

**PERCEPTIONS OF TEACHERS IN SYLLABUS DESIGNING
AT SECONDARY LEVEL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

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DEDICATION

Dedicated

to

My late parents (**Gopi Krishna Kafle and Lokmaya Kafle**) and to my husband (**Kamal Chandra Acharya**) who have been the sole source of my inspiration for this creative work.

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ABSTRACT

This research entitled **“Perceptions of Teachers in Syllabus Designing at Secondary Level”** is an attempt to find out the perceptions of teachers in syllabus designing at secondary level. It also aimed to find out the difficulties and weaknesses of the syllabus at secondary level. In order to achieve objectives, a research tool-questionnaire for teachers was prepared. Twenty-five schools of Kathmandu district were selected for the collection of data. Two teachers were selected from each school. The researcher distributed the questionnaire to the selected teachers and requested them to fill in the questionnaire. With the help of the analysis and interpretation of data provided by the informants, the study found that priority was not given to need and interest of the students. Time allotment, teaching methods in the syllabus were not appropriate. The informants perceived that there were no sufficient channels of communication between syllabus designers and classroom teachers.

The present study consists of four chapters. The first chapter contains general background, review of the related literature, objectives of the study and significance of the study. The second chapter consists of sources of data, sample population and sampling procedure, tools for data collection, process of data collection and limitations of the study. The third chapter is the main part of the thesis which encompasses the analysis and interpretation of the data obtained. The fourth chapter summarizes the whole study by presenting the findings and pedagogical implications.

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LIST OF SYMBOLS AND ABBREVIATION

%	Percentage
&	and
/	Slash (Divide)
B. Ed.	Bachelor of Education
B.S	Bikram Sambat
CLT	Communicative Language Teaching
CRC	Curriculum Research Center
CUP	Cambridge University Press
Dr.	Doctor
e. g.	For example
ELT	English Language Teaching
et al.	et alii (= and other people)
etc.	et cetera (=and other similar things)
FOE	Faculty of Education
L2	Second Language
M. Ed	Master of Education
NELTA	Nepal English Language Teachers' Association
NESP	National Education System Plan
No.	Number
OUP	Oxford University Press
P.	Page
Ph. D	Doctors of Philosophy
pp	Pages
Prof.	Professor
Reg. No	Registration Number
S. N.	Serial Number
SLC	School Leaving Certificate

TU	Tribhuvan University
UK	United Kingdom
WWW	World Wide Web

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a special gift for human being. It has become the most valuable means of communication. It helps human beings to transmit their desire, ideas, emotion, etc. Through language we are able to think, interpret the real world. Language is also the maker of human relationships. Language is a very complex human phenomenon; all attempts to define it have proved inadequate. Language is generally defined as a system of conventional, spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate.

According to Widdowson (1983, p.5), “Language is a system of arbitrary vocal symbols which permits all people in a given culture to communicate or to interact”. So, language is a system of communication to share ideas and feelings, and experiences.

The only thing that makes language dynamic and alive is its appropriate use in speech community. Each member of a community has deeply rooted insight of how to initiate, prolong and finalize conversation. According to Hall (2002, p. 9 cited in Panta 2009), “A great deal of research on communication makes it apparent that much of what we do when we communicate is conventionalized”.

Blundell, et al. (1982, p.8 cited in Giri 2010) say “... using language appropriately helps to improve communication. But using it inappropriately can have the opposite effect”. Hence, “appropriateness of language use depends on who speaks to whom, when and where on what topic and for what purposes” (Sthapit, 2000, p. 6). So, how to use language becomes a problem. Such human related problems are the main concern of applied linguistics.

According to Davies (1968):

Language is used everywhere for communication between persons and for individual thinking. It is acquired early in life as part of natural child development but we know how difficult is to distinguish language from other aspects of communication or from other forms of thinking. (p. 51)

Similarly, according to Richards and Rodgers (1986, p.1), “People in the world speak a number of languages. It has been estimated that some sixty percent of today's world population is multilingual”. Both from temporary and historical perspective bilingualism or multilingualism are the norms rather than exception. It is fair, then, to say that throughout history, foreign language learning, mainly the English language has always been an important practical concern.

1.1.1 Importance of the English Language Teaching in Nepal

English is the most dominant language in the present day world because more than 60 countries of the world use it as an official language. In Nepal, the English language was introduced formally in school level education system with the establishment of Durbar High school in 1854 A.D (1910 B.S) after Junga Bahadur Rana returned from Europe. However, it was not introduced in the higher education until 1981 A.D when Tri-Chandra College was established. Introduction of English Language Teaching (ELT) in Nepalese education started only in 1971 A.D with the implementation of National Education System Plan (NESP) and it started in 1971 when Faculty of Education (FOE) of TU, initiated B. Ed in English education.

Now we can see almost half of the number of schools as English medium schools. Nepalese people have always given high importance to the teaching and learning of English. One of the most important roles of English in Nepal is that it has become the voice of human rights and democracy and helped people to fight for these causes. This is

the language which the educated mass, intellectuals, freedom fighters and human right activators can hold their dialogue with the rest of the world. The English language is regarded as the cry of the day in the context of Nepal since it has been the language of education. It has been introduced at grade one since 2060 B.S and it is being taught as a compulsory subject upto bachelor level. So, English has a great importance in the field of diplomacy, too.

English language has been much more popular in the field of teaching and learning as well as other sectors such as business, travel, mass-media and political parties and so on. So, the English language is very essential for the developing countries like Nepal. It is a passport through which we can visit the world. The people who know English can enjoy the advantages of the world's citizen. In conclusion, if there lives a man with the thirst of knowledge, he/she should not be deprived of the English language. Promoting the English language requires careful and meticulous effort in designing syllabus for which is the runway to achieve the desired goals.

1.1.2 Curriculum, Syllabus and Course of Study

Curriculum, syllabus and course of study are often used interchangeably. Nevertheless, they are different in terms of their coverage. Different educationists have defined them differently. Curriculum is often said to be a plan for learning. This is the totality of an educational program. According to Richards et al (1985, p, 368), “Syllabus, on the other hand, is briefer in coverage. Further it is a educational description of the content of a course of instruction and the order in which it is to be taught”. A syllabus thus is an account of the contents of a course and the sequence in which a particular content is to be taught.

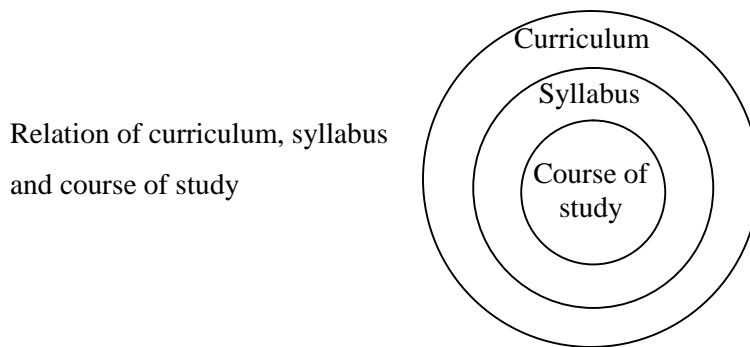
Allen (1984) maintains:

Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the

planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with the specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology) (p.61).

Conclusively, according to Nunan (1988, p. 24) “curriculum is concerned with the planning, implementation, evaluation, management, and administration of educational programmers: Syllabus on the other hand, focuses more narrowly on the selection and grading of the content”. Course refers to the details of the contents of a particular subject. “Course design includes how a syllabus will be carried out . . . course design is a part of the broader process of curriculum development” (Richards et al. 1985, p. 260).

The hierarchical relation between curriculum, syllabus and course can be illustrated by an example; curriculum is an educational plan, e.g. B. Ed. Curriculum. Syllabus is a list of subjects or topics , e.g. B. Ed. English syllabus, B. Ed Nepali syllabus; course is detail of the content of a particular course e.g. ELT Materials and Practices. Similarly, M. Ed. English curriculum contains two syllabuses: General Education syllabus and English Education which in turn contains the course of studies like Applied Linguistics, Phonetics and Phonology, etc. From this, we can infer that curriculum is made up of syllabuses; syllabuses in turn are made up of courses of study. This can be shown in the following diagram.



(Source: Sharma, 2005, p. 262)

1.1.3 Defining Syllabus Design

There are several conflicting views on just what it is that distinguishes syllabus design from curriculum development. There is also some disagreement about the nature of the syllabus. In books and paper on the subject, it is possible to distinguish a broad and a narrow approach to syllabus design. The narrower view draws a clear distinction between syllabus design and methodology.

According to Nunan (1988):

Syllabus design is seen as being concerned essentially with the selection and gradation of contents, while methodology is concerned with the selection of learning tasks and activities. Those who adopt a broader view question this strict separation arguing that with the advent of communicative language teaching, the distinction between content and task is difficult to sustain. (p.5)

Yalden, (1984) sees syllabus to be similar to method where he says:

The syllabus replaces the concept of 'method' and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom. (p14).

Similarly, according to Widdowson (1983):

The syllabus is simply a framework within which activities can be carried out as teaching device to facilitate learning. It only becomes a threat to pedagogy when it

is regarded as absolute rules for determining what is to be learned rather than points of reference from which learning can be taken. (p.26)

In defining a language syllabus Noss and Rodgers (1976) refer to it as “a set of justifiable, educational objectives specified in terms of linguistic content”. Here the specification of objectives must have something to do with language form or substance, with language-using situations or with language as a means of communication. According to Breen (1984, p. 49), "Any syllabus will express-however, indirectly certain assumptions about language: about the psychological process of learning and about the pedagogic and social processes within a classroom". Syllabus refers to the programme or outline of course of study, teaching, etc.

Likewise, syllabus designing is one of the aspects of curriculum development. It is the process of developing a syllabus.

According to Richards (2001):

Curriculum development includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus course structure, teaching methods and materials, and to carry out and evaluation of the language program that results from these processes. (p.2)

In conclusion, syllabus is an account of the content of a (language) course and the sequence in which particular content is to be taught. Syllabus design is an outline or brief statement of the mainprints of a discourse, the subject of a course of lectures, the content of a curriculum and methodology to deliver the content.

1.1.4 Syllabus Designing and Methodology

Etymologically syllabus means a "label" or "table of contents". The American Heritage Dictionary defines syllabus "as outline of a course of study".

According to Carter (1993):

A syllabus is an account of the contents of a course and the sequence in which particular content is to be taught. Syllabus design is closely related to curriculum planning for the objectives, methods and testing procedures selected will affect the kind of syllabus constructed. For example grammar translation approach will tend to result in a closely specified syllabus of particular structures of grammar and vocabulary. (p. 67)

Traditionally, syllabus design is concerned with outcomes, and methodology is concerned with the process through which these outcomes are to be brought about. Likewise, according to Bhandari and Karn (2008):

Whereas syllabus designing is concerned with what of a language program and methodology is concerned with how, syllabus design is essentially concerned with the selection and grading of content while methodology deals with the selection of learning tasks and activities. (p. 253)

In conclusion, syllabus designing and methodology cannot be separated. In other words, syllabus designing not only specifies the content but also prescribes certain methodology. Thus, both what and how aspects are intertwined in a syllabus.

1.1.5 Perceptions of Teachers and Learners in Syllabus Designing

A language syllabus should be realistic both in qualitative and quantitative aspects in their contents and feasibility. There are two parties involved in the implementation of any syllabus programme. They are teacher and learner.

Basically, if the syllabus is to be designed realistically its contents must be coherent with the needs and wants of the clients. Additionally, the content should be technically, physically and mentally conceivable and able to be implemented within the time allotted in the curriculum. (Pokhrel, 2007, p.279).

According to Halim (1976 cited in Pokhrel 2007, p.279):

The language syllabus/course designer has to pay serious consideration to all the relevant variables. He has grouped all the variables into two categories, namely linguistic variables, which include the linguistic relations, between the language to

be taught and the language or languages which the student uses in his daily activities' and non legalistic variables which range from policy to social cultural, technological and administrative variables.

Following Nunan's perspective in curriculum planning, we should take decisions in relation to identifying learners' needs and purposes, establishing goals and objectives, selecting and grading content, organizing appropriate learning arrangements, selecting, adapting and developing materials, learning tasks, and assessment and evaluation tools.

In conclusion, while making practical decisions about syllabus design, one must take into consideration all the possible factors that might affect the teachability of a particular syllabus. By starting with an examination of each syllabus type, tailoring the choice and integration of the different types according to local needs, one may find a principled and practical solution to the problem of appropriateness and effectiveness in syllabus design.

1.1.5.1 Learner's Perceptions

Learner factors involve the age and background of the learners as being highly significant. Basically, if the syllabus is to be designed realistically, its contents must be coherent with the needs and wants of the clients. Garcia (1976 cited in Yalden 1984) says:

Particulars concerning the social forces, the prejudices, the habits and the motives of the student population, the relation of student characteristic to what are considered universal concepts in language learning processes, contemporary insights into the nature of the language and how it should be taught to non native speakers and for what realistic purposes must guide curricular decisions. (p. 273)

Similarly, according to Sharma (2005):

A syllabus designed from the learners' perceptions will focus exclusively on what learners need to learn and what activities they need to perform in order to learn them. From learner perceptions, the key question is, 'what does the learner want to do with the language?' The syllabus then will be oriented to an enumeration of learner's tasks and activities (p.263).

Learners become more powerful and more autonomous within learning context. There thus needs to be a change in "the social genre of the lesson" (Prabhu, 1982) to encourage acceptance of the learner centered syllabus amongst all its participants. It is also significant how learners are selected for the programme because certain syllabuses may not suit the study habits of certain learners.

1.1.5.2 Teacher's Perceptions

A syllabus designed from the teacher's perceptions will focus exclusively on what are to be taught and how should they be taught. "The syllabus will be oriented to an enumeration of teaching items and teacher's activities. The learning and teaching process will be teacher centered. The teacher plays the role of deliverer and the students are just passive listeners" (Bhandari and Karn, 2008, p. 247).

Similarly, according to Pokhrel (2007):

Teacher factors refer to the training and experience of teachers which provide an important criterion for successful implementation. The availability of teacher training is a key factor. It is important that the teacher is proficient in the target language. Teacher's language proficiency and training may well favour the choice of

one syllabus vs. another. Teachers, administrators and educators must be familiar with the objectives of the syllabus. (p.280)

In conclusion, these two perceptions (teacher's perceptions and learner's perceptions) may clash in the selection and organization of teaching items in a syllabus. While designing a syllabus, the designers should take into account of who the learners are, why they are learning the foreign language what they should be taught and in what order.

1.1.6 Approaches to Syllabus Designing

Approaches to syllabus designing refer to methods of selecting the language categories and items for a particular course. A variety of approaches have been proposed as the bases on which language items should be selected. According to Wilkins (1976, p.1), “In the case of older textbooks decisions appear to have been taken on a more or less subjective basis, whereas in recent years, the criteria employed have been made more and more explicit”. Accordingly, there are different approaches or ways used in the content selection of syllabus designing. Here we discuss the following approaches of syllabus designing.

1.1.6.1 Synthetic and Analytic Approach

A syllabus which consisted of a list of grammatical items arranged in order of difficulty would be part of a synthetic approach to language teaching. According to Wilkins (1976):

A language teaching strategy is one in which the different parts of language are taught separately and step by step so that acquisition is a process of gradual accumulation of the parts until the whole structure of language has been built up. (p. 2)

This approach of syllabus design plans in such a way that language in question has been broken down into an inventory of grammatical structures and into a limited list of lexical items.

In an analytic approach, units of language behaviour are the starting point in syllabus and course design (example, description requests, apologies, enquiries, and other speech acts.). According to Wilkins (1976), in the analytic approach of syllabus design:

Components of language are not seen as building blocks which have to be progressively accumulated. Much greater variety of linguistic structure is permitted from the beginning and the learner's task is to be approximate his own linguistic behaviour more and more closely to the global language. (p.3)

Analytic approach is behavioural. Analytic approach leads to the development of communicative competence to the learners.

1.1.6.2 Rational and Interactive Approach

Rational is a traditional kind of approach. In these approach linguists, teachers, and students have unidirectional role. According to Bhandari and Karn (2008, p. 254), “In rational approach, all the processes of syllabus designing are controlled by the so called authentic persons like linguists or teachers. There is no participation of the learners in syllabus designing”. In such approach, the student’s needs may be dominated by the teacher's preference.

Interactive approach involves even the learners in the process of syllabus designing. A syllabus in this approach, is the product of an interaction among the linguist or teacher, the learner and the available resources. According to Sharma (2005, p. 270), “More specifically all the related individuals such as the linguist , teacher, administrators students and guardians are involved in the task of course designing in one way or the other”. Interactive syllabus design is the most productive one. Interaction among linguist, learner and resources is essential.

1.1.7 Processes of Syllabus Designing

The process of designing and implementing an actual syllabus warrants a separate volume. Several books are available that address the process of syllabus design and implementation both practically and theoretically. Those books can help language course designers make decisions for their own programs. The processes of syllabus designing are described below:

1.1.7.1 Need Analysis

Needs analysis of learners as well as the society is essential in the process of syllabus design. According to Richards (2001, p. 55), “Language needs refers to the language skills needed to survive” in a particular speech community. By analyzing the language needs of specific groups of learners, we should be able to identify those notions and functions which will be most valuable to teach.

According to Nunan (1988, p. 24), “Techniques and procedures for collecting information to be used in syllabus design are referred to as need analysis”. The concept of needs analysis enables us to discriminate between various learner types and to produce syllabus inventories specifically geared to their needs.

1.1.7.2 From Needs to Goals

Need analysis is a fact finding device. It helps in the formulation of goals. Societal needs and expectations are translated into operation and attainable goals. According to Richards (2001, p. 12), “Goals and aims are used interchangeably. They refer to a description of the general purposes of a curriculum”. Learning goals are general, abstract and are derived from a number of sources, including task analysis, learners' analysis, ministry of education specification, curriculum advisory committee.

1.1.7.3 Purpose, Objectives and Outcomes

Assumptions about the learner's purpose in undertaking a language course can have marked influence on the shape of the syllabus on which the course is based. According to Sharma (2005, p. 271), “Purpose refers to why the students need the language. In other words, purpose refers to what they want to do with the language”. Purpose will vary according to how specific they are and how immediately learners wish to employ their developing language skills.

Objectives are formulated as per the needs of the learners. Objectives are specific, measurable, achievable, realistic and time bound. Objectives are of two types. Performance objectives, process and product objectives.

According to Richards (2001):

Performance objectives are those which describe what the learners are able to do in certain conditions using comprehensible sentence. Process objective is a real world objective. It describes a task which learners wish to carry out outside the

classroom. Product objective describes a task a learner is to carry out in the classroom. (p.123)

Outcomes refer to the achievements of learners on the completion of instruction or an educational programme. According to Bhandari and Karn (2008, p. 257), “It is outcomes which show whether or not the objectives have been fulfilled. All the objectives of the course are usually not achieved. Objectives are therefore expectations whereas outcomes are the real outputs”. In conclusion, while designing a syllabus the designer should consider the purpose, objectives and outcomes. The syllabus designers should be familiar with the needs and wants of the learners. The designers should know why the students need the language and what the students want to do with the language. The designers should formulate the objectives as per the needs of the learners. Outcomes refer to the output of the programme. The outcome should show whether the objectives of the learners have been fulfilled or not.

1.1.8 Two Main Aspects of Syllabus Design

Two main aspects of syllabus design are selection and specification of categories and items and organization of selected categories and items.

1.1.8.1 Selection and Specification of Categories and Items

Selection suggests what is to be taught. It provides us with the content of teaching items. Specification refers to the detail description of the content. Selection and specification of categories and items refer to the specification of systems, structures, other grammatical items, vocabulary items, sociolinguistics and pragmatic features, tasks, activities and other performance skills.

Systems: Language is considered to be a system of systems. According to Sharma (2005, p.282) “Systems refer to the grammatical systems to be taught. Systems include voice

system, tense system, number system etc”. A syllabus should explicitly specify which system should be included in the course.

Structures: Structure refers to the selection of grammatical structures to be taught.

According to Richards (2001, p. 123) “A structure refers to a sequence of linguistic units that are in a certain relationship to one another”. Different linguistic units have different structures. A language syllabus should specify the structures of different linguistic units.

Other grammatical items: Different grammatical constructions like active passive transformation, direct indirect narration, negativization, relativization, interrogativization etc. According to Bhandari and Karn (2008, p.257) “The grammatical constructions appropriate to the level of the learners should be incorporated in a syllabus”.

Vocabulary items: “Vocabulary items should be selected in a course on the basis of the principle of availability range, coverage familiarity, range, learnability, etc”. (Pokhrel, 2007, p. 297).

Sociolinguistics and pragmatics features: Language is a social possession. Further, it is a means of socialization. Societal factors like social class, educational level, age, sex, ethnic group etc. should be taken into account while making a syllabus. According to Bhandari and Karn (2008, p.258) “pragmatics is concerned with dependence of meaning of utterance in context. Moreover pragmatics deals with how structures of sentences are influenced by the relationship between interlocutors”. Sociolinguistics and pragmatic matter should be considered while designing of a syllabus.

Tasks, Activities and other Performance skills: “A task is an activity or action which is carried out as the result of understanding language. For instance, drawing a picture while listening to an instruction, or doing any activity while following the command” (Brumfit, 1983). In order to carry out the activities, performance skills are required.

In conclusion, language is a vast ocean. It contains several systems. We cannot teach all the systems within a limited period of time. Therefore, we select the teaching items

according to the needs and level of the students. Selection, thus, provides us with the content of teaching items. Specification of the content refers to the detail description of the content. Anyway, while designing of a syllabus, the above mentioned categories and items should be considered.

1.1.8.2 Organization of Selected Categories and Items

Organization of items and categories refers to grading of the teaching items.

Grouping: Grouping refers to the task of putting the selected categories and items as a unit in a syllabus. According to Johnson (1982), “Grouping refers to putting some structures or function in a place; it is a set of items with some common characteristics placed under some general heading”. Grouping of items may be based on formal or functional grounds.

Segmenting: While organizing the categories and items they should be changed into blocks of the right size for the various years, terms, months, weeks, days and classes. For this we have to divide the course into the time segment. This is what we call segmenting. According to Pokharel (2007, p.299), “Segmenting refers to the division of the items or structure of group into different part or sections”. It is the opposite process of grouping.

Grading: Grading refers to the arrangements of selected items and categories. According to Corder (1973, p. 296), “The task of organizing a syllabus is sometimes called grading”. Grading is the ordering of the selected materials in scientific way, it is the ordering of items in some logical stages or steps.

Arranging: After the selection of items and categories, they have to be arranged in a particular order. According to Corder (1973, p.296), “Arranging refers to putting the selected items in order. It is the planning and organizing the selected contents in some natural chain”. The items can be arranged in linear or cyclical way.

Distributing: Distributing is the placing of linguistic items in different chapters according to their difficulty level and their significance to the learners. According to Bhandari and Karn (2008, p.296), “Distributing refers to the distribution of different items proportionately, the exercises or functions or activates should be spread over syllabus or distributed among various units or exercises proportionately”. Thus, distributing refers to the task of determining the position of items in a syllabus and their time allotment.

Sequencing: Sequencing seems very similarly to grading. But in some sense we can see sequencing as a part of grading. According to Sharma (2005, p.283), “Sequencing refers to determining the order in which syllabus content should be taught. Content can be sequenced according to difficulty level of the items”. Anyway, sequencing refers to the chaining of items together in such a way that the knowledge of former item is a prerequisite to understand the latter and at the same time the latter items should not be the mere repetition of the former item.

Spacing or distancing: Spacing or distancing refers to the distribution of the materials according to certain principles. According to Rodger (1981, p.170), “Spacing or distancing refers to the task of determining the distance or interval of time between the teaching of two successive or similar items”. Spacing deals with the questions like how many years the course is to be divide into, how many terms each contains, how many weeks each term consists, how many classes a week and how much time each class lasts or so.

1.1.9 Classification of Syllabus

Syllabuses have been classified on the basis of several parameters. There are seven category based types, two process based types and four arrangement based types of syllabus. They can be listed as follows.

1.1.9.1 Category Based Syllabus

Although different types of language teaching syllabuses are treated here though each occurred 'purely' , in practice, these types rarely occur independently of each other. According to Rodger (1981, p.157), “Syllabus designed on the basis of what aspects of language should be learned are called category based syllabuses. This classification is based on the focus of attention or the shift of emphasis”. Different types of category based syllabuses are:

Structural Syllabus

It is also known as grammatical syllabus. Structural syllabus selects the grammatical items and structures which occur in a language, e.g. tense, grammar rules, etc. Quoting Wilkins (1978, p.18), “Grammatical syllabus seeks to teach the language by taking the learner progressively through the forms of the target language”. Structural syllabus is the products of structurlists' school of language learning. Structurlists believe that language is made up of grammatical rules. According to this approach, language teaching is the teaching of the structures of language.

Situational Syllabus

This is a type of syllabus in which selection, organization and presentation of language items is based on situations, e.g. at a bank, at a super market etc. Situation syllabus consists of real life contexts in which language is used. Sections are headed by names of situations or locations. According to Wilkins (1976, p.16), “The idea behind this syllabus is although languages are usually described as general systems language is always used in a social context and cannot be fully understand without references to the context”.

Thematic Syllabus

Thematic syllabus is also known as topic- based syllabus. According to Sharma (2005, p.287), “This is rather like a situational syllabus except the heading is broadly topic based including the things like food or family. A thematic syllabus is based on themes like notions”. Themes or topics like marketing , environment , brain. Themes/ topics usually indicate a fairly clear set of vocabulary items, which may be specified.

Notional Syllabus

Wilkins is the cofounder of notional syllabus. Notional syllabus came into existence with his publication of 'Notional syllabus' in 1976. According to Wilkins (1976, p. 18), “Notional syllabus takes the desired communicative capacity as the starting point. This syllabus organizes language teaching in terms of the content rather than the form of the language”. Notional syllabus is an example of analytic approach to language teaching. The basis of notional syllabus is an adequate needs analysis from which the content of learning is derived.

Functional Syllabus

Functional syllabus came into existence as protest against structural syllabus. The term function refers to communicative use of language. According to Yalden, (1987):

Functional syllabus developed alongside the notional syllabus. In notional syllabus, structures are selected to fit functions, selection and grading of items relates on such considerations as the needs of the learners both in terms of classroom functions and in real world .(p. 62)

The name functional syllabus is also sometimes used to refer to a type of notional syllabus. Relationship between linguists, teachers and learners in a functional syllabus can be shown as follows.

Linguist

Teacher

Learner

Functional-notional Syllabus

Notions are concepts that language can express. General notions may include number, time, place, and color etc. Specific notions look more like vocabulary items e.g. Man, woman, afternoon etc. Likewise, functions are the things we can do with language as distinct form notions e.g. Introducing denying, making an apology etc. The following are the:

Notions	Functions
Time	agreeing
Size	offering
Duration	denying
Equality	suggesting

Finocchiaro and Brumfit (1983) suggest that:

Functional notional syllabus has the tremendous merits. They enumerate the benefits of adopting functional notional syllabus.

- a. It sets realistic learning tasks
- b. It provides for the teaching of everyday, real world language.
- c. It can develop naturally from existing teaching methodology (p. 17).

Communicative Syllabus

It was 'during 1970s that communicative views of language teaching begin to be incorporated into syllabus design. The central question for the proponents of this new view was, 'what does the learner want/ need to do with the target language?' rather than 'what are the linguistic elements which the learner needs to master?' (Nunan, 1988). Communicative syllabus aims to develop communicative competence of the learners in that language. Communicative competence encompasses grammatical, pragmatic and sociolinguistics competence.

1.1.9.2 Process-based Syllabus

There are two types of syllabus based on process. They are procedural syllabus and task-based syllabus:

Procedural syllabus

Procedural and task based syllabus are used interchangeably by many. According to Richards, Platt and Weber (1985):

A syllabus which is organized around tasks rather than terms of grammar or vocabulary. For example: the syllabus may suggest a variety of different kinds of tasks which the learners are expected to carry out in the language such as using the telephone to obtain information; drawing maps based on oral instructions, performing actions based on commands given in the target language; giving orders and instructions to others etc. It has been argued that this is more effective way of learning a language since it provides a purpose for the use and learning of a language other than simply learning language items for their own sake? (p. 289).

Task based syllabus

The task- based syllabus is relatively new and makes learners perform a series of tasks in the classroom where communication is the focus of the tasks. Willis (1996 cited in Pokhrel 2007) defines a task as:

A goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever language resources they have in order to solve a problem, do a puzzle, play a game or share and compare experiences (p. 53).

A task in language teaching is an activity or action which is carried out as the result of processing or understanding language.

Similarly, Long (1985, p. 89 cited in Nunan, 1988, p. 45) defined a task as “. . . a pieces of work undertaken for oneself or for others, freely or for some reward”. Thus, examples of tasks include painting, a fence, dressing a child etc.

1.1.9.3 Arrangement Based Syllabus

There are four arrangement based types of syllabus. For the sake of convenience, each two of them can be explained simultaneously.

Linear and Spiral Syllabus

A syllabus in which language items are dealt with only once is called linear. According to Corder (1973):

A simple linear sequence would of course be appropriate if the items of groups of items were, linguistically speaking, in some sort of logical relation of dependence to each other, or, alternatively were all logically independent (in which case any sequence would be equally effective). (p.296)

In a linear syllabus, content is sequenced one item after another.

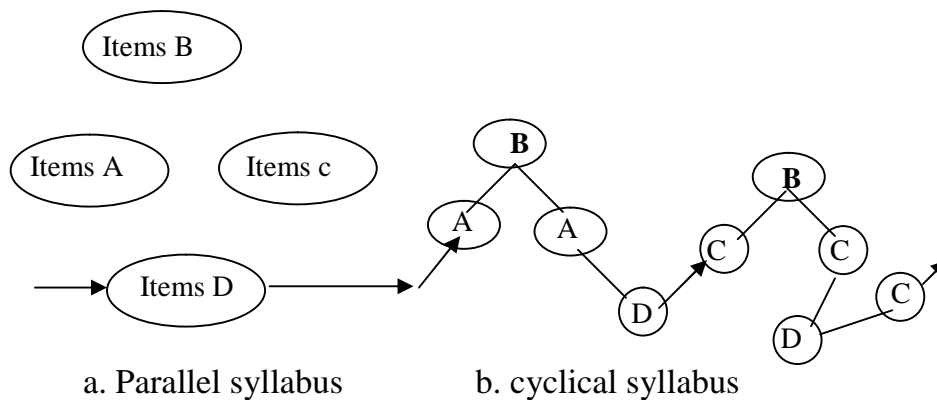
A spiral syllabus is “a syllabus in which items recur throughout the syllabus but are treated in greater depth in more detail when they recur” (Richards et al. 1985, p.348).

Spiral syllabus requires “a learner to return time and again to some aspect of language structure, language process, or domain of language use, in order to discover how it relates or is integrated with some different parts of language” (Corder, 1973, p. 297). In a spiral syllabus, the same item is returned to repeatedly and treated in more depth on each occasion.

Cyclical and Parallel Syllabuses

Cyclical (also known as spiral) syllabus is a syllabus in which items recur throughout the syllabus but are treated in greater depth or in more detail when they recur. In a cyclical approach mastery is achieved by successive approximation to a given standard. Corder (1973, p. 296), “advocates cyclic gradation because it is much more strongly related to the way in which language is structured than linear gradation”. In other words, there is some connection between successive units/ lessons in a spiral syllabus but in Cyclical syllabus the first lesson may have some relation with the third one and so that there would be repetition teaching items in a certain cycle.

A parallel syllabus is very much similar to linear syllabus in terms of organization of content. In a parallel syllabus, “a series of items will be discussed side by side, different language items are presented in different linear sequences. The nature of presentation of items in cyclical and parallel syllabuses can be schematically shown as follows” (Corder, 1973, p. 297).



1.2 Review of Related Literature

Different research studies are conducted under the department of English Education. Some of the studies related to this research are reviewed here.

Souster (1982) carried out a research entitled “Teacher Attitude Toward and Student and Teacher Perception of Teaching Style and Achievement”. The study was conducted in order to find out the interaction between teacher style and students achievement, and to develop instrument to rate the teacher knowledge and understanding of instructional theory.

Kumar (2008) has also conducted research on “Teachers’ Perception Towards Grade XI Teachers’ Book of Meaning into Words”. The findings of the study showed that teachers’ book had both strong and weak aspects but the positive aspects were more than the weaker ones, so, it was proved very useful for teaching the English language.

Panta (2009) has conducted a research on “Perception of Communicative Language Teaching by Secondary Level English Teachers”. The study attempted to find out the perception of CLT by Secondary level English teachers and gaps perceived by them in its implementation. The findings of the study suggested that different teachers perceive Communicative Language Teaching (CLT) differently depending upon their context. In the department of English education at T.U., there were a few studies conducted on perceptions but no study has been carried out on perception of teachers in syllabus designing at secondary level.

Giri (2010) has conducted a research on “Perceptions of Teachers and Students on Lecture Technique”. The objectives of the study were to find out the perceptions of learners and teachers on the use of lecture techniques in teaching English at higher secondary level.

Though these research studies are on perceptions of teachers and students, no research has yet been conducted regarding the perceptions of teachers in syllabus designing at secondary level. Therefore, it is different from the rest reviewed here.

1.3 Objectives of the Study

The objectives of the present study were:

- a. To find out the perceptions of teachers in syllabus designing at secondary level.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This study is related to syllabus designing and perceptions of teachers on it. The findings of study will be fruitful to those persons who will be directly or indirectly involved in teaching learning process at secondary level. The findings will be equally useful for the syllabus designers, learners, policy makers, instructors, language teachers, text book writers as well as the person who wants to know some things about syllabus designing.

Teachers perceptions on syllabus designing is concerned with syllabus design for language classroom. Learning is more important than teaching. While designing a syllabus, the designers should take into account of who the learners are, why they are learning the foreign language, what they should be taught and in what order. It is important that the teacher should be proficient in the target language. Teachers, administrators and educators must be familiar with the objectives of the syllabus. It is also important that teachers should be aware from the start about the number of hours they are expected to work as this will have important consequences for time tabling and teachers morale. An accounting of the materials and resources available to the language teachers should be given equal consideration during the process of syllabus designing.

CHAPTER TWO

METHODOLOGY

This study adopted the following methods.

2.1 Sources of Data

The researcher used both primary as well as secondary sources to collect data.

2.1.1 Primary Sources of Data

The primary sources of data of this research were the teachers who were teaching English at secondary level in Kathmandu district.

2.1.2 Secondary Sources of Data

For secondary sources of data, the researcher used relevant books. Some of them were Corder (1973), Wilikins (1976), Munby (1978), Nunan (1988), Richards and Rodgers (2001), Pokhrel (2007), etc. Moreover, different journals, articles, the Internet, magazines, seminar paper and websites were also used for this study. The researcher also consulted theses completed in the Department of English Education, T.U, Kirtipur.

2.2 Sample Population and Sampling Procedure

The sample population of this study consisted of 50 English teachers teaching at secondary level. The teachers were selected by using purposive sampling procedure.

2.3 Tools for Data Collection

The tool for data was a set of questionnaire for teachers teaching at secondary level. The questionnaire contained open-ended as well as closed ended questions.

2.4 Process of Data Collection

To collect the primary data from the teachers, the researcher adopted the following processes.

- i. First of all, the researcher prepared the research tool, i.e. questionnaire. After that, she went to the field and established rapport with the concerned authority and subjects and explained the purpose of the research.
- ii. Then, she selected the required number of teachers by following purposive sampling and distributed the questionnaires by explaining briefly what they had to do. After they finished their work, she collected the questionnaire filled in by the teachers and thanked them.
- iii. Then, she analyzed and interpreted the collected data and presented them in different charts and diagrams.

2.5 Limitations of the Study

The study had the following limitations.

- i. The study focused only on the perceptions of teachers in syllabus designing at secondary level.
- ii. The sample population of this study was limited to 50 teachers teaching at secondary level.
- iii. Only secondary school teachers of Kathmandu district were selected for data collection.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data. The data for this study were collected using a research tool, i.e. questionnaire. The data has been analyzed and interpreted under the following sub-heading.

- Analysis of the data obtained from the questionnaire to the teachers.

3.1 Analysis of the Data Obtained from the Questionnaire to the Teachers

Altogether 33 questions were asked to the sampled teachers. The responses of the teachers on each item are analyzed and interpreted under separate title.

3.1.1 Use of Curriculum, Syllabus and Course of Study

To find out the attitudes of the teachers towards curriculum, syllabus and course of study, they were asked to respond to the statement “Curriculum, syllabus and course of study are often used interchangeably”. The responses obtained from the teachers are shown in the following table.

Table No.1
Use of Curriculum, Syllabus and Course of Study

Responses	No. of Teachers	Percentage
Agree	23	46
Disagree	6	12
Strongly agree	21	42
Strongly disagree	0	0

The above table shows that the majority of the teachers (i.e. 88%) strongly agreed that curriculum, syllabus and course of study were often used interchangeably by the teachers.

3.1.2 Teachers' Involvement in Syllabus Designing

This sub- section deals with the teachers' involvement in syllabus designing. The researcher wanted to find out whether the teachers were involved or not while designing a syllabus, the teachers were asked to respond to the question "Have you ever been involved in syllabus designing?" The responses obtained from the teachers are presented in the table below:

Table No. 2
Teachers' Involvement in the Syllabus Designing

Responses	No of Teachers	Percentage
Yes	0	0.0
No	50	100.0

The above table shows the teachers' involvement in the syllabus designing. As indicated in the table teachers were not involved in the process of syllabus designing.

3.1.3 Need of Persons in Syllabus Designing

Better syllabus is necessary for better teaching. For better syllabus different persons should be involved while designing a syllabus. The researcher wanted to find out the need of persons involved in designing syllabus, the teachers were asked to respond to the question "Who should be involved in designing syllabus?" The responses are shown in the table given in the next page.

Table No.3
Need of Persons in Syllabus Designing

Responses	No. of teachers	Percentage
Teachers	2	4
Educators	8	16
Learners	1	2
All of them	39	78

The above table shows that 4% of the teachers mentioned that teachers should be involved in designing syllabus, 16% viewed that educator should be involved. Similarly, 2% opined that learner should be involved. The great majority (i.e.78%) stressed that the teacher, educator as well as learner should be involved. From the above result we can conclude that all the teacher, educator, learners should be involved while designing a syllabus.

3.1.4 Importance of Syllabus for Teachers

The researcher wanted to know the views of teachers and asked to respond to the statement “Syllabus is very important for teachers”. The responses obtained from the teachers are presented below:

Table No. 4
Importance of Syllabus for Teachers

Responses	No. of Teachers	Percentage
Agree	20	40
Disagree	0	0
Strongly Agree	30	60
Strongly Disagree	0	0

The above table shows that no one disagreed or strongly disagreed to the statement “Syllabus is very important for teachers”. Forty percent of them agreed to the statement and 60% of them strongly agreed. So we can conclude that syllabus was very important for teachers.

3.1.5 Necessity of Syllabus for Learners

To find out the attitudes of the teachers about the necessity of syllabus for learners, they were asked to respond the question “Is Syllabus necessary for the learners?” The responses obtained from the teachers are presented in the table below:

Table No. 5
Necessity of Syllabus for Learners

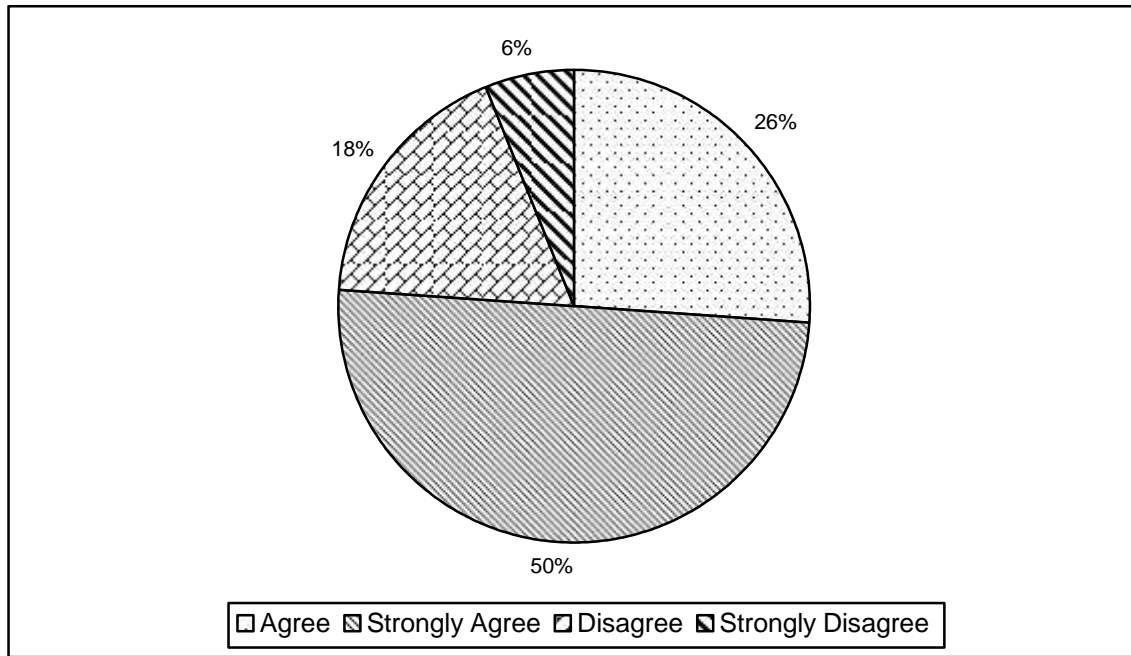
Responses	No. of Teachers	Percentage
Yes	42	84
No	8	16

From the analysis, it was found that 84% of the teachers thought that syllabus was necessary for the learners whereas 16% of them thought that syllabus was not necessary for the learners. In short, the majority of the teachers thought syllabus was necessary for the learners.

3.1.6 Use of Materials to Facilitate the Work

Teachers want materials for making their work easy. For better teaching teachers need better materials. To find out the attitudes of the teachers, they were asked to respond to the statement “Every teacher wants materials which will allow him or her to work easily”. The responses are presented in the pie -chart below:

Figure No. 1
Use of Materials to Facilitate the Work

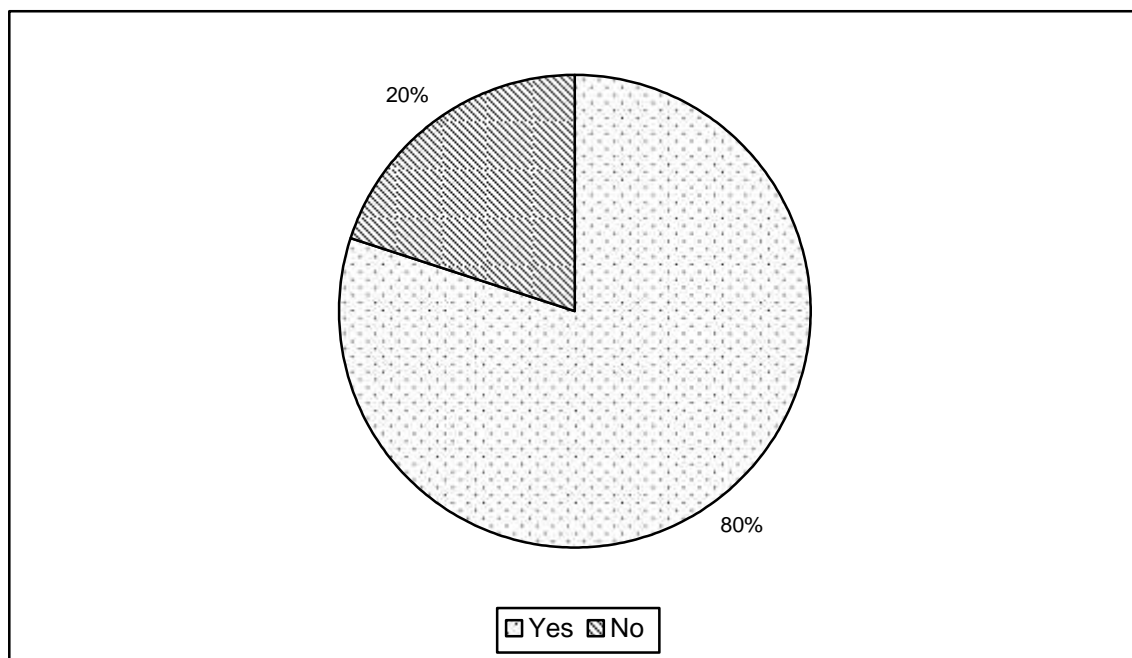


From the above diagram, we come to know that the majority of the teachers (i.e.76%) had positive attitude towards the statement that every teachers want materials which will allow him/her to work easily.

3.1.7 Use of Syllabus

If the students are not interested in learning, the objectives will not be fulfilled. Therefore, the teacher should arouse interest in their students. For the interest of the learners, the teacher should use syllabus according to the need of the learners. The following pie-chart shows the responses of teachers regarding using the syllabus according to the need of the learners.

Figure No. 2
Use of Syllabus

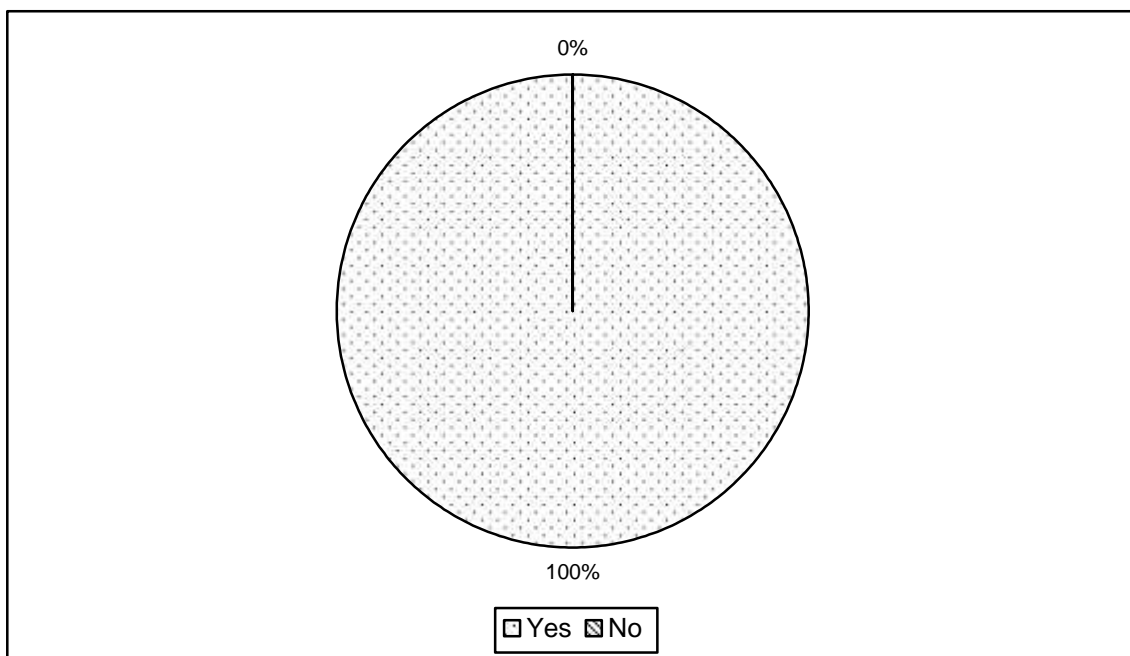


The above diagram shows that 80% of the teachers used syllabus according to the need of the learners and 20% of the teachers did not use the syllabus according to the need of the learners. In short, the majority of the teachers used syllabus according to the need of the learners.

3.1.8 Need Analysis

Learner is the most important factor in syllabus design as a syllabus is basically designed for the learners. Need analysis of the learners as well as of the society is essential in the process of syllabus design. To find out the attitudes of teachers towards the need analysis before designing syllabus, the teachers were asked to respond to the question “Do you think there should be need analysis before designing syllabus?” The responses obtained from them are presented in the pie chart below:

Figure No. 3
Need Analysis



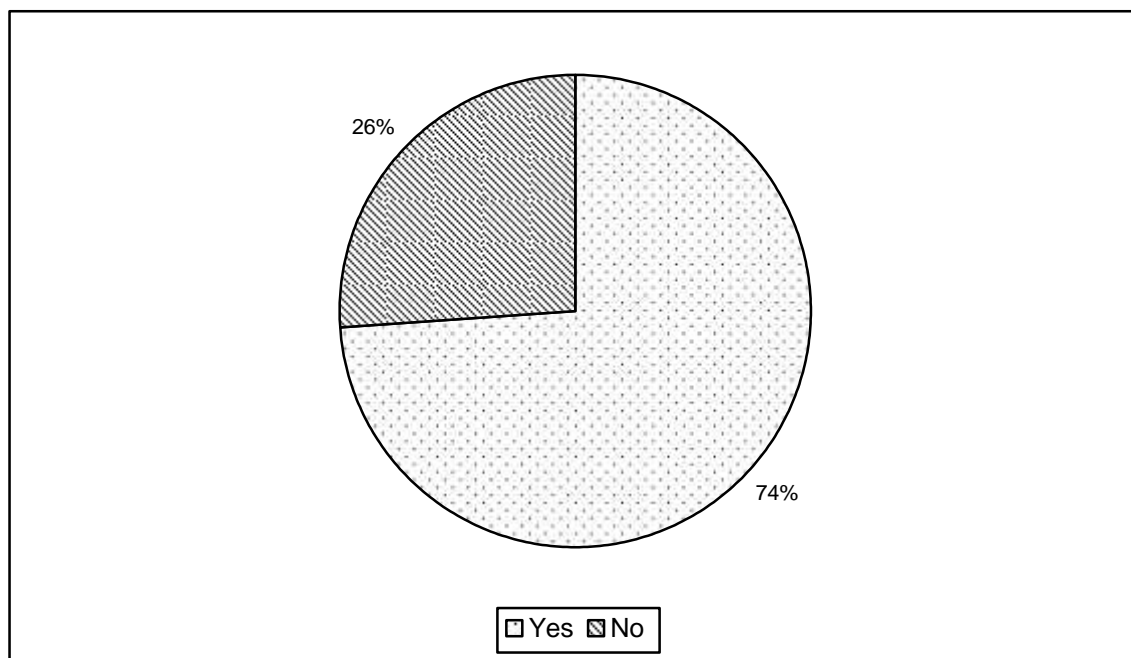
The above pie chart shows that the teachers thought there must be need analysis before designing syllabus. After analysis, the result showed that the teachers had positive attitude towards the need analysis before designing syllabus.

3.1.9 Interest of Students towards Prescribed Materials

Materials here refer to the material which is used in teaching learning process. It not only motivates the students but also makes the students participate in different activities.

Teaching materials play vital role in language teaching and learning. The following pie-chart shows the responses of teacher regarding whether the students are really interested in the materials prescribed in the syllabus or not.

Figure No.4
Interest of Students towards Prescribed Materials



The above figure is related to the students' interest in the materials prescribed in the syllabus. The figure shows that there were only 26% of the teachers who responded that their students were not really interested in the materials prescribed in the syllabus. While 74% of the teachers expressed that their students were really interested in the materials prescribed in the syllabus.

3.3.10 Channels of Communication

Communication is the way of expressing ideas, feelings, emotion, desires, needs etc. The class teachers should understand the feelings, emotion, desires, needs, interests of the students. So for making the syllabus according to the necessity of the learners there should be channels of communication between syllabus designers and classroom teachers. To find out whether there are sufficient channels of communication between syllabus designers and classroom teachers or not, the teachers were asked to respond to the statement. The responses given by them are presented in the table below:

Table No. 6
Channels of Communication

Responses	No. of Teachers	Percentage
Agree	12	24
Disagree	25	50
Strongly Agree	4	8
Strongly Disagree	9	18

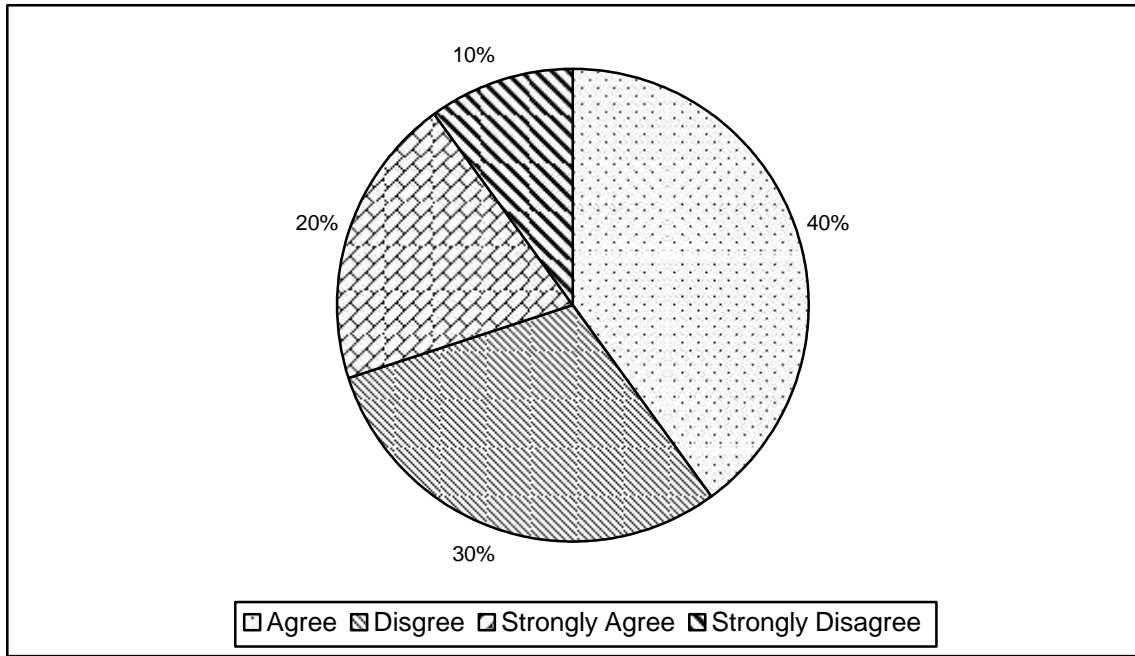
The above table shows that the majority of the teacher (i.e.68%) viewed that there were not sufficient channels of communication between syllabus designers and classroom teachers. From the analysis, we can conclude that there were not sufficient channels of communication between syllabus designers and classroom teachers.

3.1.11 Materials and Resources Available to the Language Teacher

To find out the attitude of teachers towards materials and resources available to the language teacher, they were asked to respond to the statement “An accounting of the materials and resource available to the language teacher is given equal consideration during the process of secondary level syllabus designing”. The responses obtained from them are presented in the following pie chart.

Figure No. 5

Materials and Resources Available to the Language Teacher



The above figure shows that the majority of the teachers (i.e.60%) thought that the materials and resources available to the language teacher was given equal consideration during the process of secondary level syllabus designing.

3.1.12 Consideration of Different Factors

While designing a syllabus, the designers should identify the learners and characterize their nature. In other words, they should find out who the learners are, what sorts of community the learners live in and what sort of learning group they belong to. The researcher wanted to find out the attitudes of teachers and asked to respond to the statement “Age, motivation, previous learning and aptitude of the learners are considered in a syllabus”. The responses obtained from the teachers are presented in the table below:

Table No. 7
Consideration of Different Factors

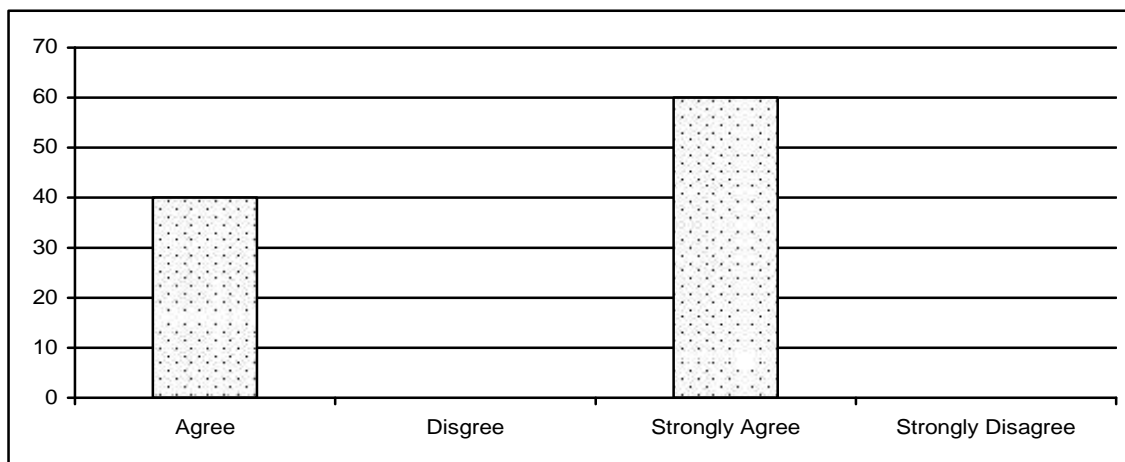
Responses	No. of Teachers	Percentage
Agree	12	24
Disagree	30	60
Strongly Agree	3	6
Strongly Disagree	5	10

The above table shows that the majority of the teacher (i.e. 70%) thought that age, motivation, previous learning and aptitude of the learners were not considered in the syllabus of secondary level.

3.1.13 Training and Experiences of Teachers

The researcher wanted to find out the attitudes of teacher towards training and experience of teachers and asked to respond to the statement “Teachers factor refers to the training and experience of teachers which provides important criteria for successful implementation”. The responses given by the teachers are presented in the bar- diagram below:

Figure No. 6
Training and Experiences of Teachers



The above diagram shows all the teachers (i.e.100%) were satisfied with the statement that teachers factor refer to the training and experience of teachers which provides an important criteria for successful implementation.

3.1.14 Factors of Syllabus Designing

There are four essential factors of syllabus design-objectives, content, method and evaluation. Syllabus set some objectives to be achieved. There are some contents to be taught in order to meet the objectives. Methods refer to the classroom activities to teach the content and evaluation refers to the activities via which we come to know whether or not the objectives set earlier have been achieved. The researcher wanted to find out the attitudes of the teachers and asked to respond to the statement “Objectives, content, method and evaluation are the four essential factors of syllabus design”. The responses given by the teachers are presented in the table below:

Table No.8
Factors of Syllabus Design

Responses	No. of Teachers	Percentage
Yes	50	100
No	0	0

The above table shows that all the teachers agreed that there were four essentials factors of syllabus design. From the analysis, we can conclude that objectives, content, method and evaluation were the four essentials factors of syllabus design.

3.1.15 Achievable Objectives in the Syllabus

A syllabus is an account of the contents of a course and the sequence in which a particular content is to be taught. In a syllabus general and specific objectives are mentioned. Thus, the researcher wanted to find out whether the objectives specified in syllabus are achievable or not, the teachers were asked to respond to the statement “The

objectives specified in the syllabus are achievable”. The responses are given in the table below:

Table No. 9
Achievable Objectives in the Syllabus

Responses	No. of Teachers	Percentage
Agree	16	32
Disagree	29	58
Strongly agree	0	0
Strongly disagree	5	10

The above table shows that the majority of the teachers (i.e.68%) thought that the objectives specified in the syllabus were not achievable.

3.1.16 Relation between Syllabus Design and Curriculum Planning

To find out the attitudes of the teachers towards relation between syllabus design and curriculum planning the researcher asked to respond to the statement “Syllabus design is closely related to curriculum planning for the objectives.” The responses obtained from the teachers are presented in the table below:

Table No.10
Relation between Syllabus Design and Curriculum Planning

Responses	No. of teachers	Percentage
Agree	35	70
Disagree	4	8
Strongly agree	11	22
Strongly disagree	0	0

The above table shows that the majority of the teachers (i.e. 92%) strongly agreed that syllabus design was closely related to curriculum planning for the objectives.

3.1.17 Familiarity of Teachers with the Objectives

To find out the attitudes of the teachers about the familiarity of teachers with the objectives, the teachers were asked to respond to the statement “The teachers must be familiar with the objectives of syllabus”. The responses given by the teachers are presented in the table below:

Table No. 11
Familiarity of Teachers with the Objectives

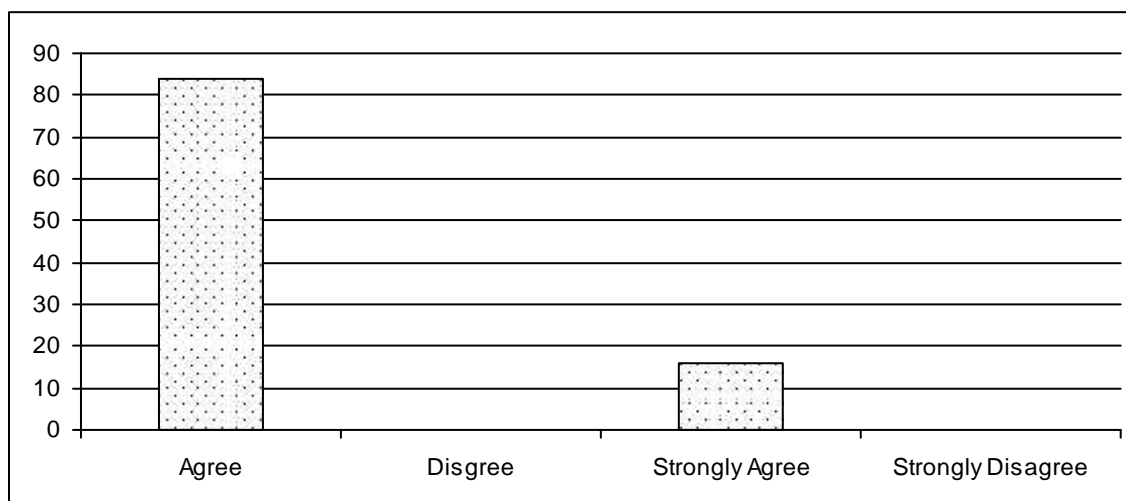
Responses	No. of Teachers	Percentage
Agree	15	30
Disagree	7	14
Strongly agree	25	50
Strongly disagree	3	6

The above table shows that the majority of the teachers (i.e. 80%) agreed that teachers must be familiar with the objectives of a syllabus. If they are not familiar with objectives, their teaching may not be focused.

3.1.18 Linguistic Content

The researcher wanted to know the views of teachers whether the syllabus is a set of justifiable educational objectives in terms of linguistic content or not. The responses given by the teachers are given in the bar-diagram given in the next page.

Figure No. 7
Linguistic Content



From the above diagram we found that the majority of the teachers (i.e.100%) strongly agreed that syllabus is a set of justifiable, educational objectives in terms of linguistic content.

3.1.19 Selection of Contents

To know the views of the teachers towards selection of contents, the researcher asked to respond to the statement “The contents are selected according to the objectives”. The responses obtained from the teachers are presented in the table below:

Table No. 12
Selection of Contents

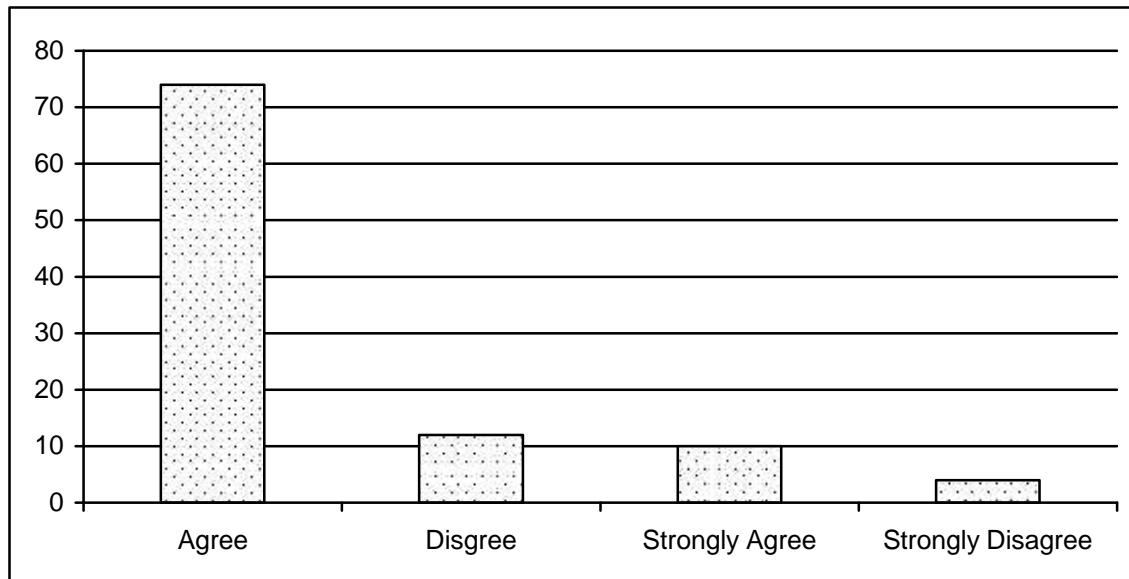
Responses	No. of Teachers	Percentage
Agree	20	40
Disagree	15	30
Strongly agree	12	24
Strongly disagree	3	6

From the above data, we found that the majority of the teachers (i.e.64%) agreed that the contents were selected according to the objectives.

3.1.20 Selection and Grading of Content

To find out the attitudes of the teachers towards selection and grading of content, they were asked to respond to the statement “Syllabus design is essentially concerned with the selection and grading of content”. The responses given by the teachers are shown in the bar diagram below:

Figure No. 8
Selection and Grading of Content



From the above data, we found that the majority of the teachers (i.e.92%) agreed that syllabus design was essentially concerned with the selection and grading of content.

3.1.21 Content according to the Interest of the Learners.

A syllabus should be designed on learners need to learn and what activities they need to perform in order to learn them. While designing a syllabus need of the learners, age, interest, aptitude should be given more priority. The content of a syllabus should include

what the learners need in their real life situation. Thus, the researcher wanted to know the views of the teachers and asked to respond to the question “Is the content prescribed in syllabus according to the interest of the learners?” The responses obtained from the respondents are presented in the table below:

Table No. 13
Content according to the Interest of the Learners

Responses	No. of Teachers.	Percentage
Yes	20	40
No	30	60

The above table shows that 40% of the teachers had positive views and 60% teachers had negative views. From the above data, we can conclude the majority of the teachers thought that the content prescribed in the syllabus of secondary level was not according to the interest of the learners.

3.1.22 Time Management

Syllabus is often linked to time and will specify a starting point and ultimate goal. Syllabus indicates a time schedule. In a syllabus time should be mentioned according to the objectives and content. The researcher wanted to find out the attitudes of the teachers and asked to respond the question “Is the time allotted in the syllabus sufficient according to the content?”

Table No. 14
Time Management

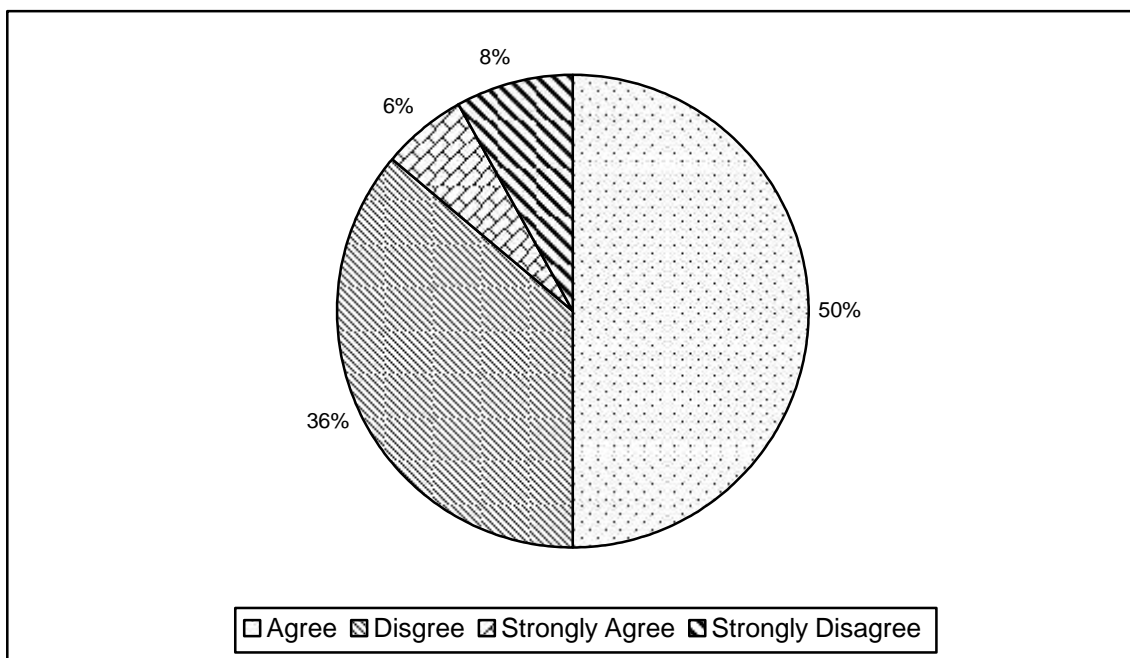
Responses	No. of Teachers	Percentage
Yes	15	30
No	35	70

The above table shows that the majority of the teachers (i.e.70%) thought that the time allotted in the syllabus was not sufficient according to the content.

3.1.23 Mark Distribution

Mark distribution should be mentioned in a syllabus. Mark distribution should be mentioned according to the content. The researcher wanted to know the views of the teachers whether the mark distribution in the syllabus is appropriate according to the content or not, they were asked to respond to the statement “The mark distribution mentioned in the syllabus is appropriate according to the content”. The responses obtained from them are presented in the pie chart below:

Figure No. 9
Mark Distribution

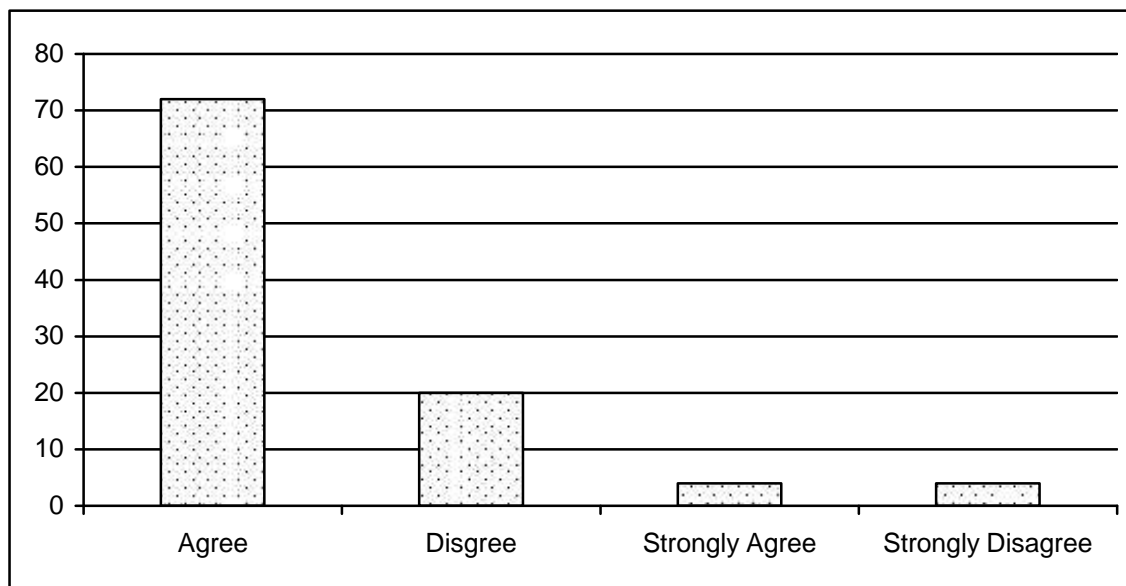


The above pie chart shows that the majority of the teachers (i.e.56%) agreed that the mark distribution in the syllabus was appropriate according to the content.

3.1.24 Realisticness of Syllabus

To find out whether the teachers think a language syllabus is realistic both in qualitative and quantitative aspects in their contents and feasibility or not, they were asked to respond to the statement “A language syllabus is realistic both in qualitative and quantitative aspects in their contents and feasibility”. The responses obtained are presented in the following bar- diagram.

Figure No. 10
Realisticness of Syllabus



From the above diagram, we come to know that the majority of the teachers (i.e.76%) agreed that a language syllabus is realistic both in qualitative and quantitative aspects in their contents and feasibility.

3.1.25 Conceivable Content

This is the age of science and technology. So, the syllabus designers should design the syllabus according to the sociological need, learner’s interest etc. Technical method should give more priority than theoretical. The content should develop the physical and mental behavior. Thus, the researcher wanted to find out the attitudes of the teachers and

asked to respond to the statement “The content is technically, physically and mentally conceivable”. The responses given by them are present in the table below:

Table No. 15
Conceivable Content

Responses	No. of Teachers	Percentage
Agree	8	16
Disagree	35	70
Strongly agree	4	8
Strongly disagree	3	6

The above table shows that the majority of the teachers (i.e. 76%) disagreed with the statement that the content prescribed in the syllabus of secondary level was technically, physically and mentally conceivable.

3.1.26 Method Concerned with Selection of Learning Task and Activities.

Method refers to the way of teaching learning activities. Better method is needed for better teaching. Student can understand the subject matter easily by the method. Here the researcher wanted to collect the teachers view and asked to respond to the statement “Method is concerned with the selection of learning tasks and activities”. The responses are presented in the table given in the next page.

Table no.16

Method Concerned with Selection of Learning Tasks and Activities

Responses	No. of teachers	Percentages
Agree	39	78
Disagree	8	16
Strongly agree	2	4
Strongly disagree	0	0

The above table shows that the majority of the teachers (i.e.82%) agreed that the method was concerned with the selection of learning tasks and activities.

3.1.27 Understandable Teaching Methods

Different types of teaching methods are mentioned in a syllabus. Teaching methods help the students to understand the subject matter easily. Here the teachers were asked to respond to the statement “The teaching methods presented in the syllabus are easily understandable for the learners”. The responses given by the teachers are presented in the table below:

Table No. 17

Understandable Teaching Methods

Responses	No. of Teachers	Percentage
Agree	14	28
Disagree	32	64
Strongly agree	2	4
Strongly disagree	2	4

The above table shows that the majority of the teachers (i.e.68%) thought that the teaching methods presented in the syllabus were not easily understandable for the learners.

3.1.28 Appropriate Methods according to the Content

While designing a syllabus, the designers should prescribe the methods according to the content. Methods and content should be related. Here, the teachers were provided an opportunity to put their attitudes towards appropriate methods according to the content, the teachers were asked to respond to the statement “Methods prescribed in the syllabus are appropriate according to the content”. The responses are presented in the table below:

Table No.18
Appropriate Methods According to the Content

Responses	No. of Teachers	Percentages
Agree	14	28
Disagree	31	62
Strongly agree	2	4
Strongly disagree	3	6

The above table shows that the majority of the teachers (i.e.68%) disagreed with the statement that the methods prescribed in the syllabus were appropriate according to the content.

3.1.29 Teaching Methods to Develop Abilities

Methods are necessary in teaching learning process. Better methods help to develop student’s abilities. To find out the attitudes of the teachers, they were asked to respond to the statement “Teaching methods help the students to develop abilities for self learning, problem solving and critical thinking”. The responses given by them are presented in the table given in the next page.

Table No. 19
Teaching Methods to Develop Abilities

Responses	No. of teachers	Percentage
Agree	27	54
Disagree	9	18
Strongly agree	14	28
Strongly disagree	0	0

The above table shows that the majority of the teachers (i.e.82%) agreed that the teaching methods helped the students to develop abilities for self teaching, problems solving and critical thinking.

3.1.30 Methods for Better Teaching

To find out whether teachers need methods for better teaching or not the teachers were asked to respond to the statement “Teachers need appropriate methods for better teaching”. The responses obtained from them are presented in the table below:

Table No.20
Methods for Better Teaching

Responses	No. of Teachers	Percentages
Agree	7	14
Disagree	0	0
Strongly agree	43	86
Strongly disagree	0	0

From the above table we found that the majority of the teachers (i.e.100%) strongly agreed that the teachers need appropriate methods for better teaching.

3.1.31 Appropriateness of References and Prescribed Books

To find out the attitudes of the teachers about the appropriateness of references and prescribed books, they were asked to respond to the question “Are the references and prescribed book of syllabus appropriate according to the content?” The responses obtained from them are presented in the table below:

Table No. 21
Appropriateness of References and Prescribed Books

Responses	No. of Teachers	Percentage
Yes	20	40
No	30	60

The above table shows that 40% of the teachers thought that the references and prescribed books of syllabus were appropriate according to the content. And 60% of the teachers thought that the references and prescribed books of syllabus were not appropriate according to the content. In short, the majority of the teachers (i.e.60%) thought that the references and prescribed books of syllabus were not appropriate according to the content.

3.1.32 Ways of Designing Syllabus According to the Need and Interest of the Learners

To find out the attitudes of the teachers about the ways to design syllabus according to the need and interest of the learners, they were asked a question “How can we design the syllabus according to the need and interest of the learners?” The attitudes given by the teachers are as follows.

- The overall development on writing with grammar based should be applied.

- The syllabus which is designed for the learners should be specific and related to the contemporary society so that the learners can implement whatever they know from this study.
- The present syllabus is good for the linguistic learning. At least, one book literature is required for initiating expression power.
- The designers should understand the feelings of the students and syllabus should be designed according to the time, situation and geographical region of a particular country and it should meet longitudinal and horizontal psychology of learners.
- With the help of the survey we can list out the topics based on the need and interest of the learners than selection and grading should be done there.
- Syllabus should be designed as per the needs, interest, requirement level etc. of the learners.
- Modern technique of teaching method should be mentioned in a syllabus.
- Practical method should be given more priority than the theoretical.

3.1.33 Suggestion for Better Syllabus

The researcher requested the teachers to provide suggestions for better syllabus designing at secondary level. The suggestions given by them are as follows.

- Survey should be done to find out the need and interest of the learners, community and nation.
- More teaching materials should be mentioned.
- Syllabus designers should submit materials from local level in syllabus and the syllabus should contain practicality in it.
- Secondary level syllabus is not up to its level. As already suggested extra activities should be added in the syllabus.
- The syllabus should be oriented towards practicality rather than theoretical.
- For better syllabus designing, all four skills- reading, writing, listening and speaking must be carried out equally.

- More application and creative type of content should be included for increasing the creativity. More research and project works should be given. So that the teaching and learning process goes on well with class discussion and presentation.
- The content of a syllabus should include what the learners need in their real life situation.
- The designers of a syllabus should understand the social, political, cultural and economical condition of the society.
- Students' needs, interests, feeling, emotions etc. should be considered in a syllabus.
- Vocational learning should be prioritized.
- Field trip and educational tours should be made important part of syllabus.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

This chapter presents the findings of the research on the basis of the first hand data from the questionnaires, and also suggests some recommendations in accordance with those findings. The main concern of this research was to determine the “Perceptions of Teachers in Syllabus Designing at Secondary Level”. To obtain the data for the study, the researcher distributed a set of questionnaire based on the objectives which were responded by teachers teaching at secondary level.

On the basis of analysis and interpretation of the collected data, the following findings were derived.

The researcher found that:

- None of the teachers she consulted were involved in designing syllabus.
- The majority of the teachers (i.e. 100%) believed that the syllabus was very important for them.
- The majority of the teachers (i.e. 84%) thought that the syllabus was necessary for the learners.
- The majority of the teachers (i.e. 76%) believed that every teachers wanted materials which help them to work easily.
- The majority of the teachers (i.e. 80%) used syllabus according to the need and interest of the learners.
- All the teachers (i.e. 100%) thought that there must be need analysis before designing syllabus.

- The majority of the teachers involved in the research (i.e. 68%) thought that there were no channels of communication between syllabus designers and classroom teachers.
- The majority of the teachers (i.e. 100%) thought that objectives, content, method and evaluation were the essential factors of syllabus design.
- The majority of the teachers (i.e. 68%) thought that the objectives specified in the syllabus were not achievable.
- The majority of the teachers (i.e. 92%) thought that the syllabus design was closely related to curriculum planning for the objectives.
- The majority of the teachers (i.e. 80%) believed that the teachers must be familiar with the objectives of the syllabus.
- The majority of the teachers (i.e. 92%) believed that the syllabus design was essentially concerned with the selection and grading of content.
- The majority of the teachers (i.e. 70%) thought that the time allotted in the syllabus was not sufficient.
- The majority of the teachers (i.e. 68%) thought that the teaching methods presented in the syllabus were not understandable to the learners.
- The majority of the teachers (i.e. 60%) thought that the references and prescribed books of syllabus were not appropriate according to the content.
- The majority of the teachers (i.e. 60%) thought that the content prescribed in the syllabus was not according to the interest of the learners.

4.2 Recommendations

On the basis of the findings obtained from the analysis and interpretation of data gathered from the teachers, some recommendations have been suggested.

- The study found that teachers were not involved in designing syllabus. So, teachers should be involved while designing a syllabus because they are the people to implement the syllabus.
- All of the persons i.e. teachers, educators and learners were not involved in syllabus designing. So, they should be involved while designing a syllabus.
- There were no channels of communication between syllabus designers and classroom teachers. So, there should be communication between them.
- The objectives specified in the syllabus were not achievable. Therefore, the objectives should be achievable.
- The time allotted in the syllabus was not sufficient. Therefore, the time should be sufficient according to the content.
- The teaching methods presented in the syllabus should be appropriate to the level of learners.
- Prescribed books should be appropriate according to the content.
- The content prescribed in the syllabus should be according to the interest of the learners.

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Appendix – I
(Questionnaire for Teachers)

Dear sir / Madam,

This questionnaire is a research tool for gathering information for my research entitled "perceptions of Teachers in syllabus Designing" under the guidance of Mrs. Madhu Neupane, Teaching Assistant, Department of English Education, T.U, Kirtipur. The correct information provided by you will be of great help for completing my research. The information you provide will be kept highly confidential and used only for research purpose. I would appreciate your honest opinions and assure you that your responses will be completely anonymous.

Name of the teacher :

Name of the school :

Address :

Qualification :

Experience :

Please give your opinions to these questions:

1. Curriculum, Syllabus and course of study are often used interchangeably

- a) agree b) disagree
c) strongly agree d) strongly disagree

2. Have you ever been involved in designing syllabus?

- a) yes b) No

3. Who should be involved in designing syllabus ?

- a) Teacher b) Educator

c) learner d) All of them

4. Syllabus is very important for teachers .

a) agree b) disagree

c) strongly agree d) strongly disagree

5. Is the syllabus necessary for the learners ?

a) Yes b) No

6. Every teacher wants materials which will allow him/ her to work easily .

a) agree b) disagree

c) strongly agree d) strongly disagree

7. Are you using the syllabus according to the need of the learners ?

a) yes b) No

8. Do you think there should be need analysis before designing syllabus ?

a) yes b) No

9. Are your students really interested in the materials prescribed in the syllabus ?

a) yes b) No

10. There are sufficient channels of communication between syllabus designers and classroom teachers .

a) agree b) disagree

c) strongly agree d) strongly disagree

11. An accounting of the materials and resources available to the language teacher is given equal consideration during the process of syllabus planning .

a) agree b) disagree

c)strongly agree d) strongly disagree

12. Age, motivation,. previous learning and aptitude of the learners are considered in a syllabus .

- a) agree b) disagree
c) strongly agree d) strongly disagree

13. Teachers factor refer to the training and experience of teachers which provide an important criteria for successful implementation .

- a) agree b) disagree
c) strongly agree d) strongly disagree

14. Objectives , content , method and evaluation are the essential factors of syllabus design .

- a) yes b) No

15. The objectives specified in the syllabus are achievable .

- a) agree b) disagree
c) strongly agree d) strongly disagree

16. syllabus design is closely related to curriculum planning for the objectives .

- a) agree b) disagree
c) strongly agree d) strongly disagree

17. Teachers must be familiar with the objectives of the syllabus .

- a) agree b) disagree
c) strongly agree d) strongly disagree

18. syllabus is a set of justifiable, educational objectives in terms of linguistic content .

- a) agree b) disagree
c) strongly agree d) strongly disagree

19.]The contents are selected according to the objectives .

- a) agree b) disagree
c) strongly agree d) strongly disagree

20. syllabus design is essentially concerned with the selection and grading of content .

- a) agree b) disagree
c) strongly agree d) strongly disagree

21. Is the content prescribed in the syllabus according to the interest of the learners ?

- a) yes B) No

22. Is the time allotted in the syllabus sufficient according to the content ?

- a) Yes b) No

23. The mark distribution mentioned in the syllabus is appropriate according to the content .

- a) agree b) disagree
c) strongly agree d) strongly disagree

24. A language syllabus is realistic both in qualitative and quantitative aspects in their contents and feasibility .

- a) agree b) disagree
c) strongly agree d) strongly disagree

25. The content is technically, physically and mentally conceivable .

- a) agree b) disagree
c) strongly agree d) strongly disagree

26. Method is concerned with the selection of learning tasks and activities.

- a) agree b) disagree
c) strongly agree d) strongly disagree

27. The teaching methods presented in the syllabus are easily understandable for the learners.

- a) agree b) disagree
c) strongly agree d) strongly disagree

