

Degree Thesis 2

Master's Level

Syllabi reforms and their intended impact on English teaching and learning

Author: Chonghui Li
Supervisor: BethAnne Paulsrud
Examiner: Jonathan White
Subject/main field of study: English
Course code: EN3071
Credits: 15 hp
Date of examination: 2019-01-18

At Dalarna University it is possible to publish the student thesis in full text in DiVA. The publishing is open access, which means the work will be freely accessible to read and download on the internet. This will significantly increase the dissemination and visibility of the student thesis.

Open access is becoming the standard route for spreading scientific and academic information on the internet. Dalarna University recommends that both researchers as well as students publish their work open access.

I give my/we give our consent for full text publishing (freely accessible on the internet, open access):

Yes

No

Abstract:

This study investigates the development of the subject of English in Swedish upper secondary schools through an analysis of the syllabi in the curricula Lgy 70, Lpf 94 and Lgy 11, with a focus on English teaching and learning. In the last 50 years, the Swedish upper secondary school has undergone three major reforms. These three reforms have had an impact on the ways of teaching the English subject. By employing Fairclough's (1992a) three-dimensional model, the study finds that these three major reforms had an impact on English teaching and learning in terms of communicative competence and individualization and teachers' roles. The finding is important because it indicates that the current upper secondary English classroom needs to be changed when it comes to teaching and learning methods.

Keywords: critical discourse analysis; school reforms; communicative competence; individualization; teachers' roles; curriculum theory; syllabi;

Table of contents:

| | |
|--|-----------|
| 1. Introduction | 1 |
| 1.1. Aim of study and reseach questions..... | 2 |
| 2. Background | 2 |
| 2.1. Three Major reforms | 2 |
| 2.1.1. <i>The 1970s reform and Lgy 70</i> | 2 |
| 2.1.2. <i>The 1990s reform and Lpf 94</i> | 3 |
| 2.1.3. <i>The current reform and Lgy 11</i> | 4 |
| 2.2. Curriculum Theory and its development in Sweden | 5 |
| 2.2.1. <i>Dallöf and the frame factor theory</i> | 5 |
| 2.2.2. <i>Lundgren and the curriculum theory</i> | 6 |
| 2.2.3. <i>Englund and the civic curriculum code</i> | 6 |
| 3. Definition for the key words | 8 |
| 3.1. Communicative competence | 8 |
| 3.2. <i>Individulization in Education</i> | 8 |
| 3.3. <i>Teachers' roles</i> | 9 |
| 4. Theoretical framework and analytical tool | 10 |
| 4.1. Critical discourse analysis..... | 10 |
| 4.2. <i>Text (Description)</i> | 11 |
| 4.3. <i>Discursive practice (Interpretation)</i> | 11 |
| 4.4. <i>Social practice (explanation)</i> | 11 |
| 5. Material and Method | 12 |
| 5.1. Selection | 12 |
| 5.2. <i>Analysis method</i> | 12 |
| 6.Results | 13 |
| 6.1. Text – the first dimension..... | 13 |
| 6.1.1. <i>Communicative competence</i> | 13 |
| 6.1.2. <i>Individualization in education</i> | 16 |
| 6.1.3. <i>Teachers' roles</i> | 18 |
| 6.2. Discourse practice – the second dimension | 19 |
| 6.2.1 <i>Intertextuality</i> | 20 |
| 6.3. <i>Social practice – the third dimension</i> | 21 |
| 6.4. <i>The summary of the entire results</i> | 22 |
| 7. Discussion | 22 |
| 8. Conclusion | 23 |
| Reference | 25 |

1. Introduction

From the 1960s to the 2010s, the Swedish upper secondary school underwent three major reforms. They were implemented in the years 1970, 1994 and 2011, respectively. These three reforms had a huge impact on the upper secondary school. The reforms resulted in the change to the central administrative authority for education from the National Board of Education (Skolöverstyrelsen) to the Swedish National Agency for Education (Skolverket). The reforms also resulted in new curricula being introduced. In addition, the reforms resulted in the English subject getting its own syllabus in 1994, and it was separated from the modern foreign languages and became an independent subject.

In the 1960s, the Social-Democratic government implemented a reform of the compulsory and secondary school systems. The reform made the Swedish upper secondary school system a centrally controlled one guided by a state-regulated curriculum introduced in 1970 called the Curriculum for upper secondary school (Läroplan för gymnasieskolan (Lgy 70)). When it comes to English, the syllabus for foreign languages was applied. There was no syllabus especially for English. The second major reform for upper secondary school was implemented in the year 1994. The central administrative authority for education, the Swedish National Agency for Education was established, and a new curriculum was introduced in 1994 called the Curriculum for the voluntary school forms (Läroplan för de frivilliga skolformerna (Lpf 94)). A specific syllabus for the English subject was made available. In 2011 the upper secondary school underwent reform again, and along with the reform came a new curriculum for the upper secondary school (Läroplan för gymnasieskolan 2011, examensmål och gymnasiegemensamma ämnen (Lgy 11)). A new syllabus for the English subject was implemented. In fact, each reform accompanied a new curriculum and an almost new syllabus for the English subject. Moreover, all these steering documents like curricula and syllabi are different from each other. The question is if these changes have had any impact on how English is taught and learned.

When it comes to the English language, it has become increasingly important for a modern society like Sweden. English has been widely accepted as a lingua franca in the world due to globalization and it has grown strong in Sweden. In fact, the English language has a high status in Sweden compared to other languages that are spoken in society today. To be able to enter Swedish universities, one needs to pass the exam in the English subject. Moreover, the English language has become a big part of education, especially at universities. Thus, the English language gained a strong position in the Swedish schools as well. Learning English empowers young people to communicate with people from all around the world and search for jobs elsewhere in the world. Thus, English becomes a vital skill that young people must have in order to compete in the international job market in the future. The English language is an important subject in the Swedish school, especially in upper secondary school.

In the last 50 years, the three major reforms resulted in new curricula and new syllabi for the English subject. The question is if the focuses of English teaching have something to do with the change of syllabi and reforms. A literature review conducted last semester shows that the focuses of the English teaching in upper secondary school is shifting from grammar to communicative competence, from collective learning to individualized learning; and teachers' roles are shifting from traditional ones to more liberal ones. This thesis aims to investigate to what extent different syllabi in Lgy 70, Lpf 94 and Lgy 11 emphasize communicative competence, individualization and teachers' roles by conducting a critical discourse analysis. Critical Discourse Analysis (CDA) can shed some light on how English as a subject should be

taught and learned. Therefore, one can say that this thesis in a sense will contribute to the current English teaching and learning.

1.1. Aim of study and research questions

The aim of this thesis is to investigate the development of the subject of English in Swedish upper secondary schools through an analysis of the syllabi in the curricula Lgy 70, Lpf 94 and Lgy 11, with a focus on English learning and teaching. With the belief that the development of syllabi has had an impact on the development of the subject English in Swedish upper secondary schools in terms of teaching and learning, the following three questions are used to search for answers.

1. How is the concept of “communicative competence” discussed in the syllabi in the curricula Lgy 70, Lpf 94 and Lgy 11?
2. How is the concept of “individualized learning” discussed in the syllabi in the curricula Lgy 70, Lpf 94 and Lgy 11?
3. How are teachers’ roles discussed in the syllabi in the curricula Lgy 70, Lpf 94 and Lgy 11?

The following section presents the background information on the three major reforms and the development of curriculum theory in Sweden.

2. Background

This study investigates the development of the subject of English in Swedish upper secondary schools through an analysis of the syllabi in Lgy 70, Lpf 94 and Lgy 11, with a focus on English learning and teaching. The understanding of the historical context of the reforms that took place in 1970, 1994 and 2011 and the development of curriculum theory will contribute to the understanding of the development of the subject of English in Swedish upper secondary schools. Thus, this section will present the historical context for three reforms and the development of curriculum theory in Sweden.

2.1. Three major reforms

From the 1960s to now, three major reforms have taken place in the Swedish upper secondary school. Each reform starts with its own problem, comes with a solution, and ends with a result. This section presents the reforms that took place in 1970, 1994 and 2011.

2.1.1 The 1970s reform and Lgy 70

In the 1970s, Sweden underwent a period of economic and political instability. When it comes to the Swedish school, especially the upper secondary school, Adolfsson (2013) states that the upper secondary education system did not have enough qualities to meet the requirement of the modern society (p. 288). Thus, the upper secondary school needed a reform. In the 1960s, different detailed investigations were carried out in terms of the needs of the job market. Based on these investigations, the policymakers were able to map all the demands from the job market. The 1970s upper-secondary school reform focused on employment and the job market. In Lundahl, et al.’s (2010) words, “...as the government feared that the restructuring of industry and working life would have negative effects for employees unless schooling prepares their students for flexibility and further development” (p. 48). As a result, reform aimed at the modernization of the education at upper secondary level was promoted.

The Lgy 70 upper secondary curriculum was organized in terms of study tracks, which included 22 tracks altogether, five theoretically-oriented three- or four-year tracts, preparing for university studies, and four theoretically-oriented two-year tracks, and 13 two-year vocationally-oriented tracks (Mellander, 2017, p. 11). Lgy 70 highlighted the necessity of

individual teaching with reference to the rapidly changing and globalized society (Adolfsson, 2013, p. 289). The teaching itself was objective based, and the purpose of the teaching was to transfer as a true and objective picture of reality as possible. As a result, students actually could not choose the programs freely. It was believed that students would have better opportunities to obtain a good job and reduce the risk of unemployment if they were given a restricted freedom of choice during their studies (Adolfsson, 2013, p. 289). Such ideas had a huge impact on the creation of the Curriculum for upper secondary school, Lgy 70. Furthermore, Lgy 70 was strongly linked to usefulness and was regarded as an important means to reach and meet various desirable external values and needs. Lgy 70 was implemented until the year 1986.

According to Mellander (2017), Swedish was the only compulsory subject in all tracks. In many tracks, Mathematics and English were elective subjects (p. 12). When it comes to the English subject, students from two-year tracks were able to choose between an ordinary and an advanced English course. The subject of English did not have its own independent syllabus. English followed the syllabus for modern foreign languages. However, a detailed supplementary planning document come along with the English subject.

2.1.2 The 1990s reform and Lpf 94

In the 1990s, Sweden suffered from massive credit losses. The financial crisis resulted in very high unemployment and great economic cutbacks. During the crisis, the problem the upper secondary school faced was that the education did not meet the demands for flexibility and lifelong learning and risked creating deadlocks. In other words, the school system was inflexible and rigid in relation to rapidly changing society (Adolfsson, 2013, p. 290). Therefore, the upper secondary school needed a new reform. The reform enabled students to have more freedom of choice and influence than in the previous round of reform. According to Adolfsson (2013), great confidence was placed in students' ability to choose between both public and independent schools, in addition to programs and courses, thus enabling them to construct their own education in a rational manner (p. 290). The reform also enables teachers to be self-governing, responsible and professional and choose suitable methods to attain curriculum objectives (Lundahl et al. 2010, p. 49). Lindahl (2015) states that the responsibility for developing working methods was more clearly moved from the state to teachers in Lpf 94 (p. 30). Under this reform, the need to adjust upper secondary education to meet the requirements of a rapidly changing working life and the importance of providing students with education and formation were stressed (Lundahl et al., 2010, p. 49), so students can be empowered to live and develop freely. In addition, young people's right to upper secondary education was enshrined in law and municipalities were obliged to offer a broad selection of national programmes, primarily related to the choice of the students (Lundahl et al., 2010, p. 49). Furthermore, another dilemma that society or the upper secondary school faced was increased international economic competition. In order to prepare students to compete in the international job market, it was crucial for the school to offer high-quality secondary education to students (Adolfsson, 2013, p. 290).

Along with the reform, *Curriculum for the Voluntary School Forms* (Lpf 94) was implemented. Lpf 94 included 16 course-based national programmes, 14 of which were vocational programmes, and a range of special, local and individual programmes (Lundahl et al., 2010, p. 49). The upper secondary education that had been structured in tracks in Lgy 70 now became organized in terms of programs. Mellander (2017) states that the name change presumably chose to indicate that the programs differed from the former tracks not only with respect to study content but also with respect to structure (p. 13). All the vocational and academic programs included a substantial common core of general subjects: Swedish, English, civics, religious instruction mathematics, natural science, physical education and art/music/drama

(Lundahl et al., 2010, p. 50). In terms of core subject, Mellander (2017) states that an important aspect of the introduction of core subjects was that it provided substances to the strategy to broaden the curriculum of the vocational programs (p. 14). In addition, the differences between academic and vocational upper secondary education were reduced and both now provided general eligibility to enter higher education (Lundahl et al., 2010, p. 50). According to Adolfsson (2013), the curriculum Lpf 94 was based on general knowledge and generic skills, and teachers and students were expected to take a large responsibility for achieving goals like meeting the needs of the labor market and society. Lpf 94 was not implemented until the year 2000, and it was revised and implemented in the year 2011.

Since English became a core subject, it got its own syllabus. The English subject syllabus in Lpf 94 consisted of goals and the section Feature and Structure. The subject English was divided into three levels, English A, B and C. English A was included in every program.

2.1.3 The current reform and Lgy 11

In the early 2000s, the Swedish school system –the upper secondary school, in particular, endured much criticism due to the poor results that Swedish students got from the Program for International Student Assessment, high youth unemployment and the fact that many students failed to complete their studies (Adolfsson, 2013, p. 291). In the year 2006, a liberal and right-wing coalition came to power, and their education intention for the upper secondary school was to separate the academic and vocational programs, and introduce modern, flexible apprenticeship training (Lundahl et al., 2010, p. 50). Once they were in the office, they launched an investigation of the upper secondary education. Through the investigation, the new government identified that the upper secondary education was too uniform, resulting in insufficient preparation both for higher education and occupational work. Many students in the vocational programs had difficulties in completing their education, and the mismatch between vocational education training and the needs of industry and working life reduced the employability of young people (Lundahl et al., 2010, p. 50). Therefore, upper secondary school programs and courses needed to be more specialized by the Swedish National Agency Education in order to better prepare pupils for future employment or future study (Adolfsson, 2013, p. 291). According to Lundahl et al. (2010), by then there was a vast range of education options available for students to choose, and these choices caused difficulty for students, parents and even employers to understand the content and outcomes of different programs (p. 50). Thus, it was necessary to make the content and outcomes of different programs comprehensible. So the new educational reform emphasized that better preparing students could be achieved by creating an orientation towards “strengthened management by objectives”, which means making the content more explicit (Adolfsson, 2013, p. 291). In the year 2009, a reform of upper secondary education started and the aim was to promote the provision of competence and competitiveness of trades, companies and individuals while economic growth-restructuring was implied, and the social functions were downplayed (Lundahl et al., 2010, p. 50).

In 2011, a new curriculum Lgy 11 was implemented. According to Mellander (2017), Lgy 11 marked the difference between vocational and theoretical education by imposing separate entry requirements on upper secondary vocational and theoretical programs (p.16). Lgy 11 did not allow students from vocational programs to go to university directly without taking extra adult education. In a sense, Lgy 11 is more regulated and re-centralized. The curriculum has a distinct regulatory strategy in terms of a centralized pre-stipulated curriculum and syllabus and central indicators. The increased control of upper secondary education is shown by employing the concept core content, and the core content of each course is decided nationally as well as the goals and grading criteria (Lundahl, 2015, p. 31). However, teachers still have the freedom to

decide which methods are the most suitable for their actual teaching, and they can vary content in the course (Lindh, 2015, p. 31).

The syllabus for English subject in Lgy11 consisted of general information on English, the aims of the subject, what skills teaching in the subject of English should give students the opportunities to develop, courses in the subject (English 5, 6 and 7). The course plan consisted of core content (content of communication, reception, production and interaction), knowledge requirements and five levels of grading criteria, such as E, D, C, B and A.

2.2. Curriculum theory and its development in Sweden

The curriculum plays an important role in education because it not only shows the goal of education, but also the content of education and even how the content should be taught and learned in school. The Swedish curriculum theorist Lundgren (2015) states that there is a curriculum in every education system and the curriculum is a plan that outlines goals, content, and outcomes (p. 5). As part of the curriculum, syllabi provide detailed information on a specific course. A course syllabus contains general information on the subject and aims of the subject.

According to Lundgren (2015) curriculum theory in Sweden started in the 19th century with the import of the pedagogical ideas of Herbart (p. 7). Herbart divided the study of pedagogy into two main parts – curriculum and didactics, and these two parts are interrelated in a mutually supporting way (Lundgren, 2015, p. 7). For Herbart, a prevailing notion in didactics was that psychology provides the basis for teaching methods, especially methods that can be used to motivate students' interest for learning (Lundgren, 2015, p. 7). However, a curriculum was not relevant either to teachers or students in the 19th century. The curriculum did not become relevant until the 1950s, and meanwhile, quite a few curriculum studies were carried out in Sweden. There are three influential curriculum theorists who contribute to the development of curriculum theory in Sweden: Dahllöf, Lundgren, and Englund.

2.2.1 Dahllöf and frame factor theory

In terms of curriculum theory, the earliest well-known one established in Sweden is called frame factor theory. The curriculum theorist Dahllöf re-analyzed Nils-Erik Svensson's Stockholm study with the same data Svensson used. Svensson's Stockholm study investigated if the knowledge standard is decreased due to the establishment of the new nine-year compulsory school by comparing differentiated classes (nine-year) with undifferentiated classes. The study shows that one should not fear any decreasing knowledge standard as a consequence of the new nine-year compulsory school that in the 1960s was gradually replacing the old school in Sweden. Dahllöf's analysis focuses on intervening variables between teaching and knowledge in students, and these variables are the composition of the students' group, the time spent on teaching, and the actual lack of proper, individualized teaching media in the new school (Persson, 2014, p. 3). Dahllöf later calls all these intervening variables the frame factors, and, based on his analysis, he formulates the outlines of a model and calls it as The Frame Factor Model. According to Persson (2014), "the early frame factor perspective contextualizes the teaching situation by bringing its close context to the fore, that is, physical factor, time, organizational, and curricular restrictions upon the actors involved" (p. 3). Further, Persson (2014) explains that the frame factor perspective in Dahllöf's version was a scientific contribution to curriculum construction and educational planning inside educational policy (p. 3). The Frame Factor Model brought a new paradigm into educational research in general and curriculum research in particular in the sense that it modeled the relations between prerequisites, processes, and results from the point of view of what was possible and what was not possible within given frames (Lundgren, 2015, p. 8).

2.2.2 Lundgren and curriculum theory

The Frame factor theory opened up a new line of thinking about curriculum research. It had a great influence on forming curriculum theory in Sweden. In the 1970s, another influential Swedish curriculum theorist Lundgren employed frame factor theory and carried out empirical studies on how tight timeframes had an impact on the language used, which in turn had consequences for students from different socio-economic backgrounds in the classroom. Through the studies, new questions were raised, such as the power and control over education, and how the educational system was governed, and how curriculum goals were established and content selected (Lundgren, 2015, p. 6). According to Lundgren (2015), the same empirical classroom studies formed a foundation from which more comprehensive studies about political governance had historically been shaped and reproduced limits and possibilities of schooling (p. 9). By placing the school and curriculum in different historical and social contexts, Lundgren identified four different curriculum codes. In Lundgren's (2015) own word, "A curriculum code is constituted by the spoken and unspoken principles that guide how goals are formed and content selected and organized for learning." (p. 10)

The first code is called the classical curriculum code, which is based on the idea of the educated person and the concept *Bildung* fits in this code. *Bildung* is a concept from German educational theory. According to Humboldt, each individual should fully encompass all his abilities and skills under the umbrella of "leading force", i.e. the goal of the individual development is to merge all the different skills and capabilities into one (Deimann, 2014, p. 95). Thus, the task of *Bildung* would be to enable opportunities to live an autonomous, critical and reflective life. The goal is to provide a means for realizing and preserving rational potential and the capacity for self-determination, as opposed to being determined by others, such as society (Deimann, 2014, p. 95).

The second code is called the realistic curriculum and developed under the enlightenment period when people shift their focus to reason and individualism rather than tradition. Individualism is a theory favoring freedom of action for individuals over collective control. Knowledge is acquired through the senses and scientific knowledge. Within education, realism can be seen through the proponent of experimentalism which emphasizes students have various experiences as part of their education.

The third code is called the moral curriculum code. Within this code, the curriculum was governed by the need to introduce the learners to their responsibilities in society. Reproduction of culture, values, and morals has a central place in the curriculum. Later, the moral code is replaced by Englund's civic curriculum code, see more below.

The fourth code is the rational curriculum code. The code reflects pragmatism, a concern for the individual, and the idea that scientific notions could provide a rational basis for societal organization. Pragmatism as a learning theory is based on people's everyday life and argues that valuable knowledge can be linked to people's concrete experience (Säljö, 2014, p. 289).

2.2.3 Englund and the civic curriculum code

During the 1980s another Swedish curriculum theorist Englund developed a curriculum theory called the civic curriculum code by analyzing the content of citizenship education in Swedish policy and textbooks. Englund's civic curriculum was based on the concept of Lundgren's curriculum codes, but Englund did not take the main concern of traditional sociology of education and social mobility (along with educational differentiation) as his starting point;

instead he was more interested in the transcending and laying bare of this social reproduction by the new sociology of education. In his own words, Englund (1988) said:

My interest, then, is in the part played by the education system in social reproduction in one specific sense: What view of society and of knowledge is transmitted by the education system and how can this be analyzed in a broader context? What power relation and ideologies are implied by the content of the knowledge school pass on? (p. 6)

According to Englund (1988), the civic curriculum code embodied – and embodies – the conflict existing in society. It incorporated conservative, liberal, and social democratic ideological intentions for schools and their role in society, as a result of there being some agreement on certain basic functions of schools and due to the fact that school goals were framed as political compromises (p. 11). Within the civic curriculum code, the purpose of education is to educate students for a social ideology.

Since the school reforms of 1918-19, three different conceptions of education were identified, which are the patriarchal conception of education, the scientific/rational conception of education, and democratic conception of education (Englund, 1988, p. 18). These three conceptions of education provide school subjects in different contexts and meanings. When it comes to the formation of school subjects, Englund rejected Zongyi Dong's idea. For curriculum theorist Dong, subjects are purpose-built enterprises, thus they should be formed with very detailed prescriptions concerning content and teacher actions (Englund, 2015, p. 50). Instead, Englund states that it is necessary to analyze the many possible interpretations of different school subjects, and also to leave it to the professional teacher to decide more about their content and about ways of working (Englund, 2015, p. 51). For Englund (2015), curriculum content is always socially constructed and may be a result of struggling social forces that pave the way for different interpretations, resting on different political and ideological visions; in addition curriculum and school subjects are in practice interpreted, designed, and performed by unique teachers (p. 52). Englund (2015) points out:

The most crucial kind of knowledge for teacher is to get to know their school subjects in such a way – historically, and in terms of the consequences of different choices of content and ways of teaching for different groups of students – that they are able to deliberate (with each other) and make discerning and optional choices regarding how and what to teach and communicate to their students (p. 52).

In 2015, Englund employed the democratic ideology and proposed a deliberative curriculum. After doing a short overview of the deliberative tradition, Englund (2015) drew two characteristics and he added one later:

First, curriculum making should be a broad task, hopefully engaging all citizens in creating education for the public good;

Second, and at the same time, teachers as professionals should be given a crucial decisive role in choosing content and how to teach it;

Third, deliberation should be carried out in the classroom, and one suggestion in this direction is that of deliberative communication. (p. 53)

Englund highlights deliberation through his deliberative curriculum. Deliberation is not important to society, but also to schools and classrooms. Thus, he later proposed deliberative communication.

To be able to see how the concepts communicative competence, individualization, and teachers' roles are discussed in the syllabi in Lgy 70, Lpf 94, and Lgy 11, the following section aims to define these three concepts.

3 Definitions of key words

The study aims to investigate how the development of syllabi situated in Lgy 70, Lpf 94 and Lgy 11 affects the development of the English subject in Swedish upper secondary school in relation to the concepts: communicative competence, individualization, and teachers' roles. Thus, a definition of these three keywords is needed for the study.

3.1 Communicative competence

Communicative competence is a concept used in linguistics to refer to language users' grammatical knowledge and social knowledge about how and when to use language appropriately. The most comprehensive definition of communicative competence is from Bachman. Bachman calls communicative competence communicative language ability, and it includes five key components, which are *linguistic competence*, *pragmatic competence*, *discourse competence*, *strategic competence*, and *fluency*. Linguistic competence involves knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics (Hedge, 2000, p. 48). Pragmatic competence consists of illocutionary competence, which is to use language in order to achieve certain communicative goals or intentions, and sociolinguistic competence, which is the social knowledge selected what language form to use in different settings, and with people in different roles and with different status (Hedge, 2000, p. 49). Discourse competence is the knowledge to know how discourse works in terms of the common cohesive device (Hedge, 2000, p. 51). Strategic competence consists of using communication strategies. Strategic competence comes into play when learners are unable to express what they want to say because they lack the resources to do so successfully (Hedge, 2000, p. 52). The last one is fluency, which is the ability to link units of speech together without strain or inappropriate slowness, or undue hesitation (Hedge, 2000, p. 54).

3.2 Individualization in education

Modern educational institutions reinterpret and reform the teaching and learning practice that they use in order to meet the social demand for an increase in the quality of education. "Individualization of education is one of the key factors that is able to ensure high quality of education" (Kuznetsova & Régnier, 2014, p. 87). In an individualized system of instruction, elements like the *pace*, *content*, *sequence*, and/or *style* should be adjusted to the needs of individual students.

"Individualization of pace controls the rate at which individual learners progress through instructional content" (Fletcher, 1992, p. 1). The pace is individualized, so students are allowed proceeding as rapidly as they can or as slowly as they wish through a set of instructional items.

Individualization of content is usually implemented in a diagnostic-prescriptive fashion (Fletcher, 1992, p. 1). Individual students' knowledge and skills are assessed before the new content is presented to them, so based on the result of the assessment, the content can be diagnostically adjusted to the students' needs. If the students have already gained a good knowledge of the required content, they can just skip it.

"Individualization of the sequence may take place at two levels – a macro level and a micro level" (Fletcher, 1992, p. 1). At a macro level, it concerns the order of topics addressed in the instruction. "Implementations at this level may involve learner control in which individual learners determine the sequence of topics for themselves" (Fletcher, 1992, p. 1). At a micro level, individualization of sequence determines the order in which items are presented. Application at this level may simply present items in an arbitrary or random order. In these

cases, “the sequence of items may be unique for each learner, but it is not tailored to their individual needs” (Fletcher, 1992, p. 2).

“Individualization of style usually involves an adjustment in the modes or formats of presentation” (Fletcher, 1992, p. 2). In order to meet students’ different cognitive styles, instructional content may be presented using video clips, audio files, printed text, text with graphics and so on.

3.3 Teachers’ roles

When it comes to teaching and learning, teachers have unique roles. In the traditional learning setting, the teacher takes the role of experts, who control both the content of teaching and students. However, nowadays the role of the teacher has changed from transmitting of knowledge to a facilitator. A facilitator helps students understand their common objectives and assists them to plan how to achieve these objectives.

In an individualized classroom, teachers’ roles take a further change to ensure effective teaching. Kuznetsova and Régnier (2014) propose three new roles for teachers. The first is teachers as an adviser. Instead of providing information to students, the teacher organizes the classroom aimed at resolving students’ individual learning problems while the learning itself is performed by the students autonomously. The second one is teachers as a moderator. The teacher focuses on students’ potential; thus the teacher helps every student determine and fulfill his or her potential. “To reach this goal the teacher should organize open communication process including debate and sharing of ideas and opinions that can stimulate student’s decision-making based on his or her inner ability” (Kuznetsova & Régnier, 2014, p. 89). The last one is teachers as a tutor. This role change involves teacher into work with individual students’ experience. By analyzing every student’s actual needs, intentions, learning interests and personal goals the teacher designs learning tasks. “The teacher’s tasks is to help students to get maximum learning efficiency as well as to advise and to support students’ interest in learning” (Kuznetsova & Régnier, 2014, p. 89).

The change of the teacher’s roles is tightly related to teacher autonomy. Autonomy means the ability to make one’s own decision without being controlled by anyone else¹. Teacher’s autonomy can be interpreted in this sense as teachers’ ability to make their own decision and take their own action in their teaching without being controlled by colleagues, administrators, the institution or the educational system. Benson (2000) states that the right to freedom from control by others is one of the most difficult to attain, because reality is that teachers are restricted by contracts, administrators, school regulations, curricula and students’ desires demands and expectations (p. 101). Although teachers cannot be completely free from the control of others, teacher autonomy can be negotiated. Little (1995) defines teacher autonomy as their ‘capacity to engage in self-directed teaching or professional action’ (p. 178). Little’s (1995) view includes having a strong sense of personal responsibility for their teaching, exercised via continuous reflection and analysis...affective and cognitive control of teaching process (p. 178). The last is that there is the concept if the autonomous teacher as an autonomous learner, with the capacity for self-directed professional development.

This study employs Critical Discourse Analysis (CDA) as its theoretical framework and analytical tool. Thus, the following section presents what is CDA and how it is going to be used for the analysis.

¹ The definition is taken from Cambridge Dictionary.
<https://dictionary.cambridge.org/dictionary/english/autonomy>

4 Theoretical framework and analytical tool

This thesis investigates the development of the subject English in Swedish upper secondary schools through an analysis of the syllabi situated in Lgy 70, Lpf 94 and Lgy 11, with a focus on English learning and teaching. This section provides information on CDA, which is employed as a tool for the analysis.

4.1 Critical discourse analysis (CDA)

As an approach to analyzing written, vocal, or sign language, or any significant semiotic event, discourse analysis is a useful tool. “Discourse is language use related to social, political and cultural formations – it is a language reflecting social order but also language shaping social order, and shaping individual’s interaction with society” (Jawworski & Coupland, 2014, p. 3).

Critical discourse analysis (CDA) is derived from discourse analysis. CDA is an approach used to study discourse, and it consists of four principles according to Paltridge (2012), and they are:

1. social and political issues are constructed and reflected in discourse;
2. power relations are negotiated and performed through discourse;
3. discourse both reflects and reproduces social relations;
4. ideologies are produced and reflected in the use of discourse (p.187).

When it comes to CDA, Fairclough (1989) claims, “language is a part of society” (p. 18). In addition, he argues that language and society are related not in an external sense; rather, they are related internally. In his own words, he says, “language is a social process” (Fairclough, 1989, p. 19). To distinguish text and discourse, Fairclough (1989) claims, “language is a socially conditioned process, in which process refers to the production of text and the process of interpreting the text, and this process itself is related to the practices of the society” (p. 20).

Based on the social view on discourse, Fairclough (1989; 1992a; 2003) developed a model for discourse analysis called the Three-dimensional model. The model is an analytical framework for discourse analysis. According to Fairclough (1992a), every communicative event comprises three dimensions:

- It is a text (speech, writing, visual images or a combination of these);
- It is a discursive practice which involves the production and consumption of the texts; and
- It is a social practice. (p. 73)

The model is shown in figure 1.

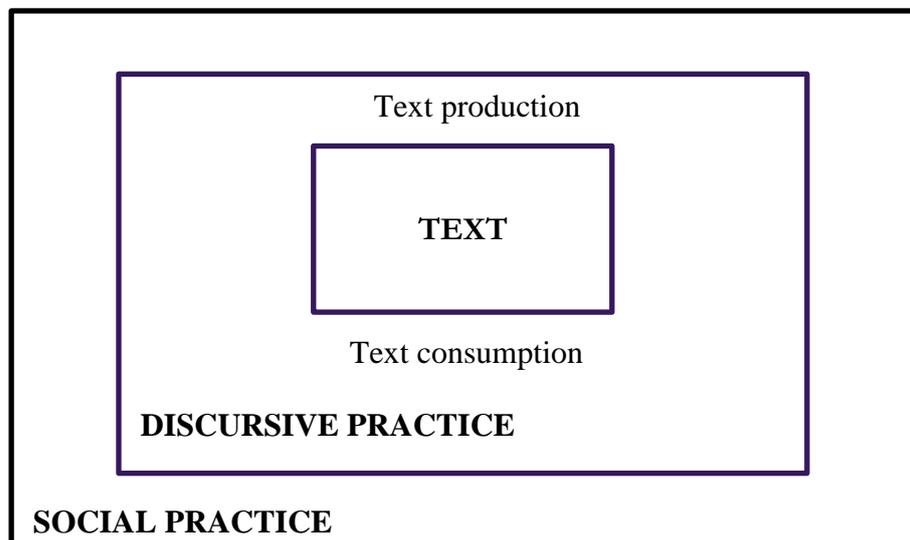


Figure 1 Fairclough's three-dimensional model (Fairclough, 1992a, p. 73)

According to Jørgensen and Phillips (2002), the analysis should focus on (1) the linguistic features of the text (TEXT), (2) processes relating to the production and consumption of the text (DISCURSIVE PRACTICE); and (3) the wider social practice to which the communicative event belongs (SOCIAL PRACTICE) (p. 68).

Based on his three-dimensional model, Fairclough (1989) also provides three steps for critical discourse analysis, which include description, interpretation, and explanation:

- Description is the step which is concerned with the formal properties of text, such as properties of vocabulary and textual structure.
- Interpretation is concerned with the relationship between text and interaction with seeing the text as a product of a process of production, and as a resource in the process of interpretation.
- Explanation is concerned with the relationship between interaction and social context, with the social determination of the process of production and interpretation and their social effect. (p. 26)

For the text analysis, these three steps provide a clear procedure for how the analysis should start and end. In each step, the framework also provides clear instruction what should be done in each step.

4.2 Text (Description)

Fairclough places the text at the center, and text analysis concentrates on four main headings: vocabulary, grammar, cohesion, and structure. Vocabulary deals with individual words; and grammar deals with words combined into clauses and sentences; and then cohesion deals with how clauses and sentence are linked together, and last text structure deals with large-scale organizational properties of texts. In terms of analyzing text, Jørgensen and Phillips (2002) also point out that the analysis should focus on the formal features, such as vocabulary, grammar, syntax, and sentences coherence, from which discourse and genres are realized linguistically (p. 69).

4.3 Discursive Practice (Interpretation)

In the second dimension, interpretation, the relationship between the discourse and its production and its consumption should be interpreted. The analysis should not only focus on analyzing linguistic features and text structure, but it also should focus on other factors such as speech act, coherence, and *intertextuality*. These factors contribute to connecting the text with its context. The term *intertextuality* is used to refer to the condition whereby all communicative events draw on earlier events and it is an important fact to link text to its context. According to Fairclough (1992b), "Intertextuality refers to the influence of history on a text and to a text's influence on history, in that text draws on earlier texts and thereby contributes to historical development and change" (p. 102). In other words, historical development and change give text deeper meaning.

4.4 Social Practice (Explanation)

Fairclough thinks that ideology and power are important elements for text analysis, and both are related to the third dimension, social practice. Fairclough recognizes that power is not just a matter of language, but it is also a matter of ideology. Ideology can be defined as a broad interlocked set of ideas and beliefs about the world held by a group of people that they demonstrate in both behavior and conversation to various audiences. "These systems of belief

are usually seen as ‘the way things really are’ by the groups holding them, and they become the taken-for-granted ways of making sense of the world” (Meighan & Harber, 2007, p. 212). In addition, Fairclough believes that all discourse is more or less ideological, and they contribute to the maintenance and transformation of power relations. Thus, “text has several meaning potentials that may contradict one another, and are open to several different interpretations” (Jørgensen & Phillips, 2002, p. 75).

Since Fairclough’s approach consists of a set of philosophical premises, theoretical methods and methodological guidelines and specific techniques for discourse analysis, this thesis employs it as an analysis tool. The actual texts of syllabi in Lgy 70, Lpf 94 and Lgy 11 are analyzed by looking at words related to communicative competence, individualization and teachers’ roles. Then the three keywords, communicative competence, individualization and teachers’ role are interpreted with the help of the historical context of the three reforms in 1970, 1994 and 2011. Van Dijk (1998) has argued, “many ideologies are formulated, reinforced and reproduced through discourse. CDA aims to provide a way of exploring this and, in turn, challenging some of the hidden and ‘out of sight’ social, cultural and political ideologies and values that underlie texts” (Paltridge, 2012, p. 194).

The following section presents where the data is from and how the data is going to be analyzed.

5 Material and method

This section presents the data used in the study, as well as the method.

5.1 Selection

Since this study focuses on the comparison on the changes made among three syllabi situated in Lgy 70, Lpf 94 and Lgy 11 and investigates how these changes alter teaching and learning English; therefore three important official documents are included in the study, and they are present in the following table.

Table 1. The document for analysis

| Reform | Document | Sponsor | Numbers of words |
|--------|---|---------------------------------------|------------------|
| 1970 | Syllabus for a modern foreign languages from Lgy 70 | National board of education | 59 |
| 1994 | Syllabus for English from Lpf 94 | Swedish National Agency for Education | 252 |
| 2011 | Syllabus for English from Lgy 11 | Swedish National Agency for Education | 489 |

5.2 Analysis method

This section presents how the method is applied. The explanation for how Fairclough’s three-dimensional model is linked to the key idea of communicative competence, individualization in education, and teachers’ roles.

Fairclough’s three-dimensional model

Text – the first dimension

To be able to analyze the text, it is important to find out what is said and how it is said in the original documents. Thus, in terms of communicative competence, individualization and teachers' roles, the questions of how these concepts are present in the syllabi situated in Lgy 70, Lpf 94 and Lgy 11 and what these three syllabi say about the concepts are used to search for the answer from the texts. The actual analysis is based on a lexical level, in other words, vocabulary. Thus, the study looks for the words share the same or similar meaning to the above three concepts. The reason why the study focuses only on the vocabulary is the scope of the study only allows for a focused analysis.

Discourse practice – the second dimension

In this part the concepts communicative competence, individualization, and teachers' roles are interpreted and understood under the light of three major reforms. CDA emphasizes that power relations are discursive. By employing CDA, the study is able to the formation of the syllabi texts are influenced by the three reforms. In addition, CDA emphasizes that discourse is history. Thus, discourse can only be understood with reference to their intertextuality. Therefore, the historical context for three reforms is employed for interpretation.

Social practice – the third dimension

This part aims to explore how educational ideologies or beliefs are present in curriculum theory and how ideologies and beliefs in curriculum theory are related to ideologies in the syllabi. CDA emphasizes that ideologies are often produced through discourse. In other words, to understand how ideologies are produced, it is not enough to analyze texts; how the text is interpreted and received and what social effects they have must also be considered.

The section 6 presents the results of the analysis of three chosen syllabi in Lgy 70, Lpf 94, and Lgy 11 in terms of communicative competence, individualization and teachers' roles.

6. Results

This section presents the results of the analysis of all three dimensions: text, discursive practice and social practice.

6.1 Text - the first dimension

In this section, the study focuses on the text of the three chosen syllabi. The analysis looks at the vocabulary used in the respective syllabi. The entire syllabi from Lgy 70, Lpf 94 and Lgy 11 were analyzed and every instance of the explicit and implicit references to communicative competence, individualization, and teachers' roles are present in table 2, 3 and 4. The results for communicative competence, individualization and teachers' roles are present separately in end of each section.

6.1.1 Communicative competence

In order to see how the concept of communicative competence is present in the three chosen syllabi, explicit mentions of the words *communicative*, *communication* and *competence* were looked up. Implicit mentions of the words, such as synonyms to both communicative and competence are looked up. Through looking for the synonyms for *competence*, the results show that words like *skill*, *ability*, and *proficiency* may be synonyms for *competence*.²Table 2 will show the results for communicative competence.

Table 2

² All the synonyms for competence are found here. <https://www.thesaurus.com/browse/competence?s=t>

| Syllabus for Modern languages in Lgy 70 ³ In 1970 | Syllabus in Lpf 94 In 1994 | Syllabus in Lgy 11 In 2011 |
|---|---|--|
| <p>Through teaching students should continue to develop their <i>ability</i> to use the language as <i>communication tool</i>, ie, in writing, understand and absorb what is said and understand speech,</p> <p>develop language <i>proficiency</i> in writing,</p> | <p>The teaching should aim at helping students to achieve the level of functional and all-round language <i>proficiency</i>, as well as in-depth knowledge of English-speaking countries and their culture required by citizens in today's and tomorrow's international community.</p> <p>An endeavor in teaching is to maintain and develop students' desire to learn so that they continue to deepen their language <i>skills</i> after completing studies in English.</p> <p>One step in the deepening and specialization of knowledge is that students will be <i>able</i> to utilize English-language literature in the field in which they focus their education.</p> | <p>Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round <i>communicative skills</i>.</p> <p>These <i>skills</i> cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes and recipients.</p> <p>Through teaching students should also be given the opportunity to develop correctness in their use of language in speech and writing, and also the <i>ability</i> to express themselves with variation and complexity. production and interaction.</p> <p>Students should be given the opportunity to develop their <i>ability</i> to use different strategies to support <i>communication</i> and to solve problems when language <i>skills</i> are inadequate.</p> <p>Teaching should encourage students' curiosity in language and culture, and give them the opportunity to develop plurilingualism where <i>skills</i> in different languages interact and support each other.</p> <p>Teaching in the subject of English should give students the opportunities to develop the following:</p> |

³ All the syllabi texts from Lgy 70 and Lpf 94 used in this study are the translation from Swedish made by the author. The syllabus texts from Gy 11 is directly taken from the official translation.

| | | |
|--|--|--|
| | | <p>1) Understanding of spoken and written English, and also the <i>ability</i> to interpret content.</p> <p>2) The <i>ability</i> to express oneself and communicate in English in speech and writing.</p> <p>3) The <i>ability</i> to use different language strategies in different contexts.</p> <p>4) The <i>ability</i> to adapt language to different purposes, recipients and situations.</p> <p>5) The <i>ability</i> to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used.</p> |
|--|--|--|

Table 2 shows that there are only four words used in the syllabus in Lgy 70 in relation to communicative competence such as *ability*, *communication*, *tool* and *proficiency*. *Ability* here can be recognized as students' language proficiency because they use the language to express themselves. Using the language can be interpreted as using the language to express oneself in speaking, writing, reading and understanding the cultural and living conditions of the foreign language through the teaching of English. *Communication* is used together with a *tool*. In this case, language is recognized as a communication tool in Lgy 70, which is used to reinforce language is used to express oneself and convey information to others. The word *proficiency* is modified by *language*, and language proficiency refers to the idea that individuals speak and perform in a language. In terms of communicative competence, it is clearly shown that the syllabus in Lgy 70 mainly focuses on linguistic competence and pragmatic competence to some extent. Because to develop students' ability to speak, read, write, convey information, and to express oneself, linguistic competence such as spellings, pronunciation, grammatical structure, sentence structure, and linguistic semantics should be taken into consideration. The pragmatic competence is reflected through part of language proficiency, because one not only expresses oneself in a language, but also performs in a language. To perform in a language, one needs pragmatic competence.

According to Table 2, three words, *proficiency*, *skills*, and *able* are used in the syllabus in Lpf 94. *Ability* is a derived term of *able*. Although there are only three words used to represent communicative competence, *proficiency* is modified by two adjectives *functional* and *all-around* and a noun *language*, and the modification makes linguistic competence and pragmatic competence more explicit. *Functional* according to *Collins English dictionary* means that equipment works or operates in the way that it is supposed to.⁴ In relation to language proficiency, *functional* in the text means that students' English works and operates properly. *All-around* according to *Collins English dictionary* means doing or relating to all aspects of a

⁴ The definition is found in Collins English Dictionary.
<https://www.collinsdictionary.com/dictionary/english/functional>

job or activity.⁵ In relation to language proficiency, the use of *all-around* suggests that all the components of communicative competence are included. Furthermore, the use of the auxiliary verb *are able to* brings in discourse competence, because the syllabus in Lpf 94 says, “One step in the deepening and specialization of knowledge is that students will be *able* to utilize English-language literature in the field in which they focus their education” (p. 37). In other words, in order to utilize English-language literature in the field, students need knowledge to know how discourse works in terms of the common cohesive device used in English.

Regarding communicative competence, Table 2 shows that the syllabus in Lgy 11 has most detail, because words *communicative*, *communication*, *skills*, and *ability* are all used; in addition, *skill* is used twice, and *ability* is used 8 times. From how frequently these words are used in the syllabus, it is not difficult to say that communicative competence is presented in great detail in the syllabus in Lgy 11. Apart from providing detailed information on linguistic competence, pragmatic competence, and discourse competence, strategic competence and fluency can also be found in the syllabus in Lgy 11. In terms of strategic competence, the syllabus from Lgy11 says, “Students should be given the opportunity to develop their ability to use different strategies to support communication to solve problems when language skills are inadequate.” (p. 53) Thus, strategic competence is made explicit. In terms of fluency, the syllabus states, “These skills cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes, and recipients” (p. 53). In other words, students should be able to interact with others in English without any difficulty.

Comparing the syllabi in Lgy 70, Lpf 94 and Lgy 11, the syllabus from Lgy 70 promotes communicative competence to some extent; for example, it mentions linguistic competence in detail, but not so much about the other components of communicative competence. Despite mentioning all the components of communicative competence, Lpf 94 does not go so far as to make all the components explicit. The syllabus from Lgy 11 strongly promotes communicative competence, and all the components of the communicative competence are made detailed and explicit.

6.1.2 Individualization in education

In order to see how the concept *individualization* is present in the three chosen syllabi, explicit mentions of the words *individual* were looked up. Implicit mentions of the words, such as synonyms to *individualization* were looked up. Synonyms for *individualization* include words like *personal* and *own*. Table 3 shows that individualization is not explicitly or implicitly mentioned in the syllabus from Lgy 70, but it is mentioned in Lpf 94 and emphasized in Lgy 11.

Table 3

| Syllabus in Lgy 70 In 1970 | Syllabus in Lpf 94 In 1994 | Syllabus in Lgy 11 In 2011 |
|-------------------------------|---|---|
| | A subject content in the teaching that is close to the students' <i>personal</i> interest areas or linked to the study direction the choose increases | Knowledge of English increases the <i>individual's</i> opportunities to participate in different social and cultural contexts, as well as in global studies and working life. |

⁵ The definition is taken from Collins English Dictionary.
<https://www.collinsdictionary.com/dictionary/english/all-round>

| | | |
|--|--|---|
| | <p>the students' willingness to use English.</p> <p>Students should continuously talk and report their <i>own</i> reactions, views and thoughts.</p> | <p>In teaching students should meet written and spoken English of different kinds, and relate the content to their <i>own</i> experiences and knowledge.</p> <p>Students should be given the opportunity to interact in speech and writing, and to produce spoken language and texts of different kinds, both on their <i>own</i> and together with others, using different aids and media.</p> |
|--|--|---|

The concept individualization is present in the syllabus in Lpf 94 with the synonyms *personal* and *own*. By using the word *personal* the syllabus suggests that each student is a unique individual, and the teaching should be based on each individual's needs in terms of pace, content, sequence, and style. Furthermore, the individualization is confirmed by using the word *own*, it says in the syllabus in Lpf 94, "individual has their *own* views and thoughts, and these views and thought should be given an opportunity to share with others" (p. 37). In other words, an individual student's view and thoughts are important elements in English teaching and learning. Thus, individualization is acknowledged in the syllabus in Lpf 94, and when it comes to teaching, the discourse suggests that the individual's interests should be taken into consideration, and the teaching should empower students to express their individual views and thoughts.

When it comes to the syllabus in Lgy 11, individualization is present explicitly, because the actual word *individual* is used. In addition, individualization is presented as an important point in the syllabus in Lgy 11. In the beginning, it states what English can do for an individual, "Knowledge of English increases the individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life" (p. 53). It implies that English learning is no longer a collective matter, but rather than an individual matter. If learning English is an individual matter, the teaching should be adjusted to individual students' needs in terms of pace, content, sequence, and style. Concerning individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life, individualized learning should be taken into consideration. Another thing concerning individualization relates the content to individual student's experiences and knowledge. As it written in the Lgy 11, "In teaching students should meet written and spoken English of different kinds, and relate the content to their own experience and knowledge" (p. 53). The syllabus text points out the importance of an individual's experience and knowledge. The syllabus in Lgy 11 suggests that it is important to assess what students already know, so the content can be adjusted to the needs and interests of the students. Also, the text implies that students have a possibility to change the order of topic or the order of item addressed by the instruction. If something is interesting to them, they can start with that particular topic or item. Furthermore, the syllabus in Lgy 11 also emphasizes, "students should be given opportunity to interact in speech and writing, and to produce spoken language and texts of different kinds individually" (p.53). Individualized learning is more developed in the syllabus in Lgy11, because the importance of individualized learning is emphasized as well as the individualized content.

Comparing the syllabi situated in Lgy 70, Lpf 94 and Lgy 11, the syllabus in Lgy 11 makes the concept individualization explicit, and individualized learning becomes an important element for English learning and teaching. The syllabus in Lpf 94 pinpoints the concept, whereas such a concept does not even exist in the syllabus in Lgy 70.

6.1.3 Teacher's roles

When it comes to teachers' roles, the actual word *teacher* is not used in all the syllabi from Lgy 70, Lpf 94 and Lgy 11. However, *teaching* is used in all these three syllabi. Both the word *teacher* and *teaching* are derived from the verb *teach*. A *teacher* is the one who teaches, and *teaching* is what teacher does. In this sense, it is possible to understand teachers' roles by interpreting the aims and tasks of the teaching. *Teaching* is only mentioned once in Lgy 70, and 5 times in Lpf 94, and then 7 times in Lgy 11.

Table 4

| Syllabus in Lgy 70 In 1970 | Syllabus in Lpf 94 In 1994 | Syllabus in Lgy 11 In 2011 |
|--|--|---|
| <p>Through further <i>teaching</i> Students should develop their ability to use the language as</p> | <p>The <i>teaching</i> should aim at helping students to achieve the level of functional and all-round language proficiency, as well as in-depth knowledge of English-speaking countries and their culture required by citizens in today's and tomorrow's international community.</p> <p>A fundamental aim of <i>teaching</i> in English is to strengthen all students' desire and confidence in their ability to actively use English.</p> <p>An endeavor in <i>teaching</i> is to maintain and develop students' desire to learn so that they continue to deepen their language skills after completing studies in English.</p> <p>In <i>teaching</i>, students will have the opportunity to get to know different cultures in the English-speaking world. Through studies of fiction and meetings with other cultural forms, students will gain in-depth knowledge of how the English language varies in different contexts and in different countries.</p> <p>A subject content in <i>teaching</i> that is close to the students' personal interest areas or linked to the study direction they chose increases the students' willingness to use English.</p> | <p><i>Teaching</i> of English should aim at helping students to develop knowledge of language and the surrounding world so that they have the ability, desire and confidence to use English in different situations and for different purposes.</p> <p>Through <i>teaching</i> students should also be given the opportunity to develop correctness in their use of language in speech and writing, and also the ability to express themselves with variation and complexity.</p> <p><i>Teaching</i> should also help students develop language awareness and knowledge of how a language is learned through and outside teaching contexts.</p> <p><i>Teaching</i> should as far as possible be conducted in English.</p> <p>In <i>teaching</i> students should meet written and spoken English of different kinds, and relate the content to their own experiences and knowledge.</p> <p><i>Teaching</i> should make use of the surrounding world as a resource for contacts, information and learning, and help students develop an understanding of how to search for, evaluate, select and assimilate</p> |

| | | |
|--|--|---|
| | | <p>content from multiple sources of information, knowledge and experiences.</p> <p><i>Teaching</i> in the subject of English should give students the opportunities to develop the following:</p> |
|--|--|---|

The syllabus in Lgy 70 states, “through further teaching students should develop their speaking, listening, reading, and writing skills” (p. 169). One of the interpretations of this statement can be that students depend on their teacher to transmit the new knowledge, so they have a possibility to develop their skills further. Otherwise, they cannot go further without the transmission from teachers. In this sense, teachers take their traditional roles of transmitting knowledge. Thus, teachers’ roles according to the syllabus in Lgy 70 does not change so much from the traditional one.

When it comes to teaching, the syllabi from Lpf 94 and Lgy 11 provide similar details. Both syllabi mention the aim of the teaching, the task of the teaching and the opportunities students will get through teaching. Apart from helping students develop communicative competence, both syllabi emphasize students’ desire and confidence in their ability to actively use English. To strengthen all students’ desire and confidence, teachers must change their roles, because the traditional role of teachers focuses more on knowledge and knowledge transmission, not so much on students’ desire and confidence. Thus, it is vital for teachers to take the role of facilitator who helps students understand the learning goals and assists them to achieve speaking, reading, writing and reading skills. To be a facilitator, it is also important for teachers to be a learner as well because they need to learn about their individual students’ needs, interests, and experience in order to inspire and motivate them in their learning process. The syllabi from both Lpf 94 and Lgy 11 also suggest that teachers should take the role of tutor. This role makes it possible for teachers to help students to get maximum learning efficiency as well as to advise and to support students’ interest in learning, thereby, even students complete their study in the school, they would continue to deepen their language skills after completing studies in English. As it is written in the syllabus from Lpf 94, “The teaching is to maintain and develop students’ desire to learn so that they continue to deepen their language skills after completing studies in English” (p. 37). To support individualized learning, the teacher needs to take more liberal roles such as advisor and mediator, because the role of advisor enables teachers organize classroom aimed at resolving students’ individual learning problems while the learning itself is performed by the students autonomously individualized learning. In addition, the role of moderator enables teachers to focus on students’ potential, thus teachers help every student determine and fulfill his or her potential. Even though both the syllabi from Lpf 94 and Lgy 11 promote individualized learning, these roles are not obviously present.

Through comparing the syllabi situated in Lgy 70, Lpf 94 and Lgy 11, it is shown that the teachers’ roles have changed to more liberal roles like facilitator, learner, and tutor in the syllabi situated in Lpf 94 and Lgy 11. However, the roles like advisor and mediator are not present in all three chosen syllabi.

6.2 Discursive practice – the second dimension

The second dimension places emphasis on the process of production and reception of the three chosen syllabi in the context of intertextuality, in which is the three reforms’ historical background. This study only focuses on intertextuality.

6.2.1 Intertextuality

From the above analysis, the three chosen syllabi are inter-related in terms of communicative competence, individualization and teachers' roles. In other words, one is developed based on the previous one.

From the 1950s to the 1970s, Sweden underwent exceptional economic and social prosperity. After graduation from upper secondary education, students could easily find a job at home. Learning English was like other modern languages to enable learners to listen, speak, read and write (Lgy 70, p. 169). Such perception of learning English reflects how communicative competence is present in the syllabus. The syllabus in Lgy 70 mentions communicative competence, especially linguistic competence. "Although the necessity of an individual teaching was emphasized with reference to the rapidly changing and globalized society" (Adolfsson 2013p. 283), there is no mentioning of individualization in the syllabus. The reason is simple, and upper secondary school graduates did not feel the importance of learning English. In terms of teacher's role, the interpretation of the teachers' roles presented in the syllabus is traditional. The reason is that the 1970s' reform was centralized, and the teaching objectives were controlled. Teachers were told what to do, and they did what they were told. In fact, the syllabus tells teachers, "Through teaching students should continue to develop their *ability* to use the language as *communication tool*, ie, in writing and reading" (p. 169).

The syllabus situated in Lpf 94 is more developed compared with previous one. In terms of communicative competence, all the components are present in the text. For example, the syllabus in Lpf 94 says, "The teaching should aim at helping students to achieve the level of functional and all-round language proficiency, as well as in-depth knowledge of English-speaking countries and their culture required by citizens in today's and tomorrow's international community" (p.37). The reason is that English became increasingly important in the 1990s due to the economic crisis. English was not only a communication tool, but was also a merit to get a job both in Sweden and abroad. The concept individualization is present in the syllabus in Lpf 94, and it says, "A subject content in the teaching that is close to the students' personal interest areas or linked to the study direction the choose increases the students' willingness to use English" (p.37). The reason why the government included the concept individualization in the syllabus in Lpf 94 is that they tried to solve the problem of rigid and inflexible upper secondary school education by offering students more freedom of choice and influence. More freedom of choice and influence definitely left a lot of room for individualized learning. Students' influence as an important fact contributes to individualized learning. Teachers' roles changed from the ones presented in the syllabus from Lgy 70. The syllabus in Lpf 94 states, "A fundamental aim of teaching in English is to strengthen all students' desire and confidence in their ability to actively use English" (p. 37). If the aim is to strengthen student's desire and confidence in using the language, teachers need to have more freedom to choose their teaching content based on students' needs and interests. The 1994 upper secondary school reform offers teachers freedom to decide what to teach and how to teach based on the need of the market and society, and students were offered more freedom of choice and influence. Thereby, teachers' role needed to be changed to more liberal ones.

The syllabus in Lgy 11 is even more developed than the one from Lpf 94. From 2000 to 2011, Swedish society faced similar problems as in the 1990s: high youth unemployment and many young people failed to complete their upper secondary education. Under the pressure, the new government determined to improve the quality of upper secondary education. To do so, the new government made all the programs and courses more specialized. Such decision also had impact on the English subject. For example, all the components of communicative competence are

present detailed and explicit in the syllabus. The concept individualization is made explicit, and individualized learning has become an important element for English learning and teaching. When it comes to teachers' roles, teachers' roles change from traditional ones to more liberal ones. Meanwhile, teacher autonomy is strongly promoted. Lindah (2015) states that teachers have freedom to decide which methods are most suitable to their actual teaching and they can vary content in the course (p. 31). Teachers' autonomy is shown through having freedom to make decisions and take actions in their teaching.

6.3 Social practice – the third dimension

Social practice is the third dimension, which is an explanation and it means that ideologies are produced and reflected in the use of discourse. This section aims to explore how educational ideologies or beliefs are present in Lundgren's curriculum theory and how these are related to ideologies in the syllable.

Lundgren's first code of curriculum theory, classical curriculum, is seen in all three analyzed syllabi, as each can be linked to the ideology of *bildung*. *Bildung* believes that each individual should fully unfold all his ability and skills under the umbrella of "leading force", i.e. the goal of the individual development is to merge all the different skills and capabilities into one (Deimann, 2014, p. 95). The ideology is reflected through the concept ability, capability, and skills presented in the syllabi. The syllabus from Lgy 70 states that students should continue to develop their ability (p. 169). When it comes to the fundamental aim with education in English, the syllabus from Lpf 94 says that the education should strengthen students' desire and confidence in their ability to use English actively (p. 37). In the syllabus from Lgy 11, one can easily identify the effects of the ideology *Bildung*, because the concept ability and skills appear many times in the text. In the aim of the subject, the syllabus says, "Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-around communicative skills" (Lgy 11, p. 54). Further, the syllabus explains and says: "these skills cover both receptions, which means understanding spoken language and text,..." (Lgy 11, p.54).

The second code - realistic curriculum, especially the ideology individualism can be seen in both the syllabi in Lpf 94 and Lgy 11. Individualism favors freedom for individuals over the collective control. The individual ideology in education promotes individualized teaching and learning. The ideology reflects through how the syllabi from Lpf 94 and Lgy 11 promote individualized teaching and learning. The syllabus from Lpf 94 says, "A subject content in the teaching that is close to the students' personal interest areas or linked to the study direction the choose increases the students' willingness to use English" (p. 37). From the beginning, the syllabus in Lgy 11 states that knowledge of English increases the individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life (p. 54).

The third code - moral curriculum code or Englund's civic curriculum code, the democratic ideology can be seen in the syllabi from Lpf 94 and Lgy 11. In terms of teachers' decisive role in choosing content and how to teach, the section Feature and Structure in the syllabus in Lpf 94 states that subject content that is close to students' personal interest areas or linked to the choice of the study direction increases their willingness to use English (p. 37). Although teachers' decisive role in choosing content is not made explicit, it, in fact, implies that they should choose the content of their teaching based on students' interests. In terms of engaging all citizens in creating education for the public good, the democratic ideology can be traced in the syllabus in Lgy 11. It is written, "Teaching should make use of the surrounding world as a

resource for contacts, information, and learning, and help students develop an understanding of how to search for, evaluate, select and assimilate content from multiple sources of information, knowledge and experiences” (p. 53). As the text suggests that students are part of society, their learning is always related to their surrounding world and people.

The last code - rational curriculum code, the ideology pragmatism can be found in both syllabi in Lpf 94 and Lgy 11. Pragmatism as a learning theory is based on people’s everyday life and argues that valuable knowledge can be linked to people’s concrete experience (Säljö, 2014, s. 289). Pragmatism highlights students’ pre-knowledge and experience. In this sense, the syllabus in Lpf 94 states that the knowledge in the English language that students previously acquired will be deepened, further developed and eventually also specialized in the upper secondary education (p. 37). Students’ pre-knowledge in English is acknowledged in the text. The syllabus in Lgy 11 acknowledges not only students’ pre-knowledge in English but also their experience: “In teaching students should meet written and spoken English of different kinds, and relate the content to their own experiences and knowledge” (Lgy 11, p. 54).

6.4 The summary of the entire results

In summary, through the analysis from the text dimension, the discursive dimension, and the social dimension, a pattern was found. Ideologies, the government’s decisions, and the syllabi texts are all inter-connected with each other. This study shows that ideologies affect the government’s decision on what should be included in the syllabi documents, and its decision shapes how the documents should be received by teachers. Through comparing the three chosen syllabi, the study found that the concepts of communicative competence, individualization and teachers’ roles have developed partly based on how they are present in the previous ones, and the development of these three concepts has an impact on how English should be taught and learned. Thereby it can be suggested that the three reforms have an impact on English teaching and learning.

The following section is going to discuss the results and their applications in real practice, and the strength and weakness of employing CDA as the analytical tool of the study.

7. Discussion

Through analyzing and comparing syllabi situated in Lgy 70, Lpf 94 and Lgy 11 with Fairclough’s three-dimensional model, the study finds that the reforms have an impact on how the English subject should be taught and learned, which provides answers to the research questions. Especially the development of communicative competence is clearly seen from the three chosen syllabi. Linguistic competence is emphasized in the syllabus Lgy 70; the syllabus in Lpf 90 includes all the components; and the syllabus in Lgy 11 makes all the component explicit. This change may cause confusion for teachers. Some teachers may think that linguistic competence, especially grammar, is not important any more in today’s upper secondary school. Moreover, although the concept consists of five components, these components are not explicitly shown through the use of the word communicative competence. Some teacher may take it literally without checking the components. If this is the case, teachers may take communicative competence only as communication tool, in which language is used to communicate with others. When it comes to the English language of the Swedish upper secondary school students, it is often said that they speak very well in English, but they are not good writers in it. There may be some truth in this saying. Thus, it is important to go to actual English classrooms to see how these five components are implemented. If they are not, it can be useful to create a handbook or provide a lesson to talk about each components of the communicative competence.

The development of individualization can be seen in the three chosen syllabi as well. The result is able to show that individualized learning and teaching gain a strong position in the syllabi in Lpf 94 and Lgy 11. Moreover, the development of individualization is made more explicit in the syllabus in Lgy 11. When it comes to individualization, it is important to point out that individualized learning and teaching cause more work in real practice. Especially the teaching for teachers will be time-consuming and demanding because teachers need to form their teachings around individual students' needs and interests. Thus, it is also important for the school to know that their teachers need more teaching hour for individualized teaching.

In terms of teachers' roles, although teachers' roles are not explicitly present in the documents, it is possible to see the development. The result shows that teachers' roles change to more liberal ones. However, the change of the roles does not mean that the relation between teachers and students should be changed as well. Some teachers may interpret this change as letting go of the control and handing over all the learning responsibility to students, which can result to chaos. It is important for teachers to keep in mind their responsibility. According to Lpf 94, the main task of the school is "to transmit knowledge and create the conditions for students to acquire and develop knowledge" (p.15). Thus, teachers have responsibility to fulfill the task.

Jørgensen and Phillips (2002) say that the aim of CDA is to shed light on the linguistic discursive dimension of social and cultural phenomena and a process of change in later modernity (p. 61). It holds true to this study. Fairclough's three-dimensional model is helpful to the findings. It enables the study to take a look at the relevant words used in the syllabi text from Lgy 70, Lpf 94 and Lgy 11 and compare these words occurred in the three chosen syllabi. The model also enables the study to take in the historical context of three reforms took place in 1970, 1994 and 2011, which makes it possible to see how politic power affects the English subject. Moreover, the model also shows the ideologies lied behind the formation of the syllabi text from Lgy 70, Lpf 94 and Lgy 11. The model empowers the study to see how the formation of syllabi, politicians' decisions, and educational ideologies connect with each other. However, text, discursive practice and social practice are not always connected with each other. In the study, it is shown that the concept individualized learning is not reflected in the syllabus from Lgy 70 even though the ideology individualism is employed by the politicians, which contradicts to the claim made Jørgensen and Phillips (2002) that discourse does not just contribute to the shaping and reshaping of social structure but also reflects them (p. 61). One more thing is teachers' roles are not explicitly presented in the chosen syllabi, which causes a problem for interpretation, and at the same time it gives rise to a question if the government intends to give teachers more power to decide their roles in the actual classroom.

The last section tries to sum up the whole study; meanwhile, the summary also points out that it is necessary to make an empirical study to see how these three concepts are implemented in the actual classroom.

9. Conclusion

In the last 50 years, the Swedish school has undergone three major reforms. These three reforms aim to improve English teaching and learning in upper secondary school. This study focuses on the development of the concepts of communicative competence, individualized learning, and teachers' roles. Although the results show that communicative competence and individualized learning have become important elements in English learning and teaching and teachers' role is getting more and more liberal, it can be an interesting future research project to see how these three elements are implemented in the actual classroom. Through analyzing how the concepts communicative competence and individualized learning and teachers' role are presented in the

syllabi situated in Lgy 70, Lpf 94 and Lgy 11, the study is able to identify how politics affects the formation of syllabi. It can be interesting to examine if the syllabi are followed or resisted by teachers in the classroom. The study has not been able to fully examine how the power structure and ideologies behind the reforms are manifested in actual teaching, but it can show how the developments of the syllabi reveal them.

Reference:

Adolfsson, C-H. (2013). *A knowledge question: A curriculum theoretical study of the Swedish upper secondary school's reforms between the 1960s and 2010s* [Kunskapsfrågan: En läroplansteoretisk studie av den svenska gymnasieskolans reformer mellan 1960-talet och 2010-talet]. Växjö: Linnaeus University Press.

BENSON, P. (2000). Autonomy as a learners' and teachers' right. In SINCLAIR, B. I. MCGRATH and T.LAMB 2000. *Learner Autonomy, Teacher autonomy: Future Directions*. Edinburgh Gate, Harlow: Pearson.

Deimann, M. (2014). *Open Education and Bildung Ideas, Assumption and Their Vigour to Transform Higher Education*. MedienPädagogik.

Englund, T. (1988). *Curriculum as a Political problem: A Historical Perspective*. Uppsala University Department of Education.

Englund, T. (2015). Toward a deliberative curriculum? From *Curriculum vs. Didaktik revisited*. *Towards a transnational curriculum theory*. Nordic Journal of Studies in Educational Policy.

Fairclough, N. (1989). *Language and Power*. London: Longman.

Fairclough, N. (Ed.) (1992a) *Critical Language Awareness*. London: Longman.

Fairclough, N. (1992b). *Discourse and Social Change*. Cambridge/Oxford: Polity Press.

Fletcher, J. D. (1992). *Individualized system of instruction*. Institute for Defense Analyses.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.

Jawworski, A & Coupland, N. (2014). *The discourse Reader*. Routledge Taylor & Francis Group.

Jørgensen, M.; Phillips, L. (2002). *Discourse Analysis as Theory and Method*. London: SAGE Publications.

Kuznetsova, E & Régnier, J. (2014). *Individualization of Educational Process according to C. Freinet: a Pilot Experiment in a Group of Language Learners*. Procedia - Social and Behavioral Sciences.

Little, D. (1995). Learning as dialogue: the dependence of learner autonomy on teacher autonomy. From *System*, Vol. 23. Pergamon.

Lindahl, K. (2015). *Vocational English Policy and Practice*. University of Gothenburg: Department of education and special education.

- Lundahl, L, Arreman, E. I., Lundström, U. and Rönnberg, L. (2010). *Setting Things Right? Swedish Upper Secondary School Reform in a 40-Year Perspective*. European Journal of Education.
- Lundgren, U. P. (2015). When curriculum theory came to Sweden. From *Curriculum vs. Didaktik revisited. Towards a transnational curriculum theory*. Nordic Journal of Studies in Educational Policy.
- Meighan, R. & Harber, C. (2007) *A Sociology of Educating*, London: Continuum
- Mellander, Erik. (2017). *Upper secondary curriculum reform in Sweden: a case study. In Broad and Balanced: What is the future for our post-16 curriculum?* The Royal Society's symposium.
- National board of education [Skolöverstyrelsen]. (1979). *Curriculum for upper secondary school* [Läroplan för gymnasieskolan (Lgy 70)]. Liber UtbildningsFörlaget Stockholm.
- Paltridge, Brian. (2012). *Discourse analysis*. Bloomsbury.
- Persson, Anders. (2014). *Frame Factors, Frames and the Dynamics of Social Interaction in School*. Scandinavian Journal of Educational Research.
- Swedish National Agency for Education [Skolverket]. (1994). *Curriculum for the voluntary school forms*[Läroplan för de frivilliga skolformerna (Lpf 94)]. Utbildningsdepartement.
- Swedish National Agency for Education [Skolverket]. (2011). *Curriculum for upper secondary school 2011, objectives and common subjects* [Läroplan för gymnasieskolan 2011, examensmål och gymnasiegemensamma ämnen]. Stockholm.
- Säljö, R. (2014). The Learning Person – theoretical traditions [Den lärande Människan – teoretiska traditioner]. Från Lundgren U, Säljö R and Liberg C. *Learning school education handbook for teachers* [Lärande skola bildning grundbok för lärare]. Natur&kultur.