

# **A Critical Review on a Non-government University ESL Syllabus**

**Abstract :** In many fields of education, there are always some improvements made to keep pace with time and place. The preparation and review of syllabuses in second language education is no exception. This paper aims to analyze a specific basic syllabus of English language courses taught at a non-government /private university in Dhaka City's Green road-Panthapath region in Bangladesh. The aim of this paper is to see if the syllabus of the course meets the learners' needs by providing revised, suitably crafted materials. A variety of solutions to the syllabus were explored as cornerstones for reaching a conclusion. The reader of this paper may be encouraged by finding out why, where and how not only teachers but also learners often find it difficult to get the best possible result from a particular course.

**Keywords:** *Approaches, design, ESL, evaluation, syllabus.*

## **1: Introduction**

### **1.1 Background:**

Syllabus creation is an integral part of any language course. However, in the real language classroom, this aspect brings up much debate in connection with its plan approach and execution. As an ESL instructor, **the researcher** believes that while specialists define syllabus from multiple points of view and offer unique syllabus-based scientific categorizations such as situational,

functional, contemporary, systemic, etc., language trainers and linguistic kit supervisors are working hard to set concrete educational goals and choose what kind of syllabus.

### **1.2. Purpose :**

The paper has the impetus behind portraying a specific language course prospectus along with examining the layout and use of the syllabus in the context of the classroom as it is being practiced. Throughout this paper, specific variables will be discussed including the form of syllabi and syllabus function as well as problems that are responsible for its successful usage. To assess the syllabus, Brown's (2007) criterion for vital components of a comprehensive syllabus will be used.

### **1.3. Context :**

the researcher has decided to accept these qualities as criteria of assessment and this will be the way to seek to fulfill the primary objective of my work, which is to provide learners with resources that will allow them to fulfill their linguistic needs to the extent of their ability. This article will be signed up by providing a context to the syllabus process through a literature review that will provide a detailed view of the meaning, natures and assessment criteria of a syllabus.

### **1.4. Defining a syllabus :**

In a distinction widely made in the British syllabus, the material refers to the subject matter of a particular subject while the curriculum refers to the entirety of the content to be learned and aims to be realized within a single White school or educational system (1988:4). Thus, the syllabus offers insights into what is actually happening in the language learning classroom (Candlin, 1984 cited in Nunan 1984) 'An official academic curriculum is the well-thought-out collaboration of learners with pedagogical components, resource equipment and course of action to evaluate academic gains.'

Thus, the syllabus offers insights into what is actually happening in the language learning classroom (Candlin, 1984 cited in Nunan 1984) An official academic curriculum is the well-thought-out collaboration of learners with pedagogical components, resource equipment and course of action to evaluate academic gains. The curriculum also helps to articulate behaviors, skills, success, and values that learners are expected to achieve by teaching. It also accredits a complete program which any academic institution has adopted.

A program is concerned with making general statements about learning a language by landing fathers and interactions and the interaction between teachers and learners. Curriculum' includes designing, developing, reviewing, monitoring and maintaining educational programs. In comparison,' Syllabus' focuses more closely on content collection and evaluation (Nunan, 1993:8).

A syllabus is more contextual, focused on reports and records of what is actually happening as teachers at the classroom level, and the students adapt a program to their situation. (The Nunan

88:3).The syllabus is a summary of what happens in the classroom that usually contains the teaching aims and contents and sometimes includes suggestions of technique.

However, the curriculum includes a) claims about the reason for language learning and language teaching b) detailed in the task and goal specifics and language learning goals and objectives objective 3) program implementation. Defining a syllabus internationally is a challenging task because experts look differently depending on the channels that the syllabus uses. The following figure is derived directly from Brumfit (1984a cited in White 1988:3) given here, to have a stronger and consistent understanding of what a syllabus can consist of and what are the functions it can perform.

**Figure 1. Accordance on syllabus fundamentals**

- 1.A syllabus is the specification of the work of a particular department in a school or college, organized in subsections defining the work of a particular group or class;
- 2.It is often linked to time, and will specify a starting point and ultimate goal;
- 3.It will specify some kind of sequence based on
  - a) Sequencing intrinsic to a theory of language learning or to the structure of specified material relatable to language acquisition;
  - b) Sequencing constrained by administrative needs, e.g. materials;
- 4.It is a document of administrative convenience and will only be partly justified on theoretical grounds and so is negotiable and adjustable;
- 5.It can only specify what is taught; it can not specify what is learnt;
6. It is a public document and an expression of accountability.

**Brumfit, 1984a in White 1988:3**

According to the Longman Dictionary of Language Teaching and Applied Linguistics a syllabus can be delineated as 'an acknowledgment of the components of a course of direction and the order in which they are to be taught' (Richards et al. 1992, 368).

This definition approaches to the meaning offered by Thornbury (1999, 8), Stern (1992, 19) and Brown (1994, 51), who even offers 'defining objectives, determining content, and indicating some sort of sequence or progression' to be 'the indispensable minimum of what is understood by curriculum' (meaning in this background syllabus in British vocabulary), although he takes the language syllabus merely as one of four syllabuses which together constitute a 'general language education syllabus' (Stern 1992, 266).

## 1.5. Types of syllabi

Throughout the past years academics have endeavored to classify syllabi subsequent in manifold prospectus categories. For example, White in 1988 advised a type A and type B syllabus both of which focused the difference amongst a domineering and a nonpartisan attitude. When the first approach points on rising students' philological topographies or additional gratified features, the second highlights the necessity for students to study on communicating non-interventionist way of language characteristics. Researchers have given these syllabi names as analytic (type A) and synthetic (type B) syllabi (Wilkins, 1976 cited in Long & Crookes, 1992) or product and process oriented (Nunan, 1988). The chief differences amongst A and B type syllabi are their focal points of direction.

While the syllabus type A is teacher-centered and emphasizes on examining determined language element or abilities, the syllabus type B puts importance to 'normal development' or empirical knowledge and offers chances for educators and pupils to discuss implication (White, 1988: 45). Yet, certain critiques sued that A and B syllabuses characterized vital limitations. For example, according to Long & Crookes (1992) synthetic (A-type) syllabus had lacks in genuineness by concentrating over a group of language forms explicitly selected to attain a precise stage of expertise or achievements (Nunan, 1988) without considering that they do not represent how language is actually used. Likewise, as approaches of communication instigated to have prominence the analytical syllabus (B-type) showed a lack of recognized provision and training resources to convoy that. **It is considered** that analytic syllabuses offer scope for a vast quantity of linguistic items to raise confusion in learners. Thus, casing everything related to that aspect in a particular discussion may become difficult. Table 1 illustrates A and B syllabi more.

**Table 1. Noticeable Features of Type A and B Prospectuses**

<i>Type A</i> <i>What to learn?</i>	<i>Type B</i> <i>How to learn?</i>
Interventionist Non-Interventionist Other directed  Determined by authority  Teacher as decision-maker  Content=what the subject is to the expert  Content=A gift to the learner from the teacher or knower  Objectives defined in advance  Subject emphasis Assessment	Non-Interventionist Internal to the learner Inner directed or self-fulfilling  Negotiated between learners and teachers  Learner and teacher as joint decision makers Content=what the subject is to the learner  Content=what the learner brings and wants.  Objectives described afterwards  Process emphasis  Assessment in relationship to learners' criteria

by achievement or by mastery	of success.
Doing things to the learner	Doing things for or with the learner.

White, 1988:44-45

What syllabus is a vitally important decision in language training? A number of different kinds of language teaching syllabus were proposed at different times and places and these styles can be used in multiple circumstances of schooling. Krahnke (1987: 10) predicted the following six forms of syllabi:

**a) A structural syllabus** is a kind of syllabus in which the item of language instruction is a set of structures and constructions, usually structural features such as speech sections, various types of tense uses, and so on.

**b) A notional/functional syllabus** is a kind of syllabus where the language entities are a mixture of the methods to be completed when using the language or the definitions as a language are used for communication. For example, to inquire, notify, pledge, apologize, accept, and others.

**c) A situational syllabus** is a category in which item of language teaching is a set of real or imagined situations under which language exists or is being employed. The examples are like a doctor's visit, querying directions in a new city, buying a paperback in a bookshop.

**d) A skill-based syllabus** is one in which the linguistic instruction material consists of an array of specific skills that may lead to the use of the language.

**e) A syllabus based on content** is not, in reality, a syllabus of language teaching. The main purpose of the training here is to demonstrate some information or material through the language that the learners are learning too. At the same time, the learners are apprentices in language and no matter what content is being imparted. The subject matter is basic, and the understanding of the material parenthetically happens to language education. An example of language teaching based on content is a mathematics class given in the language that the learners need or need to know.

**f) A task-based syllabus** is a syllabus in which the instructional material is a series of multifarious and definitive events needed by the learners to implement by the language they use.

**Table 2. Further explanation to types of syllabi.**

Syllabus	Ways of organizing courses and materials.
Structural	Grammatical and phonological structures are the organizing principles-sequenced from easy to difficult or frequent to less frequent.
Situational	Situations (such as at the bank, at the supermarket, at a restaurant, and so forth) form the organizing principle-sequenced by the likelihood that students will encounter them (structural sequence may be in background).
Functional	Functions (such as identifying, reporting, correcting, describing, and so forth) are the organizing principle-sequenced by some sense of chronology or usefulness of each function (structural and situational sequences may be in background).
Notional	Conceptual categories called notions (such as duration, quantity, location and so forth) serve as the basis of organization-sequenced by some sense of chronology or usefulness of each notion (structural and situational sequences may be in background).
Skills	Skills (such as listening for gist, listening for main ideas, listening for inferences, scanning a reading passage for specific information, and so forth) serve as the basis for organization sequenced by some sense of chronology or usefulness of each skill (structural and situational sequences may be in background).
Task	Task or activity-based categories (such as drawing map, following directions, and so forth) serve as the basis for organization-sequenced by some sense of chronology or usefulness of notions (structural and situational sequences may be in the background).

**Brown, 1995: 7**

Factoring out that while the systemic, situational, contextual and realistic syllabuses are product-oriented, their basis for Syllabus Corporation is unique as well. While the emphasis is on grammar or vocabulary for the formal syllabus, the situation organizes content material around specific situations such as "at the airport." The conceptual system of research, like the topical syllabus, allows a specialty of language functions in place of topics or content.

Alternatively, Richards (2001) stresses the importance of the lexical, the competency, the completely text-based and the integrated syllabus by detailing some important positives and constraints for each syllabus. He states that an integrated syllabus has the advantage of encouraging teachers to become mindful of many who want to get full attention instead. In his definition of another syllabus, Richards argues that one of the prevailing limitations of lexical or competency-based syllabi is that while describing the content material of each syllabus, there are no specific techniques to observe.

## **2. Review of related literature**

[Type text]

## 2.1. Background to Syllabus Design

There was a lot of controversy over what to include in the first half of the 20th century, and what to teach. Back then, the designers started to classify grammatical and lexical objects (Nunan, 1988, Richards, 2001) that were deemed critical in the teaching. It was all about producing a good, well-structured language teaching plan in time.

Five different word list requirements have been used to prioritize lexical selection by experts in that area (a) ability to instruct (b) similarity (c) ability to demonstrate (d) ability to deliver (e) complete coverage area (Richards, 2001). Vocabulary is one of the essential components of the syllabus of language instruction. Michele West (1953) was responsible for developing and distributing 2000 all-purpose kit phrases. That was a significant development in language training courses (ibid).

On the contrary, the field of grammar selection found the need for gradation important for the design of syllabuses. As Richards (2001) argues, it is more important to consider in what order the grammar items should be taught rather than what grammar items should be included in the syllabus based on in-built requirements such as the ability to learn or promote things. The grammar and vocabulary list became the cornerstone of the language teaching system in the 1960s, according to White (1988). In the 1970s ELT systems, focus moved from grammar and vocabulary to meaning and purpose that paved the way for projects at the threshold level of the Council of Europe or at the T-level (ibid). This research later became a syllabus of the framework realizing that all languages perform the same operation using distinct structures. That gave a global quality to any language. When students achieve mastery over communicative features, the structure of the particular language will be exercised.

Although a new way of language course creation has been opened through the system understanding the need for function-oriented syllabi, as white (1988) argues, instead of structure-oriented syllabi as vital components of syllabus construction. The tasks and the syllabus dependent on the structure continued. Richards (2001), likewise says that structural syllabus remains the most prominent approach to architecture.

## 2.2. Approaches to Syllabus Design

Early 20th-century course designers considered basic elements for designing the syllabus, Richards, (2001). In that time, the lexis and language constructs were the cornerstone of the construction/design syllabus. And the learners ' criteria were selected based on the relation that was (language splinter units) focused on specific foreign language teaching and lobbying for syllabus design was a structure of a given textbook. Here is a discussion which further established Richards (2001) opinion, his presumptions which informed the first half of the 20th-century syllabus design.

**Presumption i)** Vocabulary and grammar are basic elements of a language. That means grammar terms were the top priority of language teaching which were considered to be the key factors in the structure of the syllabus.

**Presumption ii)** The needs of the students were explained mainly by the language requirements. If one learns a language it is assumed that this can solve his / her problems. Language teaching is all about whether it can solve a problem or not. The Textbook defines a language's learning process.

**Presumption iii)** Textbook determines the learning process of a language. The textbook was the source of learning rather than having some particular assortment and categorizing.

Rahimpour (2010), referred to the subsequent mainstream schools of thought who gave British definitions of syllabus design.

**Lancaster scholars:** This school consisting of Candlin and Breen considered a syllabus to be open and discussable between teachers and learners instead of being a hard and fast syllabus.

**London scholars:** Defended by Widdowson and Brunfit. Widdowson differentiated syllabus and method by describing the primary one as a scientific structure and next is just communicative. Benefit agrees as an idea using and learning of a language.

**Toronto scholars:** Highlighted by Allen defines the syllabus to be used as an instrument primarily for the trainer where purpose and mechanism are described.

**Another approach to syllabus design** is the American notion. It emphasizes the proponents just like the education and outcomes, about the course criteria, analysis, and approach, accepted conventions and movements when engineering an appropriate syllabus.

An explanation is given within the following discussion affirmed by Richards, (2001) :

=> Education and outcome of the course criteria - a syllabus can give information about the training purpose and benefits of the course.

=> Analysis and Approach can provide understanding from recent approach outcomes and methodology also can help designers find the simplest timely syllabus.

=> Accepted convention is teachers who have already been working within the teaching field, handling the conventions that support this technique.

=> Direction- Particular instruction and syllabus planning directions are valued and rejected locally and globally.

## **2.3. Syllabus Evaluation**

[Type text]

Graves (2000) argues that it is very important to consider evaluation as a cyclical cycle that now happens not only when the syllabus is planned, but also when it is deliberated and introduced in language classes. Evaluation requires looking at each of the topic's observations, and making plans and strolling the topic. Sporting an assessment is like conducting studies, and it is therefore important that the evaluator be specific about what question is being asked. That is why they are testing the syllabus. According to Brown (2007), the sense of a communicative syllabus lies on essential elements for each unit that include coaching goals and objectives. He emphasizes the need to include subjects, circumstances, grammar, and units of vocabulary that correspond to the functions listed above. When content material communicative corresponds to functions then it will fulfill the purpose to provide opportunities for students to improve their communicative skills.

While Brown outlines a communicative syllabus, it still corresponds to a type A due to its knowledge of predetermined lists of devices in language.

The researcher also has in mind that the importance of the syllabus assessment remains to pursue change as soon as it is implemented and to make continuing assessments as to whether or not the syllabus works in the classroom and in each lesson. The following sections of this paper are therefore looking to analyze the syllabus of a private university which is the author's intention to research its structure and its actual implementation. Therefore it will be initiated by defining the researcher's teaching environment, the language sequence and the relevant syllabus. Therefore, it is possible to define various factors like teacher attitudes and social elements affecting my syllabus implementation.

### **3. The Context and the Syllabus**

#### **3.1. The teaching context**

For this essay, an ELT fundamental course was considered to be taught at a private university in the Green Road-Panthapath district, part of Dhaka city in Bangladesh. Twenty-five to thirty students engaged in a lesson of approximately 1 hour to 1.5 hours in 2 classes per week, allowing them to receive 48 to 60 hours of EFL training at the end of each semester (depending on the jurisdiction of the respective universities). Although there is an English department at this university, English is also taught as a basic course consisting of 4 months of study. They will be transferred to the next semester once they have completed a credit hours course along with other classes. No other language to which the course is related.

### **4: The Course and the Syllabus**

#### **4.1. The Course**

[Type text]

This EFL elementary course aims to achieve an A2 level of adequacy based on CEFR, the Common European Framework of Reference and part of the Bangladesh English Language Teachers ' Association (BELTA) goal of improving learning standards and the main objective of providing students with resources that will allow them to develop specific communication skills. Having spent several years with textbooks such as Headway, **the researcher has** noted that the formal definition of the textbook is not always what is found in practical proofs. For example, "New Headway" takes it through a verbal approach, as a textbook given by the book authority as a plant by the theoreticians.

## **4.2. The Syllabus:**

The intermediate syllabus used at **the examined** university is provided by the department's language program coordinator or director, and modified by each faculty or responsible professor. There is consistency in the schedules and subject roles with the assumption that the department is aware of any updated orders. The basics comprised in the syllabus are

1. The Course Title

2. The teacher's name.

3. Aim for Course

4. Course

5. Use of textbook in material

6. Grading scheme of the course

7. Class / course rules.

The probability and order of the materials from the syllabus corresponds to those known by the model instruction used. As **the author** was previously one of the language instructors at a university and presently a faculty of another of the university as **mentioned** discussed in that article, **it was frequently observed** in the automatic evaluation of the syllabus. While working as a partner in the Higher Education Quality Enhancement Project (HEQEP), **the researcher** visited the Institutional Quality Assurance Cell (IQAC) as a faculty. It was frequently asked by the department for specific views. Such opinions and recommendations are considered to enhance the language program.

## **5: Syllabus Analysis**

### **5.1. Syllabus design**

[Type text]

The researcher determines the syllabuses to be planned randomly. Within it, it has drawbacks to stipulate the elements by not including the teaching procedures that one should use. As Nunan, 1988), argues that a narrow syllabus defines a distinction between elements and systems without counting the teaching acts to go, this syllabus explicitly distinguishes between them and places great emphasis on the material. To the researcher it is often taken this into account as an arbitrary syllabus, because it focuses on descriptive linguistics and vocabulary rather than giving students the opportunity to openly explore and use language. According to (Long, 19 & Crookes, 1992), it is stated that an artificial system focuses on linguistic aspects, whereas the analytic procedure focuses on the college children's desire to speak in the world while not specific forms of linguism. This study course clearly shows the dominance of concise items in linguistics by putting them before the topics of each unit within the column. So the layout of this study course suits this notion. Although this information is provided to the instructor by the head of the language faculty and inspired to create changes in accordance with our wishes. Whatever it may be, the key features must be unbroken. Such chief attributes are that the visual emphasis has to be sustained and the textbook materials have to be held in place. Therefore, it's arguable to conclude that this syllabus is a syllabus centered on the framework. As Brown (2007) points out in table 2 of this paper, the present syllabus is structured around issues of grammatical or descriptive linguistics which are sequenced according to the level of issue or use. This course of study may meet the precise characteristics of a type A or artificial syllabus, in different words. Once again Brown (2007) suggests that a prospering communicative syllabus would take certain specific components into account. Comparing these particular elements, it shall examine my syllabus for two key motives. The most important thing to note is that the aim of the course is to develop mid-level outgoing capacity in learners. Thus, these components can lead my teaching setting to design and construct an appropriate program for academics and managerial questions.

## 5.2. Teaching aims

The syllabus of the GE 001: General English course includes an overall development target of schooling. As Brown (1995:7) states that it aims to achieve an essential part of a comprehensive system, it also sets imaginable concrete goals for effective education. Yet it is visible how large my prospectus goal declaration is. It is mentioned that the objective of the course is to 'develop the capacity of learners to speak, listen, read and write at a moderate level.' It's a long way from being concrete and realistic, and it's not obvious what the 'transitional stage' encompasses accurately. Perhaps if the aims were too specific skills as the dialect educational modules aim to build in students, what we are supposed to create in the learners would be clearer to us. For example, an unmistakable aim arranged for competence may lead-to offer appliances to the learners to convey the genuine belief about well-known subjects orally and in written form. Perhaps if the aims were too specific skills as the dialect educational modules aim to build in students, what we are supposed to create in the learners would be clearer to us. For example, an unmistakable aim arranged for competence may lead-to offer appliances to the learners to convey the genuine belief about well-known subjects orally and in written form. Perhaps if the aims were too specific skills as the dialect educational modules aim to build in students, what we are supposed to create in the learners would be clearer to us. For example, an unmistakable aim arranged for competence may lead-to offer appliances to the learners to convey the genuine belief about well-known subjects orally and in written form.

### **5.3. Objectives for each unit ...**

The Objectives for each unit and for each class, where possible. The goals are not represented for each unit. Having each unit a specific objective can provide educators and undergraduates with realistic and rational destinations which could offer the substance seriousness. This perspective could also promote a daily exercise schedule for educators by having goals articulated ahead of time and giving a sense of accomplishment to understudies.

### **6.3.1. Lengthy process ...**

A list of capacities (purposes) sorted and sequenced, as, days or weeks, across particular time frames. The Prospectus ' central associational concept is time. It decides the months which are more, the days that relate to each unit. Despite this, it does not have the basic capacities of dialect that are to be created. As a reference made in the past field, this includes is of real importance if the course's main objective is to build the insightful ability of the students.

### **4.3.2. Vague-unclear situational distribution ...**

Despite the fact that the subjects for each class are decided, it is not clear what situations every understudy is concerned with. By introducing specific circumstances to the topic of each lesson, the real meaning is added to the course's content. For each class and topic, a syntactic point is defined. Be that as it may, the needs of the learners do not select or order them, but rather as suggested by the reading material that is being used. Furthermore, this prospectus does not define insightful capacities relating to the syntactic or lexical middle. So, there is no helpful explanation for that plan. And this grammatical and verbal object is the prime principle of my prospectus ' association.

### **5.3.2. An exclusive portion is excluded...**

Coordinated guides, including sections, activities, as well as pages and extra assets to be used throughout the reading material. In the prospectus, the portion is excluded. Coordinating additional assets and additional data for counsel relating to each unit will facilitate the learning process for students. It can give them additional "support" to turn themselves into autonomous students. In addition, they are supplying students with devices to help them achieve more powerful and rich exercises.

### **5.3.3. Strict in syllabus design policy ...**

Peripheral questions regarding the instructional environment is important in the implementation of the syllabus. The university has a strict policy on syllabus design. The course syllabus is usually compiled by the department heads and the course instructors review this modification as appropriate. The vitality of determinative calculation to advance each program's strategy, therefore, depends equally on the coordinators and instructors. An institution can decide to do complete or foundational valuation as in any case. As a result, faculties and heads of departments should review their prospectus as it progresses so they can see any kind of progress being made in partial assessment linking. Additionally, for further reference throughout the semester,

[Type text]

learners are required to keep a copy of the outline in their notes for further reference throughout the semester. We don't take it as a society directed to the syllabus though. Instead of covering the schedule in their notes, it is important to prepare students that it is their manual for holding in the vicinity and when queries about material, review, specific dates can be referred to. A prospectus, as Brumfit (1984a in White, 1988:3) states, is an open record that promotes authoritative issues and provides sequenced content for future reference, while periods emerge.

In addition to the above queries, some of the other external factors may also be considered as contributors that may hamper the proper implementation of the syllabus. Political unrest, lack of teacher motivation, lack of student knowledge, can become unexpected obstacles to correct, timely implementation of the university's current syllabus.

## **6. Research Methodology**

### **6.1. Introduction:**

This section is a summary of the layout and record collection techniques. This chapter's surface portion addresses the techniques used in this study and the structure of the studies; the second section identifies the individuals involved in the research paper; the third section lists all the instruments used in the research work and explains their need for analysis; the fourth section mentions record series and timeline strategies. The 5th section explains how to interpret the acquired record; in the end, the final section addresses ethical considerations of the experiments and their disabilities and limitations.

### **6.2. Research Methods:**

Merriam (1988) says, "research, focused on Discovery insight and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education" (p.3) . The study would examine teachers ' attitude and enthusiasm towards the English language teaching ELT to assess the syllabus in order to find out its advantages and remorse by offering some suggestions. Primary tools and secondary sources have been taken into account to enhance the teachers ' research validity and questionnaire survey methods, a class evaluation will be performed for specific purposes, for this study to perform the research operation. Here in the chapter will be held for the most detailed discussion on impact management and data assessment collection and the analysis equipment. In data collection and data analysis, both qualitative and quantitative methods were developed by defining and analyzing the class's intrinsic and extrinsic influences. Different sets of questionnaires that offer various features of the checklist for syllabus evaluation adapted from different sources. Questions beginning from simple participant details and comments in the form of Likert (1932), in the following categories ii) general instructor knowledge ii) Syllabus criteria iii) Consistency and tone of the syllabus iv) course policies v) course features. This technique helped to illuminate certain insights into the views of the teachers and designers of undergraduate university students on the creation of syllabuses and their implementation now not only to explain superficial phenomena regarding their academic mastering procedures but also to blast the needs.

### 6.2.1. Stakeholders:

This study took a look at research and analysis into the experiences of university teachers and ELT syllabus design specialists. 10 University practitioners were the key players in the research to recognize their comments that are important in the process of evaluating the current learning outcomes. In addition to several ELT syllabus design experts were also contacted for valuable opinions in the field.

### 6.2.2. Sample:

**Data collection:** The primary data will be obtained from the sample participants through an interview and questionnaire survey between the teachers and the ELT syllabus specialist program designers. Secondary data is collected from the brochure of the program, from the official websites of the University and from other internet sectors. The total time taken to gather data is 5 months.

**5.2.3. Tools:** One teacher questionnaire prepared to meet the requirement for current ELT teachers. The questionnaire contains both open and closed-ended questions marks.

**6.3. Data analysis :** For quantitative data, the questions will be answered by sampling filled in by the frequency measurement of the target respondent will be used to facilitate statistics that can be used to display a general picture of the ELT syllabus at that particular university. Another evaluation tool will be used to classify them for qualitative data analysis. And in the thesis, a triangulation of data interpretation will be the final declaration of the analysis result. The author himself performs the work so there is room for limited data space as well as time.

### 6.4. Participants:

The study participants were chosen from several private universities in Bangladesh, who at the time of data collection were specialists in ELT syllabus design. The reason behind choosing faculties is they are the real observers at a language school, and their views were invaluable about the learning outcomes of their experiences to other students. As this particular study was intended to evaluate the appropriateness of a present undergraduate ESL course syllabus, instructors' opinions might be a vital standpoint regarding this study. For finding participants the researchers contacted some department Heads of English in several universities. The participants chosen according to English department Heads' random selections of their faculties.

## 7. Questionnaire Data Analysis

**7.1. Introduction:** Evaluation of the respondent questionnaire is one of the successful ways to obtain knowledge about the particular issue firsthand. I have put a lot of emphasis on the ethical collection and data representation.

**7.2. Analysis of data:** The researcher has taken ten involved English language instructors who are currently employed in that university. Among the defendants there are graduates, post-

[Type text]

graduates, M. Phil. and Ph.D. academics. Their ages are between 28 years to 55 years. Most of them were pupils of diverse public universities. Several of them have distinct teachers' training and some of them received no training at all. The scale model was used to prepare the questionnaire for the assessment of the syllabus. Here scale 1 suggests strong agreement, scale 2 means agreement, scale 3 implies disagreement and scale 4 means strong disagreement. There was also room given for choice not answered.

For a better picture of the data, it is divided into **four domains and different items**.

In the 1st **domain** it was about grading structure, nature of the syllabus based on time and academic policy statement. In **item** one, 'detailed explanation of grading provided', all of the respondents replied 'yes'. In item 2, seven responded with 'no' where three said 'yes' for 'examination policy explained (evening exam schedule, if necessary)'. For the item 'academic integrity statement included' seven answered with yes and three with 'no'.

In **domain** 2, the first **item** took the question of overall lucidity of the syllabus. One respondent responded that it was precise with scale 1. One did not answer at all. Rest of the respondents provided an estimation that the syllabus was clear with measure 2.

The second **item** from the **domain** was about the syllabus structure, whether it is clear and consistent. No respondent has opted for opinion 1, 3, and 4 here. Nine respondents on Scale 2 pointed. One did not reply.

The third **item** was whether the syllabus was spell-free, and the next question to the respondents was about grammatical errors. Here 4 of them chose scale 1, and other 5 answered in scale 2 and one participant did not answer.

In **subdomain** four it switched to syllabus tone after having information about syllabus clarity. The problem was, if the syllabus was constructive in tone and representation. This is a real range. Two strongly agreed, four simply agreed, and two simply disagreed. And there was absolutely no response from one guy.

**Item** 5 of the 2nd **domain** is a very critical point as to whether teachers, students and faculty's rights and responsibilities are clearly defined on the syllabus. And we found a good variety here. Scales 2, 3 and 4 were replied by an equal number of respondents for each of which was 3. And not one respondent responded.

The next **item** in the **domain** was about student-to-student, and students-to-faculty communication whether encouraged or not. Six respondents responded to Scale 2 with 3 pointing at Scale 2. Two other scales remained untouched, and one instructor did not respond.

The seventh **item** of clarification and tonality was the quality of constructive and mutual learning support. Seven of the ten respondents here pointed to Scale 2. Two people disagreed by pointing out the 3rd scale, and one did not take part.

In questionnaire **item** 8 of the 2nd **domain** was whether the objectives of the courses are correctly written and exposed clearly. That was decided easily by five of the ten respondents. Three were in disagreement. One strongly agreed. And one answered not at all.

The last **item** of the syllabus section's **domain 2** was clarification and tone was whether or not the teaching methods were clearly defined. And the results are not point-scale ones<sup>1</sup>. Three spotted scale 2, four teachers replied to scale 3 and three did not answer.

In **domain 3** evaluating course policy was applied to any syllabus assessment as another vital issue. So that was taken into consideration as well.

Under this **domain**, the first **item** was related to a clear description of grading policies where 50% of the total respondents listed in the syllabus simply agreed that their syllabus clearly describes the grading policy. The other ratios were distributed as 1:1:2:1.

The 2nd **item** criterion is whether the weighing of the exams and projects is clearly defined. Three teachers chose Scale 2 here, where five of them concluded choosing Scale 4. The other percentages were 0:1:1.

Many students can skip exams for various reasons. It is, therefore, necessary to address explicitly skipped exams and assignments. This was the third **item**. Here Six of ten respondents chose the scale 1. 1 simply agree.. The other ratios to the scale were 0:1:1.

The next **item** was tested on the participation criterion and the lateness policies. Scale 2 here is a clear winner with 7 out of 10. The remaining ratios were 1:1:0:1.

While language laboratory facilities are relatively less common, **the researcher** has made remarks on this area. Here Scale 2 received two respondents. And there were four selections to Scale 3. Four of the respondents were reluctant to choose an option at all.

It is really important to know in detail about evaluation techniques 50% of the total respondents selected scale 2 and 30% scale 1 rest of the ratio was 1: 0: 1.

The first **item** was 'content and skills described are realistic for an academic course at this level' in main **domain 4** Course Characteristics. Most of those answering pointed to scale 2. Two of the pointed scale 3.

The next **item** in **domain 4** dealt with whether 'the course criteria are clearly expressed' correctly. Here four participants disagreed, five agreed and one stayed away from any views. The group's last subgroup was whether additional materials and course resources are clearly identified. The result is again equal where it is expressed at 5:5 ratios between scales 2 and 3.

## **8. Result and Discussion**

**8.1.Result and Discussion:** The result shows that the 1st domain intended syllabus was about grading structure, nature of the syllabus based on time and academic policy statement. As this was a very basic area of any syllabus based on time, nature and orientation, the respondents only answered with yes or no remarks. The question of overall lucidity of the syllabus in 1st item of 2nd domain shows that the syllabus was clear. About the syllabus structure, whether it is clear and consistent 9 out of 10 agreed that it was well. 'Whether the syllabus was spell-free or not' was the next item where most of the respondents agreed strongly. Positivity in terms of tone

[Type text]

means how good the syllabus approaches the learners with its materials. Here the result is really diversified as opinions moved from strong agreement to simple disagreement. That shows the need for more moderation of the materials and methods of the present syllabus. The next result is even noteworthy as it works with whether teachers, students, and faculty's rights and responsibilities are clearly defined on the syllabus. It was an almost total disagreement opinionated by the respondents. So it is definitely a crucial point to be reconsidered by the designers immediately. About student-to-student, and students-to-faculty communication; whether encouraged or not; it is showing that though more number agree yet near about another half disagreed; which is again a critical issue to be re-thought. Most respondents agreed on the 'quality of constructive and mutual learning support' issue which is good to observe. The portion 'whether the objectives of the courses are correctly written and exposed clearly' was a divided one showing a toss between agreement and disagreement. This result hints that this needs more attention and clarity. Correct teaching methods can bring the best outcome. There seems to be a lack of clarity on which teaching method will be used to conduct a particular class subject as more faculties are either disagreeing or reluctant to answer. So this also needs to be brought under attention. As in the next point, it is good to see a clear description of grading policies where most participants agreed on. The result shows that a radical change is needed in the weighing of the exams and project evaluation. More afford needs to be given by the responsible individuals. Missed exams and assignments need to be addressed clearly. Most respondents agree to the point which puts this point as appropriate. Another common criterion of any syllabi is attendance requirement and lateness policies for learners which seems to be explained well in the examined syllabus. Language lab is sometimes essential and sometimes not. This issue is still in discussion. So it is better to rely on the time and place. Whatever the result shows in 'content and skills described are realistic for an academic course at this level', it really depends on some other issues like the environment and teacher's abilities and learner's attention. Most of the respondents agree that the course schedule and pace are realistic; which is a good matter to see at this stage. The result shows that requirements for the course are not clearly articulated, this needs to be reviewed. Supplementary materials and course resources are different in terms of the classroom. This point should also be aptly identified and distributed by revising the syllabus.

After analyzing the results collected from the survey and considering the present-day needs of the learners, it seems to be noticed that though the university has an ESL syllabus for its learners, it is neither aptly designed nor updated according to the time and teaching-learning environment of the 21st-century university curriculum. Besides, this syllabus seems to seek no communicative competence. Though all the major criteria are enlisted in the present syllabus, there is no properly explained guideline with effective time course materials. So this syllabus has a natural flaw of misleading linguistic components. A proper revision of the syllabus followed by an updated course material may certainly enrich and enhance the quality of the syllabus and transform it into a time-worthy, target-oriented productive syllabus.

## **9. Conclusion.**

Throughout this paper, it was attempted to illustrate and evaluate the syllabi with which the author is currently working at the tertiary level in a private university based in Dhaka. In this phase, the paper discovered important imperfections and qualities of an archive that is a critical

piece of our discursive linguistic dialect program. While contrasting it and the data represented in this paper's written survey, it is found that the prospectus centers express dialect precision as opposed to seeking informative abilities as the program's targets. As it was mentioned earlier in this paper, this syllabus overlooks the communicative aspect of language that needs a connection to the structural and vocabulary related features. So, this syllabus does not seem to have any communication skills.

Nunan (1988), points out that it is trustworthy for teachers to have an appropriate opportunity to review the syllabus and change it if necessary while being used in their teaching situation. I strongly believe that anyhow it is important to prepare the teaching method that each company wants to implement in cooperation with language trainers because everyone is also in direct contact with the learners and the syllabus.

## References

- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall Regents. 416 pp.
- Brown, H.D. (2007). *Teaching by Principles: An interactive Approach to Language Pedagogy (3rd. Ed.)*. White Plains, New York: Pearson Education.
- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston, MA: Heinle & Heinle.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston, Massachusetts, USA: Heinle
- Krahnke, K. (1987). *Approaches to Syllabus Design for Foreign Language Teaching*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Likert, R.(1932). "A Technique for the Measurement of Attitudes". Archives of Psychology 140: 1–55
- Long, M.H. & Crookes, G. (1992). *Three Approaches to Task-Based Syllabus Design*. TESOL Quarterly, 26/1, 27-56
- Merriam, S.B. (1988). *Case Study Research in Education: A Qualitative Approach*. Jossey-Bass, San Francis-co.
- Nunan, D. (1993). *Syllabus Design*. Oxford: Oxford University Press.
- Rahimpour, M.(2010). *Current trends in syllabus design in foreign language instruction*. Procedia, Social and Behavioural Sciences 2, 1600-1664.
- Richards, J. C., P. Tung & P. N. (1992). *The culture of the English language teacher: a Hong Kong example*. RELC Journal, 23

Richards, J. (2001). *Curriculum Development in Language Teaching*. Cambridge, U.K: Cambridge University Press.

Stern, H.H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.

Thornbury, S. (1999). *How to Teach Grammar*. Harlow: Pearson Education.

West, M. (1953). *A General Service List of English Words*. London: Longman, Green and Co.

White, R. (1988). *The ELT curriculum Design, innovation and implementation*. Oxford, U.K: Blackwell Publishing.

Wilkins, D. (1976). *Notional syllabuses*. Oxford: Oxford University Press.