

# Issues in TESL

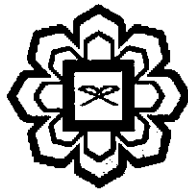
Ratnawati Mohd Asraf

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# ISSUES IN TESL

*Ratnawati Mohd Asraf*



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# **THE IMPLEMENTATION OF THE FIRST COMMUNICATIVE SYLLABUS IN MALAYSIA**

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Attempts at curriculum implementation have led to disappointing results when teachers' attitudes and beliefs toward pertinent aspects of the subjects they teach were not taken into consideration (Etherton, 1979; Parish and Arends, 1983; McLaughlin, 1987). Mountford (1981, as cited in Young, 1986), for example, documents a failed attempt in using textbooks in Yemen, and Nayar (1984) describes a pioneering effort (at the time) at implementing the notional-functional approach in Papua, New Guinea. Nayar had this to say about the outcome of the pioneering effort:

[It was] assailed by conservative headmasters, unsympathetic school inspectors, insecure teachers and many others in one form or the other since inception. Most of the criticism has been nothing more than elegies to the death of the structure and were voiced by the structure addicts, who could not envisage language teaching without pattern drilling and who wanted to believe that if they closed their eyes and cried wolf long enough, the functional monster that threatened them would go away and the good days of happy and lazy structure drills, textbooks, comprehensions, dictations and grammar would come back. (p. 201).

The reaction of the headmasters and teachers in New Guinea at the time is understandable in light of the fact that the syllabus was introduced