# TABLE OF CONTENTS

1. The Implementation of the First Communicative Syllabus in Malaysia  
   *Ratnawati Mohd Asraf*  
   1

2. The Theoretical Bases for Language Teaching and Syllabus Design  
   *Ratnawati Mohd Asraf*  
   11

3. English as a Global Language and the Teaching of Mathematics and Science in English  
   *Wan Ainran Wan Ahmad Kamil*  
   23

4. Learning Science in English: The Plight of Rural Students in Malaysia  
   *Tengku Badariah, Mohd Sahari Nordin, and Abdul Shakour Preece*  
   29

5. ELT and Islam: Recent Developments  
   *Abdul Shakour Preece*  
   51

6. The Need to Develop ELT Materials for Muslim Learners  
   *Abdul Shakour Preece*  
   69

7. The Teaching of Writing: From Theory to Practice  
   *Noor Lide Abu Kassim & Kamal J. Badrasawi*  
   83

8. Responding to Students’ Writing: A Critique of Peer Review  
   *Ratnawati Mohd Asraf*  
   97

9. Students’ Attitudes Towards Reading and Parental Involvement in their Children’s Reading: A case study of three schools  
   *Ratnawati Mohd Asraf*  
   119
THE THEORETICAL BASES FOR LANGUAGE TEACHING AND SYLLABUS DESIGN

Ratnawati Mohd Asraf
Institute of Education
International Islamic University Malaysia

The history of language teaching has been, to quite a large extent, the history of ideas concerning language teaching. It has been concerned with the conceptualization of the nature of language. It has been concerned with what aspects of language are to be taught—if they are to be taught at all—and how language is to be taught. And it has been concerned with how best to develop language abilities. Of these issues, the one that has probably generated the most discussion has been that concerning the extent to which explicit knowledge about language on the part of the learner is a desirable or useful thing (Halliday, 1973). Indeed, the role of grammar in language teaching has been the subject of intense debate. “No other area of language arouses more passion and debate than grammar. Hate it or love it, everyone has views about it which are expressed with great vehemence” (Alexander, 1990; p. 379).

In the past thirty years, views regarding grammar and the emphasis to be given to grammar in language teaching started to shift. From being the centre of the pedagogic plan—a position that grammar had enjoyed for the entire 2,500 years of recorded language teaching (Rutherford, 1988), grammar assumed a secondary, and sometimes even nonexistent, role.