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**TÍTULO:** La enseñanza del idioma inglés centrada en el alumno y el diseño del programa de estudios: un análisis del plan de estudios e instrucción de ESL a nivel de escuela secundaria en Punjab, Pakistán.

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**RESUMEN:** El objetivo de este estudio es conocer el enfoque centrado en el alumno en los programas de los cursos de enseñanza del idioma inglés en el nivel secundario en PTB. El estudio también explorará el uso de elementos socioculturales en el contenido del curso del libro de novena grado. Para evaluar este enfoque, se adoptaron rúbricas para determinar su grado de centrado en el alumno presentado por Cullen y Harris (2009) y se evaluó si el contenido del curso cumple los criterios requeridos. Se encontró que el enfoque del programa de estudios y los resultados de aprendizaje cumplen con los requisitos de centrado en el alumno, mientras que la función del profesor y los alumnos, la colaboración, los recursos externos y la evaluación no cumplen con los criterios de las rúbricas.

**PALABRAS CLAVES:** enseñanza de idiomas, aprendizaje de idiomas, enfoque centrado en el alumno, silaba, cultura.

**TITLE:** Learner-Centered English Language Teaching and Syllabus design: An Analysis of the Secondary School Level ESL Curriculum and Instruction in Punjab, Pakistan.

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**ABSTRACT:** The aim of this study is to find out the learner centeredness in the course syllabi of English language teaching at secondary level in PTB. The study will also explore the use of socio-cultural elements in the course content of the book of 9<sup>th</sup> class. For the purpose to evaluate the learner centeredness of the course syllabi at secondary level in PTB, rubrics for determining degree of learner centeredness presented by Cullen and Harris (2009) were adopted and it was evaluated whether the course contents meet the required criteria. It was found that learning rationale, syllabus focus and learning outcomes meets the requirements of learner centeredness while teacher and students' role, collaboration, outside resources and assessment and evaluation don't meet the criteria of rubrics.

**KEY WORDS:** language teaching, language learning. learner centered approach, syllabus, culture.

**INTRODUCTION.**

Language teaching has always been a topic of hot discussion among the teachers, educationists, philosophers and syllabus designers. Different language teachers and syllabus designers have tried to innovate and modernize syllabuses according to the needs of the learners.

The shift from product-oriented syllabuses to process oriented syllabuses is one of the major examples of how it has changed from content centered to learner centeredness. So, a continuous

process of the development of syllabuses from GTM to ALM and then to Communicative Approach method was seen. So, the progressive view led to the use of language related to real life situation.

The very first step in a learner centered curriculum is the analysis of the needs of learners because the whole process of learning and teaching revolves around the learner and the purpose of curriculum is also planning, teaching and evaluation as Richard and Schmidt (2002) stated. When the curriculum planner comes to know about the needs of the learner, it becomes easier for him to design syllabus contents, course aims, methods and materials (Nunan, 1988b:6).

A curriculum that is learner centered requires to possess a sound evaluation program section. In a 'learner-centered' approach to curriculum design, the 'initial step' (Yalden, 1983:101) and the 'fundamental principles' (Brindley, 1989:63) are the analysis of the learners' needs, indicating that learners' are 'central' 'to all aspects of language teaching, including planning, teaching and evaluation' (Richard & Schmidt, 2002:197-8). Once learners' needs are analyzed, the findings from the need's analysis will help the curriculum designers to determine the course aims, syllabus contents, materials and methods (Nunan, 1988b:6).

So, the need of the learners according to the current requirement is to be able to communicate themselves effectively. But majority of the students are not able to communicate their ideas to the audience effectively. The reason behind this is that for most of the times, the syllabus designed doesn't consider the learners' needs. One of the major reasons is that the designed syllabus is not based on the culture of the learners. According to Bamon (2004), it is evident that instruction of English which has not been shaped to fit the local needs and acculturized can create a threat to the identity of the learner. So, he opines that it should be de-culturalized and de-ethnified to which people can say it has local identity.

Majority of Pakistani students are not able to communicate in the target language well. There is a need to find out the reason behind this inability. For this purpose, the current study will try to find

the weather the syllabus designed at secondary level is learner centered or not. Moreover, it will also focus on how much is the cultural representation of Pakistan in the syllabus design and course books. For this purpose, the data for this study will be taken from different sources like the documents that are related to the curriculum of secondary level, textbooks of English language teaching of secondary level, from the website of PCTB, online source of the Ministry of Education.

## **DEVELOPMENT.**

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

#### ***Curriculum.***

Candlin (1984) recommended that curricula are related with the making of general statements regarding language learning, purpose of learning and learning of experience, assessment and evaluation and the role relationships of learners and teachers.

As Candlin said, curricula would also carry stock of the items of learning and propositions regarding how these might be utilized in the class which includes the assessing and monitoring student progress, selecting material that is suitable, stating the course objectives, course evaluation , listing functional and grammatical components, crafting learning tasks and activities, instructing students, topics, themes, and situations identification

According to Nunan (1988), planning of curriculum, which is at the level of making decision, related to the identification of learners' purposes and needs; setting up objectives and goals; grading and selection of content; organizing suitable learner groupings and learning arrangements; adopting selecting, or developing suitable materials, learning tasks, and evaluation and assessment tools.

Second point of view takes us into the classroom, the different ways in which during the phrase of planning the development of the intention of curriculum planners is brought forth into action. One more related perspective is of evaluation and assessment. Regarding this point of view, we would

endeavor and detect what the students had gained and what they were not able to succeed to learn related to make recommendations to what had been designed about what alterations might be made to progress things in the future.

### *Syllabus.*

According to Candlin (1984), Syllabuses are more restricted and are based on records and accounts of what actually occurs at the classroom level as learners and teachers apply a decided curriculum to their own environment. Syllabus design is viewed as being related essentially with the content selection and grading of it.

The perspective in which the syllabus is taken is as a tool by which the educator can attain a degree of convenience between aims and needs of his pupil with the help of syllabus designer and the learning activities which will be used in the classroom (Yalden 1984: 14).

A framework within which the activities of classroom are carried out is called a syllabus, it is also a device to facilitate teaching for the purpose of learning. It turns into a danger to methodology when it is considered as rigorous rules for decision as required teaching material rather than levels of orientation from which direction can be attained (Widdowson 1984: 26).

A very common concept which engages reflection of the whole complicated factors of social, philosophical and administrative dimensions which provide contribution to the scheduling of an educational program is called curriculum. On the contrary, syllabus denotes to that sub-part of curriculum that is related to a restriction of what component will be taught to the learners. (Allen 1984: 61)

Bell (1983), asserts that mainly the teachers are the consumers of the syllabuses of other masses/people; that their role, we can say, is the implementation of the plans of government agencies, applied linguists etc. While some educators have a comparatively free hand in syllabuses

designing on which they base their teaching programs, most are possibly to be consumers of other people's syllabuses, as Bell suggests.

***Product-oriented syllabuses.***

The type of syllabuses in which the emphasis is on the skills and knowledge is called product syllabus. This is a type of syllabus in which the students should get these skills as a result of instruction; on the other hand, process-oriented syllabuses are of those types of syllabuses that concentrates on the experiences of learning by their own.

According to Wilkins (1976), strategy of language teaching that is synthetic is a type in which the various language parts are taught to the students step by step because acquisition of a language is a process of step by step collection of different parts till the whole language structure is built up is called analytic and synthetic syllabus planning. He assumes that criteria of grammar will be utilized to break down all language into small units.

On the contrary with synthetic syllabuses, organization of the syllabuses that are analytic is related to the requirement for the purpose of which learners are learning language and types of the performance of language that are essential to get those requirements (Wilkins 1975: 13).

The syllabus that was used in past for the most of the times and probably now it is also being used is a syllabus in which the input of syllabus is graded and selected according to notions of simplicity and complexity of grammar is called grammatical approach based syllabus. The most rigid syllabuses of grammar are supposedly introduced one item at one time and needed mastery of that grammatical item before moving on further.

The terms function and notion when some of teachers encounter for the first time, they feel confusion. The communicative purposes can be said function for the reason that we use language;

on the other hand, conceptual meanings are called notions (states of affairs, objects, and logical relationships) which language expresses.

The syllabuses, in which language learner are engaged to a foreign language which has not been linguistically graded, are more probably to outcome from the experiential utilization rather than the use of the content related to language as the beginning point for the designing of syllabus is called analytic syllabus.

### ***Process-Oriented Syllabuses.***

Some applied linguists, in recent years, have transferred emphasis from the results of teaching, i.e. the skills and knowledge to be achieved by the language learners, to the processes by which a learner can gain knowledge and skills. This move of importance has been performed by the inclination to disintegrate the issues of syllabus design of product-oriented from the syllabus design of process-oriented and this process-orientedness leads to learner centeredness.

In spite of some variations in practice, the underlying principles of the syllabuses of task-based and procedural are very similar. Richards, Platt, and Weber (1985), define them both as the syllabus that is planned around tasks rather than vocabulary and grammar. For instance, tasks of varied types may be suggested by the syllabus that the students have expectation to perform in the language, among them can be to collect information by using telephone; with the help of oral instructions maps can be drawn; by the use of target language students may be asked to perform some actions following the given commands; to give instructions and orders to the other people. One specific proposal which has been extensively propagated is the 'Bangalore Project'. It was N. S. Prabhu who was the actual mind behind this project.

Krashen and Terrell (1983) have comprehensively explained the natural approach. Like the proposal of task-based by Long, the principles that support the approach is stated to be based on research that is experimental and can be summed up as:

1. The major goal Natural approach is Communication skills.
2. In this approach comprehension is given more importance over production.
3. In this approach the learners of language are not forced but production automatically emerges.
4. Those activities are preferred which encourage acquisition through sub conscious process rather than conscious learning.

The main question that is usually in the minds of the curriculum developers are ‘what to teach?’ ‘how to teach?’ and how to evaluate?’ (Garcia, 1976:2). However, as Nunan (1988a) opined, the curriculum developer has restricted to themselves either on syllabus evaluation or to syllabus design or to methodology. However, now this debate has led the educational philosophers to the collaborative approach to design a learner centered curriculum.

The first level of curriculum design was as White (2002) calls it classical humanism which may be called as cultural transmission that gave birth to the GTM because only the transmission of information and rules was required there. Eventually, there was a shift of deconstructionist philosophy that was based on the ends-means and designed a product-oriented syllabus that encouraged ‘one-size-fits-all approach in language teaching as Long (2005) calls it. It led to the construction of ‘Audio-lingual Method’ of teaching. The rejection of Chomsky’s (1965) linguistic competence to communicative competence put forward by Hymes (1971) led to the language use in the context that is social. So, the progressive view led to the use of language related to real life situation. This was the point on which there was a change from product-oriented syllabus to process-oriented syllabus.



As discussed earlier, there are three processes that are planning, implementation and evaluation of a language program to which a curriculum is concerned. For this purpose all these elements should be integrated to one another that is called 'integrated approach' as Thomas (2005) led to an approach that is more systematic and learner centered where curriculum is seen as a 'cyclical process of development, maintenance, revision and renewal which is required to be a continuous process throughout the life of the curriculum' (Johnson, 1994).

### **Learner-Centered Approach.**

The very first step in a learner centered curriculum is the analysis of the needs of the learners because the whole process of learning and teaching revolves around the learner and the purpose of curriculum is also planning, teaching and evaluation as Richard and Schmidt (2002) said.

When the curriculum planner comes to know about the needs of the learner, it becomes easier for him to design syllabus contents, course aims, methods and materials (Nunan, 1988b:6). A curriculum that is learner centered requires to possess a sound evaluation program section. According to Brown (1995), it is significant due to the reason that it enhances the development and the assessment of the effectiveness of curriculum and its improvement within the particular context situation that is involved. Kiely (2006) opined that it is evaluation that leads to innovation while Markee (1997) hypothesizes that innovation is a class of a group change in which a continuous process is change.

The syllabus that pointed out as learner centeredness have been started to be assessed at the level of learner centeredness by a relevant systematic course syllabus. A rich source of data can be there in syllabus design. A syllabus cannot be said just an outline of a course, it is much more than that. It depicts a certain type of mindset, the attitude of the teacher towards the learning philosophy, his conceptualization regarding a course and also his attitude towards teaching. According to Weimer

(2002) learner centered syllabus is a syllabus in which there is a balance of power. She explained about the development of the syllabus, about the person who is in control of everything, when and with the help of which material the behaviour of the learner will be expertise to policies and the setting of parameter for assignment submission.

We have come to know that a penetrative course syllabi review can show much about the level to which teachers are trying to apply the practices of learner-centeredness within a unit or in other words department and later on offer the academic administrator with perception for setting goals of professional development. How does the conventional syllabus can vary from a syllabus of learner-centered type and thus the degree of learner centeredness is provided to a certain degree? For the development of learner centered syllabus, there are a lot resources that are accessible. Recommendations for the development of learner centered syllabus has been prepared by Beaudry and Schaub (1998) such minute things as the insertion of the performance of goals and objectives of teaching, course content organization so that relationship of the different parts of can be felt by the learners and overall rationale and framework can be observed. Delineating the activities were recommended by them along with it that are effective which help the learning content and at the outset, make evident that outside the classroom the substantial learning will happen.

Grunert (1997) gives an advice that is conceptual as well as practical on the development of syllabus that is learner-centered with that creation of rationale was included with these guidelines or empirical evidence for a course, the definition of learning outcomes was also given, deciding involvement of the student and developing the resources from outside. The general principle for the organization is for the educator to think about the beneficial aspect of syllabus for the learner, as a learning tool and a reference. To gage the level to which a teacher is trying to create an environment that is learner-centered is the basic aim for a course syllabi review.

The movement from teaching to learning is the main feature of the pedagogy of learner-centeredness and instead of the focus on the delivery of content, the focus will be on student learning. It pursues then that those intentions should be shown in syllabus, for the syllabus plays a role as the introduction of the course, how the unfolding of course will proceed, it will provide an outline. So, the main elements that a syllabus that is endeavouring to be learner-centered should contain also explain the approach of learner-centeredness, in which there is an attempt of community development, a imparting power and control on what is being learned by the learners and how the learning took place with that on assessment and evaluation emphasis attached to the learning outcomes.

The obvious learning outcome articulation and a basic requirement of the pedagogy of learner-centeredness is the clear assessment methods of those outcomes. We identify that the learning outcomes presence is not confirmed on a syllabus by any measurement that the pedagogy of this course has a learner-centeredness; instead, of course, learning outcomes absence is a sign of a lack comprehension on the part of the teacher to tackle a main feature of the environment of learner-centeredness.

### **Role of Culture in Language Teaching.**

Jabeen and Kazim (2011) conducted a research on the role of culture in English language teaching. According to the researchers, target culture teaching has been severely criticized and defended by the educationists and language teachers passionately. This teaching of target culture has faced negative response by the Muslim countries. This research investigated the attitude of the learners towards the teaching of target culture and focused on the students of Government College University, Faisalabad. It was found that students have negative attitude towards the teaching of the culture of target language in the university. These responses show the reaction of all the Muslim

countries against the teaching of target culture because it shows the preference of Muslim community for Islamic culture in the material relate to the teaching of English language.

There is a hot discussion on whether there should be the target culture in teaching a language or local culture and which can be more effective for learners to learn language. according to Ammon (2004), the way students respond to the foreign language culture, their attitude towards language is influenced by it. Thanasoulas (2001) says that learning a language is actually the learning of its culture. There are also some researchers like Ilter and Guzeller (2005) who claims that there are positive effects of using target culture on learner's cognitive attitude. There is also a group of researchers who are in favour of using both target and local language cultures in the teaching of language. They opined that it has positive influence of language learning.

According to Modiano (2001), the inclusion of the culture of learner in the teaching of language has positive effects on the integrity of learner. Therefore, it becomes all the more significant to utilize the local culture of learner as a facilitator and source to teach second language. Majority of these studies advocate that the target language culture utilization in English language teaching classroom should either be minimized or completely abandoned if possible. Al-abad al-Hag and Smadi (1996) found that the attitude of Saudi students towards the learning of language was more positive when found that there is representation of local culture.

Incorporation of learners' culture in the teaching of second language is advocated by Freeman and Freeman (1998) as way to the improvement of learners' attitude and their self-confidence. So, the use of native culture in the teaching of language learning has become a major demand by various scholars and researchers because it plays an important role in the better learning of language.

The current study aims at finding out the use of Pakistani culture in the syllabus books at secondary level and the influence of cultural elements on the learning of language. It will also try to find out that how much is the current syllabus learner centered.

**Research Questions:**

The key questions of this research are:

1. To what extent is the syllabus of English language teaching of secondary level based on learner centered approach?
2. Is there any representation of socio-cultural identity in the course syllabi of English language teaching at secondary level?

**Research methodology.**

The methodology of this study is of interpretive type that would lead to a method of qualitative inquiry. In order to review the curriculum of English Language Teaching at secondary level, the strategy of case study is followed as instrument in order to examine the curriculum of ELT at secondary level. The data for this study was taken from different sources like the documents that are related to the curriculum of secondary level, textbook of English language teaching of secondary level class 9<sup>th</sup> published by PTB.

***Data analysis.***

In order to evaluate and analyze the learner centeredness of the data collected, rubrics developed by Cullen and Harris (2009) to know the degree of learner-centeredness in the course syllabi were adopted. These rubrics were divided into three major categories among which are community, power and control and evaluation/assessment. Each of these three categories was further divided into subcategories i.e. Community was subdivided into accessibility of teacher, learning rationale and collaboration.

Power and control were further divided into teacher's role, students' role, outside resources and syllabus focus. Similarly, evaluation/assessment was divided into grades, feedback and evaluation (The table of rubrics can be seen in appendix).

## Results and Interpretations.

Table: 1. Socio-Cultural Representation.

Cultural Representation	Lessons	% age
Foreign	03	25%
Islamic	02	17%
Pakistani	07	58%

There are three types of lessons in the textbook of 9<sup>th</sup> class published by PTB. In other words, these are the representation of three different cultures. There are three lessons among the twelve that represents foreign culture which is 25% of the whole book. There are two lessons that show Islamic culture and it is only 17% of the whole book. The major part of the book consists of local culture i.e. Pakistani culture. There are seven lessons in the book of 9<sup>th</sup> class that contains Pakistani culture which is 58% of the whole book. So, from these examples, it can be said that the major part of the book has local culture.

Table: 2.

Rubric	Subcategory of Rubric	Explanation of Rubric
Community	Accessibility of teacher	Teacher's accessibility is not mentioned in course syllabi
	Learning Rationale	Rationale is provided for activities and they are tied to the learning outcomes
	Collaboration	No activity was found for collaborative learning

Community is the first main category of the rubrics to check the learning centeredness in course syllabi. Among the subcategories of community, the first one was teacher's accessibility which was not found as a requirement in the course syllabi of the book. Second subcategory of rubric was

learning rationale. For example, in lesson No.3, there is a requirement that student should be able to write simple e-mail as a learning outcome of the lesson “Media and its Impact”. This learning outcome is rationalized by conducting an activity after reading the lesson given in the end. It was found that the learning activities were tied to learning outcomes. As far as third sub rubric category is concerned, it was found that there is no activity or assignment that demands for collaborative learning. In other words, it is neither incorporated nor demanded in the course syllabi.

Table: 3.

Rubric	Subcategory of Rubric	Explanation of the Rubric
Power & Control	Teacher’s Role	The role of teacher to share the power with the students and their contribution in deciding the procedures and policies is not mentioned. The role of teacher is just to explain the things to the students.
	Role of Students	Students are responsible only for learning and they are not required to bring material to class for learning.
	Outside Resources	References to outside resources are provided but not required.
	Syllabus Focus	Includes course objectives. Balance between policies and procedures and focus on learning.

Second rubric for determining the learner centeredness in course syllabi is power and control. The first subcategory under this heading is teacher’s role to share the power with the students in the decisions of policies and procedures.

By observing the course syllabi of 9<sup>th</sup> class by PTB, it was found that there is no indication of the sharing of power of the teacher with the students. However, it was observed that there are some activities in which the role of the teacher is to explain the things to the students; for example, at the end of every page of the book, the teacher is directed to explain some terms to the students. Next comes the role of student, it was found that students are only responsible for learning and they are required to bring any type of material for learning. They are required to do different activities and

exercises for learning; for example, in lesson No. 6, there is map given at the end of the lesson with the help of which students are asked to write an essay Quaid-e-Azam.

As far as the outside resources are concerned, it was found that outside resources are provided but not required; for example, there is an activity for the students of how to e-mail someone. The activity is practiced on paper, but students are not required to e-mail practically to the teacher or someone else from their personal computer.

Focus on syllabus is at its best. There are course objectives of every lesson. Course syllabi adopt a particular policy and procedure for learning. There are many examples of the focus on learning, one of them is the parts of speech which are introduced one by one and systematically and they are given proper share in lessons and exercises to enable the learners understand them in actual communication.

Table: 4.

Rubric	Subcategory of Rubric	Explanation of the Rubric
Evaluation Assessment	Grades	Emphasis on accumulation of points. Dissociated from learning performance.
	Feedback mechanism	Mid and final tests grades only. Students are not allowed to see or retain test copies.
	Evaluation	Only tests, no comprehensive
	Learning outcomes	Learning outcomes are clearly stated

Third category of rubric to determine the learner centeredness was related to the evaluation and assessment. After careful observation of the exams and syllabus content, it can be said that grades are not allotted on the basis of learning performance rather grades in the exams are usually obtained by cramming and by preparing ready-made material. The students don't get feedback because usually written transcripts of examination are not given back to the students to check out their mistakes. Evaluation which is a continuous process is not included in the final assessment to grade



the students. However, learning outcomes are clearly stated and linked to the content of the lesson and activities given at the end of every lesson.

### **Discussion.**

#### ***Question 1. Learner-Centered English Language Teaching and Syllabus design.***

Learner centered syllabus is actually a type of syllabus that is developed on the basis of learner's needs because the whole process of teaching and learning revolves around the learner and everything is prepared to facilitate the learner as Richards and Schmidt (2002) opined that it is the analysis of the needs of learners. There must be a sense of community in a learner centered syllabus as Cullen and Harris (2009) suggested. This sense of community is developed on the basis of teacher's interaction to the students as well as the students' collaboration with each other.

As this study is just an evaluation of syllabus to check learner centeredness and to know the first rubric of the availability of teacher, an experimental research is required. So, it cannot be said for how much time is the teacher available and also the accessibility of the teacher is not mentioned by the syllabus designers. However, according to the Cullen and Harris (2009), the accessibility shows investment that's why teacher's accessibility is an indication of community as the commitment of the teacher is shown by his willingness to invest his time and energy that shows his love for the learning of his students. As far as the rationale for learning is concerned, there are activities in the syllabi course content that have relation with the leaning objectives of the syllabus, and they are tied to each other.

To share different learning experiences of each other having different skills and background is a collaborative learning. In the syllabus course of 9<sup>th</sup> class, there is no indication of collaborative learning among the student. It is not encouraged. However, the social constructivists (Bruner 1960, 1966; Brown 1994; Prawat and Floden 1994; Cobb and Yackel 1996; Duffy and Cuning-ham

1996; Gredler 1997) stressed that the productiveness of learning increases a lot in collaborative learning than independent learning. So, collaborative learning should be encouraged because individual can learn more through this than independent problem solving as Vygotsky (1978) put forth.

According to Weimer (2002), if there is a balance of power in teaching, the syllabus will be called as learner centered. By balance of power means that both students and teachers decide collaboratively about the development of policies and procedures for class and also about assignments. The type of syllabus that is presented by the PCTB shows that the role of teacher is dominant in decision making not that of students. However, Perry (1997) noted that students' perceived loss of control adversely affects their academic performance.

Motivation is tied to the sense of control. Zull (2002) investigated control in association of the function of brain and examined that external motivation is equal to the loss of control while internal motivation for the learning of language produces one's learning control. So, the role of the student in this type of syllabus is that he is just responsible for learning. The result of this is that he loses intrinsic motivation for learning.

As far as the outside resources are concerned, it was found that there is no need of outside resources and only book is required for the purpose of learning and the teacher is the primary source of knowledge for the students and students will rely only on teacher's knowledge not on any outside material. Focus on syllabus is given proper attention and there are learning outcomes that are properly stated and tied to the other parts of the topic. It was found that these learning objectives are properly linked to the course content and also with the activities and exercises.

All the procedures have link with learning outcomes and focus is on the learning to the maximum; for example, there are activities that encourage communication among the students and proper focus is given on pronunciation to improve oral communication and discussion among students on

different topics is encouraged. Similarly, to improve creative writing of the student, certain activities are also included to make the course syllabi learner centered.

According to Cullen and Harris (2009), assessment is a continuous process. Formative feedback is given by the teacher to the students to check their performance. There is also a feedback from the learner for the teacher to know whether the process of learning is going well or not. The term evaluation was used as summative decision related to the learning outcomes and to know whether we have met to a particular learning outcome or not. Careful study of the course content of the syllabus shows that the focus of the whole learning process is more on the accumulation of points and emphasis is on the obtaining of grades as ultimate end.

The learning of language and the assessment of that learning are wide apart. Whatever is practiced in the activities is not assessed in the examination; for example, there are some activities on creative writing but in exams creative writing is not encouraged and the students who cram well can get good marks. Similarly, the assessment of oral communication is not assessed properly and the result is that both the students and teachers don't pay attention on activities in the classroom rather the teachers prepare the students from examination point of view because the only feedback teacher gets is grades in the final terms or annual exams.

As Thomas (2005) suggested that in a systematic and learner centered approach all the elements of syllabus should be integrated with one another. Moreover, in this the type of assessment, students don't have right to get their scripts back to see their mistakes and the result is that they don't know about their mistakes or errors and they are not usually able to correct their mistakes. Teacher's classroom evaluation is suggested by conducting exercises and activities that may lead to innovation as Keily (2005) gave opinion that it is innovation that is led by evaluation whereas Markee (1997) said that innovation leads to change and change is a continuous process. There is comprehensive relationship of learning outcomes with the course syllabi and activities given for the

students. This relationship enables the learners to communicate well with the exercise of those activities because they have clear association with the learning outcomes.

***Question 2. Cultural Elements in the Syllabus Content.***

According to Candlin (1984), Syllabuses are based on records and accounts of what actually occurs at the classroom level as learners and teachers apply a decided curriculum to their own environment. So, environment of the learner is especially kept in mind due to the reason that an environment in which learner is living is much important for him and he will be able to learn a foreign language with great ease if his cultural representation is given proper place in the syllabus of language learning. It means to teach a language; it is important to know about the requirements and needs of the learner to make learning successful.

Yelden (1984) described that the syllabus is taken as a tool by which the educator can attain a degree of convenience between aims and needs of his pupil with the help of syllabus designer and the learning activities which will be used in the classroom. Some of the researchers are of the view that language must be taught using target culture as Thanasoulas (2001) said that learning a language is actually the learning of its culture. There are also some researchers like Ilter and Guzeller (2005) who claims that there are positive effects of using target culture on learner's cognitive attitude.

But there are many researchers who have opposite opinion like Jabeen and Kazim (2011) who opined that the target culture teaching has been severely criticized and defended by the educationists and language teachers passionately. So, target culture is not appropriate for the teaching of English as a second language. Now a days, foreign language is being taught as second language and as a result of that the local culture of the learner is given much importance in the teaching of second language. It has healthy influence on the learning performance of the learners as

Modiano (2001) stated that the inclusion of the culture of learner in the teaching of language has positive effects on the integrity of learner.

As far as Pakistani situation is concerned, there are two types of cultures that are considered satisfactory for the people of Pakistan. Islamic culture which is Arabic culture is owned by Pakistanis to a greater extent. They take it as their own. So, this is the reason that two lessons having Islamic background are included in the syllabus of 9<sup>th</sup> class. As it is discussed earlier that there a lot of scholars who are of the opinion that learning a language means learning the culture of that language and it is right to some extent that if you will not be able to understand the culture of the target language you will not be able to understand the semantic and stylistic meaning of a large number of vocabulary. Due to this reason, the need of the inclusion of target culture also necessary as Modiano (2001) stated that the inclusion of the culture of learner in the teaching of language has positive effects on the integrity of learner. So, three lessons out of twelve are included from the target culture. Though sometimes the learners are not able to understand the culture of the target language and feels difficulty but such quantity of material in the book may not be harmful.

Inclusion of local culture has been advocated by a large number of researchers. Similarly, incorporation of learners' culture in the teaching of second language is advocated by Freeman and Freeman (1998) as way to the improvement of learners' attitude and their self-confidence. The reason behind the improvement in the learning of the second language is that the vocabulary that is used in the text is related to cultural background of the learners. Secondly, they feel that this vocabulary is advantageous for them because this vocabulary is used in the daily communication of the learner. Al-abad al-Hag and Smadi (1996) found that the attitude of Saudi students towards the learning of language was more positive when found that there is representation of local culture. So, it can be said that they enjoy the reading of local culture in the textbooks.

## **CONCLUSIONS.**

To conclude, it can be said that syllabus designing has very vital place in the learning of language. A syllabus that is learner centered can make the learning of language much easier and interesting as compared to any other type of syllabus content. It means when the needs of the learners will be kept in mind while developing the course outline, it will facilitate the process of learning.

Participation of the learner in the process of learning, relationships of the learning outcomes with that of course syllabi and above all when the assessment will be done on the basis of learning outcomes, there will be healthy effects on the learning of students. Similarly, representation of content that have cultural background of the learner makes the language learning interesting and easy for the learner as well as for the teacher.

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