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Impact of Syllabus on ELT Methodology SAARC Countries' Perspective

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Abstract

The purpose of the study was to explore the impact of syllabus on English language teaching methodology in SAARC countries. The researchers adopted mix method research approach for data collection. The sample of the study was 1040 students and 340 teachers of English, selected randomly. Instruments of the research were questionnaires, interviews and group discussions. The findings indicated that the present syllabi did not conform to the requirements of the effective methodology for teaching English. In the light of the findings, suggestions were given for process oriented and task based syllabus.

Point of Departure

English language is a postcolonial legacy of the SAARC countries. As long as English-speaking countries have economic and political dominance in the world it is unwise to do away with English – definitely not at the cost of the vernacular languages. At this juncture of history, English should be learnt not only to take and absorb the developments of the West but also to convey the wisdom of the East to the West. Syllabus being the most vital mode of teaching English must be designed to have the potential of most effective teaching of the language. The present study focussed on the evaluation of the present state of affairs of the syllabus and its impact on the English language teaching methodology in SAARC countries with special

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reference to Pakistan. The basic research question is “What is the impact of syllabus on ELT methodology?” The study also aimed at giving recommendations in order to carry out change in the ELT system.

Syllabus

Syllabus is a component of curriculum. It has a pivotal role in the grand scheme of curriculum. It is designed under the guidelines provided by the curriculum. In the plainest words, syllabus is the list of contents of a course of study. Expressed in other words it is a document, which comprises the list of the things to be taught in a certain course of study. The components of the list might be the content items (words, structures, topics) or process items (tasks, methods). (Ur 2006: 176) This is almost traditional to define syllabus in terms of the list of contents. Hutchinson and Waters (1987: 80) share the idea saying the syllabus is “a document which says what will (or at least what should) be learnt”.

As a list of items to be taught, syllabus has allied factors as well. They influence or contribute its formation. Rabbani (2006) refers to the same factors when he says, “A finished syllabus is an overall plan of the learning process.”

Theoretical Basis

Syllabus is designed on certain theoretical grounds. Theoretical aspect is multifarious. Yalden’s words might better sum up the point: “Setting up a new course implies a skillful blending of what is already known about language teaching and learning with the new elements that a group of learners inevitably bring to the classroom: their own need, wants, attitudes, knowledge of the world and so on.” (1987: 03)

Methodology

Traditionally syllabus was considered to be the list of contents. The allied factors only revolved around the same basic idea. With the passage of time syllabus has been taken as inclusive of methodology. Candlin’s view (cited in Nunan 1993: 03) supports this idea. “Syllabuses are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation.” Ur also seconds the view saying, “A particular preferred approach or methodology may also be defined even if the syllabus is content based.” (2006: 176)

Syllabus and Methodology

The developments in the English language teaching have given rise to a controversy of interrelation of syllabus and language teaching methodology. Whether syllabus is significant or language teaching methodology is the debate. Can any type of syllabus, even if quite improper, do, if the teaching methodology is appropriate or do we have to design a befitting syllabus for effective language teaching?

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The debate has taken the form of the question of merger or separation of methodology and syllabus. A flash over both the concepts will reveal that syllabus is the selection and grading of content while methodology is the selection of learning tasks and activities. (Nunan 1993: 05) Some of the linguists believe in the separation of the two concepts, others do not. These are taken as narrow and broad approaches respectively.

Traditionally, the syllabus designers would choose structures and vocabulary items and grade them according to significance or difficulty. The learners' task was to get mastery over them. The idea was to master the building blocks of language and then combine them to make an edifice. The concept of syllabus was generally limited to this scheme. (Nunan 1993:11) The idea marks the narrow approach that maintains a distinction between syllabus design and methodology as it generally aims at the destination and does not chalk out the path.

Among those who believe that syllabus and methodology are different entities is Widdowson. He takes syllabus as the specification of a teaching programme, which defines a particular subject for a particular group of learners. According to him this specification arranges content in a succession of interim objectives. He is of the opinion that structural and functional-notional syllabi, which tend to make the syllabus process oriented, exhaust the possibilities of the syllabus designer. In both the cases, he thinks, the learners might not be able to use the knowledge in real life situations. (Widdowson in Nunan 1993: 52-53) Widdowson proposes problem solving tasks and purposeful activities without the rehearsal requirements. This is meant, according to Widdowson, to make the students 'authentic' or realistic to suit the natural social behaviour.

The followers of the broad view do not believe in separation between syllabus and methodology. They are of the view that with the advent of the communicative language teaching approach, the distinction between content and task is difficult to maintain.

Communicative language teaching approach appeared during 1970's and got popular as well. The focus of the proponents of the approach was language as process, rather than language as product. It implies stress upon the use of language rather than the knowledge about the language. This is the basis of the view "that syllabus content might be specified in terms of learning tasks and activities" (Nunan 1993:11). In Nunan's words:

It would seem, with the development of process, task-based, and content syllabi, the traditional distinction between syllabus design (specifying the 'what') and methodology (specifying the 'how') has become blurred. (1993:52)

Nunan's statement marks the modern trend in syllabus design that combines syllabus design and methodology. The developments in the field of syllabus design during the coming times are evidence over the fact. Task-based syllabus and Communicative Language Teaching approach are some of these developments.

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All that turns out from this discussion is that syllabus and methodology cannot be separated. Syllabus determines the methodology of English language teaching. What the entire methodology dependant upon is the syllabus. The syllabus determines the scope of methodology.

Criticism

Despite the apparent appeal in their philosophy, grammatical syllabi have been failing to produce the desired results. In attempts to probe the case, they have been under focus of the linguists. Therefore, they have been criticized on more than one ground. (Nunan: 1993: 33)

Firstly, structural syllabi misinterpret the nature of the complex phenomenon of language. It is because they focus on one aspect of language, that is, formal grammar. The fact is that language is multifaceted. It has more than one aspect.

Secondly, there is a disjunction between form and function. One structure may indicate more than one function or one function can be expressed by more than one structure.

Thirdly, there is an idea that students learn grammatical structures with a certain sequence (Dulay and Burt; Bailey, Madden and Krashen cited in Nunan 1993: 32). That sequence remains the same with children or adults irrespective of instruction or no instruction. The fact either leads the syllabus designer to grade the structural items with that particular sequence so that learners could comfortably learn with that sequence, or make him free of any kind of sequence because he would involuntarily follow his own mental syllabus.

Fourthly, the structural syllabi are based on the assumption that the learners undertaking the course have the same level of grammatical proficiency and they would improve uniformly. Practically the fact is against the fact.

Fifthly, sometimes the learners need to learn certain structures immediately. These structures might not be matching with the current stage of development of the learners.

Sixthly, the learners may need exposure to grammatical items in different contexts and over an extended period of time rather than at the point when the items become learnable.

Lastly, the grammatical grading of contents of syllabus might hamper language acquisition, which is a global rather a linear process. Different aspects of grammar are mastered simultaneously rather than one structure learnt at a time.

Here it is obvious that despite the fact that grammatical syllabuses have longest history of pedagogical usage they have many complications as well. They do not produce optimum results.

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Research Methodology

The researchers attempted to answer the research question: “What is the impact of the syllabus on English language teaching methodology?” The objective of the study was to evaluate the syllabus as per its capacity to give scope to use modern teaching methodologies and give suggestions for improvement in the state of affairs.

The researchers carried out the study in perspective of SAARC countries. As the entire region would be out of reach, the researchers delimited the study to the syllabus of English for Intermediate level of education in Pakistan. The population of the study included:

- i. Students of Intermediate classes from Pakistani province of Punjab. They were 1040 in number.
- ii. Teachers of English at college level (Lecturers, Assistant Professors, Associate Professors and Professors) from the same province. Their number was 340.

The researchers used convenient sampling technique. This was the only choice in perspective of the large size of the population.

Using mixed method approach they used these tools for data collection. That included:

- i. Questionnaires
- ii. Group discussion
- iii. Evaluation criteria chosen from Richards (2007), Ur (2006), Wallace (1999) and Nunan

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The syllabus of English for Intermediate level of education in Pakistan provided the framework for the researchers to carry out the study to explore the link between syllabus and methodology.

Impact of the Contents

A perusal of the contents will reveal that 70% syllabus is literature based. The same proportion maintains in the assessment and the examinations. This fact compels the teacher to adopt the simple and obsolete methodology of lecturing while the students remain passive listeners.

Another problem of this dominantly literature based content is that the students do not go for skills. They simply cram the summaries and reproduce them in the examinations.

Grammar-Translation as Part of Syllabus

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Despite the beginning and establishment of new trends, Grammar-Translation method still holds the ground. The teachers – especially senior and untrained teachers – have not been able to come out of the influence of the method.

The grammatical syllabuses have been the most common type of syllabuses. They have the longest period of sway in the world of language teaching. The history of grammatical syllabuses goes as far back as the beginning of English language teaching in the Indian sub-continent. Richards (2007: 03) refers back to the 19th century and the years 1930 to 1960 as the periods of its dominance. This is more than obvious that despite the fact that grammatical syllabuses have longest history of pedagogical usage they have many complications as well. They do not produce optimum results. (Warsi: 2004: 03) considers it a great hurdle in the way of effective teaching of English.

Despite all the facts what is concerning is that a faction of teachers is still in the spell of the Grammar-Translation method. They think it a key to success. They resist any change against their idea.

Time Schedule

Time available for the coverage of syllabus is one of the most powerful factors that determine the scope of the syllabus and its impact on methodology. This is evaluation of the syllabus as per theory of resources by Wallace (1999). One of the facts that turned out in the data collection is the duration of the period of English.

Table 1
Duration of a Period of English

Duration	Frequency	Percentage
40 minutes	340	100.00
60 minutes	–	–
More than 60 minutes	–	–
Total	340	100.00

The question was administered for the teachers of English on the duration of the period of English in their institutions. The unanimous answer was the duration of 40 minutes.

The results the 40-minute classes are obvious in many respects. The periods are consecutive. There is no cushion time between the classes. Some of the time is consumed in shifting of the teacher and the students from one class to another. Some further time is consumed in taking attendance. Mostly the teachers are also supposed to check the uniform of the students and take action against the violators. It takes another 05-10 minutes. Even without the last of the responsibilities, nearly 20-25 minutes are left for actual teaching and learning activity. The teachers cannot carry out activities in the class. Even the topics in the traditional lectures are not completed in a single period of 40 minutes.

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Another angle to look at the time factor is the time available to the teachers during the two years session to complete the syllabus. A question administered on this aspect.

Table 2
No of Periods per Class in a Year

No of Periods	Frequency	Percentage
90	38	11.20
100	163	47.90
110	139	40.90
Total	340	100.00
Average		103.00

Table 2 shows the average time available to them after scheduled and unpredictable holidays. The largest group of teachers (47.90%) takes 100 periods per year. The second largest group (40.90%) takes only 110 periods per year. A small number of teachers (11.20%) take 120 or more periods. The average number of periods a teacher teaches becomes 103 periods per year per class.

The total time available to the teacher is 103 periods per year. In two years session the time available is 206 periods. This is to be judged in the backdrop of the syllabus and textbook coverage. The details of the syllabus contents have been given in 5. Here is a brief summary of the contents of the syllabus.

Table 3
Summary of the Syllabus

Components	Items
Letter writing	
Translation from English into Urdu	
Translation from Urdu into English	
Report writing	
Reading comprehension	
Essay writing	
Short stories	15
Plays	03
Poems	20
Essays	15
Novel: <i>Goodbye Mr. Chips</i>	
Grammar	27

A short story cannot be taught in less than 3 periods even if the teacher just goes through it, not to speak of activities. It makes 45 periods for short stories. The same is the case with essays. So it needs 45 periods for essays. A play cannot be taught in less than 05 periods. It makes 15 periods for plays. Poems on average will take 02 periods for a single poem. It is 40 periods needed for 20 poems. The novel *Goodbye Mr. Chips* cannot be taught in less than 15 periods. Grammatical items have various qualitative and quantitative weights. Getting very generous we give 2 periods per item on average – although it would pose great difficulties in terms of time. Letter writing will demand at least 10 periods. Translation techniques and practices could not be covered in less than 10 periods for English into Urdu and 20 periods from Urdu into English. Report writing will deserve no less time allocation than letters, that is, 10 periods. Reading comprehension techniques require no less than 16 periods. Last but not the least, essay writing needs at least 20 periods. Now we stack the data.

Table 4
Time Needed for Coverage of Syllabus

Components	Items	Periods Needed
Letter writing		10
Translation from English into Urdu		10
Translation from Urdu into English		20
Report writing		10
Reading comprehension		16
Essay writing		20
Short stories	15	45
Plays	03	15
Poems	20	40
Essays	15	45
Novel: Goodbye Mr. Chips		15
Grammar	27	54
Total		300

The researchers have been very meticulous in making time allocations for each segment of the syllabus. We were inclined to agree to the no of periods allocated but he is still afraid the period of 40 minutes – with 25 minutes actual time for teaching – would not be sufficient. Now the data gives a very clear picture. The syllabus is so lengthy that it needs at least 300 periods for its coverage while the time available is 206 periods. That is why there are often complaints of non-completion of course from the students, administration and parents. This cannot be overcome, unless there is a metamorphic change in syllabus and the other aspects of the language programme.

Not to speak of the teachers having ELT approach, even for the believers of teaching language through literature would find this time available in a year too short to cover the syllabus. They would rush through the syllabus without using any

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modern teaching methodology. The teachers would be lecturing at the rostrum, and the students would be passive listeners.

Methodologies in Practice

Questions were given on the current methodologies used in the classroom. The questions administered on more than one aspect.

One of the aspects was the scope of speaking English the class. That is how much is the classroom a linguistic island.

Table 5
Teachers Speaking English in the Class

Respondents	Frequency of Speaking English					Total
	Always	Often	Sometimes	Never	Missing	
Students	11.10	19.80	54.30	12.00	02.80	100.00
Teachers	20.90	25.00	54.10	-	-	100.00

Table 5 shows that a small numbers of students (11.10%) expressed that the teachers always spoke English in the class. Likewise a small no of teachers (20.90%) claimed that they always spoke English in the class. The responses seem to be exaggerated. Specially, in case of teachers, they are inflated.

Similarly small groups of students (19.80%) told that the teachers often spoke English in the class. A notable group of teachers (25.00%) asserted that they often spoke English in the class. These responses also appear to be overestimated, especially those of teachers.

Majority of the students (54.30%) students expressed that teachers sometimes spoke English in the class. The majority of teachers (54.10%) teachers confirmed that they sometimes spoke English in the lass. These responses are realistic. The figures could be even bigger.

Tragically 12.00% of the students said that the teachers never spoke English in the class. However, no teachers accepted that they never spoke English in the class. These responses appear to be fair but undesirable. Teachers of English are not expected to never speak English. Despite constraints of the system, they are expected to at least sometimes speak English. This is the way the students could have a model of it and they are inspired to follow it.

The contents of syllabus and textbooks, the nature of assessment and examinations are the impediments for the teachers in the way of always or often speaking English in the class. Specifically, the examination is based on Grammar-Translation Method.

Table 6
Teachers Asking Students to Speak English in the Class

Respondents	Teachers Ask Students to Speak English					
	Always	Often	Sometimes	Never	Missing	Total
Students	01.20	04.30	57.10	35.60	01.90	100.00
Teachers	08.80	21.90	68.00	-	01.30	100.00

Table 6 shows a very small numbers of students (1.20%) indicated that the teachers always asked them to speak English in the class. Similarly, a small no of teachers (20.90%) asserted that they always asked their students to speak English in the class. The responses seem to be realistic.

Likewise, small groups of students (4.30%) told that the teachers often asked them to speak English in the class. A notable group of teachers (21.90%) expressed that they often asked their students to speak English in the class. These responses are quite realistic.

Again majority of the students (57.10%) expressed that the teachers sometimes asked them to speak English in the class. The majority of teachers (68.00%) teachers confirmed that they sometimes asked the students to speak English in the lass. These responses are realistic.

Here it is more tragic that 35.60% of the students said that their teachers never asked them to speak English in the class. Like the previous case, no teachers accepted that they never asked their students to speak English in the class. These responses appear to be fair but regrettable. Teachers of English are not expected to never speak English. Although the conditions are not congenial, they are supposed to at least sometimes ask the students to speak English in the class so that their shyness is removed and at least they could make a start to desirably continue in future.

Here almost the same reasons as discussed in the previous case are working behind the fact of not asking the students to speak English. Syllabus is the major factor.

Table 7
Teachers Translate English Language Texts into Urdu

Respondents	Frequency of Translating English Text into Urdu					
	Always	Often	Sometimes	Never	Missing	Total
Students	38.40	29.70	26.00	02.10	03.70	100.00
Teachers	12.40	22.90	36.50	28.20	-	100.00

Table 7 shows that considerably large groups of students (38.40%) said that the teachers always translated English texts into Urdu. A small group of teachers (12.40%) accepted that they always translated English texts into Urdu.

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Likewise, notably large groups of students (29.70%) told that the teachers often translated English texts into Urdu. A notable group of teachers (22.90%) expressed that they always translated English texts into Urdu. The figures of the responses were expected to be bigger.

Again considerable number of the students (26.00%) expressed that the teachers sometimes translated English texts into Urdu. The largest group of teachers (36.50%) confirmed that they sometimes translated English texts into Urdu. These responses are realistic. These figures of responses are inflated. Most of the responses were expected to have gone to the previous two categories.

Minor groups of students (2.10%) said that their teachers never translated English texts into Urdu. A considerable group of teachers (28.20%) claimed that they never translated English texts into Urdu. The responses of the students are realistic but those of teachers seem to be exaggerated.

Here the sources of the problem are the same as referred to earlier two cases. All the three are interlinked. The biggest reason here is the entire ELT system is based on Grammar-Translation Method, and students are assessed in translation in institutional and Board examinations.

Table 8
Students Do Pair or Group Work in the Class

Respondents	Frequency of Doing Pair or Group Work					
	Always	Often	Sometimes	Never	Missing	Total
Students	06.80	11.70	44.30	33.30	03.90	100.00
Teachers	20.60	29.10	50.30	-	-	100.00

Table 8 indicates that minor group of students (6.80%) confirmed that they always did pair and group work in the class. A notable group of teachers (20.60%) asserted that they always gave pair and group work to the students. The responses seem to be realistic. Only the teachers' response appears to be exaggerated.

Likewise, small groups of students (11.70%) told that that they often did pair and group work in the class. Again a notable group of teachers (29.10%) asserted that they often gave pair and group work to the students. Again, the responses seem to be realistic. Only the teachers' response appears to be inflated.

Here largest groups of students (44.30%) expressed that they sometime did pair and group work in the class. The majority of teachers (50.30%) confirmed that they sometimes gave group and pair work to their student. These responses are realistic.

Notably large group of students (33.30%) said that they never did pair or group work in the class. None of the respondents among teachers accepted that they never gave pair or group work to their students. The responses of the students are realistic but those of teachers seem to be exaggerated.

Many factors justify the comments of the researchers with each category of response. The syllabus is lengthy. The textbook contents are ungraspable. The teachers are answerable to the administration for numerical completion of the syllabus. The students' psyche also matches with that of the administration. They qualify or disqualify a teacher on the basis of numerical completion of the syllabus. No matter how much painstaking the teacher is for enhancing the proficiency of the students, they give no weight to it. These circumstances don't allow the teacher to introduce any activities in the class, and most of the pair or group is linked with activities. It must also be noted that whatever pair or group work the data shows is not really meaningful. Presently that is not based on activities. That comprises meaningless and unguided discussions among students. Generally, not always, it is a pastime for the teacher.

Table 9
Teachers Give Writing Tasks

Respondents	Frequency of Giving Writing Tasks by Teachers					
	Always	Often	Sometimes	Never	Missing	Total
Students	11.80	14.70	44.30	25.30	03.90	100.00
Teachers	30.20	36.90	28.50	-	04.40	100.00

Table 9 indicates that minor group of students (11.80%) confirmed that their teachers always gave them written tasks. A notable group of teachers (30.20%) informed that they always gave written tasks to their students. All of the responses, especially those of the teachers, seem to be inflated.

Almost on the same pattern, small groups of students (14.70%) expressed that that their teachers often gave them written tasks. The largest group of teachers (36.90%) asserted that they often gave written tasks to their students. Like the previous category, the responses, specifically those of the teachers, are exaggerated.

The largest group of students (44.30%) expressed that their teachers gave them written tasks. A considerable group of teachers (28.50%) confirmed that they sometimes gave written tasks to their students. These responses appear to be realistic.

Notably large group of students (25.30%) said that their teachers never gave them written tasks. No teachers accepted that they never gave written tasks to their students. The responses of the students are realistic but teachers' complete negation is a question mark.

Why cannot the teachers most often give the written tasks to their students? The answer is manifold. Firstly, the large classes are a major problem. The reason

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why teachers don't give frequent tests to the students is the answer to this question as well. If the teachers give frequent home tasks, the burden of their evaluation and written or oral feedback haunts them like a ghost. Secondly, the burden of lengthy syllabus does not allow teachers to give them written tasks. Lastly, short duration of the period of 40 minutes is another obstacle in giving the written task in the class.

Table 10
Teacher Asks Students for Oral Presentation

Respondents	Frequency of Asking for Oral Presentation to Students					
	Always	Often	Sometimes	Never	Missing	Total
Students	14.30	09.30	04.00	33.50	02.80	100.00
Teachers	22.60	40.30	34.40	-	02.60	100.00

Table 10 indicates that a notable number of students (14.30%) confirmed that their teachers always asked them for oral presentations. A considerable group of teachers (22.60%) informed that they always ask their students for oral presentations. All the responses, especially those of the teachers, are highly exaggerated.

Following almost the same pattern small groups of students (9.30%) expressed that that their teachers often asked them for oral presentations. The largest group of teachers (40.30%) claimed that they often ask their students for oral presentations. Like the previous category, the responses, specifically those of the teachers, extremely exaggerated.

The largest group of students (40.00%) and a smaller but notable group of Graduation (14.90%) students expressed that their teachers sometimes asked them for oral presentations. A considerable group of teachers (34.40%) confirmed that they sometimes asked their students for oral presentations. These responses appear to be realistic.

Notably large group of students (33.50%) said that their teachers never asked them for oral presentations. No teachers accepted that they never asked their students for oral presentations. The responses of the students are realistic but teachers' complete negation is acceptable with some reservation.

Oral presentations are vitally important. But they are next to impossible for a variety of reasons. Firstly, spoken skill is totally out of course. Students don't take interest in something that is out of course and that is not assessed in the final examination. Despite their proclaimed fondness for spoken English, they demonstrate unrest when oral presentations are going on in the class. Secondly, lengthy syllabus does not allow to spare class time for something alien to syllabus. Thirdly, because of the large classes, it is not expected that every student will be able to present even for a single time in a year. Finally, in certain cases, teachers, especially the newer ones, are not fully proficient in speaking English. These are the grounds for the author to justify his comment with each category.

Use of Technology

Use of technology is one of the indicators of the scope for the use of new methodologies in teaching. The first question in this regard was on the availability of technology in the classroom.

Table 11
Availability of Technology Resources in the Classroom

Respondents	Materials Used in the Classroom									
	Tape recorder	VCP/VCR	Computer printer	Overhead projector	Multimedia ^a	CD/DVD player	Computer	Internet	Television	Missing
Students	01.90	01.10	-	05.60	-	03.90	04.10	-	01.00	04.80
Teachers	03.30	02.30	-	03.10	05.20	-	-	-	03.50	06.20
Average	02.40	02.60	-	03.30	02.10	03.90	04.10	-	03.30	-

Table 11 shows the results of the availability of certain resources in the classrooms for teaching and learning practices.

Tape Recorder

The data shows that 1.90% students, and 3.30% teachers reported the availability of tape recorders in the classrooms. This is an average of 2.40% classrooms of Pakistani colleges where tape recorders were available. This is obviously a very low proportion.

VCP / VCR

The data shows that 1.10% students, 2.30% teachers reported the availability of VCP or VCR in the classrooms. This is an average of 2.60% classrooms of Pakistani colleges where one of these resources was available. This is again a very low ratio.

Computer Printer

No one of all the two groups of respondents reported the availability of computer printer in the classrooms.

Overhead Projector

The data indicates that 5.60% students, and 3.10% teachers reported the availability of overhead projectors in the classrooms. This is an average of 3.30%
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classrooms of colleges where overhead projectors were available. This is again a very low ratio.

Multimedia

The data shows that only 5.20% teachers reported the availability of multimedia in the classrooms. This is an average of 2.10% classrooms where multimedia was available. This is the lowest ratio of all.

CD Player

As per data only 3.90% students reported the availability of CD/DVD player in the classrooms.

Computer

The data shows that only 4.10% students reported the availability of computers in the classrooms. Like others this is a very low proportion.

Internet Connection

No one of all the two groups of respondents reported the availability of Internet connection in the classrooms.

Television

The data indicated that 1.00% students and 3.50% teachers reported the availability of televisions in the classrooms. This is an average of 3.30% classrooms of colleges where televisions were available. This is again a very low ratio.

As per data shown in the table, these resources are almost non-available in the classrooms of Pakistani colleges. There might be numerous reasons of that. They might include economic reasons. But they are out of the compass of the present study. As a student pursuing the present study, the researchers will point his finger at the syllabus, textbooks, assessment system and the entire ELT programme. They don't necessitate them. These resources are basically linked with process of teaching based on activities in a student-centred language teaching. As that is non-existent, these resources are not necessitated. That is why even their presence in the classroom is not necessary evidence of their use.

Table 12
Availability of Technology Resources in the Campus

Respondents	Technology Resources							
	Internet	Computer lab	Video conferencing	Email facility	Language lab	Photocopier	Others	Missing
Students	27.60	46.10	-	-	05.70	11.20	-	09.30
Teachers	40.90	42.60	-	06.20	06.20	15.10	-	12.60
Average	29.70	42.90	-	06.20	05.90	12.60	04.10	-

Table 12 showed the results of the question on the availability of the given technology resources in the campus.

Internet

The data indicated that 27.60% students and 40.90% teachers reported the availability of Internet in the campus. This is an average of 29.70% colleges where the facility of Internet was available. The ratio is considerably fine.

Computer Lab

The data indicated that 46.10% students and 42.60% teachers reported the availability of computer lab in the campus. This is an average of 42.90% colleges where the computer lab was available. The ratio is reasonably fine.

Video-Conferencing

No one of the three groups of respondents confirmed the availability of video-conferencing in the campus.

Email Facility

Only 6.60% teachers reported the availability of the emailing facility in the campus. Why did no student report it? The reason might be that they were not allowed to use it. So it was equal to non-existent for them.

Language Lab

The data indicated that 5.70% students and 6.20% teachers reported the availability of language lab in the campus. This is an average of 5.90% colleges where the language lab was available. This is a very poor ratio. But there is nothing to worry about. The concept of language labs is outdated now.

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Photocopier

The data indicated that 11.20% students and 15.50% teachers reported the availability of photocopier in the campus. This is an average of 12.60% colleges where photocopier was available. The ratio is not compatible with the advancements of the twenty first century.

Other Technology Resources

Only 4.10% teachers reported the availability of the other technology resources in the campus. These resources include computer printer, fax or others. The students might not have reported them for the same reason that they did not have access to them.

CASE STUDY OF INDIA

India presents a mosaic picture of the co-existence of languages. There have been efforts to harmonize English teaching with the new developments in the field. Three-Language formula has been a pivot of the Indian language policy. The formula “seeks to accommodate the interests of group identity (mother tongue and regional languages), national pride and unity (Hindi) and administrative efficiency and technological progress (English).”

English language teaching in the great Sub-Continent of India started with Grammar-Translation method. The syllabus has been literature based. With the passage of time, there has been realization in the country that there must be changes in syllabus. The content syllabuses were replaced with process syllabuses. Tertiary level was especially focused. Biswas highlights the fact in these words:

The earlier curriculum, which was characterized by a heavily content-bases syllabus, has been replaced in terms of skills of listening, speaking, reading and writing, and thus enabling students to acquire the communicative use of English. The traditional anthologies of English poets, playwrights and short story writers, especially prepared to introduce the learners to the best literature, have been replaced with contemporary authentic texts of different kinds, more suitable for functional language teaching. (2004: 109-110)

This is indicative, on the one hand, of the fact that the traditional syllabuses badly affect methodology for proficiency of English, and, on the other, that there is a growing realization of needs of the time in the SAARC countries. This is a sign of great shift in the English language teaching policies.

CASE OF BANGLADESH

The ELT system in Bangladesh has been a zigzag like in other South Asian countries. The form of co-existence of the national language Bangla and foreign language English have been a source of confusion. In 1990, a survey report by

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National Curriculum and Textbook Board revealed, “the majority of students did not have the proficiency required from them by their class textbooks.” (Khan 2004: 116) In the wake of that, the government took successive decisions regarding the level of classes to introduce the teaching of English. In 1992, the government passed another act. “It did this to enhance the employment potential of graduates, and to check the decline in academic standards. The act was implemented two years later with a syllabus based on grammar.” (Khan 2004: 117) This step is a step backward in its potential. It was not likely to improve the situation. The government further introduced many policy shifts as a result of the realization of the lower standards of English.

All the steps taken by the government of Bangladesh are indicative of its concerns but they have not produced the desired results. There has been “no definitive, well-coordinated or well-concerned concerted effort ... to formulate a language teaching policy befitting the country.” (Selim as cited in Khan 2004: 118)

A FLASH UPON SRI LANKA

Sri Lanka is linguistically far less complex country as it has only two major indigenous languages, Sinhala and Tamil. English is the third largest language in use. The language policies in Sri Lanka have also seen shifts like those in Bangladesh.

English is mainly linked with education and employment. A study on English and employment in Sri Lanka shows that English is the working language of 11% people in private sector, and that of 62% people in public sector. (Raheem and Gunsekera 1996 as cited in Raheem and Ratwatte 2004: 99-100) The fact calls for the teaching of English for academic purposes and specific employment purposes. That is for communicative use of language in the world of science, technology and commerce. The teaching of English through the syllabuses that are futuristic is the need of the time.

RECOMMENDATIONS

In the light of the findings of the research, the researchers made the following recommendations.

- i. The syllabus of English might be converted from literature based to language based. There might be some portion of it based on literature for academic purposes. Its adoption might be left on the choice of students.
- ii. Listening and speaking might be included as compulsory part of the syllabus.
- iii. Grammar-Translation method might no longer be part of the syllabus.
- iv. The communicative language teaching approach might be followed.
- v. The syllabus might be dominantly task-based. Other types might be incorporated as per requirement.
- vi. Authentic materials might be supplemented with prescribed materials to make methodology more effective.
- vii. Duration of the period of English might be increased to one hour at least.

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- viii. Necessary technology resources might be provided in the classrooms and campus.
- ix. Online facility might be expanded for the students and teachers in the classrooms and campus.
- x. Projects based on listening, speaking, reading and writing might be included in the syllabus.
- xi. Necessary changes might be introduced in the testing and evaluation system.
- xii. Students' performance in the classroom might be given due weight in the final results of the students.

CONCLUSION

SAARC countries have the closest relationship in this world of regional cooperation and alliances. Their ways and destinations are common. One of the arenas of their cooperation must be English language teaching. They must have permanent official systems of exchanging their experiences in the field at mass level. There might be joint curriculum and syllabus review committees permanently functioning to keep syllabuses of English and ELT programmes abreast of time.

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