Appendix-VI

Questions to Consider for Syllabus Evaluation

It would be useful to consider the following questions when the valuation of the syllabus is undertaken:

1) What stage of language learning does a program curriculum relate to—middle school, secondly, tertiary?

2) What is known about the earlier stages of language learning? (What is the entry behaviour)?
   a) How many years of English did the learners have?
   b) Roughly how many are hours of instruction did the learners have?
   c) What was the status of English at the earliest Stages? (Medium of instruction, first, second or third language)
   d) What for the attitudes to English among teachers and students in the social context being considered?
   e) What kinds of teachers were available? (Trained or untrained, qualification, abilities)
   f) Did the plan for the earlier stages specify the objectives (the skills, the language items) to be taught?
   g) Were the entry terminal levels specified by the syllabus in terms of skills and content?
   h) What kind of learning experiences were provided? (Reading of books, oral work)
   i) What kind of teaching materials (texts, supplemented texts, and workbooks) were used? Were they controlled?
   j) How the level of learning at the end of the earlier stage was assessed (Examinations used)
3) Are the objectives for the programme which you are considering (of the desired terminal behavior) stated clearly and precisely? How far are the objectives desirable and feasible? Are the entry and terminal levels specified?

4) How far is the programme for the stage considering coordinated with the earlier stages? Is there too much of gap? Is the transition smooth? What is the amount of control (Linguistic, cultural?)

5) Does the programme allow for consolidation as well as expansion of language learning?

6) Are the various parts of language course correlated satisfactorily? (are the various skills taught in an integrated manner? Is the language learner able to get a synthetic view of the language?)

7) Does the programme specify the teaching materials and teaching experiences to be used in teaching? Are these appropriate to the objectives stated?

8) Does the programme specify the teaching techniques to be used? Does it attempt a justification of the materials and the techniques that it recommends?

Does the program specify the system of examination and attempt to justify it? Is the system of examinations related to the objectives of teaching?

(Methods at the College level, OUP, Madras, 1979)