureate I Exams and university entrance exams, the content of a syllabus should then serve these multiple goals. It is not enough to say that since the Baccalaureate I exams test the learners on literature, then literature should be the content for instruction. If literature is to constitute a major part of the syllabus, it is necessary to specify the type of literature most appropriate for the other equally important factors. The question is then, which type of literature would motivate learners, satisfy their linguistic needs, and help them pass Baccalaureate I Exams and university entrance exams?

To begin with, literature is a suitable medium for this specific situation as well as for other situations. This is the case because literature offers superior "potential benefits" for English as a second or foreign

language (Stern 328). In other words, literature offers a linguistic coverage of most language items: vocabulary, grammar, as well as the four skills. According to Zaghoul, it provides the learners with the "widest variety of syntax, the richest variations of vocabulary discriminations" together with examples of language "employed at its most effective, subtle, and suggestive" (13). Literature also reflects elements of culture and helps learners "examine universal human experience" (328). It is also aesthetically beneficial and provides "perceptive insights" into man's existence as well as "cognitive and aesthetic maturation" which help learners make "critical and mature judgements" (328, 329). Moreover, the elements of literature "help promote reading comprehension" when they demand that learners read following specific reading strategies, and by presenting specific challenges which necessitate different kinds of reading techniques. These elements also provide subject matter for further analysis through all the four skills (329). Another important characteristic of literature is the fact that it can be rather motivating mainly for writing and reading both in and out of class. Finally, literature "offers a special depth to language learning". This refers to the "mental involvement" in what a learner is saying and hearing which in turn leads to "a kind of communication that is more than superficial" (329).

These are the advantages of choosing literature as the content for the first and second secondary English courses. Nevertheless, not all genres in literature would be

face difficulty in understanding certain patterns and expressing themselves in a linguistically correct manner.

As a result, the type of literature that is mostly fit for a paralleled language instruction would, according to Stern, follow these basic guidelines:

1. The literary work is suggested to be "contemporary" (except for poetry).
2. Themes should be "universal" and relate to the learners' experience and level.
3. It is preferable to include selections that have more regular language patterns.
4. Shorter selections are more desirable than longer ones.
5. Stories with "clearly identifiable plots" which follow a clear sequence of events are a better choice.
6. Poems should be "understandable" to the learners on a "literal level".
7. Learners must be interested in the selections.
8. Teachers must be interested in teaching the selections (343, 344).

When these guidelines are followed, there is a better chance that learning proceeds in a smooth atmosphere, and learners would reach their goals with little obstruction. As for the more difficult and older literary works, these can be covered when literature becomes an area of specialization at the University level.

Compared to our Lebanese setting, the situation becomes as follows. The one literature genre that satisfies both the learners' needs and motivation as well as Stern's

guidelines is the short story. The short story is the most motivating for our Lebanese learners (according to the ques-. tionnaries). It is short, and contemporary. Stories can be selected to reflect universal themes following a more logical sequence of events. Moreover, short stories are written in prose, and follow more regular sentence patterns (unlike poetry), thus offering exposure (input) to the more regular sound English.

Knowing that reading helps learners improve their overall proficiency in the language and slowly overcome lexical and syntactic difficulties, and that through reading, learners develop a better "feel" for the language (Ruiqing 24), then reading short stories which are a short and motivating genre of literature seems to be the most appropriate solution for the current situation.

FROM LEARNER NEEDS TO COURSE OBJECTIVES

In the syllabi for the two secondary years in Lebanon, the problems of inadequacy and unattainability of the instructional objectives, the inappropriate choice of instructional materials, the gaps found in the distribution of these materials over the instructional timetable, and finally, the fact that the needs and motivation of the learners are not accounted for have all resulted in the current problems that the learners face. These problems are in turn translated into the several learner needs on both the linguistic and semantic levels. In the light of the findings already discussed in chapter 4, the learners' needs may be outlined as follows:

1. To develop grammatical competence in order to write grammatically correct English.
2. To be able to express intended ideas in writing.
3. To develop coherence in writing.
4. To be able to critically analyze literature.
5. To relate specific themes in literature to personal experiences.
6. To develop reading strategies.
7. To understand spoken and written discourse with emphasis on the cultural components inherent in a text.

The first three needs are directly based on the learners' written essays. The fourth and fifth are related to the more general objective of passing Bacc. I literature exams. Finally, the last two needs are a result of the more

remote need of passing university entrance exams.

The content of the proposed syllabi should then meet these needs which the objectives of the syllabi would be based on. Furthermore, the content of materials should also be selected to account for the learners' motivation as revealed in the questionnaires. Knowing that the short story is the most motivating literary genre, it is suggested that the majority of the instructional content consist of short story selections, which would guarantee more exposure to the real, "useful", and contemporary English following regular syntactic patterns. In other words, both thematic content and linguistic skills are introduced and improved simultaneously through a medium enjoyed by learners.

Other adjustments are also made to the syllabi. These would follow Stern's guidelines in that short and contemporary prose is preferred to long and classical selections. Practically, this means that contemporary one-act plays would replace the classical five-act plays, shorter poems would replace longer poems, and more contemporary essays would replace classical ones. Moreover, essays would not necessarily have to be literary oriented. On the contrary, essays dealing with various topics and subjects could be a better representation of different writing styles and syntactic variations exhibited in the language of science, for example, as different from the language of literature.

As for the model to be adopted by these syllabi, the Theme-Based Model seems to be the most appropriate and is thus proposed. The Theme-Based Model is quite appropriate at

this stage since the cyclical nature of this model which revolves around a limited number of themes provides the learners with the vocabulary and grammatical structures associated with those themes through an intensive exposure to the language items needed. By providing an appropriate language input to learners with specific needs and through a repetitive exposure and meaningful use of certain linguistic items, there would be more opportunities for the development of these linguistic items as well as specific learning strategies. All this is done within the framework of thematically integrated units of learning.

Finally, the last adjustment is related to the Baccalaureate I Official Exams. Accounting for the changes in the instruc-tional content of the syllabi, the format of the Baccalaureate I Exams would have to be changed accordingly. It is proposed that these exams do not test the learners' knowledge associated with specific content but rather those skills (both literary and linguistic) that can be applied to any similar literary or non-literary content.

As a result, the curricular objectives for the two secondary years are to account for the literary aspect, the different skills, and the language area. It is important, then, for these objectives to fulfill the learner's needs associated with the literature aspect of the course, the different skills, and the language area.

For the learners to be successful at this level, their needs, in relation to the different skills, have to be met, and these needs set the objectives of the course. While

teaching content, the other skills are introduced and improved simultaneously. This means that as the content-area goals are being reached, so are the language and learning strategy goals. As a result, the following objectives are proposed.

Curricular Objectives

I. Listening Objectives
   A. Demonstrate ability to understand extended spoken discourse
   B. Identify and analyze tone
   C. Demonstrate ability to understand different dialects

II. Speaking Objectives
   A. Demonstrate ability to handle a wide variety of communicative tasks
   B. Use different strategies pertinent to different communicative tasks and situations

III. Reading Objectives
   A. Read to comprehend and critically interpret a variety of texts
   B. Identify and analyze different literary genres
   C. Develop reading strategies
   D. Develop cultural awareness of native speakers

IV. Writing Objectives
   A. Develop and apply different modes of written discourse
   B. Develop and apply composing strategies
   C. Write academic and extended academic essays

V. Critical Thinking Objectives
   A. Predict outcomes

B. Hypothesize beyond end of stories

C. Evaluate inductive and deductive texts

VI. Study Skills Objectives

A. Take and make notes

B. Develop test taking strategies

C. Develop outlining techniques

D. Develop researching techniques

E. Utilize library resources

These are the general curricular objectives of the English course for both the first and second secondary classes. However, before getting to the more specific instructional objectives for each class separately, it is crucial to discuss the recent changes in the new secondary cycle for the educational system in Lebanon (November 1995). Although no specific syllabi have been designed yet, there are changes concerning the secondary level, and specifically the first and second secondary classes. The first change is that both sections of the first secondary class (scientific and literary) are to be combined into one class. Secondly, the English periods for this class have been reduced to five periods per week. The second secondary class, on the other hand, is divided into two sections: "humanities and social sciences" and "sciences". The weekly periods for the second secondary "humanities and social sciences" section have been reduced to six, including one translation period. This means that the effective English periods for this class are five. Similarly, the weekly periods for the "scientific" section of

the second secondary class have been reduced to three, including a translation period.

When trying to relate the curricular objectives for the two secondary classes to the changes that are to be implemented in these classes, it is noticed that these objectives would fit the first secondary class and the "humanities and social sciences" section of the second secondary. As a result, the proposed syllabus for the second secondary class is intended specifically and exclusively for the "humanities and social sciences" section. This is the case since it would be impossible for the "scientific" section, which effectively teaches two periods of English per week, to fulfill the requirements of that same syllabus. The differences between the first secondary and the second secondary syllabi are then to reflect the different orientations of the main goals of these syllabi.

Since the nature of the English course at the first secondary class would be directed towards more general purposes, then the objectives of the syllabus for this class would emphasize the language component of the instructional content more than the elements of literature. Moreover, since the first secondary class is the last in which English is taught without any specific orientation or specialization, i.e. as English for General Purposes (EGP), it would be the last chance for learners to emphasize the general communicative purpose of English and stress language skills and study skills. As a result, the overall objective of the first secondary class is to furnish the learners with the necessary skills within the framework of a relatively simple,

meaningful, useful, and interesting content area which helps enhance linguistic skills and study skills without much complication. The aim is for learners to arrive at a certain competence in English to be able to somewhat communicate their ideas meaningfully and to a certain extent correctly both orally and in writing. Emphasis in this syllabus would be more on the language manipulated through the content of materials and less on the elements of literature.

On the other hand, knowing that the English course at the second secondary "humanities and social sciences" class is more of an E.S.P. orientation, developing the elements of literature becomes directly connected to and as important as the language and study skills. As a result, emphasis in this class would be equally laid on the application of the skills acquired in the previous years and the elements of literature within the instructional content. The aim is for learners to develop their communicative competence which is to be applied mainly through writing essays with specific communicative purposes and for specific audiences. Learners should be able to perform more specific oral and written tasks in the target language.

As a result, the following instructional objectives may be derived:

First Secondary

I. Listening Objectives

A. Demonstrate ability to understand spoken discourse

1. Discriminate between main ideas and supporting details

2. Identify organizational patterns of English

B. Identify tone

1. Recognize words with emotive meanings

2. Distinguish between formal and informal English

C. Demonstrate ability to understand dialect

Distinguish between standard and nonstandard English

II. Speaking Objectives

A. Demonstrate ability to handle successfully most uncomplicated communicative tasks

1. Narrate and describe with paragraph length connected discourse

2. Make oral presentations on assigned topics

3. Participate in group discussions

B. Use different strategies pertinent to different communicative tasks and situations

1. Use a variety of tones and intonational patterns

2. Account for audience and purpose

III. Reading Objectives

A. Read to comprehend and critically interpret a text

1. Identify the writer's purpose

2. Identify the writer's tone

3. Recognize point of view

4. Interpret meaning using prefixes, suffixes, roots and context clues

5. Identify denotation and connotation

B. Identify different literary genres

1. Identify story elements (plot, setting, characterization)

2. Identify elements of poetry (rhyme, rhythm)

3. Identify elements of drama (dialogue, stage directions)

C. Develop reading strategies

1. Follow sequence of ideas and events
2. Develop skimming and scanning techniques

D. Develop cultural awareness of native speakers of English

1. Relate learner's culture to that of the native speaker
2. Locate cultural features embedded in texts

IV. Writing Objectives

A. Develop and apply different modes of written discourse

1. Exposition
2. Narration
3. Description
4. Argumentation

B. Develop composing strategies

1. Selecting and limiting a topic
2. Drafting
3. Revising
4. Proofreading

C. Writing academic essays

1. Demonstrate a use of introduction, development, and conclusion
2. Observe coherence, unity, and adequacy
3. Identify and avoid common grammatical and syntactic errors

4. Apply patterns, rules, and exceptions in language forms and structures

V. Critical Thinking Objectives

A. Predict outcomes

B. Hypothesize beyond end of stories

C. Understand deduction and induction

VI. Study Skills Objectives

A. Take and make notes

B. Develop test taking strategies

1. Budgeting time

2. Reading and following instructions carefully

C. Develop outlining techniques

D. Develop summarizing techniques

E. Develop paraphrasing techniques

F. Use library resources

1. Use card catalogues

2. Use references

3. Use computer resources

Second Secondary (Humanities and Social Sciences)

I. Listening Objectives

A. Demonstrate ability to understand extended spoken discourse

1. Discriminate between main ideas and supporting details

2. Identify and analyze organizational patterns of English

3. Show awareness of culturally implied meanings beyond surface meanings of a text

B. Identify and analyze tone
    1. Analyze words with emotive meanings
    2. Discriminate the speaker's bias and/or objective attitudes
    3. Identify and interpret linguistic features pertinent to formal and informal English
C. Demonstrate ability to understand different dialects
    1. Distinguish between standard and nonstandard English
    2. Differentiate between British and American English

II. Speaking Objectives
A. Demonstrate ability to handle a wide variety of communicative tasks
    1. Initiate, sustain, and bring to closure a general conversation
    2. Make oral presentations of selected topics
    3. Participate in group and class discussions
    4. Support an opinion
B. Use different strategies pertinent to different communicative tasks and situations
    1. Use a variety of tones and intonational patterns
    2. Account for audience and purpose

III. Reading Objectives
A. Read to comprehend and critically interpret a variety of texts
    1. Identify the writer's purpose
    2. Identify the writer's tone
    3. Interpret figurative language

4. Analyze point of view
5. Identify denotation and connotation
6. Relate the preceding points to one another
7. Infer meaning using prefixes, suffixes, roots, and context clues
8. Recognize embedded meanings

B. Identify and analyze different literary genres
1. Identify and analyze story elements (plot, settings, characterization, theme)
2. Identify and analyze story elements poetry and their effects (rhyme, rhythm)
3. Identify and analyze story elements of drama and their effects (dialogue, stage directions)

C. Develop reading strategies
Develop and apply skimming and scanning techniques

D. Develop cultural awareness of native speakers
1. Relate learner's culture to that of the native speaker
2. Locate, infer, and react to cultural features embedded in texts

IV. Writing Objectives

A. Develop and apply different modes of written discourse
1. Exposition
2. Narration
3. Description
4. Argumentation

B. Develop and apply composing strategies
1. Selecting and limiting a topic

2. Drafting

3. Revising

4. Proofreading

C. Write academic and extended academic essays

1. Observe coherence, unity, and adequacy

2. Write across the curriculum

V. Critical Thinking Objectives

A. Predict outcomes

B. Hypothesize beyond end of stories

C. Evaluate inductive and deductive texts

D. Evaluate bias arguments

VI. Study Skills Objectives

A. Take and make notes

B. Develop test taking strategies

1. Budgeting time

2. Reading and following instructions carefully

C. Develop outlining techniques

D. Develop researching techniques and strategies

1. Paraphrase a variety of texts

2. Summarize a variety of texts

3. Document accurately and adequately

4. Use note cards and bibliography cards

5. Utilize library resources

The question raised at this point is how such goals can be practically implemented in a theme-based unit which would teach both content and language items. A sample lesson plan for a specific thematic unit is most appropriate to illustrate that point.

A PRACTICAL APPLICATION OF A THEME-BASED UNIT

Approaches to language instruction are undoubtedly as varied as the teachers who teach languages. However, the more suitable approach is that which helps learners maintain a high degree of motivation as well as provide them with adequate and potentially useful learning experiences. This is the multiple goal which any teacher attempts to reach and this should be the goal of any approach to language teaching.

The overall aim of this ten-hour theme based unit then would be to provide learners with adequate and motivating learning experiences, the content of which consists of an integration of the various linguistic skills to be developed by secondary level learners. All these skills would in turn, revolve around one useful and interesting theme. In other words, one specific topic provides specific learners with opportunities to further develop their basic linguistic skills (listening, speaking, reading, writing, along with vocabulary, grammar and study skills) and their critical thinking skills through an exposure to and an analysis of reading selections that demand employing complex thinking skills at a level extending beyond reading comprehension. More specifically, by the end of this unit, learners will have had the opportunity to acquire and further develop the already mentioned skill areas.

Students will be able to make oral presentations, support an opinion, and actively participate in group and

class discussions. Consequently, the listening and speaking skills activities consist of comprehension questions, analysis and discussion questions, and debate. These respectively create situations for closed ended teacher-learner interaction, open ended teacher-learner interaction, and learner-learner interaction.

As for the reading skill, learners will be able to identify and somewhat analyze the author's tone in specific stories. They will be able to identify and analyze short story elements as well as employ reading strategies (scanning) in order to search for relevant and specific information. Finally, learners will be able to infer meaning through the use of context clues and will develop their grammatical competence by identifying, correcting, and avoiding common syntactic errors. The reading skill activities include silent reading which helps build "fluency, confidence, and appreciation of reading" (Grabe, "Current Developments in Second Language Reading Research" 226). Reading aloud is also important to increase the readers awareness. Vocabulary building activities which introduce learners to some common prefixes and suffixes to help them infer meaning are also part of the reading activities together with some grammar activities where learners practice the use of adverb clauses introduced by subordinating conjunctions and identify and correct sentence fragments. It is believed that these grammar activities would help learners practice understanding and developing complex sentences as well as identifying and avoiding sentence fragments when it

comes to writing. Finally, and most importantly, reading skill activities mainly revolve around an identification and an analysis of literary elements, specifically short story elements. These activities would also enhance critical thinking skills, for example, through evaluating how characters deal with different situations, developing logical arguments and supporting a specific point of view. As a result, critical thinking skills such as predicting and analyzing outcomes and hypothesizing beyond the ending of the stories are further enhanced.

Finally, learners will have an opportunity to write academic essays and apply the necessary composing strategies together with observing coherence, unity, and adequacy. After developing the necessary background for the proposed theme, writing activities take the form of learners' reactions to the stories as well as creatively writing personal endings.

The content of this ten-hour theme based unit (which would stretch over a two-week period of time) consists of two short stories depicting that universal and interesting theme "The Power of Love" in two rather unpredictable and different manners. The first short story is entitled "The Lady, or the Tiger?" by Frank Stockton and the other "The Gift of the Magi" by O. Henry.

These stories are suitable for secondary level learners particularly, second secondary (humanities as social sciences) learners. Such is the case since most activities revolve around two short stories demanding a more literature targeted and a more advanced level of critical reading and analysis.

At this level, the learners who are between sixteen and eighteen years of age would normally enjoy reading about this interesting universal topic which transcends all time barriers and involves the learners at a personal level. Moreover, activities are designed in such a way to provide the learners with a practical and purposeful communicative use of most of those skills aimed at by the secondary level curricular objectives (refer to chapter 6, Curricular Objectives).

Day 1

Objectives	- To introduce the theme of the unit - To discuss the universality and diversity of the theme "The Power of Love"
Activity 1	Brainstorming and class discussion
Materials	Books and pictures of famous lovers throughout history. Lyrics of famous love songs.
Procedure	Students discuss famous love stories and relate them to the present time. The different connotational meanings of love are written on board and discussed. The possible effects of the power of love and are also discussed.
Activity 2	Class discussion
Material	Title of the first story "The Lady, or the Tiger?" on board
Procedure	Students predict the relationship between the the title and the theme "The Power of Love". Teacher writes on board a list of difficult words to be encountered in the text (see list)
Homework	Students find meanings of words before reading the story in order to facilitate comprehension.

Day 1 - Homework

List of Words	florid	solemnize	retribution
	exhuberant	fervent	devious
	inevitable	imperious	chorister
	impartial	relentless	presume
	incorruptible	fervid	dire
	eminate	perceive	parapet

Day 2

Objectives
- To identify and analyze tone by explaining the author's use of irony in specific passages of the story.
- To restate and paraphrase information found in the first eight paragraphs of the story.
- To apply patterns related to adverb clauses and subordinating conjunctions in language forms.

Activity 1 — Reading aloud.

Materials — The first eight paragraphs of "The Lady, or the Tiger?"

Procedure — Teacher reads aloud each paragraph at a time using the right intonation to reveal the irony and sarcasm in the tone. Students follow with reference to the list of vocabulary to help comprehension.

Activity 2 — Oral paraphrasing.

Procedure — Teacher asks individual students after each paragraph to restate information and explain how certain situations reveal irony. Teacher also points to the length and complexity of sentences.

Activity 3 — Recognizing adverb clauses and subordinating conjunctions.

Material — See exercises A and B (page 96).

Procedure — Students work in pairs on the two exercises by underlining the subordinating conjunctions and adverb clauses and discuss their answers.

Correction is done orally in class.

Activity 4 Class discussion

Procedure Based on specific information stated in the first eight paragraphs of the story, students in groups discuss the character of the king and the reaciton of his subjects.

Homework Students work on exercises C and D by combining sentences using subordinating conjunctions (see exercises C and D pages 97-98).

Day 2 - Activity 3

Exercise A: Underline the subordinating conjunctions in each of the following passages. There may be more than one subordinating conjunction in a passage.

1. When a subject was accused of a crime of sufficient importance to interest the king, public notice was given that on an appointed day the fate of the accused person would be decided in the king's arena - a structure which well deserved its name...
2. ... although its form and plan were borrowed from afar, its purpose emanated solely from the brain of this man....
3. If he opened the one, there came out of it a hungry tiger...
4. As the youth advanced into the arena, he turned, as the custom was, to bow to the king...
5. ...she would never rest until she had made plain to herself this thing, hidden to all other lookers-on, even to the king.

Exercise B: Underline the adverb clauses in each of the following passages. There may be more than one adverb clause in a passage.

6. But if the accused person opened the other door, there came forth from it a lady...
7. When the people gathered together on one of the great trial days, they never knew whether they were to witness a bloody slaughter or a hilarious wedding.
8. This love affair moved on happily for many months, until one day the king happened to discover its existence.

9. How often in her waking hours and in her dreams, had she started in wild horror and covered her face with her hands as she thought of her lover opening the door on the other side of which waited the cruel fangs of the tiger!
10. How in her grievous reveries had she gnashed her teeth and torn her hair when she saw his start of rapturous delight as he opened the door of the lady!

Homework

Exercise C: Underline five adverb clauses in the following passage from "The Lady, or the Tiger?"

How her soul had burned in agony when she had seen him rush to meet that woman, with her flushing cheek and sparkling eye of triumph; when she had seen him lead her forth, his whole frame kindled with the joy of recovered life; when she had heard the glad shouts from the multitude, and the wild ringing of the happy bells; when she had seen the priest, with his joyous followers, advance to the couple, and make them man and wife before her very eyes; and when she had seen them walk away together upon their path of flowers followed by the tremendous shouts of the hilarious multitude, in which her one despairing shriek was lost and drowned!

Exercise D: In the space provided, combine each of the following pairs of sentences. Leave one sentence as an independent clause, and use the other as an adverb clause. Each pair of sentences is followed by a subordinating conjunction that will help you form the adverb clause.

Example:

A public announcement was made. A subject was accused of a

crime. (when)

A public announcement was made when a subject was accused of a crime.

11. A door opened and the person entered the arena. The king gave a signal. (when)

_____

_____

12. The princess was able to learn which door concealed the lady and which door concealed the tiger. She had gold, power, and motivation. (because)

_____

_____

13. The accused person was immediately married in the arena. He opened the door with the lady behind it. (if)

_____

_____

14. Nobody, not even the king, knew which door concealed the lady. The door was opened and the subject was either eaten on the spot or married on the spot. (until)

_____

_____

15. The youth was immediately arrested and thrown into prison. The king learned of his courtship of the princess. (after)

_____

_____

Day 3

Objectives	- To identify the plot of the story (exposition, conflict, complications, climax, and resolution). - To infer meanings of words through using prefixes.
Activity 1	Correcting Homework.
Activity 2	Analyzing word structure and meaning.
Materials	See exercises A and B page 100.
Procedure	Students work in pairs to complete exercises A and B as they orally discuss their answers. Correction is done orally as words are written on board and meanings discussed.
Activity 3	Silent reading.
Material	The second part of the story "The Lady, or the Tiger?"
Procedure	After reflecting upon the first part, the students silently finish reading the story.
Activity 4	Class discussion.
Procedure	Students and teacher discuss orally the plot (exposition, conflict, complications, climax, and the resolution). A triangle is drawn on board and the figure labled (see figure 1 page 101).
Homework	Students answer in writing questions about characters, the conflict, and the ending of the story (see questions page 101).

Day 3 - Activity 2

Analyzing word structure and meaning.

A prefix is a word part that is added to the beginning of a word, or word root to give that word or a new meaning. Study the following chart of prefixes and their meanings.

Prefix	Meaning	Example
de-	down; away	descend, detract
ex-	out of	expand
in-, im-	not	incomplete, immortal
per-	through	perforate
pre-	before	prehistoric
re-	again; back	reconsider

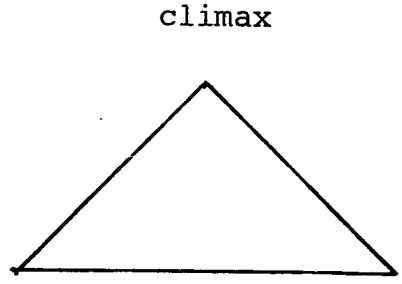
Exercise A: Each of the following words contains one of the prefixes listed above. Using a dictionary, write the prefix and the meaning of each word.

	Prefix	Word meaning
1. devious	_____	_____
2. exuberant	_____	_____
3. inevitable	_____	_____
4. impartial	_____	_____
5. perceive	_____	_____
6. presume	_____	_____
7. retribution	_____	_____

Exercise B: Write four words that begin with each of the following prefixes. Use a dictionary if necessary.

de-, ex-, in-, im-, per-, pre-, re-

Activity 4: Figure 1



Homework : Questions

1. Identify the major character in the story, and write one sentence describing that character.
2. Describe the king's system of justice.
3. What is the central conflict or problem facing the main character or characters?
4. At the end of the story, is the conflict resolved or unresolved?

Day 4

Objectives
- To identify details important to the plot of "The Lady, or the Tiger?"
- To hypothesize and determine the probable outcome of the story by analyzing the character of the princess and clues by the author.
- Scanning for specific details and note making.

Activity 1 — Correcting Homework.

Activity 2 — Ordering story events.

Materials — A handout of the events of the story in random order (see list page 103).

Procedure — Students arrange the order of events in the story pointing out the climax, conflict and resolution.

Activity 3 — Class discussion.

Procedure — Students and teacher discuss the probable outcome of the story pointing to the two clear dimensions, which would divide the class into two groups each supporting an opinion.

Activity 4 — Group discussion.

Material — The story "The Lady, or the Tiger?"

Procedure — Each of the two groups gathers information from the story to support the members' point of view. The information is discussed among the group members while one member writes down the important details. Each group gets ready to orally defend the group's argument.

Day 4

Activity 2: List of events

- The young man waits for the signal from the princess.
- The author indicates how much the princess dreads the thought of the young man killed by a ferocious tiger.
- The princess also learns that the lady is someone she hates.
- The author propounds the puzzle.
- She gives the signal and he opens the door on the right.
- The king discovers that the princess has a lover.
- The author indicates how the princess detests the idea of her lover marrying this particular lady.
- The princess discovers behind which door stands the lady and which door the tiger.
- The king arranges to put the man on trial.
- The author concludes by propounding the puzzle once again.

Day 5

Objectives
- To state and support an opinion by following a logical argument with evidence from the story.
- To express personal reactions to the story

Activity 1 — Debating.

Material — Students' notes.

Procedure — After the teacher introduces the two main different opinions, the students argue to support their opinions about the ending of the story. Students are to highlight the strong points in favour of their arguments by reference to evidence from the story. The teacher's role is only to monitor the debate and make sure it is based on facts and is logically structured. The debate is won by the group that follows a more logical and structured argument.

Activity 2 — Class discussion.

Materials
- Do you enjoy having authors involve the reader the way Stockton does?
- Do you think the story would have been less effective if Stockton had provided a clear resolution?

Procedure — Students orally discuss these open-ended questions.

Day 6

Objectives	- Apply composing strategies. - Apply the narrative form of written discourse.
Activity	Writing a personal ending to the story.
Material	Write your own version of the ending telling what happens when the young man opens the door. To make the ending more effective, you might want to mention what the young man was thinking before he opens the door. Also, you might want to show the princess' reaction as the door opens.
Procedure	Having already discussed and debated the two probable endings and the necessary vocabulary introduced and discussed, the students can write freely and with some considerable facility about the subject. Students are to follow and apply composing strategies (selecting a topic, drafting, revising, and proofreading).

Day 7

Objectives	- To highlight the theme "The Power of Love" and to link the first story "The Lady, or the Tiger?" to the second story "The Gift of the Magi" under the same theme.
Activity 1	Brainstorming and class discussion.
Material	The title "The Gift of the Magi" and the words "love" and "Christmas" on board.
Procedure	Teacher asks students to make predictions about the story based on the title, its relation to the biblical story of the Magi, and the theme of love. Students also discuss the connotational meaning of love in relation to the title.
Activity 2	Analyzing word structure and meaning page 107
Material	See exercises A and B pages 107-108.
Procedure	Students work in pairs after teacher explains about suffixes. Students use dictionaries to find meanings of words and discuss (in pairs) how a suffix affects the grammatical function and meaning of the words. Correction is done orally as words are written on board and the spelling is checked by the teacher.
Homework	Students find meanings of a list of words to be encountered in the reading selection (see list page 108).

Day 7

Activity 2: Analyzing word structure and meaning

A suffix is a word part that is added to the end of a word or a word root to change its meaning. When added to a word or word root, many suffixes change the word root's grammatical function. For example, adding the suffix "-ion" to the verb **act** creates a noun, **action**. Study the following chart of suffixes, their meanings, and their grammatical functions.

Suffix	**Meaning**	**Function**	**Example**
-ate	become; form	verb	associate
-ence	quality; state	noun	difference
-ion, -tion, -ation, -ition	action; state	noun	reception
-y, -ty, -ity	state; condition	noun	history
-ic	like	adjective	cosmic
-ive	tending to	adjective	elusive
-al, -ial	characteristic of	adjective	musical

Exercise A: Each of the following words contains one of the suffixes listed above. Using a dictionary, write the suffix and the meaning of each word in the spaces provided.

	Suffix	Word Meaning
1. reflection	_____	_____
2. prosperity	_____	_____
3. prudence	_____	_____
4. depreciate	_____	_____
5. inconsequential	_____	_____
6. illuminate	_____	_____
7. esctatic	_____	_____
8. expensive	_____	_____

Exercise B: Write four words that end with each of the following suffixes. Use a dictionary if necessary.

-al, -ate, -ence, -ic, -ive, -ion

Homework: List of vocabulary

bulldoze	vestibule	ravage
imply	appertain	mammoth
instigate	prosperity	scrutiny
moral	longitudinal	inconsequential
reflection	conception	illuminate
predominate	depreciate	covet
subside	cascade	duplication
prudence	ecstatic	chronicle

Day 8

Objectives	- To read, understand, and critically analyze the use of allusion and irony and how this affects the plot and theme of the story. - To identify and correct ungrammatical structures.
Activity	Reading comprehension and class discussion.
Material	The story "The Gift of the Magi".
Procedure	Students silently read selected parts of the story as the teacher discusses with them the elements of the plot and the uses of irony and allusion.
Homework	Find the fragments in paragraphs 1, 2, 3, 5, 6, 15, 30, 31 of the story and correct them by doing the necessary adjustments (see appendix 3).

Day 9

Objectives - To respond to the story in writing.

- To orally present and discuss answers.

Activity 1 Correcting homework.

Procedure Students take turns at pointing to the fragments and correcting them.

Activity 2 Group discussion.

Materials Analysis questions.

1. Explain why the outcome of the story is ironic?
2. How are Jim and Della like the Magi?
3. What is the theme of the story? Explain.
4. How can Jim and Della be both wise and unwise?

Procedure The class is divided into four groups, each group answering one question. The answer is written down.

Activity 3 Oral presentation.

Material Answers to analysis questions.

Procedure One representative from each group would orally present the answer to the group's question. Students discuss the answer.

Day 10

Objectives	- Apply composing strategies - Apply expository form of written discourse
Activity	Essay writing
Material	How does the story's theme give significance to Della and Jim, who otherwise might be viewed as an insignificant poor couple living in a large city?
Procedure	Students and teacher discuss the topic orally, then students start analyzing the topic in wiriting as they observe coherence, unity and adequacy of the essay.

Several features of this theme-based unit are worth considering at this point; these are related to learner, material and teacher variables. First of all, it is noticed that the content of this unit is cognitively demanding and requires some advanced critical thinking strategies. This provides brighter students with opportunities to further develop their critical thinking skills and not lose their interest if the material is too simple. At the same time, the variety of tasks, activities, and materials included in the content would take into consideration the possibility of having different levels of learners with different learning styles. This would consequently provide learners with a chance to escape the monotony of a teacher-focused classroom where the learner is merely a passive recipient and would thus get all the learners disregarding their different linguisitic and cognitive levels involved in the teaching-learning process; i.e, the unit accounts for a variety of learners with different levels. Moreover, the diversity in activities does not represent a loosely joined set. On the contrary, these activities actually fall under specific skills which in turn are well integrated and targeted at preset goals and objectives. The content of the unit does integrate the major skills together with a systematically presented vocabulary focus and a grammar focus teaching both language use an usage. Furthermore, it is noticed that the content and theme drive the unit in that all the activities form a coherent whole and go together naturally. Finally, such a unit is feasible for teachers to use since it does not

require any extra or expensive materials that are a crucial part of the teaching unit. It is also well sequenced and allows the teachers to move from one item to another in a smooth authentic manner. All these points are both necessary and sufficient for making the teaching-learning process a successful one.

CONCLUSION

It is a well established fact that in the field of applied linguistics, rarely does a proposed solution for a described problem constitute the ultimate remedy for that problem. Such is the case since the teaching-learning process is affected by numerous factors, and accounting for all these factors is a rather difficult task. As a result applied linguists have always had to undergo the process of trial and error whether in choosing the appropriate teaching method or designing the most adequate syllabus to fit varieties of learners with their various learning goals.

Different views and theories of language and language learning did generate a large number of language teaching methods which in turn have either complemented or opposed one another. The problem was always connected to whether a particular method provided adequate language input to help enhance learning. As a result, no one method was proclaimed sufficient for the task, and a combination of methods ~~were~~ was preferred.

The same problem, although limited to fewer items, continued with syllabus design theory. Choosing one or another syllabus irrespective of the advantages and disadvantages of each syllabus separately also meant taking the risk of missing important language learning input, characteristic of one or another syllabus type. Nevertheless, it was always agreed upon the fact that the syllabus which met most of the learners' needs together with learner,

teacher, and material variables was the one that fit best. This point was somewhat tackled more fully with the enhancement of the Content-Based Syllabus. The Content-Based Syllabus was not to be considered as "a mere alternative to earlier types but a logical extension and development of them" (Eskey 13). This was and is the case since the Content-Based Syllabus accounts for the three aspects of language: form, functions, and meaning, thus providing the necessary exposure to language form and/or function when these constitute a problem for the learners. In the Lebanese setting, and after analyzing the Lebanese syllabi for the first two secondary classes, it was noticed that these syllabi contain gaps in the instructional objectives, the content of materials, and the distribution of materials over the instructional timetable, all in contrast with the learners' actual needs and motivation. A survey of the learners' needs and motivation revealed the importance of teaching language along with the appropriate content which can most definitely be met within the framework of the Content-Based Syllabus.

The appropriateness of this syllabus type lies in the fact that both the necessary language items and the useful, motivating content are presented in an authentic natural integration. More specifically the language part of the syllabus accounts for "the eventual uses the learner will make of the language" (Graffield-Vile 108) while the content part accounts for the useful themes.

Themes related to literature, social sciences and natural sciences would constitute that content which is

transferable to other school and college courses, i.e., serving specific, realistic, useful purposes for the learners. Learners would also be prepared to cope with college requirements thru an exposure to all the different skills (listening to lectures and note taking, individual silent reading, writing essays and term papers...) which are necessary at college level.

In conclusion, and as mentioned above, our proposed instructional objectives do not and cannot at this stage represent the ultimate remedy for our discussed problem. Indeed, it is too ambitious and certainly too early to make such a claim. However, what is certain at this point is the fact that these objectives set strong foundations for further development.

Our point of departure was a certain weakness exhibited by our Lebanese learners at the secondary level in Lebanon. This weakness was revealed in the error analysis while the questionnaires exposed the learners' unaccounted for needs and motivation. As a result, the proposed objectives combined both a practical and theoretical basis. First of all, the learners' linguistic needs and motivation as revealed in the questionnaires are a major constituent of the course objectives. Moreover, these objectives fall within the framework of the Content-Based Approach which provides strong theoretical basis, a theoretical basis which has practically and most recently yielded encouraging results. Consequently, having both a practical and theoretical basis, our proposed instructional objectives present a starting

point which is necessarily directed towards a solution. The next step, which is an essential condition in syllabus design theory, is the practical application of this, so far, theory work for the necessary feedback and further improvement. This is an imperative step without which a syllabus loses its effect as learners change and their goals alter. May be this is why we, together with our student, had to suffer from a syllabus that remained unaltered for twenty eight years.

APPENDIX I

الجمهورية اللبنانية
وزارة التربية الوطنية
والفنون الجميلة

جدول

مناهج التعليم

في مرحلة التعليم الثانوي

ملحقة بالمرسوم رقم ٩١٠٠ تاريخ ٦٨/١/٨

ENGLISH LANGUAGE AND LITERATURE

FIRST YEAR

Literary Section and classical Languages

I. LANGUAGE

The purpose of the language program of the First Year should be to gradually relax the controls and to consolidate the skills of the previous years.

The program for reading and writing should be closely integrated. There may be need to review points of grammar, but this should not be done as an isolated unit, and certainly not as an exercice in intellectual analysis and identification ; all grammar should be clearly and closely related to its practical application to the skills of writing and speaking.

1. SPEAKING AND UNDERSTANDING ENGLISH

   Classes should be conducted in such a way that students have a maximum opportunity to hear and to speak English. Teachers should encourage students to discuss the reading in class, to prepare oral reports about the historical or biographical background of the literary works they are studying, and to take legible, accurate notes during class discussions.

2. READING

   In addition to the literature program, students should have instruction and practice in different skills of reading, especially those most useful for reading textbook-type material in English : skimming in order to get an overall impression or to find specific information, identifying main ideas and supporting details, recognizing the patterns of paragraph organization and longer discourse.

   Passages for close comprehension and precis should be contemporary prose, usually of exposition and argument. Special attention should be paid to vocabulary development and common idioms.

3. WRITING

   The writing program should include a clearly defined sequence of units built around the organization and development of the paragraph.

   a) As an introduction, writing at the sentence level should be reviewed, with emphasis on such syntactic constructions as parallel structure, expanded modification patterns, and sentence variety.

b) At the paragraph level, a suggested sequence might be

1. The topic sentence and controlling idea.
2. Supporting details.
3. Two common paragraph patterns :
   a) Comparison and contrast.
   b) Analysis.
4. Paragraph transitions.

With this sequence in mind, students should practice writing short, single paragraphs that focus on each of these units. When control of a unified, coherent paragraph is achieved, students should practice writing two connected paragraphs, with clear connectives and transition. When two connected paragraphs have been mastered, students should write essays of three well-developed paragraphs at least every other week.

1. *Content :* Students should be trained to present facts and details with relevant commentary in clear, direct, unadorned prose. Topics may be especially chosen that fit a three-paragraph pattern, and which relate to students' immediate interests and knowledge. Occasional essays based on the reading should be assigned.

2. *Form :* Within the syllabus thus far,

   a) Student should be able to write grammatically and idiomatically correct English, with proper spelling and punctuation ;
   b) They should be able to write unified, coherent, and properly indented paragraphs ;
   c) They should be able to write neatly and legibly.

4. STUDY SKILLS.

Students should be introduced to and periodically review several of the basic skills of using English as a language of instruction. Once these skills have been taught and practiced by specific exercises, they should be applied during all the work of the syllabus.

a) Dictionary study

1. The purpose, general contents, and arrangement.

2. Word entries :

a) Spelling.

b) Pronunciation and stress.

c) Syllable division.

d) Order of definitions.

e) Parts of speech.

b) Outlining :

1. Purpose and general principles.

2. Types of outlines :

a) Topic outlines.

b) Sentence outlines.

c) Note-taking.

II. LITERATURE

The purpose of the First Year literature program is to introduce students to the various forms of literary writing. The amount of time devoted to this purpose should not exceed half the total time for the English syllabus, and each literary form should be read as a complete unit, without interruption of other material in the syllabus. Focus should be on the language of literature ; historical backgrounds, interpretation: and appreciation of literary themes should be delayed until the second Year.

I. THE NOVEL

At least two novels from the 20th century should be read in unsimplified, unabridged editions. No more than two weeks should be used for reading each novel outside of class, and no more than 5 or 6 periods devoted to class discussion.

Each novel should be read primarily for pleasure : it should not be read for close grammatical analysis, extensive vocabulary development, or close comprehension. The focus of class discussion should be on matters of plot, setting, and characterization ; appreciation of the theme might be introduced, but full analysis and consideration of themes should wait until the second Year.

Suggested novels :

C. S. Forester, « *The African Queen* ».

Somerset Maugham, *The Moon and Sixpence*.

George Orwell, *Animal Farm*.

Alan Paton, *Cry, the Beloved Country*.

John Steinbeck. *The Pearl* (Particulary good for weak classes that need a simple, unabridged transition).

John Steinbeck, *The Moon Is Down.*

Thornton Wilder. *The Bridge of San Luis Rey.*

James Hilton, *Lost Horizon.*

Pearl Buck, *The Good Earth.*

Allister Maclain. *The Guns of Navaronne.*

2. THE SHORT STORY

At least three 20th century British and American short stories should be read, with special focus on the development of character and plot.

Suggested titles :

See the suggested anthologies listed below.

3. THE ESSAY

At least six 20th century British and American essays should be read, with special focus on the organization and development of the main point and purpose of the author.

Suggested titles :

See the suggested anthologies listed below.

4. THE PLAY

Several contemporary one-act plays should first be read as an introduction to the purpose and problems of the dramatic form. In the third semester, one long play of the late 19th or the 20th century might be read. The play should be treated as a dramatic unity, with no more than two weeks to complete the reading.

Suggested titles :

See the suggested anthologies listed below for one-act plays. For full-length plays, one of the following might be considered :

G. Bernard Shaw. *Arms and the Man.*

Pygmalion.

Oscar Wilde : *The Importance of Being Earnest.*
Thornton Wilder, *Our Town.*
Arthur Miller, *All My Sons.*
Death of a Salesman.
Eugene O'Neill, *Ah, Wilderness !*
Tennessee Williams. *The Glass Menagerie.*

Teachers should consider the possibility of relating the plays of the First Year with that to be studied in the Second Year. For example, if *Julius Caesar* is set, in the First Year students might read Shaw's *Caesar and Cleopatra ;* for *Macbeth*, Eugene O'Neill's *The Emperor Jones* might be considered, or a modern tragedy such as *Death of a Salesman.*

5. POETRY

The poetry of the First Year is intended to introduce students to the various forms and techniques of English poetry. Selections should therefore be based on types rather than on chronological or other literary criteria. Selected poetic devices should be considered, with examples, but detailed analysis of versification and so on should not take the place of enjoyment. The teacher should help the student to appreciate common figures of speech, such as metaphor, simile, personification, and alliteration, but no attempt should be made to study the entire range. Neither is there any need to discuss anything but the simplest forms of meter and verse.

Suggested titles for each poetic form :

Ballad :

Coleridge, « The Rime of the Ancient Mariner »
Kipling, « The Ballad of East and West »

Dramatic Monologue :

Tennyson, « Ulysses »
Amy Lowell, « Patterns »

Narrative :

Keats, selection from « The Eve of St. Agnes »
Byron, « The Prisonner of Chillon »
Scott, « Lochinvar »
Frost, « Death of the Hired Man »
Robinson, « Richard Cory »

Lyric :

Housman, « When I was One and Twenty »
« With Rue my Heart is Laden »
Wither, « Shall I Wasting in Despair »
Herrick, « Counsel to Girls »
Wordsworth, « To a Skylark »
Jonson, « To Celia »
Sandburg, « Fog »
« Chicago »
Poe, « Annabelle Lee »

Sonnet :

Shakespeare, Sonnet 18 and Sonnet 116
Wordsworth, « Composed upon Westminster Bridge »
E. B. Browning, Sonnet 14 and Sonnet 43
Keats, « On First Looking into Chapman's Homer »

Scientific Section

I. LANGUAGE

(Same as First Year - Literary and classical languages section).

II. LITERATURE

The purpose of the First Year literature program is to introduce students to the various forms of literary writing. The amount of time devoted to this purpose should not exceed half the total time for the English syllabus, and each literary form should be read as a complete unit, without interruption of other material in the syllabus. Focus should be on the language of literature ; historical backgrounds, interpretation, and appreciation of literary themes should be delayed until the Second Year.

1. THE NOVEL

At least two novels from the 20th Century should be read in unsimplified, unabridged editions. No more than two weeks should be used for reading each novel outside of class, and no more than 5 or 6 periods devoted to class discussion.

Each novel should be read primarily for pleasure ; it should not be read for close grammatical analysis, extensive vocabulary development, or close comprehension. The focus of class discussion should be on matters of plot, setting, and characterization ; appreciation of the theme might be introduced, but full analysis and consideration of themes should wait until the Second Year.

Suggested novels :

C. S. Forester, « *The African Queen* » (in this case the Longmans edition in the Abridged Books series seems appropriate).

Somerset Maugham, *The Moon and Sixpence.*

George Orwell, *Animal Farm.*

Alan Paton, *Cry, the Beloved Country.*

John Steinbeck, *The Pearl* (particularly good for weak classes that need a simple, unabridged transition).

John Steinbeck. *The Moon is Down.*
Thornton Wilder, *The Bridge of San Luis Rey.*
James Hilton. *Lost Horizon.*
Pearl Buck. *The Good Earth.*
Allister Maclain. *The Guns of Navarone.*

II. THE SHORT STORY

At least three 20th Century British and American short stories should be read with special focus on the development of character and plot.

III. THE ESSAY

Two 20th Century British and American essays should be read, with special focus on the organization and development of the main point and purpose of the author.

IV. THE PLAY

One long play, preferably of the late 19th or 20th Century, should be read. The play should be treated as a dramatic unity.

Suggested titles :

See the suggested anthologies listed below for one-act plays. For full-length plays, one of the following might be considered :

G. Bernard Shaw. *Arms and the Man.*
Pygmalion.

Oscar Wilde. *The Importance of Being Earnest.*

Thornton Wilder. *Our Town.*

Arthur Miller. *All My Sons.*
Death of a Salesman.

Eugene O'Neill. *Ah, Wilderness !*

Tennessee Williams. *The Glass Menagerie.*

Teachers should consider the possibility of relating the plays of the First Year with that to be studied in the Second Year. For example, if *Julius Caesar* is set, in the First Year, student might read Shaw's *Caesar and Cleopatra* ; for *Macbeth*, Eugene O'Neill's *The Emperor Jones* might be considered, or a modern tragedy such as *Death of a Salesman.*

V. POETRY

The poetry of the First Year is intended to introduce students to the various forms and techniques of English poetry. Selections should therefore be based on types rather than on chronological or other literary criteria. Selected poetic devices should be considered, with examples, but detailed analysis of versification and so on should not take the place of enjoyment. The teacher should help the student to appreciate common figures of speech, such as metaphor, simile, personification, and alliteration, but no attempt should be made to study the entire range. Neither is there any need to discuss anything but the simplest forms of meter and verse.

Suggested titles for each poetic form :

Ballad :

Coleridge. « The Rime of the Ancient Mariner »

Narrative :

Keats, selection from « The Eve of St. Agnes »
Byron, « The Prisoner of Chillon »

Lyric :

Wither. « Shall I Wasting in Despair »
Herrick. « Counsel to Girls »
Jonson, « To Celia »
Sandburg, « Fog »
« Chicago »
Poe, « Annabelle Lee »

Sonnet :

Shakespeare. Sonnet 18 and Sonnet 116
Wordsworth. « Composed upon Westminster Bridge »

SECOND YEAR

Literary and classical Languages Section

I. LANGUAGE

The purpose of the language program of the Second Year should be to review and reinforce all previous work, and to prepare students to read and write at a level required for the baccalaureate examination.

As in the First Year, the program for reading and writing should be closely integrated. By this year, students should have mastered all the grammar of the syllabus so that errors of grammar or mechanics must be penalized heavily. By the end of the year, students should have developed a sensitivity to style and the subtleties and nuances of language.

1. SPEAKING AND UNDERSTANDING ENGLISH

As in the First Year, classes should be conducted in such a way that students have a maximum opportunity to hear and to speak English with increasing fluency and accuracy.

Teachers should encourage students to discuss the readings in class, to prepare oral reports, and to take legible, accurate notes during class discussion and from outside reading.

2. READING

In addition to the literature program, students should continue a program to improve their reading speed and comprehension.

Reading selections should include the language of science, economics, history, literary criticism, and other fields of knowledge. Special consideration might be given to selections about the nature and function of language in general, and the history, development and varieties of English in particular.

The purpose of these reading selections should be to expand vocabulary, to analyze the organization of paragraphs and essays to serve as models for writing, to practice picking out main ideas and supporting details and, to learn how to mark a book for study purposes.

A brief introduction to logic might be given, with special emphasis on the denotative and connotative use of language, simple syllogisms, and the differences of fact, inference, and value judgment. Students should be led to recognize a reasoned, responsible use of language .

3. WRITING

The writing program should be based on the previous year's work, and should continue to develop in students the ability to organize and express ideas concisely, coherently, and convincingly.

a) The organization and development of the paragraph should be reviewed and two new common patterns introduced : analogy and definition. In addition, the inductive and deductive patterns of paragraph organization should be recognized and practiced.

b) When the potential of the paragraph has been fully exploited, students should practice writing essays, usually on literary topics. Special attention should be paid to :

1) Grammar and punctuation.
2) Topic sentences and supporting details.
3) Internal coherence and unity of paragraphs.
4) Transition from paragraph to paragraph.
5) Logic and effectiveness of expression.

c) Essays should be written at least every other week.

4. STUDY SKILLS

The study skills of the previous year should be reviewed and students should continue to practice outlining and note-taking.

a. Dictionary study should introduce etymology and a full discussion of roots, prefixes and suffixes.

b. Students should learn about the organization and arrangement of libraries, with emphasis on the card catalog, reference books and periodicals. Special practice should be given in reading graphs, charts, diagrams, and in using glossaries and indexes.

II. LITERATURE

The purpose of the Second Year literature program is to present a brief historical survey of important literary works and trends. This survey should be based on the previous year's study of literary types and forms, as well as continually related to the work of the language part of the syllabus.

General characteristics of literature in English from 1400 to the present should be the framework, with a *brief* review of the relevant political and social backgrounds. This review might be given by the teacher in short lectures, with the students taking notes for practice in outlining and note-taking.

The works suggested below should be studied in form and content, briefly related to the literary background, and (but only if relevant) to the author's life.

1. WORKS FOR INTENSIVE STUDY

Students should study intensively either a Shakespeare play or a novel. The titles of the set books will be changed every two years. The following list includes the titles set for the first four cycles (eight years) :

a. Either Shakespeare, *Julius Caesar*
   or Dickens, *Oliver Twist*

b. Either Shakespeare, *Henry V*
   or Austen, *Pride and Prejudice*

c. Either Shakespeare, *Romeo and Juliet*
   or Bronte, *Wuthering Heights*

d. Either Shakespeare, *Macbeth*
   or Elliot, *Silas Marner*

2. WORKS FOR EXTENSIVE STUDY

The following works should be read and discussed in relation to the authors and their periods.

a. Sixteenth Century

Shakespeare, Sonnets 29, 55, 73
Bacon, *Of Studies*

b. Seventeenth Century

Lovelace, « To Lucasta », « To Althea »
Suckling, « The Constant Lover », « Why so Pale and Wan ? »
Milton « On his Blindness », « On Shakespeare »
Dryden, *Essay on Dramatic Poesie* (sections on Shakespeare and Jonson)

c. Eighteenth Century

Pope, selections from « *The Rape of the Lock,* »
Essay on Man and *Essay on Criticism*
Goldsmith, « The Deserted Village »
Johnson, selections from the Preface to the Dictionary and selected definitions.

d. Nineteenth Century

1. Romantic Period

Wordsworth, « My Heart Leaps Up », « Daffodils »
« London 1802 », « The World is Too Much with Us »
Byron, selections from *Childe Harold's Pilgrimage*
Keats, « Ode on a Grecian Urn »
Shelley, « Ode to the West Wind »
Poe, « The Raven », *The Purloined Letter or The Tell-Tale Heart*

2. Victorian Period

Tennyson, « Break, Break, Break », « Crossing the Bar », selections from *In Memoriam*

Arnold, « Dover Beach »
Browning, « My Last Duchess »
Dickinson, « My Life Closed Twice »
Newman, « A University Education »
Stevenson, a short story
Kipling, a short story
Huxley, ' A Liberal Education »

e. Twentieth Century

Yeats, « The Lake Isle of Innisfree »
« The Wild Swans at Coole »

Brooke, « The Soldier »

Auden, « In Memory of W. B. Yeats »

Spender, « The Express »

De la Mare, « The Listeners »

Masefield, « Sea Fever »

Robinson, « Miniver Cheevy »

Housman, « To an Athlete Dying Young »

Frost, « Mending Wall », « Stopping by Woods », « The Road not Taken »

Hemingway, a short story

Scientific Section

I. LANGUAGE.

(Same as Second Year - Literary and classical Languages Section).

II. LITERATURE

The purpose of the Second Year literature program is to present a brief historical survey of important literary works and trends. This survey should be based on the previous year's study of literary types and forms, as well as continually related to the work of the language part of the syllabus.

General characteristics of literature in English from 1400 to the present should be the framework, with a ***brief*** review of the relevant political and social back-grounds. This review might be given by the teacher in short lectures, with the students taking notes for practice in outlining and note-taking.

The works suggested below should be studied in form and content, briefly related to the literary background, and (but only if relevant) to the author's life.

I. WORKS FOR INTENSIVE STUDY

Students should study intensively either a Shakespeare play or a novel. The titles of the set books will be changed every two years. The following list includes the titles set for the first four cycles (eight years) :

a. Either Shakespeare, *Julius Caesar*
   or Dickens, *Oliver Twist*

b. Either Shakespeare, *Henry V*
   or Austen, *Pride and Prejudice*

c. Either Shakespeare, *Romeo and Juliet*
   or Bronte, *Wuthering Heights*

d. Either Shakespeare, *Macbeth*
   or Elliot, *Silas Marner*

II. WORKS FOR EXTENSIVE STUDY

The following works should be read and discussed in relation to the authors and their periods.

a. Sixteenth Century

Shakespeare, Sonnets 29, 55, 73
Bacon, *Of Studies*

b. Seventeenth Century

Lovelace, « To Lucasta », « To Althea »

Suckling, « The Constant Lover », « Why So Pale and Wan ? »

Milton, « On his Blindness », « On Shakespeare »

Dryden, *Essay on Dramatic Poesie* (sections on Shakespeare and Jonson)

c. Eighteenth Century

Pope, selections from « *The Rape of the Lock* » *Essay on Man* and *Essay on Criticism*

Goldsmith, « The Deserted Village »

Johnson, selections from the Preface to the Dictionary and selected definitions .

d. Nineteenth Century

Romantic Period

Wordsworth, « My Heart Leaps Up », « Daffodils » « London 1802 », « The World is Too Much with Us »

Byron, selections from *Childe Harold's Pilgrimage*

Keats, « Ode on a Grecian Urn »

Shelley, « Ode to the West Wind »

Poe, « The Raven », *The Purloined Letter* or *Tell-Tale Heart*

APPENDIX II

STUDENT'S QUESTIONNAIRES

1. What kind of reading do you enjoy the most? Mark from 1 (most enjoyable) to 5 (least enjoyable).

Drama	_____
Poetry	_____
Short Stories	_____
Novels	_____
Essays	_____

2. How much do you enjoy reading each of the following types. 1 (very much), 2 (a little bit), 3 (not very much), 4 (not at all)

Drama	1	2	3	4
Poetry	1	2	3	4
Short Stories	1	2	3	4
Novels	1	2	3	4
Essays	1	2	3	4

3. Which kind of Drama do you enjoy more?

   A. a. Long

      b. Short

   B. a. Contemporary

      b. Old

4. Which kind of poetry do you enjoy more?

   A. Long

   B. Short

5. How much time is spent in class on each of the following items?

	Too Much	About Right	Very Little
Reading 1. Drama			
2. Poetry			
3. Short Stories			
4. Essays			
5. Novels			
Writing Essays 1. Descriptive			
2. Narrative			
3. Argumentative			
4. Expository			
Listening Comprehen-sion and Note-Taking			
Speaking 1. Oral Presentations			
2. Debates			
3. Recitation of Memorized Poetry			
Teaching Grammar			
Teaching Vocabulary and Idiomatic Expressions			
Memorization			

TEACHER'S QUESTIONNAIRES

1. How much time is spent on each of the following items?

	Sec.1Sc	Sec.1Lit	Sec.2Sc	Sec 2Lit
A. Reading and Explaining				
a. Drama				
b. Short Stories				
c. Essays				
d. Novels				
e. Poetry				
B. Writing				
C. Oral Presentations and Debates				
D. Teaching Grammar and Language Items				
E. Teaching Vocabulary and Idiomatic Expressions				

2. What percentage of the time do the teachers/students speak?

A. Teachers

B. Students

3. What are the most common types of errors the students amke in writing?

APPENDIX III

The Lady, or the Tiger?

FRANK R. STOCKTON

In the very olden time there lived a semibarbaric king, whose ideas, though somewhat polished and sharpened by the progressiveness of distant Latin neighbors, were still large, florid, and untrammeled,[1] as became the half of him which was barbaric. He was a man of exuberant fancy, and, withal,[2] of an authority so irresistible that, at his will, he turned his varied fancies into facts. He was greatly given to self-communing; and when he and himself agreed upon anything, the thing was done. When every member of his domestic and political systems moved smoothly in its appointed course, his nature was bland and genial; but whenever there was a little hitch, and some of his orbs got out of their orbits, he was blander and more genial still, for nothing pleased him so much as to make the crooked straight, and crush down uneven places.

Among the borrowed notions by which his barbarism had become semified[3] was that of the public arena, in which, by exhibitions of manly and beastly valor, the minds of his subjects were refined and cultured.

But even here the exuberant and barbaric fancy asserted itself. The arena of the king was built not to give the people an opportunity of hearing the rhapsodies of dying gladiators, nor to enable them to view the inevitable conclusion of a conflict between religious opinions and hungry jaws, but for purposes far better adapted to widen and develop the mental energies of the people. This vast amphitheater,[4] with its encircling galleries, its mysterious vaults, and its unseen passages, was an agent of poetic justice, in which crime was punished, or virtue rewarded, by the decrees of an impartial and incorruptible chance.

When a subject was accused of a crime of sufficient importance to interest the king, public notice was given that on an appointed day the fate of the accused person would be decided in the king's arena—a structure which well deserved its name; for, although its form and plan were borrowed from afar, its purpose emanated solely from the brain of this man, who, every barleycorn a king, knew no tradition to which he owed more allegiance than pleased his fancy, and who ingrafted on every adopted form of human thought and action the rich growth of his barbaric idealism.

When all the people had assembled in the galleries, and the king, surrounded by his court, sat high up on his throne of royal state on one side of the arena, he gave a signal, a door beneath him opened, and the accused subject stepped out into the amphitheater. Directly opposite him, on the other side of the enclosed space, were two doors, exactly alike and side by side. It was the duty and the privilege of the person on trial to walk directly to these doors and open one of them. He could open either door he pleased: he was subject to no guidance or influence but that of the aforementioned impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger, the fiercest and most cruel that could be procured, which immediately sprang upon him and tore him to pieces, as a punishment for his guilt. The moment that the case of the criminal was thus decided, doleful iron bells were clanged, great wails went up from the hired mourners posted on the outer rim of the arena, and the vast audience, with bowed heads and downcast hearts, wended slowly their homeward way, mourning greatly that one so young and fair, or so old and respected, should have merited so dire a fate.

But if the accused person opened the other door, there came forth from it a lady, the most suitable to his years and station that his Majesty could select among his fair subjects; and to this lady he was immediately married, as a reward of his innocence. It mattered not that he might already possess a wife and family, or that his affections might be engaged upon an object of his own selection: the king allowed no such

subordinate arrangements to interfere with his great scheme of retribution and reward. The exercises, as in the other instance, took place immediately, and in the arena. Another door opened beneath the king, and a priest, followed by a band of choristers, and dancing maidens blowing joyous airs on golden horns and treading an epithalamic measure,[5] advanced to where the pair stood side by side; and the wedding was promptly and cheerily solemnized. Then the gay brass bells rang forth their merry peals, the people shouted glad hurrahs, and the innocent man, preceded by children strewing flowers on his path, led his bride to his home.

This was the king's semibarbaric method of administering justice. Its perfect fairness is obvious. The criminal could not know out of which door would come the lady: he opened either he pleased, without having the slightest idea whether, in the next instant, he was to be devoured or married. On some occasions the tiger came out of one door, and on some out of the other. The decisions of this tribunal were not only fair, they were positively determinate:[6] the accused person was instantly punished if he found himself guilty; and if innocent, he was rewarded on the spot, whether he liked it or not. There was no escape from the judgments of the king's arena.

The institution was a very popular one. When the people gathered together on one of the great trial days, they never knew whether they were to witness a bloody slaughter or a hilarious wedding. This element of uncertainty lent an interest to the occasion which it could not otherwise have attained. Thus the masses were entertained and pleased, and the thinking part of the community could bring no charge of unfairness against this plan; for did not the accused person have the whole matter in his own hands?

This semibarbaric king had a daughter as blooming as his most florid fancies, and with a soul as fervent and imperious as his own. As is usual in such cases, she was the apple of his eye, and was loved by him above all humanity. Among his courtiers was a young man of that fineness of blood and lowness of station common to the conventional heroes of romance who love royal maidens. This royal maiden was well satisfied with her lover, for he was handsome and brave to a degree unsurpassed in all this kingdom; and she loved him with an ardor that had enough of barbarism in it to make it exceedingly warm and strong. This love affair moved on happily for many months, until one day the king happened to discover its existence. He did not hesitate nor waver in regard to his duty in the premises. The youth was immediately cast into prison, and a day was appointed for his trial in the king's arena. This, of course, was an especially important occasion; and his Majesty, as well as all the people, was greatly interested in the workings and development of this trial. Never before had such a case occurred; never before had a subject dared to love the daughter of a king. In after years such things became commonplace enough; but then they were, in no slight degree, novel and startling.

The tiger cages of the kingdom were searched for the most savage and relentless beasts, from which the fiercest monster might be selected for the arena; and the ranks of maiden youth and beauty throughout the land were carefully surveyed by competent judges, in order that the young man might have a fitting bride in case fate did not determine for him a different destiny. Of course everybody knew that the deed with which the accused was charged had been done. He had loved the princess, and neither he, she, nor anyone else thought of denying the fact; but the king would not think of allowing any fact of this kind to interfere with the workings of the tribunal, in which he took such a great delight and satisfaction. No matter how the affair turned out, the youth would be disposed of; and the king would take an aesthetic[7] pleasure in watching the course of events, which would determine whether or not the young man had done wrong in allowing himself to love the princess.

The appointed day arrived. From far and near the people gathered, and thronged the great galleries of the arena; and crowds, unable to gain admittance, massed themselves against its outside walls. The king and his court were in their places, opposite the twin doors—those fateful portals, so terrible in their similarity.

All was ready. The signal was given. A door beneath the royal party opened, and the lover of the princess walked into the arena. Tall, beautiful, fair, his appearance was greeted with a low hum of admiration and anxiety. Half the audience had not known so grand a

youth had lived among them. No wonder the princess loved him! What a terrible thing for him to be there!

As the youth advanced into the arena, he turned, as the custom was, to bow to the king: but he did not think at all of that royal personage; his eyes were fixed upon the princess, who sat to the right of her father. Had it not been for the moiety[8] of barbarism in her nature it is probable that lady would not have been there; but her intense and fervid soul would not allow her to be absent on an occasion in which she was so terribly interested. From the moment that the decree had gone forth that her lover should decide his fate in the king's arena, she had thought of nothing, night or day, but this great event and the various subjects connected with it. Possessed of more power, influence, and force of character than anyone who had ever before been interested in such a case, she had done what no other person had done—she had possessed herself of the secret of the doors. She knew in which of the two rooms that lay behind those doors stood the cage of the tiger, with its open front, and in which waited the lady. Through these thick doors, heavily curtained with skins on the inside, it was impossible that any noise or suggestion should come from within to the person who should approach to raise the latch of one of them; but gold, and the power of a woman's will, had brought the secret to the princess.

And not only did she know in which room stood the lady ready to emerge, all blushing and radiant, should her door be opened, but she knew who the lady was. It was one of the fairest and loveliest of the damsels of the court who had been selected as the reward of the accused youth, should he be proved innocent of the crime of aspiring to one so far above him; and the princess hated her. Often had she seen, or imagined that she had seen, this fair creature throwing glances of admiration upon the person of her lover, and sometimes she thought these glances were perceived and even returned. Now and then she had seen them talking together; it was but for a moment or two, but much can be said in a brief space; it may have been on most unimportant topics, but how could she know that? The girl was lovely, but she had dared to raise her eyes to the loved one of the princess; and, with all the intensity of the savage blood transmitted to her through long lines of wholly barbaric ancestors, she hated the woman who blushed and trembled behind that silent door.

When her lover turned and looked at her, and his eye met hers as she sat there paler and whiter than anyone in the vast ocean of anxious faces about her, he saw, by that power of quick perception which is given to those whose souls are one, that she knew behind which door crouched the tiger, and behind which stood the lady. He had expected her to know it. He understood her nature, and his soul was assured that she would never rest until she had made plain to herself this thing, hidden to all other lookers-on, even to the king. The only hope for the youth in which there was any element of certainty was based upon the success of the princess in discovering this mystery; and the moment he looked upon her, he saw she had succeeded, as in his soul he knew she would succeed.

Then it was that his quick and anxious glance asked the question, "Which?" It was as plain to her as if he shouted it from where he stood. There was not an instant to be lost. The question was asked in a flash; it must be answered in another.

Her right arm lay on the cushioned parapet before her. She raised her hand, and made a slight, quick movement toward the right. No one but her lover saw her. Every eye was fixed on the man in the arena.

He turned, and with a firm and rapid step he walked across the empty space. Every heart stopped beating, every breath was held, every eye was fixed immovably upon that man. Without the slightest hesitation, he went to the door on the right and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady?

The more we reflect upon this question the harder it is to answer. It involves a study of the human heart which leads us through devious mazes of passion, out of which it is difficult to find our way. Think of it, fair reader, not as if the decision of the question depended upon yourself, but upon that hot-blooded, semibarbaric princess, her soul at a white heat beneath the combined fires of despair and jealousy. She had lost him, but who should have him?

How often, in her waking hours and in her dreams, had she started in wild horror and covered her face with her hands as she thought of her lover opening the door on the other side of which waited the cruel fangs of the tiger!

But how much oftener had she seen him at the other door! How in her grievous reveries had she gnashed her teeth and torn her hair when she saw his start of rapturous delight as he opened the door of the lady! How her soul had burned in agony when she had seen him rush to meet that woman, with her flushing cheek and sparkling eye of triumph; when she had seen him lead her forth, his whole frame kindled with the joy of recovered life; when she had heard the glad shouts from the multitude, and the wild ringing of the happy bells; when she had seen the priest, with his joyous followers, advance to the couple, and make them man and wife before her very eyes; and when she had seen them walk away together upon their path of flowers, followed by the tremendous shouts of the hilarious multitude, in which her one despairing shriek was lost and drowned!

Would it not be better for him to die at once, and go to wait for her in the blessed regions of semibarbaric futurity?

And yet, that awful tiger, those shrieks, that blood!

Her decision had been indicated in an instant, but it had been made after days and nights of anguished deliberation. She had known she would be asked, she had decided what she would answer, and, without the slightest hesitation, she had moved her hand to the right.

The question of her decision is one not to be lightly considered, and it is not for me to presume to set myself up as the one person able to answer it. And so I leave it with all of you: Which came out of the opened door—the lady, or the tiger?

The Gift of the Magi

O. HENRY

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheek burned with silent imputation of parsimony[1] that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at eight dollars per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.[2]

In the vestibule below was a letter box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid thirty dollars per week. Now, when the income was shrunk to twenty dollars, the letters of "Dillingham" looked blurred, as though they were thinking seriously of contracting to a modest and unassuming *D*. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. Tomorrow would be Christmas Day, and she had only one dollar and eighty-seven cents with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are. Only one dollar and eighty-seven cents to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier glass[3] between the windows of the room. Perhaps you have seen a pier glass in an eight-dollar flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the Queen of Sheba[4] lived in the flat across the air shaft, Della would have let her hair hang out the window someday to dry, just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Dell's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran—and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade.

"Twenty dollars," said Madame, lifting the mass with a practiced hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious[5] ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the eighty-seven cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends—a mammoth task.

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do—oh! what could I do with a dollar and eighty-seven cents?"

At seven o'clock the coffee was made and the frying pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered, "Please, God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two—and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della; and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face.

Della wriggled off the table and went to him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. It'll grow out again—you won't mind, will you? I just had to do it. My hair grows awfully fast. Say 'Merry Christmas!' Jim, and let's be happy. You don't know what a nice—what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"

Jim looked about the room curiously.

"You say your hair is gone?" he said, with an air almost of idiocy.

"You needn't look for it," said Della. "It's sold, I tell you—sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with a sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?"

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year—what is the difference? A mathematician or a wit would give you the wrong answer. The Magi[6] brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going awhile at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs—the set of combs, side and back, that Della had worshiped for long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims—just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say, "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Della," said he, "let's put our Christmas presents away and keep 'em awhile. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The Magi, as you know, were wise men—wonderfully wise men—who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the Magi.

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year—what is the difference? A mathematician or a wit would give you the wrong answer. The Magi[6] brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on.

Jim drew a package from his overcoat pocket and threw it upon the table.

"Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going awhile at first."

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs—the set of combs, side and back, that Della had worshiped for long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims—just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now they were hers, but the tresses that should have adorned the coveted adornments were gone.

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say, "My hair grows so fast, Jim!"

And then Della leaped up like a little singed cat and cried, "Oh, oh!"

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it."

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

"Della," said he, "let's put our Christmas presents away and keep 'em awhile. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on."

The Magi, as you know, were wise men—wonderfully wise men—who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the Magi.

WORKS CITED

Boretz, Marianne, et al. "Realbooks: Literature as Content in ESL Classrooms." The CATESOL Journal. 5 (Apr. 1992): 59-70.

Brinton, Snow and Wesche. Content-Based Second Language Instruction. Massachusetts: Heinle and Heinle, 1989.

Brumfit, C.J., and K. Johnson, eds. The Communicative Approach to language Teaching. Oxford: Oxford UP, 1983.

Brumfit, Christopher, and Mary Finocchiaro. The Functional-Notional Approach: From Theory to Practice. Oxford: UP, 1988.

Celce-Murcia, Marianne. "Grammar Pedagogy in Second and Foreign Language Teaching." State of the Art TESOL Essays: Celebrating 25 Years of Discipline. Illinois: Pantagraph Printing, 1993.

___. "Language Teaching Approaches: An Overview." Teaching English as a Second or Foreign Language. 2nd ed. Massachusetts: Heinle and Heinle, 1991.

___, ed. Teaching English as a Second or Foreign Language. Massachusetts: Newbury House, 1979.

___. Teaching English as a Second or Foreign Language. Massachusetts: Heinle and Heinle, 1991.

Corder, S. Pit. Introducing Applied Linguistics. London: Penguin, 1973.

Dubin, Fraida, and Elite Olshtain. Course Design: Developing Programs and Materials for Language Learning. Cambridge: Cambridge UP, 1986.

Eskey, David, and Yvonne Freeman. "Is Whole Language Teaching Compatible with Content-Based Instruction?" The CATESOL Journal. 5 (Apr. 1992): 103-108.

Grabe, William. "Current Developments in Second Language Reading Research." State of the Art TESOL Essays: Celebrating 25 Years of Discipline. Illinois: Pantagraph Printing, 1993.

Graffield-Vile, . "Content-Based Second Language Instruction at the Tertiary Level" The CATESOL Journal. 5 (Apr. 1992): 108-118.

Green, Christopher F. "Learner Drives in Second Language Acquisition." Teacher Development: Making the Right Moves. Washington: United States Information Agency, 1994.

Hahn, Cora. "Dealing with Variables in the Language Classroom." Teacher Development: Making the Right Moves. Washington: United States Information Agency, 1994.

Hamayan, Else V. "Current Trends in ESL Curriculum." Illinois Resource Center, 1991.

Hilles, Sharon, and Dennis Lynch. "What is the Role of Teaching Culture in Content-Based Instruction?" The CATESOL Journal. 5 (Apr. 1992): 119-125.

Johns, Ann M. "What is the Relationship Between Content-Based Instruction and English for Specific Purposes?" The CATESOL Journal. 5 (Apr. 1992): 71-75.

John, Joseph. "Language Versus Literature in University English Departments." Forum. 4 (Oct. 1986): 18-22.

Karl, Thomas, ed. Teacher Development: Making the Right

Moves. Washington: United States Information Agency, 1994.

Kranhnke, Karl. Approaches to Syllabus Design for Foreign Language Teaching. New Jersey: Prentice Hall, 1987.

Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. Oxford: Oxford UP, 1986.

Mackey, William Francis. Language Teaching Analysis. New York: Longman, 1978.

Master, Peter. "What Are some Considerations for Teacher Training in Content-Based Instruction?" The CATESOL Journal. 5 (Apr. 1992): 77-84.

Monkiewicz, Eva Wegrzecha. "How Can Content-Based Instruction be Implemented at the High School Level?" The CATESOL Journal. 5 (Apr. 1992): 139-144.

Munby, John. Communicative Syllabus Design. Cambridge: Cambridge UP, 1991.

Nunan David. Language Teaching Methodology. New York: Prentice Hall, 1991.

___. Syllabus Design. Oxford: Oxford UP, 1988.

Prator, Clifford H. "The Cornerstones of Method. "Teaching English as a Second or Foreign Language. Massachusetts: Heinle and Heinle, 1979.

Ruiqing, Du. "Literature in English: An Integral part of EFL Curriculum." Forum. 4 (Oct. 1986): 23-26.

Silberstein, Sandra, ed. State of the Art TESOL Essays: Celebrating 25 Years of Discipline. Illinois: Pantagraph Printing, 1993.

Snow, Ann Marguerite. "Teaching Language Through Content."

Teaching English as a Second or Foreign Language. 2nd ed. Massachusetts: Heinle and Heinle, 1979.

Stern, Susan L. "An Integrated Approach to Literature in ESL/EFL." Teaching English as a Second or Foreign Language. 2nd ed. Massachusetts: Heinle and Heinle, 1991.

Swain, Merrill. "Manipulating and Complementing Content Teaching to Maximize Second Language Learning." TESL Canada Journal. 6 (Nov. 1988): 68-83.

Valentine, James F., and Lyn Margaret Repath-Martos. "How Relevant is Relevance?: An Examination of Student Needs, Interests, and Motivation in the Content-Based University Classroom." The CATESOL Journal. 5 (Apr. 1992): 25-42.

Wilkins, D. A. "Grammatical, Situational and Notional Syllabuses." The Communicative Approach to Language Teaching. Oxford: Oxford UP, 1983.

___. "Notional Syllabuses and the Concept of a Minimum Adequate Grammar." The Communicative Approach to Language Teaching. Oxford: Oxford UP, 1983.

Yalden, Janice. The Communicative Syllabus: Evolution, Design and Implementation. London: Prentice Hall, 1987(a).

___. Principles of Course Design for Language Teaching. Cambridge: Cambridge UP, 1987(b).