Appendix-1

A Questionnaire administered on Teachers focusing on Teaching Practices

The questionnaire has two sections – section A & section B.

Section A elicits information regarding the age group qualifications teaching experience and number of ELT in-service programmes participated etc.

Section B has the following questions:

1. What is your conception of your professional role?
   a) A teacher   b) A teacher-learner
   Give reason(s) for your choice:---------------

2. What is your usual mode of class room teaching?
   a) Lecturing   b) Lecturing with some scope for interaction
   c) Interactive teaching

3. How often do you deviate from your Lesson plan/Preparation?
   a) very often   b) Often   c) Sometimes   d) Never

4. If your answer to (3) above is not (d), state the most important reasons for your deviation.
   a)-------------------------------   b)-------------------------------
   c)-------------------------------   d)-------------------------------

5. If you have incorporated any new methods/techniques in your teaching style in the past six months, name not more than three of them.
   a)-------------   b)-------------   c)-------------

6. Do you believe in reflecting on your class room performance after every lesson?
a) Yes   b) No

7. If your answer to (6) above is YES, how often do you reflect on your performance?
   a) Before the day ends      b) Once in two or three days
   c) Once a week              d) Once a month

8. If your answer to (6) above is YES, what is your mode of reflection?
   a) Self-reflection  b) Sharing with someone else (e.g. a colleague)
   c) Diary writing

9. If you have answered (8) above, mention at least four instances of reflection (in the recent past) which you consider significant--

   ------------------------------------------------------------------

10. To what extent do you think your reflective practice (if your answer to question (6) is YES) has contributed to your professional development?
    a) To a great extent      b) To some extent
    c) To an insignificant extent  d) Not at all
Appendix-2

APTITUDE TEST  CODE:  A
QUESTION BOOKLET

Section 1: English Language:

Instruction: Mark the underlined word in the following sentences and select the right expression that conveys more or less the same meaning from the options provided.

1. Industrial relations was his bailiwick.
   (a) weakness    (b) area of authority
   (c) foolishness (d) failure

2. It was altruism of nations that sent relief supplies to flood victims.
   (a) richness    (b) greatness
   (c) hypocrisy   (d) unselfish concern

3. The recent immigrants realised that they were consanguineous.
   (a) cheated    (b) ill treated
   (c) mistaken   (d) having some ancestor

4. She couched her request in an amusing manner.
   (a) to put forward (b) to put into words
   (c) neatly typed  (d) artistic handwriting

5. The glitter of the city could not cheer up the malingering workers.
   (a) creating ill will (b) feigning illness
   (c) defaming        (d) being habitually lazy

6. The visiting team did not shed the ennui of their hitherto victories.
   (a) humility       (b) boredom
   (c) pride          (d) caressing nature
7. He was muttering impatient imprecations at his fetters.
   (a) curses       (b) objections
   (c) vulgarities  (d) epithets

8. Cowley stated that his obdurate heart could not bear minatory realities.
   (a) reducing     (b) trivial
   (c) factual      (d) menacing

9. He is and has always been a radical individualist, indeed a solipsist, whose books are self revelatory.
   (a) theorist     (b) egoist
   (c) nonconformist (d) crusader

10. The hedonism of Lord Byron has a distinctive mark in all his works
    (a) resigning to fate (b) lack of religious feeling
    (c) pleasure seeking (d) Sensationalism

11. The member countries of UN commiserated the terrorist attacks worldwide.
    (a) condemned     (b) pitied
    (c) rebuked       (d) denied

12. The cinema has a mechanical and meretricious melodrama.
    (a) well planned  (b) showy but worthless
    (c) worthy        (d) sensitive

13. The vicarious experience of the audience is the principal motif of art.
    (a) pleasure loving (b) turbulent
    (c) sympathizing   (d) imaginative

14. The knight with a quixotic look is looking down the hull of the ship.
    (a) fanciful       (b) erroneous
    (c) reasonable     (d) mechanical

15. Friends should not be protégés
The conservative is not an extreme individualist. He may be willing to concede numerous arguments of the unqualified individualists, for his own respect for the dignity of the individual is not surpassed by that of any man. Yet, he can not agree to the full implications of individualism, which is based, so he thinks, on an incorrect appraisal of man, society, history and government. In his own way, the individualist is as much as perfectionist as the socialist and with perfectionism, the conservative can have no truck.

In particular, the conservative refuses to go all the way with economic individualism. His distrust of unfettered man, his recognition of the real services that government can perform – all these sentiments make it impossible for him to subscribe to the dogmas and shibboleths of economic individualism: laissez-faire, the negative state, enlightened self interest, the law of supply and demand, the profit motive. The conservative may occasionally have kind words for each of these notions, but he is careful to qualify his support by stating other, more important social truths. For example, he doesn’t for a moment deny the prominence of the profit motive, but he insists that it be recognized for the selfish thing it is and be kept within reasonable socially imposed limits.

16. The conservative is against economic individualism for all the following reasons except
(a) he doesn’t trust free men
(b) he believes in the authority of the government
(c) he believes in groups
(d) he believes that social processes are important

17. What is the meaning of shibboleth?
(a) conservatism           (b) longstanding belief
(c) idealism               (d) belief that exudes pity
18. Which of the following statements is true?
   (a) the socialist and the individualist tend to be broadly similar in their views
   (b) the conservative believes that profit motive originates in selfishness
   (c) the conservative is also an extreme individualist
   (d) none of the above

19. What is laissez – faire?
   (a) A Latin word for conservatism
   (b) a Greek word for neo-liberalism
   (c) a French word for individualism
   (d) a Celtic word for fabianism

Instruction: Fill in each of the numbered blanks in the following passage with the most suitable word from among the options given

He said, “Against whom shall we 20____ enmity when God Himself says that He 21____ in all living things”. Therein lies the 22____ of the soul of the Mahatma, who had a firm belief in the moral law 23____ he called the law of truth and love.

20. (a) take on  (b) take up  (c) harbour  (d) challenge
21. (a) is  (b) dwell  (c) be  (d) dwells
22. (a) immensity  (b) propensity  (c) triviality  (d) loyalty
23. (a) those  (b) because  (c) yet  (d) which
Instruction: Find out the error ridden part, if any, in the following sentences

24. Madhuri Dixit, who won the beauty contest, is nowhere near as beautiful as Sridevi was when she was young.
   A  B  C  D

25. Ever since Renaissance, artistic excellence has been seen as a measure of human progress.
   A  B  C  D

26. Until you remain in the office, you will get no rest.
   A  B  C  D

27. Mr. Varma is one of our officers who is accompanying me.
   A  B

28. Daniel said that if he had to do another home work tonight, he would not be able to attend the concert.
   A  B  C  D

29. Even though she looks very young, she is twice older than my 20 year old sister.
   A

30. Swamy got his sister read his class assignment, and then asked her to write the report for him because he did not have enough
   A  B  C  D

31. Society’s role is just not to provide guns and goods but a sense of purpose and a philosophy of life.
   A  B  C  D
32. He ought not have done such a filthy thing.
   A       B       C       D

33. The lawyer told his client that he would represent him only if he pays up his fee.
   A       B       C       D

34. He went there with a view to find out the truth about yesterday’s happening.
   A       B       C       D

35. She is sharper than shrewd.

(Sources: prepared Based on Pegasus Learning Materials & IMS learning Materials)
Appendix-3
ONE DAY WORKSHOP ON
‘COMMUNICATION SKILLS FOR PROFESSIONAL SUCCESS’
QUALIFYING TEST

Max marks : 50

I) Identify the following Phobias 5x1=5 M
1) Callophobia 2) Hematophobia 3) Stygiophobia
4) Androphobia 5) Hypnophobia.

II) Identify the following Manias 5x1-5 M
1) Pyromania 2) Dipsomania
3) Monomania 4) Kleptomania
5) Megalomania

III) Identify the following Areas of Understanding 5x1=5
1) Astrology 2) Astronomy
3) Selenology 4) Philology
5) Oncology

IV) Match the following 5x1=5
Column A Column B
Eagle Cluck
Hen neigh
Horse scream
Ass cackle
Geese bray

V) Write the opposite Gender of the following creatures 5x1=5M
1) Jack 2) Stag 3) Colt 4) Stallion 5) Bull
VI) Write the meanings of the words underlined  10x1=10M

a) Even during the period in which the academicians had confined themselves to the **Ivory Towers** built on the foundations of conservatism, my father came out of the shackles of pedagogic **bigotry** engulfed by the esoteric predicament and could establish an intellectual **esplanade** with an **eclectic** orientation in order to rescue the society at large from the **abyssmal** depths of ignorance and to broaden the cognitive horizons of the underprivileged lot of the nation.

b) In adopting a sanction resolution, the United Nations Security Council has furthered the Anglo-American project of gradually **escalating** the controversy over Iran’s civil nuclear programme till open **confrontation** and the recourse to military operations become a **fait accompli**. As December 2006, the USA’s diplomacy of demanding for **punitive** measures and then allowing other members of UNSC to scale those measures down to some thing more **palatable** worked like a charm. But, the Iranian strategy of releasing British hostages turned out to be an anti-climax.

VII) Compile a piece of writing on any one of the following statements/topics.  15M

1) India is going to witness SAVE MERIT MOVEMENT once again

2) World is heading towards yet another World war.

3) When a team wins, it is the Victory of the players and of the Prime Minister & when it loses, it is the failure of the coach!!! Is it so?

**GOD BLESS YOU**
Hetero-balancing Approach to Curriculum Planning using the Systemic-Functional Analysis
K. Ram Chandra
Department of English, V.R. Siddhartha Engineering College
Vijayawada, India

Abstract

This paper aims at analyzing the current scenario of language teaching in India with special reference to the courses in technical education. Pedagogic Extremities and Linguistic Eccentricities have been some of the regular features in the teaching–learning process especially with regard to Language Teaching in India.

An Analysis of the strategies of curriculum planning administered is undertaken with a view to ascertaining the efficacy and relevance of the current syllabi and such other devices implemented at present for the students of technical courses. An attempt has been made to present a contrast between certain courses which claim themselves to be patho-specific (Specific Purpose courses) and the proposed Hetero-balancing Phenomena.

In addition to undertaking a theoretical study of the syllabi, methods of teaching and evaluation patterns, a survey has been taken up with a representative section of curriculum planners, teachers, HR professionals and students. The findings are being triangulated in order to come up with a pragmatic outcome.
In conclusion, a concept is going to be proposed namely ‘Hetero-Balancing approach’ to curriculum planning using the Systemic-Functional analysis.

1 Prelude

The cybernetics of pedagogic execution, with all its allotropes, gets channalised through many an effervescent strategy. Keeping this in view one has to assimilate the fact that academic endeavours can be considered to be fructified when they amount to moulding the potential human resources into skilled manpower that participates in the productive activities in turn contributing to the overall development of the Nation. But, it may not be an exaggeration to state that many of the strategies adapted, approaches suggested, methods followed and models enunciated have seldom acted like all compelling energizers which drive the learners hither and yon to scale great academic heights. The educational scenario of the nation has been subjected to swift changes. The winds of change have been blowing in such away that every passing day has been heralding a development rather an upheaval.

Innovation, experimentation and metamorphosis have been the qualities of every society and culture in each epoch of human existence. Academic investigations represent unlimited capabilities of systematic and organized thinking possessed by human beings. In the light of this, one has to understand that man has been attending to a highly variegated role set of society. The complex web of societal activities compels him to acquire greater potential and much better interactive skills. Hence, a linguistic system that
offers excellent exposure to various aspects of language shall be introduced so as to enable the users to successfully conduct various operations on a grand note.

**2 The state of the English language teaching in India**

The state of the English language teaching in India presents a kaleidoscopic perspective. It is unfortunate that many schools and most of the Junior Colleges have not been able to prepare their learners for further use of the English language in training for or attempting to enter careers that demand considerable linguistic competence. This is as true of under developed as it is of developed states of the country. If one considers the billion or so individuals that make up the population of the country, certainly a very small percentage of them are able to go to school at all and to learn English. Proficiency levels may or may not be encouraging. But, given vast number of individuals who do go to school with their hope of finishing, the number of people who are taught English every year is enormous. But it is to be understood that they constitute a small percentage of the population and that their future role in society is tremendously consequential. In Commerce, in specialized fields of work such as science and technology, and foundation disciplines of study or work such as teaching languages and those subjects that make up the basis of further education for ever new generation of learners, and ancillary occupations that force them to conduct their business in English – what they learn or fail to learn makes the most significant of difference in the country’s general effort to develop.
These days it is found that many people that elevate science and technology to the position of be all and end all of the life of youth fail to appreciate the starkest of facts – that English is the medium of the learning of most subjects and training in most careers including science and technology. Consequently, parents, principals of schools and colleges, managing bodies of institutions and teachers have been according greater prominence to content subjects when compared to the languages. This is a suicidal policy. The results speak loudly. This fundamental error of judgment clouds the thinking of every one involved. Nothing can be more serious and consequential than this mistaken notion that content matters and medium does not. They are inseparable, always have been, and will remain so.

The basic problems that still dog most Indians are - (1) Poverty (2) Remoteness from or inability to secure admission in good schools and colleges, (3) Lack of learning opportunities and material for independent study via reading and listening, (4) Inadequate textbooks, (5) confused and damaging attitudes to English. That is to say, it is not really possible for an average Indian pupil to learn English without adequate and rich exposure to its use demonstrated with fluency, and flexibility by the teacher and by reading material that may be available or can be supplied.

When the government and the constitution of the country promised compulsory primary education to those who could not otherwise afford it, it was automatically assumed that education would be good. Reality has failed to justify the assumption. The case of primary education being so dismal, it
was bound to be even more depressing at higher, inevitably costlier levels of education. Such has been the case with regard to basic disciplines are concerned - language(s) as medium, Mathematics, and the basic sciences. Indeed, it must be stated here that despite anything that may suggest otherwise, the state of intellectual education in India has kept pace with the grave shortfall in linguistic education in India. That, in short, is the reason why, despite increasing numbers of schools and colleges, education in general has kept sliding backwards.

Considering the above, it is to be understood that a situation of progressive attrition in which the whole system is caught, as none of the parties in the Teaching-Learning process (curriculum planners, textbook designers, teachers and ultimately students seems to possess a pragmatic (rather a perpetual) approach. To bridge the gulf between what is to be learnt and what is being taught has not been properly perceived and steps have not been initiated. It may not be an exaggeration to state that some of the curriculum planners and teachers with their ‘sparse’ methods of planning are creating a scenario of gradual wearing out of the system. On the other hand, some conscientious teachers have been successful by imparting insightful learning to the students. The Multi Lingual set up of the country demands a very high standard of communicative ability on the part of the learner. Whatever may be the content that is communicated, it should be in an authentic way using rich and appropriate linguistic resources. Unfortunately, the syllabus offered at different levels in our country is not only confined but also limiting.
2.1 An overview of ESP courses in India

There has been an unprecedented spurt in the technical education in India. Most of the technical institutions have been offering courses nearly akin to the general English courses which are offered for the students of Humanities, commerce and pure sciences. It is understood that needs analyses have not been taken up properly. The very awareness of devising curriculum for technical courses has not been consciously exhibited by many of the curriculum planners and most of the teachers that have been teaching language courses at technical institutions have not been trained to handle the technical English curricula.

Very few institutions specify the details related to technical aspects. For example, Many institutions have prescribed ‘Report writing’ as an item in the syllabus. But, very few institutions have specified the details related to its extent and scope. Even some of the topnotch institutions of technical education are no exception to this. The curriculum planners are blissfully silent over the kind reports that are going to be taught. In the garb of Skill Based Teaching, the courses at some institutions have become training modules for certain academic and professional competitive examinations.

As has already been presented, relegating language to an insignificant position at the primary levels and clamouring for high levels of language proficiency at advanced levels of education has been the order of the day since the MNCs insist on a respectable ability of an individual with regard to language is concerned. The most significant of the issues is that most of the on-campus recruitment drives prove to be confined seekers and motive
driven investigations which are misunderstood by common public as in-depth evaluation of the learners. Even though it is the moral responsibility of the academic institutions to churn out Industry-ready professionals, institutions should not undermine the fundamental structure of academics and should not allow teachers to accord a pride of place for making the learners get confined to parroting the (stage managed) artificial utterances.

Even though some institutions have been employing certain authentic materials for the pedagogic processing, many have still been administering graded and structured materials. This phenomenon is found even in certain high rated institutions.

2.2 Heterogeneity – the point of concern

Indian classrooms are known for their heterogeneity. The scale of difference depends on different aspects, namely Socio-economic, political, psychological etc. India was reeling under imperialism for about two centuries and like some other countries in the world, learning was esoteric with scores of communities being orchestrated. In addition to the above, Education has been placed under Concurrent list of items in independent India which enables both the Union Government and state Governments to prepare and execute academic policies and programmes. This phenomenon gave rise to a lot of in-consistencies.

Rural population in India is enormous, i.e. more than 70%. The teaching – learning process in the rural areas continues to be a teacher-centred process with structural approach and Grammar-Translation method dominating the
scenario. The vocabulary range of most of the students happens to be very limited rather confined to the prescribed textbook. It is more astonishing to learn that even the textual expressions also are not properly learnt since the parameters that govern the linguistic item are not properly discussed in the class. Language learning is nothing but mimicry—memorising the explanatory note that is either dictated by the teacher or copied from ready reference materials prepared for commercial purposes. Communicative tasks and authentic situations are not taken up. Stilted structures are taught mostly. In other words, language learning is neither natural nor functional.

The low self image of many of the regional medium background students of rural and semi-urban origin and the over confidence of many of the English medium background students of urban origin who are reasonably and relatively fluent but with out respectable levels of accuracy creates a very subtle situation for the teacher in the classroom.

3 The Survey

The researcher undertook a simple and general survey in order to record the opinions of the parties involved in the process. As has been discussed, India has a Multi-Lingual set up which throws a challenge to the teacher. The survey has been undertaken with a representative section of the teachers, students, curriculum planners and HR professionals. An open ended questionnaire was administered on 300 students of second year and third year B.Tech. The questionnaire focused on Time frame, Components and coverage of the syllabus and suggestions were sought. Almost all students put forward a request for a broad based curriculum that can bridge the gulf
between their current levels of proficiency and the market requirements. In other words, they realized the need for upgrading their knowledge on one hand and presented the point that there lies a gap between their actual proficiency and the assumption-driven syllabus on the other.

10 teachers who have been handling language classes, 10 HR professionals and 6 curriculum planners were interviewed on the steps that can be initiated in order to improve the situation.

Teachers wanted more pedagogic freedom and better infrastructure to facilitate learning. 70% of teachers admitted that they need specific training since their understanding of language items needs to be fortified. All the HR professionals focused on leadership qualities and such other Soft Skills.

4 Observations and the proposed model

Based on the interviews with the teachers handling the courses at engineering colleges, the researcher could understand that many of the teachers handling the programme are managing without any clarity of the ESP ideology and practice. Curriculum planners have also been subjected to general and societal compulsions. Certain academic programmes which were hither to considered urban bastions till recently have been conquered by the rural population to a large extent. In spite of the proficiency in the content subjects, the students from rural areas, particularly those that hail from regional medium background are not able to prove their mettle in those fields such as Engineering etc. It is an established fact that the processes that are involved in acquiring (the word is used since the setting is primarily L2) a
language makes an individual undergo many intricate and multi-dimensional phenomena.

It is common understanding that one’s proficiency and competence in administering linguistic devices depend not only on the knowledge related to the orthographic, syntactic, semantic features but also on the understanding of the pragmatic aspects related to the functional orientation.

In the light of the above, the premise of systemic-functional approach that language is a ‘semiotic potential’ shows us the way out. If the teachers and curriculum planners still feel that thorough understanding of the rules of implementation of government and binding makes one acquire proficiency, it is detrimental to the student community at large. On the other hand, Perennialism & Essentialism (Teacher centred approaches) have still been experienced. The proposed Hetero-Balancing Approach to curriculum accords significance to the Semantic, Lexicogrammar, and Phonological aspects based on the SF ideology since other methods and approaches undertake the approach which may not be a comprehensive one.

*Language is a systematic resource for expressing meaning in context and linguistics, according to Halliday, is the study of how people exchange meanings through the use of language. This view of language as a system for meaning potential implies that language is not a well defined system not a “the set of all grammatical sentences.” It also implies that language exists and therefore must be studied in contexts such as professional settings, classrooms, and language tests. In short, SF theory states that particular aspects of a given context (such as the topics discussed, the language users and the medium of*
communication) define the meanings likely to be expressed and the language likely to be used to express those meanings. Language acquisition is learning how to express meanings acquiring the functions one can perform with human language. This perspective, of course, subordinates the acquisition of linguistic structure, recognizing the learners can express meanings using a variety of analyzed and unanalyzed pieces of the lexicogrammar. Much of Halliday's early work was concerned with how children acquire the functions of their first language. Others have applied SF principles to second language acquisition problems such as defining communicative competence and investigating content based L2 instruction [Carol A. Chapelle 1998]

A professional is expected to perform umpteen functions which expect him/her to be a communicatively competent individual and not at all a person with mere linguistic awareness. In stead of mastering Meta Language which means acquiring a command over what is an adjective and what is subjunctive, it is better one acquires an insight into the way things function in given contexts.

5 Conclusion

Considering the above, it can be considered that since the scale of heterogeneity is very high and still the trails and tribulations of underdevelopment haunt huge masses patho-specific approaches do not hold water. Hence, a hetero-balancing approach that puts forward the grammatico-semantic features, phonological elements in a pragmatic manner has to be undertaken. The researcher humbly submits that this work is at a rudimentary level and the concept needs further exploration.
References


www.public.iastate.edu/~carolc/LING511/sfl.html


Appendix-4(b)

Publication details:


pp. 153-158

INTEGRATION OF LINGUISTICS AND PRAGMATICS-
A GATEWAY TO THE COMPREHENSIVE SYLLABUS FOR
LANGUAGE TEACHING

Introduction

A Syllabus may be described as a specification of the content of a course of instruction and the lists that will be taken up for class room discussion and the content in which is evaluation is undertaken. Considering the above, it can be understood that syllabus design is the process of developing the contents to be taught as a part of a curriculum since it is considered that syllabus design is one of the aspects of Curriculum Planning and Development.

A Syllabus undergoes through a number of channels before it takes a concrete shape. In other words, the planning and development of course content involves umpteen steps like developing rationale for a course, identifying the entry level, projecting or presupposing the exit level, choosing the content, prioritizing and sequencing the items, identifying the extent and scope among other aspects. Hence, the process of planning, coordination and execution of a syllabus shall be undertaken with meticulous care. On the other hand, it is to be understood that a syllabus is not a vaguely prescribed data of linguistic items.
**Trends in Syllabus Design**

Prior to the dawn of the much discussed and widely acclaimed communicative language teaching (CLT) in the late 1970s, it was admitted that the syllabus focus was upon linguistic knowledge and the skills of LSRW. The research undertaken during 1970s in the social and conversational use of language, complemented by the growing dissatisfaction of learners’ apparent failure to utilize and apply the linguistic knowledge outside the classrooms, initiated a remarkable change in syllabus design. Applied Linguists focused on the need for language use rather than the acquisition of formal aspects of language (Council of Europe 1971; Wilkins 1972; Brumfit & Johnson 1979).

The primary stage of metamorphosis was exemplified in the development of functional syllabi which focus on particular purposes of language and the process of linguistic expression for those functions. In tune with such a development, ESP syllabi and materials for such occupations as Medicine or Engineering which require a specific set of skills were developed. (Mackay & Mountford 1978; Mumby 1978; Trimble et al., 1978).

The opposing forces the functional movement in syllabus design considered the process of teaching a repertoire of functions or special purposes, a limiting factor of learner’s potential to a certain fixed communicative situation or fixed social or communicational roles. Further, it is argued that the formal aspects at least allowed the learners to generalize
from one situation or communicative demand to another on the basis of a set of rules and a strong base of vocabulary (Brumfit 1981; Wilkins et al., 1981)

Though there were certain extreme stands taken by some exponents in the field, to a large extent, both the types of syllabi could be perceived as ‘synthetic’ in that learners were expected gradually to accumulate discrete bits of knowledge, whether they are forms or functions, through de-contextualized and language-focused activities before applying such knowledge as typically synthesized in communication.

Subsequent to functionalism, the sway of communicative language teaching (CLT) was experienced. Fundamentally, there was a paradigm shift from ‘how linguists described language to ‘how language is actually undertaken, learnt and utilized by the learners’, the orientation that lead to the task- based and process-oriented syllabus types.

**Fundamental Elements of Syllabus Design:**

An overall language curriculum or course comprises aims, content, methodology and evaluation. A syllabus is something that identifies, selects, and processes the appropriate elements keeping in view the socio-economic demands at that particular moment of time in a given society.

The following parameters can be considered fundamental and seminal for designing a syllabus.

1 A clear and concrete framework of knowledge and capabilities selected to be appropriate to overall aims;

2 Continuity, a sense of direction, confidence building and awareness raising as far as pedagogic execution is concerned;
3 Proper patterns of evaluating the performance of the students;

4 A basis for evaluating the appropriateness of the course in relation to overall aims and the student needs identified - both before and during the course; and

5 Relevant content with authentic and pragmatic orientation towards making the learners acquire proficiency in the target language.

**Broad Classification of the Syllabi:**

When one undertakes a survey of the emerging trends, one can understand that four types of syllabi have currently been employed.

1. Forma
2. Functional
3. Task based
4. Process

**Task Based and Process Oriented Syllabi:**

The epoch making contribution of the research on second language acquisition (SLA) undertaken during 1980s resulted in propounding a concept on Task based syllabus. Based on Krashen’s Influential view that language gets acquired through the learners’ focus upon meaning in the input provided to the learner, researchers focused on how learners interact in order to negotiate meaning both inside and outside the classroom (Hatch 1978; Long 1981)
The aim of a syllabus designer (even a conscious teacher also) became the provision of suitable tasks to encourage interaction and there by negotiating for meaning. In the light of this, ‘task’ is considered the key unit within the syllabus rather than the aspects of language. (Breen et al., 1979; Prabhu 1984; Long 1985; Candlin & Murphy 1987; Long & Crookes 1992)

In this context, the following may be considered main task types of Tasks in a Task based design:

1. Communicative or Target like tasks
2. Meta-communicative or Learning tasks

Any task-based syllabus varies according to the particular curriculum within which it is accommodated. Content, teaching methodology and learning constantly interact and influence one another during the classroom proceedings so that the very teaching-learning process itself gets moulded into a highly significant part of the content of the language lessons. (Postman & Weingartner 1969; Freire 1970, 1972; Stenhouse 1975; Breen & Candlin 1980)

A process oriented syllabus represents an orientation towards how learning is done which deliberately locates the selection and organization of the actual syllabus of the classroom group, within collaborative decision making process undertaken by teacher and the learners in a language class (Breen & Little John 2000)
**Other Trends:**

Continuing the line of thinking, two major trends have been developed. They include:

1. Focus on lexis or vocabulary
2. Focus on outcomes or competencies

Lexical syllabi are motivated by the argument that the edifice of language learning can be built on the foundations of a growing repertoire of vocabulary that is academically and professionally relevant and purposeful for the learner (Carter & McCarthy 1988; D. Willis 1990). Large lexical corpora on computer databases significantly contributed to the lexical syllabi. “Outcomes-based Education” has been a dominant characteristic of the recent movement towards the assessment of national standards in imparting learning in many countries. (Glatthorn 1993; Evans & King 1994; McGhan 1994)

Be it Stern’s proposal for an integrated curriculum (Stern 1992) or Scarino’s ‘School age learner’s needs’ (Scarino et al., 1988), the syllabus design should be something that leads on to a multidimensional perspective.
Conclusion:

Based on the discussion taken up, it can be understood that the integration of what and how alone helps a teacher in making his students linguistically aware and communicatively competent. As has already been mentioned, every teacher follows a syllabus, but it may vary from a pre-designed document to a day-to-day authentic choice of content which the teacher may consider a better tool for achieving specific aims and requirements. A genuine integration of form, function, task and process will go a long way in making a syllabus a worthy instrument in the teaching-learning process. In other words, the integration of orthographic, syntactic and semantic parameters and the stylistic and pragmatic features results in a comprehensive syllabus.

References


