English Syllabus for Korean Primary School Students

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I. Syllabus Guidelines
II. Syllabus

The aim of this study is to develop the syllabus which can bring communicative language teaching to our classrooms. This study consists of two parts. The former part is a syllabus guidelines, and the latter one is a syllabus itself. The syllabus guidelines aim to help the readers to understand the background of this syllabus and to help the teacher to create their own scheme of work for primary school students. Practically speaking, any teacher’s scheme of work will be a compromise between an ‘ideal’ and the existing materials available to that teacher.

I. Syllabus Guidelines

1. Background of ther Syllabus

English is growing in its importance as an international language in the contemporary

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world. In this global and internationalized society, it is necessary to communicate in English in order to develop individually and as a country.

Korean Ministry of Education announced that Korean primary school students above third grade would study English as a regular subject twice a week beginning in 1997. In November, 1996. M.O.E. proclaimed the English syllabus for primary school students and now English textbooks are being developed based on the syllabus. However, the current syllabus is criticized because it is too limited to allow textbook writers to develop good textbooks. The words are limited in number, the communicative functions are restricted in expression, the goal is too low for our students and each graded level seem to have little increment. The presented syllabus here is a trial to give more flexibility to the syllabus itself and further to allow more freedom to textbook developers.

The recent trend in TESOL\(^1\) is communicative language teaching\(\text{hereafter CLT}\), which is a superordinate term comprehending approach, design and procedure. CLT recommends student–centered learning, interactive activities, authentic materials, focusing on process, teacher’s role as a facilitator, etc. in order to develop student’s communicative competence.

As far as the syllabus is concerned, a notional–functional syllabus is one way of CLT\(^2\). It is not only less problematic, but also more adaptable to the Korean situation, as compared with the other CLT syllabuses such as the content–based syllabus, the communicative syllabus, and the task–based syllabus\(^3\). However, the notional–functional syllabus has the weakness that it becomes very similar to the structural syllabus if it is fossilized during the teaching process. To avoid this, the teacher should be aware of the nature of communication and conscious of his/her role as a facilitator.

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1) TESOL (Teaching English to Speakers of Other Languages)
2) weak CLT is taken here (Howatt 1984, p. 279).
3) Korean students learn English as a foreign language. A content–based syllabus is not applicable in that all the other subjects are being taught in Korean. Further, a communicative syllabus or a task–based syllabus will require even more of the teacher’s time and effort. Korean teachers are not prepared to do this at present. In addition, a communicative syllabus and a task–based syllabus have more inherent weaknesses in selecting the terms and ordering of the learning items.
Communication in the ESL/EFL\(^4\) classroom means using language for a purpose beyond that of merely practicing forms. The purpose for which we use language may involve listening, speaking, reading or writing or various combinations of these. Communication is thus not restricted to conversation, but covers all sorts of language using activities, such as listening for information, reading for pleasure, playing games, writing letters, etc.

In order to judge whether a particular classroom activity is communicative or not, it may be useful to ask J. Clarke's questions, which are (a) Is there a purpose to the activity beyond that of practising particular forms? (b) Are there participants involved? (c) Is there an information, opinion, or gap between the participants involved, or between the user and the spoken or written text? (d) Does the communication confirm to real-life norms of discourse-coherence? (J. Clarke 1984, 4)

Some people may think that communicative approach should now replace all the other methodologies that we have traditionally used in the classroom. However, this is not my point of view, nor is this possible for the real beginners at the primary level in Korea... I suggest adding the communicative dimension to the other methods that have proved successful in classroom language learning. Though this syllabus has the frame of a notional-functional syllabus, it does not exclude the other approaches in design.

2. The Framework of the Syllabus

1) Broad Educational Aims

In regards to the broad educational aims, most scholars conclude similar outcomes (J. Clarke 1984, 1987; J. Munby 1978; D. Nunan 1988; Rivers 1978). THE GLAFLL\(^5\) project describes four areas of modern language learning experience in the classroom (J. Clarke 1984, 6). These are:

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4) ESL (English as a Second Language)  
   EFL (English as a Foreign Language)  
5) Graded Levels of Achievement in Foreign Language Learning.
(a) some level of communicative ability in the foreign language
(b) some level of responsibility
(c) some level of awareness about language and communication
(d) some level of cultural awareness

It is not necessary to refer to the area of communicative ability here, because the development of communicative ability is the main body of the syllabus guidelines.

The second area, responsibility means the student's sharing of responsibility with the teacher in such areas as objectives negotiations, use of self-access resources, recording of information for one's own purposes, self-evaluation in one's own progress and performance level, decision-taking as to how much effort to invest in language learning to attain the goal, etc.

Language awareness aims to extend the insights on language through reflection on various aspects of language, for example, language as communication, how the language grows, how languages affect each other, language variety, how languages affect human beings, how we learn a language, language as system, literacy, and so on.

Finally, cultural awareness is for understanding of and openness towards others and their ways of life. This can be fostered through pen-pal correspondence, school exchange visits, tape or video exchanges from school to school, as well as through the provision of authentic materials such as menus, magazines, tourist brochures, song, poems, books, tapes, visuals and the like.

For the broad educational aims, I have covered all the areas but focused on the very basic level of each aim, in view of the fact that this syllabus is for the beginners who are aged from 9 to 12.

2) Objectives

(1) The Procedure

Before objectives were selected, a series of stages was created. This enables all the
years of learning English in the Korean school system to be linked to each other\(^6\).

The decision as to how many stages to set and as to degree of the increments between them can be quite subjective. However, it is helpful to divide them according to the grade level, because English is compulsory for all the students in Korea from the third grade of a primary school through a high school.

From a practical point of view, five stages were created of which each block of two years makes one stage. Stage I and II are for a primary school stage III, for the first and the second grades of a middle school, stage IV, for the third grade of a middle school and the first grade of a high school, and stage V, for the second and the third grades of high school.

Next, an ultimate goal for English education in Korea was considered, because the objectives of stage I and II had to be dependent of it and had to be decided in regards to it. There seems to be general agreement that the goal of English education in Korea is to develop communicative abilities, sufficient to survive in an internationalized society. I see that this goal should be achieved prior to the start of the university education.

This goal can be achieved through smaller objectives which are divided into linguistic objectives and communicative strategies.

Many books and documents have offered their own objectives based on their needs and views. I collected these objectives, compared them item by item, and selected some of these, based upon their adaptability to Korean primary school students. Then, these were graded for stage I and II, taking into consideration the number of classes and the learning burden of Korean primary school students…

(2) The Description of Objectives

D. Nunan(1988) suggests four ways of stating objectives which are:

(a) specify the things that the teacher or instructor is to do

(b) specify course content(topics, concepts, generalizations, etc.)

\(^6\) These stages is also useful to measure student’s language level.
(c) specify generalized patterns of behavior (e.g. 'to develop critical thinking')
(d) specify the kinds of 1 which learners will be able to exhibit after instruction

According to D. Nunan, the first way of stating objectives is inappropriate for CLT on the grounds that teacher activity is not the ultimate purpose of an educational program. The listing of content is also unsatisfactory because such lists give no indication of what learners are to do with such content. Though the third alternative is on the right track, the specification is rather vague. The most preferred method of stating objectives is in terms of what the learner should be able to do as a result of instruction. Based on this criticism, the objectives of this syllabus were focused on the development of the kinds of students' behavior.

The purpose of primary school English education is to create in the students interest in and a positive attitude toward English learning, and to prepare them for the more intensive English education which will occur during the middle school years. This suggests that the final behavior of students after stage II is to achieve the 'basic' communicative ability to cope with this more intensive English education. Everyone has different opinions about the 'basic' level of communicative ability. I decided my basic level through common sense and teaching experience.

3) Contents

The contents of this syllabus consist of functions and notions, examples of tasks, and sample sentences.

Several scholars developed various lists of functions and notions (J. Clarke 1984; M. Finocchiaro 1983; Munby 1978; J. van Ek 1975). This syllabus follows J. Clarke's list on the grounds that it was created for children not for adults, which is different from the other listings.

Very basic functions and notions were selected of which the range and the number are various and enlarged, comparing with those of the current syllabus.

Any division of functions/ notions between stage I and II was not implemented, be-
cause the the basic functions / notions will be used repeatedly and the order of presenting them will not make any difference.

What is noticed here is that the functions/ notions are presented with communicative tasks, which will probably create the use of given functions / notions while students perform the tasks. For the teachers’ convenience, sample sentences were given which carry each function and notion. It is suggested that teachers lead the class to use the expressions as much as possible during performance and further create the natural and adequate contexts which make the students utter the given expressions in communication.

The communication tasks are available through all the stages. Students can perform the tasks using different vocabularies and various forms according to their English level. It should be remembered that the sentences are presented as an example, and there is a good deal of flexibility in managing the tasks.

4) Methodology

Learners rely on what they have acquired of internalized when they communicate. They do not seem to have time to call upon what has been formally learned in real communication. Krashen(1981, 1983) insisted that 'learning' can best act as a monitor when the learner uses the language. Learners who have never used language to communicate, are somewhat tongue-ties in real-life communication, irrespective of the size of their formal learning. This is not to deny the importance of formal learning in the classroom, for it becomes part of the learner's internalized system. However, this suggests what the class should be like in order to achieve the communicative goal effectively.

At first, students need to find a system in the language to which they are exposed. They find or create systems which are often incomplete or erroneous as they progress. Teachers should remember this is a positive step rather than something to be avoided or regretted. In addition, teachers should try to create an environment in which students feel comfortable in trying to produce what they learned or acquired.

Secondly, students seem to learn best when they are involved as themselves in real-life
situations. In order to present students with real-life situations, it is recommended to take advantage of communicative activities, games, and simulations in the classroom. The classroom can be regarded as a real world of communication for potential contacts with foreign people and events. In practice, it is helpful to move them gradually from confidence-building warm-up activities and role-play toward the demanding role-creation and improvisation.

Thirdly, teachers are advised to use English for classroom management and normal classroom relations. Teacher-talk must be simple and clear so that the students may understand easily in a classroom context. Furthermore, teacher-talk should be adapted to the students' levels so that the students may be active in processing it. Acquisition occurs when learners use language as a meaningful tool whether in a receptive or productive mode. Teachers' use of English in a classroom can contribute to increasing meaningful input, for the classroom alone provides the environment in which English input can be given.

Children tend to learn easily and forget easily. They become tired of repetition less quickly than adults. In addition, they have a short span of concentration that causes them to become bored if the activities are not frequently changed or the management of class becomes inactive. Teachers should remember these characteristics of children at all times so that they might lead their class in a successful English learning experience.

5) Assessment

It is hoped that assessment guidelines will publicly be established in order to help teachers to develop their own school assessment scheme, criteria for assessing communication, degrees of achievement, and examples of tests designed to evaluate communicative ability at different stages.

This syllabus suggests dividing each stage into three levels according to fluency and accuracy composed of low, medium and high levels, and setting up each stage to overlap in part with the former stage. For example, stage I and II have low, medium, and high levels
of their own, but the medium level of stage I corresponds to the low level of stage II and
the high level of stage I overlaps with the stage II medium level. These levels are repre-
sented clearly by numbers in the following form:

<table>
<thead>
<tr>
<th>Stages And Levels</th>
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</tbody>
</table>

E: elementary school
M: middle school
H: high school

The overlap between the stages makes it possible not only to cope in the same class with a range of student's ability, but also to secure a gradual process of student's im-
provement.

The concrete and objective criteria and the clear descriptions of achievement of the stu-
dents need to be created through the accumulation of experiential data and discussion.
This syllabus does not go beyond a brief division.

7) E.g. This overlap can cope with the occasion in which some of the students are working towards stage II, while others are aiming at stage III in the same class.
8) Teachers of each school can have a discussion and then make their own standard of measure-
ment.
5) Conclusion

Syllabus development is an evolutionary process necessitating continual revision of aims, content, material, methods, and assessment. The syllabus guidelines that follow can best be seen as an attempt to suggest some propositions which I think can contribute to the implementation of the primary school English education program and further to the improvement of English education in Korea.

II. Syllabus

1. Broad Educational Aims

- to enable students to develop very basic communicative skills in order that they can broaden their network of interpersonal relations, have direct access to information, and use their communicative skills for study, vocational or leisure-based purposes in the future
- to enable students to begin to develop some understanding of the culture of the target language community, to compare this with their own, and through this to see the validity of other ways of perceiving and encoding experience and of organizing interpersonal relations
- to enable students to take a growing responsibility in the management of their learning, so that they learn how to learn and how to learn a language
- to enable students to begin to know the role and nature of language and of culture in everyday life

2. Objectives

1) Linguistic Skills

(1) Listening And Speaking
- recognizes and responds to own name, rhythms, tonal patterns, rhyming words
- reproduces phrases, simple sentences, and rhymes
- Labels common objects
- develops auditory memory
- listens to and follows directions: simple one, two and three step in sequence / relays messages / asks and answers questions
- increases vocabulary
- uses age appropriate vocabulary and language: to relate incidents, to exchange ideas in a small group
- listens attentively to rhymes, stories, records, filmstrips
- answers simple questions: who, what, where, why, when, how
- correlates letters to sound of letters
- uses complete sentences: asks and answers questions
- gives directions and follows directions

(2) Reading
- identifies letters by name
- associates sound with letters
- knows what a word is
- realizes words are separated by spaces
- knows oral languages can be written down, then read
- matches one-to-one spoken to written word
- relates print to pictures
- recognizes / understands details
- recognizes / understands explicit main idea
- recognizes / understands literary elements (plot, character, setting)
- recognizes / understands sequence
- recognizes / understands explicit cause/ effect relations
— recognizes / understands explicit conclusions

(3) Writing
— represents story or idea in a picture
— copies accurately: letters, words, name, simple sentences
— writes accurately with correct form, alignment and spacing: letters, words, names, simple sentences
— knows capitalization rules
— knows punctuation: period, questions mark, exclamation mark, apostrophe, quotation marks
— writes sentences: recognizes sentence types / recognizes sentence fragments, correct sentence fragments

2) Communicative Skills

(1) Interaction Skills
— ability to follow the gist of a conversation in which the student is involves and to take part as appropriate
— ability to exchange information, simple opinions, and attitudes in conversation in English
— ability to get things done and respond to requests and instructions through conversation
— ability to plan and arrange things with others
— ability to play simple games through the mediums of English

(2) Information Processing And Study Skills
— ability to use a dictionary
— ability to use a table of contents or index
— ability to use pictorial information (everyday symbols, etc.)
— ability to read signs, notices, menus, and advertisements
— ability to look for information in spoken and written or spoken source in a manner appropriate to the stage I and II

(3) Social Skills
— clear speech
— eye-to-eye contact
— general good manners
— appropriate facial expressions and responses denoting participation
— listening to what others say so as to react appropriately, not merely putting in an occasional, rehearsed remark
— knowing when to take over speech
— knowing when to stop talking—encouraging others to join in
— helping others with language difficulties

(4) Strategies
— ability to predict the intentions of others and to know their probable reactions to one’s utterances
— ability to infer from the total context what is intended by speaker/ writer
— ability to interpret gestures and facial expressions and any other paralinguistic features to help one understand what is said
— ability to guess the meaning of an unknown word or phrase from the linguistic context in which it is used
— ability to deduce the meaning of unfamiliar words through the beginnings of an understanding of word formation in the foreign language roots, stems, affixed, suffixed, derivations, compounding, etc.)
— ability to get someone to spell a name or a word that one cannot grasp
— ability to use appropriate mime, gesture, and facial expressions to help to convey one’s intentions

9) These strategies are for dealing with difficulties in communication.
— ability to use one’s knowledge of word-formation in the foreign language to create a possible foreign word to convey one’s meaning

These skills are recommended to be introduced in stage I and II and further to be emphasized and practices as the stages go higher. What is important is that a teacher should be conscious of the student’s development of these skills.

3. Contents

1) Communication in the Classroom and the School

(1) Socializing and Exchanging Information

<table>
<thead>
<tr>
<th>Possible Functions and Notional Area</th>
<th>Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>— greeting</td>
<td>— Good morning, Hello, Hi.</td>
</tr>
<tr>
<td>— leave taking</td>
<td>— Good-bye, Bye, Take care.</td>
</tr>
<tr>
<td>— phatic remarks</td>
<td>— It is a beautiful day.</td>
</tr>
<tr>
<td>— exchange information with class/ individuals about events of mutual interest</td>
<td>— How was the baseball game last weekend?</td>
</tr>
</tbody>
</table>

(2) Coping with Language Problems

<table>
<thead>
<tr>
<th>Student’s Tasks</th>
<th>Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>— asking for help/ explanation</td>
<td>— Would you help me?/ Could you show me?</td>
</tr>
<tr>
<td>— asking how to say ‘X’ in English</td>
<td>— How do you say ‘X’ in English?</td>
</tr>
<tr>
<td>— asking what ‘X’ means</td>
<td>— What does ‘X’ mean?</td>
</tr>
<tr>
<td>— saying ‘I don’t understand’</td>
<td>— Would you please repeat that?</td>
</tr>
<tr>
<td>— I didn’t follow you.</td>
<td>— Would you speak more slowly?</td>
</tr>
<tr>
<td>— requesting someone to repeat something</td>
<td>— Excuse me. Do you have a dictionary?</td>
</tr>
<tr>
<td>— requesting someone to speak more slowly</td>
<td></td>
</tr>
</tbody>
</table>

10) This syllabus created a range of communicative areas which the students might meet. They are 1) communication in the classroom and the school, 2) communication tasks: conversation and correspondence, 3) communication with speakers of the foreign language.
(3) Planning the Work of the Class

<table>
<thead>
<tr>
<th>Teacher’s tasks</th>
<th>Student’s Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>– preparing cue card, instructions for games and other activities</td>
<td>– following teacher’s instructions</td>
</tr>
</tbody>
</table>

(4) Classroom Management

<table>
<thead>
<tr>
<th>Teacher’s Tasks</th>
<th>Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>– find out who is absent and why</td>
<td>– Now, who is absent today?</td>
</tr>
<tr>
<td>– organize class seating and grouping</td>
<td>– Would everybody please sit down?</td>
</tr>
<tr>
<td>– explain tasks to be done and amount of time to be done to complete</td>
<td>– Open your books, please. We will read for ten minutes.</td>
</tr>
<tr>
<td>– indicate changes of activity</td>
<td>– Now, we are going to begin our writing.</td>
</tr>
<tr>
<td>– bring activities to an end</td>
<td>– Everybody, please close your books.</td>
</tr>
<tr>
<td>– give instructions or make requests to an individual</td>
<td>– ‘X’, would you please read the paragraph?</td>
</tr>
</tbody>
</table>

(5) Teaching/Learning

<table>
<thead>
<tr>
<th>Teacher-initiated Tasks</th>
<th>Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>– explain a point</td>
<td>– Now, let me tell you how to do ‘X’.</td>
</tr>
<tr>
<td>– provide examples</td>
<td>– Let me give you an example.</td>
</tr>
<tr>
<td>– ask questions and elicit responses</td>
<td>– Could you tell me how to get to ‘X’?</td>
</tr>
<tr>
<td>– encourage and reassure</td>
<td>– Excellent! That’s right.</td>
</tr>
</tbody>
</table>

(6) Evaluation

<table>
<thead>
<tr>
<th>Teacher-initiated Tasks</th>
<th>Sample Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>– get students to look over work</td>
<td>– Now, would you check your paper?</td>
</tr>
<tr>
<td>– find errors and draw attention to them</td>
<td>– What’s wrong in this?</td>
</tr>
<tr>
<td>– encourage self-correction</td>
<td>– Could you correct it for yourself?</td>
</tr>
<tr>
<td>– correct errors</td>
<td>– How would you change this?</td>
</tr>
<tr>
<td>– praise, encourage or help</td>
<td>– That’s right./ Could someone help ‘X’?</td>
</tr>
</tbody>
</table>
2) Communication Tasks: Conversations and Correspondence

(1) Identifying a Person on Object (Conversation in Pairs or in Groups)

<table>
<thead>
<tr>
<th>Possible Functions/ Notions</th>
<th>Example of Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions</td>
<td></td>
</tr>
<tr>
<td>- describing</td>
<td>Student A has a picture of his lost bike, student</td>
</tr>
<tr>
<td>- seeking information</td>
<td>student B has several pictures of bicycles and must identify the one described by student A.</td>
</tr>
<tr>
<td>Notions</td>
<td></td>
</tr>
<tr>
<td>size, color, shape, position, possessions, parts of body, clothes, actions, etc. + physical and psychological characteristics</td>
<td></td>
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</tbody>
</table>

(2) Drawing as Instructed

<table>
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<tr>
<th>Functions</th>
<th>Example Tasks</th>
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<tbody>
<tr>
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<tr>
<td>- giving instructions</td>
<td>Student A has a simple street map with various shops on it. Student B has a blank map and must draw this according to student A's instructions.</td>
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<tr>
<td>- seeking information</td>
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</table>

(3) Interviewing Someone

<table>
<thead>
<tr>
<th>Functions</th>
<th>Example Tasks</th>
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<tr>
<td></td>
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<tr>
<td>- greeting</td>
<td>Student A interviews student B about his/ her personal background (e.g. age, likes/ dislikes, family, height, weight, best subject at school, hobby, etc.)</td>
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<tr>
<td>- introducing yourself</td>
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<tr>
<td>- seeking information</td>
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<tr>
<td>- seeking opinions</td>
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<tr>
<td>- giving information</td>
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<tr>
<td>- giving opinions</td>
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<tr>
<td>- revealing attitudes (likes/ dislikes, interest, etc.)</td>
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<tr>
<td>Notions</td>
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<tr>
<td>personal background, opinions related to various activities, attitudes toward various people, events, etc.</td>
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</tbody>
</table>
(4) Arranging Things

<table>
<thead>
<tr>
<th>Functions</th>
<th>Example Tasks</th>
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</thead>
<tbody>
<tr>
<td>- seeking information</td>
<td>Both students have a different schedule of events</td>
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<tr>
<td>- giving information</td>
<td>and must find a suitable common time to go to the movies, skating, theater, etc.</td>
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<tr>
<td>- confirming</td>
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<td>- suggesting</td>
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<td>- inviting</td>
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<tr>
<td>- accepting/ declining</td>
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<tr>
<td>- expressing opinions: disapproval, agreement</td>
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<tr>
<td>- expressing attitudes</td>
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</table>

Notions

days of the week, places, times, events, possibility / impossibility, likes/ dislikes, approval/ disagreement, future intentions

3) Communication with Speakers of the Foreign Language (Potential Tourist Transactions)

(1) Seeking Information through Conversation

<table>
<thead>
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<th>Functions</th>
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<tbody>
<tr>
<td>- attracting attention</td>
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<td>- seeking information</td>
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<tr>
<td>- reacting to information</td>
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<tr>
<td>- seeking confirmation</td>
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<tr>
<td>- thanking</td>
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</tbody>
</table>

Notions

whether there is and how to get to (availability, existence, and direction) a station, subway station, bus stop, hotel, restroom, various shops, and markets related to restaurants, clothes, postcards, medicine, souvenirs, film, books, records, etc.
(2) Purchasing through Face to Face Conversations

Functions
- politeness
- reacting to request to help
- asking for things
- giving information about the intended purchase
- seeking information
- asking for suggestions / reacting appropriately
- asking for / giving comment
- transacting payment
- thanking

Notions
goods, stamps at post office, quantity, size, color, style, price, best buy for a particular purpose, approval, disapproval, suitability, too expensive, too big / small, money, change, etc.

(3) Getting a Meal / a Drink

Functions
- politeness
- reacting to offer to help
- asking for things
- expressing wishes
- describing what he / she wants
- asking for suggestions / reacting appropriately
- paying the bill and deciding on the tip
- thanking

Notions
a table, a meal, something to drink, where to sit, food / drink, approval, dissatisfaction, money, change, etc.

(4) Reading Signs, Notices, Instructions and Labels

Functions
- recognizing / understanding
- looking information

Notions
a) names / places such as: station, airport, subway, restroom, waiting room, tickets, information, etc. Signs such as: Danger, Do not Lean out of the Window, This Water Is Not for Drinking, etc.
b) names / places such as: post office, police station, Signs such as: opening hours 9:00 a.m. - 5:00 p.m.
c) names / places such as restaurant, fast food restaurant, restroom, etc.
d) names / places such as: hotel, campsite, etc. Signs such as: No Entry, Private, etc.
e) names / places such as: grocery, supermarket, pharmacy, etc. Signs such as: First Floor, Exit, Entrance, etc.
(5) Understanding Simple Announcements in Situation

Functions
- seeking information
- overhearing and gathering the relevant information
Notions
a) announcements about the arrivals and departures and delays in the airport, train stations, train, bus, etc.
b) requests for you to report somewhere
c) special offers announced in shops, etc.

(6) Reporting a Loss

Functions
- politeness
- giving information
- clarification and further information
- asking advice/ reacting to advice
Notions
what he/she has lost: baggage, purse, etc. descriptions of color, size, etc.

(7) Talking to Foreigner about How to Get Somewhere(Foreign Visitors in Korea)

Functions
- reacting to requests for directions
- giving directions
- reacting to requests with information
Notions
places that tourists visit (e.g. monuments, shopping area, museums, banks, hotels, etc.) time, distance, best place for some particular purpose
References


국문 초록

박 기 화

현재의 TESOL 경향은 의사 소통적 교수(Communicative Language Teaching)이다.

이사 소통적 교수는 학생들의 의사소통 능력을 기르기 위하여 학생 중심의 수업을 할 것과 학생들 상호간의 의사 소통 활동을 조장하며, 실생활에서 접하는 자료를 수업 자료로 이용하고, 수업 결과보다는 수업 과정에 초점을 맞추며, 교사는 학생들을 돕는 보조자, 축제자로서의 역할을 하도록 권장한다.

본 논문은 영어 수업을 처음으로 실시하게 되는 초등학교 교실에 의사 소통적 교수를 도입할 수 있도록 고안한 본 교과과정이다. 교과과정의 지침과, 교과과정 두 부분으로 이루어져 있으며, 교사로서 하여금 본 논문을 통해 바람직한 외국어 교수의 기본 방향을 알고 이에 터하여 수업의 순간순간 대처할 수 있는지를 확장하며 만들었다.

의미 기능적 교수요목(notional-functional syllabus)을 근간으로 하고 있으며 한국의 영어 교육 현실과 대상 학습자의 연령을 고려하여 기본적인 의사 소통 능력의 기초를 기르는 것에 초점을 맞추고 있다. 특징으로는 의미/기능이 의사 소통적 과제(communicative tasks)와 함께 제시되었다는 것과, 각 기능별로 대표적인 문장(sample sentence)을 제공하였다는 것, 또한 우리나라 초등 영어 교사의 편의를 위하여 수업 진행에 직접적으로 필요한 교실 영어(classroom English)를 교과과정 속에 포함하였다는 것이다.

본 교과 과정은 구체적이지 않는 `수준'의 개념을 도입하고 있다. 그러나 수준의 구분과 기술은 광범위한 연구와 경험적 자료, 면밀한 검토와 분석을 통해 이루어져야 하므로 여기서는 단순한 구분에서 그친다.

교과 과정 개발은 목표, 내용, 자료, 방법, 평가에 걸쳐 제속적인 개선을 필요로 하는 진화 과정이다. 본 연구는 초등학교 영어 교육의 시행에 기여하고 우리나라 영어 교육에 도움이 되고자 교과과정 구성에 있어서의 몇 가지 아이디어를 제안해 본 것이다. 제속적인 연구와 검토를 통해 수정을 계속해 나갈 필요가 있다.

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