



# ESL Syllabus Designing: Perspective of University Teachers in Pakistan

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**Abstract-** The study aims to investigate the perspectives of ESL teachers about the syllabus designing and its practical implementation for ESL learners in universities of Punjab, Pakistan. For this purpose, researchers relied on qualitative approach for in-depth analysis of ESL teachers perspectives to gauge their knowledge about syllabus designing, their required roles and implementation processes including methodology and assessment tools. In this regard, a tool of semi-structured interviews was used. The sample of the study consisted of 15 ESL teachers from six major universities across Punjab, Pakistan. The in-depth analysis of recorded and transcribed data reveals that syllabus designing process for ESL learners in Punjab, Pakistan is based on specialist approach (Johnson, 1989) which is a basic hindrance in successful classroom implementation of the syllabus because it restricts the role of teachers and students to classroom implementation only. Moreover, the analysis reveal teacher's knowledge and dissatisfaction with syllabus designing for ESL learners. In addition, the analysis demonstrates that teachers need more central roles (Grave, 2008) in designing syllabus for ESL learners being the primary implementers along with HEC and other stakeholders. The present study may help syllabus designers to understand the perspective and problems of teachers to design syllabus.

**Key words:** Syllabus, design, implementation, ESL learners, Perspective of teachers.

## I. INTRODUCTION

### 1.1. Background of the study

An etymological review to syllabus designing reveals its meaning as a roadmap, or a table of contents to carry the specific course in certain dimensions. According to (Wilkins, 1981), Syllabuses are generally specification of the content for language teaching which yields to some degree of order and structure within aims and objectives, selecting teaching approaches, and selecting tools for assessment to make teaching and learning a more comprehensive process. However, there have been multiple approaches to syllabus designing within existing literature. Precisely, each type of syllabus deals with the same issues: learners' needs and its practical implementation in context (Breen, 1987). Syllabus designing is a very complex process if taken seriously because it navigates what and how to teach in a specific order. This research intends to investigate the processes and entities involved in syllabus designing for English as second language learners (henceforth, ESL) in universities of Punjab, Pakistan. Further, along with theoretical implementation of syllabus designing this research was carried out to take teachers' perspective about practical implications of syllabus designing for ESL learners in Punjab Pakistan.

However, language is commonly used as a tool by the learners to construct their conversation, but side by side it helps learners to shape and reshape their identities. Considering the use of English in indo-Pakistan subcontinent carries dates before the emergence of Pakistan as a country. English was introduced in Indo-Pakistan subcontinent by British Raj, precisely, in the 16<sup>th</sup> century (Mahboob, 2009). During British rule, English language gained a prestigious official, political and social as a result of social and economic value and mobility attached to this language (Mahboob, 2009). And the value of English as a prestigious language is still in command till date, which makes it highly, learned second language in Pakistan (Anbreen, June, 2015). This phenomenon lays a lot of focus on development of English language proficiency among university students of Pakistan, for taking their stable places in national and international market based places (Karim & Shaikh, 2012). Mansoor (2005) states that majority of all students (91%), parents (97%), and teachers (88%) overwhelmingly prefer English medium education and to study English as compulsory subject at all levels.

As per the revised curriculum, Higher Education Commission (Henceforth, HEC) has divided English language into four semesters as a compulsory requirement for B.S. (4 years degree program). These four

parts are categorized as English 1, English II, English III, and English 1V as Advanced Academic Reading and Writing. HEC has devised this curriculum for all public sector universities across Punjab, Pakistan. Though, the recommended courses depicts consistent development of the content from general grammar based English-I to advanced reading, writing and critical thinking (Karim & Shaikh, 2012). Despite, these parameters HEC has given liberty to universities to design syllabus for these courses according to the needs of their students. The main focus of this study is to investigate that how university teachers in Punjab design course for ESL learners at B.S level and what are their perspective about the practical implementation for ESL learners.

## **1.2. Research Objectives**

The objectives of the research are to:

- a. To investigate the processes and entities involved in designing syllabus for ESL learners (B.S. 4 Years) in Public sector universities in Punjab, Pakistan.
- b. To explore the perspectives of public sector university teachers about the role of ESL teacher in syllabus designing and its practical implementation in ESL classroom.
- c. To analyze the alignment between the designing and implementation of syllabus in classroom in public sector universities of Punjab-Pakistan for ESL learners.

## **1.3. Research Questions**

1. How the syllabus for ESL learners (B.S. 4 Years) has been designed and implemented in public sector universities across Punjab-Pakistan?
2. What is the role of an ESL teacher in designing syllabus and its implementation in ESL classrooms in public sector universities across Punjab?
3. How designing and implementation of the syllabus in ESL classroom are aligned in public sector universities of Punjab Pakistan for ESL learners?

## **1.4. Delimitation of the study**

Considering the execution of data and significance of the study, the researchers decided to delimit this research to six major public sector universities. A tool based on interview was designed to know the perspective of teachers about course designing and its practical implementation. Following convenience sampling technique only 15 teachers both male and female were selected from the selected universities.

## **1.5. Scope of the study**

Previously, a lot of research has been done on curriculum and syllabus designing and its implementation but this research pre-dominantly focuses on the perspectives of teachers who are the most important source of knowledge and tool for transmission and dissemination for language learning. Moreover, HEC keeps updating the curriculum for ESL learners and forward recommendations to universities. Despite the curriculum, university teachers need to update their syllabus design and considering the practical implementation for ESL learners in the light of various challenges.

## **II. LITERATURE REVIEW**

An overview of the literature of language teaching reveals that a number of research articles and books have been addressing the issues of syllabus designing and its theoretical and practical implementation in real context. Though, all the major approaches mentioned in subsequent sections offer substantial insights into syllabus designing for general English language courses for university students in Pakistan. Though, each type of syllabus design caters for particular context and needs of specific learners. Hutchinson and Waters (1987) suggest that it is wise on the part of the teacher to take an eclectic approach, relying on the experience as well as the usefulness of each theory. This approach can help syllabus designer to select each design of syllabus from broader curriculum to meet the needs of learners.

Likewise, according to Moreover, Hall and Hewings (2001), language syllabus cover all the issues related to planning, implementation, and evaluation of series of second language learning events taken as holistic

with a specific aim. Grave (2008) quotes the traditional specialist approach by Johnson (1989) (adapted version shown in table 1. below), which shows that developing and implementing syllabus is not a small task. Though the specialist approach encapsulates four major domains: curriculum planning: specification of ends and means, program implementation, and classroom implementation. In the first three domains only specialist of curriculum designing are involved, rather in fourth domain i.e., classroom implementation teachers and learners are found active.

Table 1. Syllabus decision making in the specialist approach adapted from Grave (2008).

Domain →	planning	Syllabus planning		Program implementation		Classroom implementation	
Participants →	Policy makers	Needs analysts					
Products →	Policy						
		Methodologists					
		Contents					
				Materials writers	Teacher trainers		
				Materials	Training program		
						Teacher	Learner
						Teaching acts	Learning acts

However, Grave (2008) discussed the problems with the traditional approach considering fact that all four domains are not aligned only the last domain of classroom implementation represents the aligned picture taking both teacher and learner on two ends of continuum. And secondly, the fundamental fault with this approach is to placing teacher and learner at the end of the chain which posits teacher and learner as recipient and mechanical implementers of the received design rather than active participants in their own right. In order to resolve the problems, Grave (2008) suggested a dynamic approach in Syllabus designing which postulates the placement of teacher and student as centre of the whole process as shown in following figure1.

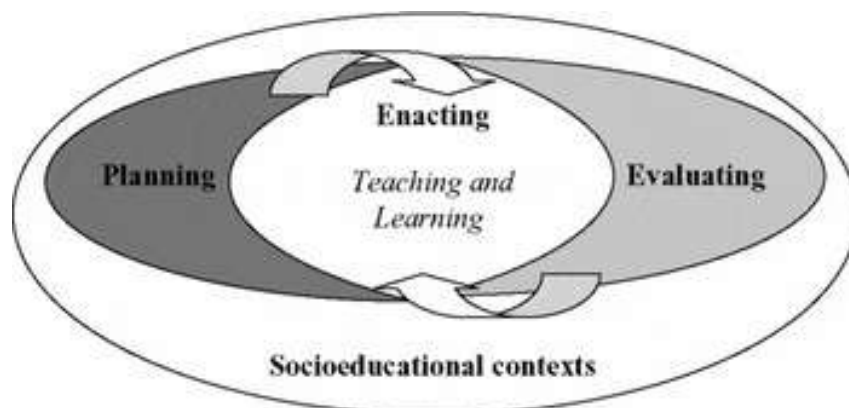


Figure1. Curriculum as dynamic system (Grave, 2008).

The present research will take into account the both approaches in order to investigate the role of teacher in designing syllabus and its implementation in classroom.

## 2.2. Types of Syllabi

Several researchers proposed six major types of syllabi for foreign or second language learning which are generally based on two processes:

a. Product oriented

b. Process oriented

Moreover, Nunan (2004) states that product-oriented syllabus are mainly focused on the knowledge and skills of the learner as a result of instruction, while process syllabuses are primarily concerned with the process of learning. However, the choice of the syllabus and its practical implementation is a major decision for ESL teachers in Pakistan. Though, following is the description of six types of language syllabi proposed by Krahnke (1987):

a. Structural Syllabus: This type of syllabus design propogates that the content of language teaching is an amalgamation of form and structures i.e., grammatical chunks such as parts of speech and tense, so on.

b. Notional/ Functional Syllabus: This kind of syllabus lays attention on the content which promotes the idea of functions performed by the language and notions expressed by the language i.e., requesting, agreeing, apologizing, promising, so on and so forth.

c. Situational Syllabus: Here, the content of language teaching is a collection of real and fabricated situations in which language is used or occurred, e.g., asking for directions, asking for price of product, dealing with the customer, etc.

d. Skill-based Syllabus: It focuses on the content which combines specific abilities that may play a significant part in language use such as, prompt speech, public speech, composition of an essay etc.

e. Content-based Syllabus: It is primarily not a language teaching syllabus rather, the primary purpose of this kind of syllabus is to teach the content or relevant information using the particular language. The purpose of this type of syllabus to focus mainly on content and language learning happens incidently e.g., science project using the medium of English language to Spanish kids.

f. Task-based Syllabus: The content for this syllabus design consists of the series of complex and meaningful tasks for the learners with the help of target language. It further introduces project-based learning of language (Kokotski, Menzies, & Wiggins, 2016).

## 2.3 Role of teacher in syllabus designing

Teachers and their role in designing appropriate syllabus design according to the needs of the learners is an essential part to discuss. Rahimpour (2010) referes to Bell (1983) who asserts that teachers are consumers of syllabus for other people and their role is to implement the plan. Though, some teachers have liberty in designing their own syllabus or moulding the prescribed syllabus to some extent. However, Nunan (1993) agrees that some teachers are somehow in a position to make their own syllabus but mostly believe that syllabus designing is not their job rather it should be done by experts in the field. Rahimpour (2010) looks at a different side and holds for the appropriate training for class teacher to be equipped to design their own syllabus specifically for second language classes to achieve their goals. The contents of syllabus should be flexible and negotiable based on the needs of learners, who should be considered an important entity to take part in syllabus designing. Stern (1984) suggests the more emphasis we lay on flexibility and negotiation of the curriculum the more significant ground we will have as language teachers to negotiate about and as suggested by Yalden, Widdowson, and Brumfit. It is very important for teachers to determine certain parameters to seek guidance and direction, in order to make ESL/ EFL a wonderful experience in general education (Stern, 1984).

### 2.3.1 Teacher is an agent of change

However, Grave (2008) defined the role of teacher in innovative syllabus designing as 'catalyst'(p.171) who uses agency to break the chain of traditional and dominant role of teacher and bring cjangue to the roles and relationships in class. She, further, expalains that teacher may face unwanted conditions in

designing and implementing syllabus which generally includes resistance from learners and their families in order to embed student centered approaches in syllabus designing, unco-operative behaviours from co-workers and administration, pressures to adhere to certain materials and methods, instructor's own discomfort with apparent diminshment of expertise and authorities. Cammerata (2006) referred to teachers in the US who faced same difficulties when they introduced a novel approach i.e., content-based approach, which demands a mesh of language with the contents from other fields, in place of their existing subject matter expertise. So, accounts such as discussed earlier undermine the importance of teacher in introducing innovative curriculum. Considering this, the involvement of teacher at each stage of syllabus design and assessment is essential for successful development and implementation of innovative approaches.

### III. METHODOLOGY

The present research is qualitative in its nature and orientation. Subsequent section deals with the research methods, tools, population and sample, and

#### 3.1 Research Method and Tools

Focusing on my research aims, research questions, the sample of the study, and the type of data, we have determined to rely on qualitative research approach. The research instrument was based on semi-structured interviews for rigorous data about the perception of universities teachers on designing and implementing syllabus for ESL learners.

#### 3.2 Population and Sample

The aim for the present study is to scrutinize the perception of ESL instructors about syllabus designing and its implementation for ESL learners in the universities of Punjab, Pakistan. To fulfill the purpose, we have selected following public sector universities (which are particularly under supervision of Higher Education Commission Pakistan) to gather relevant data: Govt. College Women University Sialkot, Pakistan; University of the Punjab, Lahore-Pakistan; University of Gujarat, Pakistan; University of Okara, Pakistan; University of Chakwal, Pakistan; Govt. College Women University Faisalabad, Pakistan. Moreover, based on convenience sampling technique, a sample of 15 teachers (irrespective of the variables of gender and age) was selected for semi-structured interviews. Keeping in account the reliability issues, the researchers tried to maintain the balance of representation from each selected university. Following table represents the number of volunteers for taking interviews from each institute:

Sr. #	Institute	Number of Participants
1.	Govt. College Women University Sialkot	4
2.	University of the Punjab, Lahore	2
3.	University of Gujarat	3
4.	University of Okara	2
5.	University of Chakwal	2
6.	Govt. College Women University of Faisalabad	2
	Total	15

#### 3.3 The Data Collection Phase

Semi-structured interviews have been used as primary data collection tool in the present study. The interviews were conducted utilizing a semi-structured interviews guide by one of the researchers to maintain the continuity and effect. As in this research the researchers intended to get views of university teachers about the syllabus they use for teaching English to students of B.S. Honors as a Second language. Since, the research encapsulated the six major public sector universities across Punjab, Pakistan, the researchers relied on both face-to-face and telephonically recorded detailed interviews. The interviews were requested from 15 voluntary informants. The first phase was to take the appointments from the volunteers and at the second stage the collection of data started from universities one by one in order to identify the knowledge of professionals about syllabus and syllabus designing, their required roles as

bringing innovative changes in syllabus design and perspectives about the factors which hinder the implementation process. The success of qualitative research hinges on the accuracy of data and its interpretation. For this purpose, Interviewees were informed prior to the interview that their interviews will be recorded and transcribed accordingly to create categories and sub-categories. The participants were assured regarding the confidentiality, authorized access, and security of information; that is, the details that might reveal their names and institutions was never to be disclosed during the process of interpretation.

#### IV. ANALYSIS OF DATA

The analysis contingent on the in-depth study of the audio-recordings verbatim of the interviews of the participants of the study. Originally, the time allocation for interview was decided one hour per one participant but at times it went beyond an hour due to in-depth insight and rich description provided by the participant. The tool was based on ten statements but semi-structure interview gave the edge to researcher to ask questions sprung out during ongoing interview. The following figure betrays all the major themes which researcher excluded from the data to give description of the perception of university teachers in Punjab about the Syllabus designing and its practical implementation for ESL learners.

The researchers tried not to lose any important information provided by the informants of the study. In compliance, we created the categories by grouping the codes created through the process of analysis. We analyzed the data through three major discursive themes: Syllabus designing, Practical Implementation, and Alignment of syllabus designing and classroom implementation. Though, figure 2. Reveals the classification of sub-themes entailed from the main themes. Figure 2 shows the process of categorization and interpretation of discursive themes. However, themes are surfaced through the codification extracted from data through semi-structured interviews and helped to hone in on significant insights.

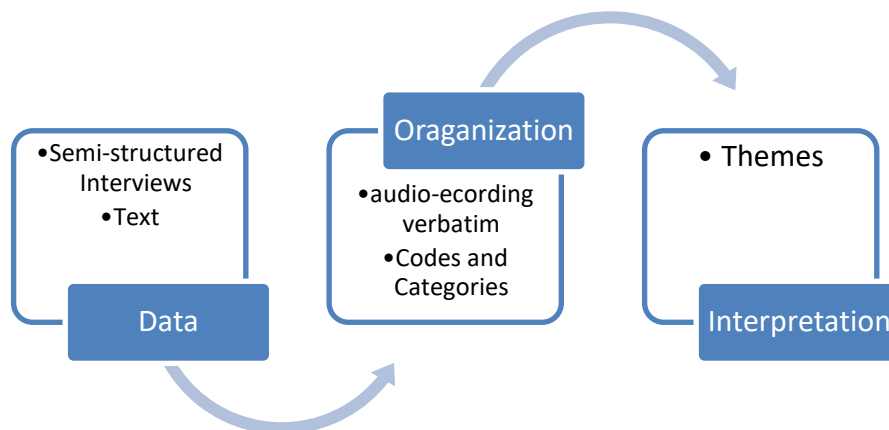


Figure2. The classification, organization, and analysis of the data.



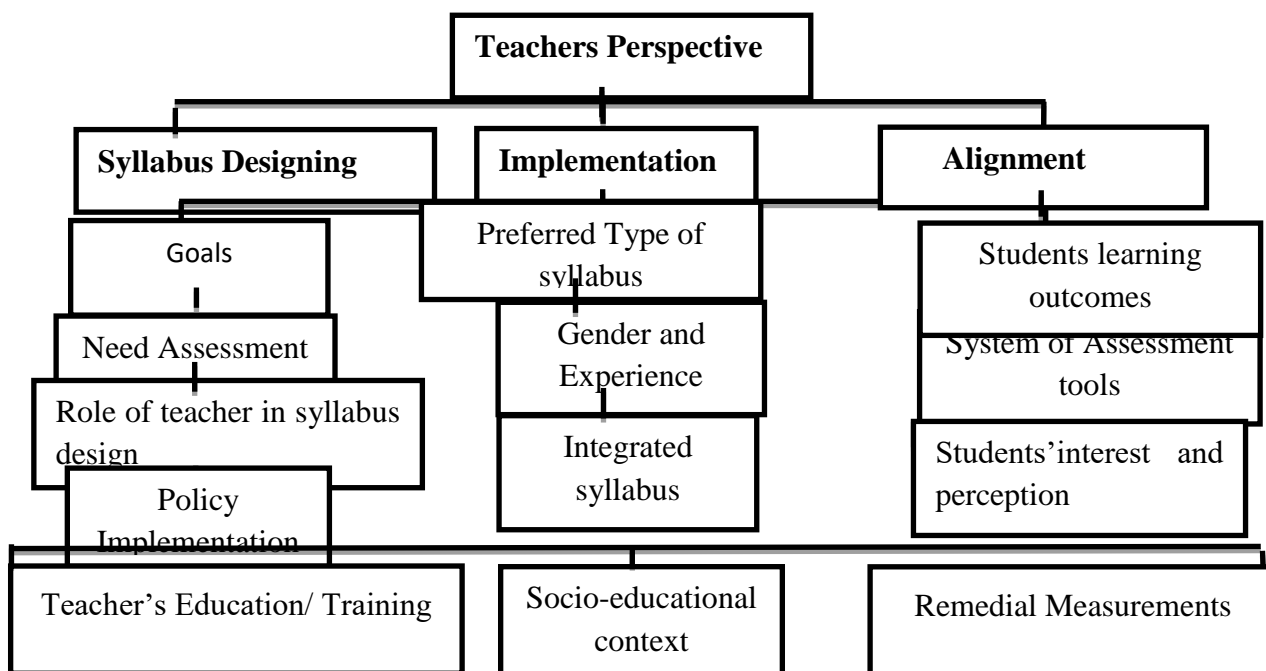


Figure2: Codification of the Perspective of ESL Teachers.

#### 4.1 Syllabus Designing

As Kathleen Graves (2000) argues that for designing an appropriate course for language demands a circular process of assessing needs, formulating goals and objectives, developing materials, designing an assessment plan, organizing the course, and conceptualizing contents. And further there is a fair chance of involvement of beliefs and socio-cultural context.

##### *Entities involved in syllabus Designing*

The analysis betrays that syllabus designing is not a simple process for language learners. It takes multiple steps before reaching to the hands of teachers for implementation. Almost all the respondents quoted the significance of Higher education in designing syllabus and agreed upon its pivotal role. However, HEC has given a general plan for General in BS 4 years degree program (Karim & Shaikh, 2012). Almost all selected universities follow the same criteria of four levels of integration following Functional English, Communicative Skills, Reading and Writing Skills, and Advance Reading and writing skills with the same criteria of assessment only with few modifications. As, Govt. College Women University, Faisalabad replaced Advanced Reading and Writing Skills with Teaching of language through Literature. Moreover, more than 50% teachers believe that that general course contents given in HEC's website for General English are the only syllabus they are following. On the other hand, almost 40% teachers defined the idea that they get help from the road map provided by HEC and extend their on course contents on weekly plans. The respondents from 4 out of 6 universities informed that the process of syllabus designing involve the contents given by HEC and the assessment policy of their universities along with departmental policies and barriers and the role of teacher is delimited to follow the splitting up the contents across 16 weeks plans integrating activities and resources. The involvement of students in designing syllabus is almost unknown to them. Rather, some teachers were taken aback on the idea of involving students in syllabus designing. Almost 40% of respondents reported the role of external members of Board of Studies (henceforth, BOS) in Syllabus designing since they reported that they cannot make any changes in their plan without the approval of BOS. However, the rest of 2 universities even do not involve teachers in making weekly plans. The respondents from these universities showed their ignorance about the process of syllabus designing since the follow the plans even the weekly split ups

devised by other universities. However, the analysis reveals that the role of ESL teacher is traditionally limited to classroom implementation and is not dynamic or central (Grave, 2008) in universities of Punjab Pakistan.

### *Need Analysis*

It is generally assumed that needs are dynamic, multi-faceted, and changeable. According to Grave (2000) need analysis is an ongoing and highly systematic process which informs about learners' needs and requirements and then making decision in the process of syllabus designing to meet the needs of learners. Though, she mentioned that the process is cyclical i.e. a. deciding what information to get and why?; b. deciding from whom and when to gather it; c. gathering information; d. interpret it; e. act on it; f. evaluate the effects of the action. However, the analysis revealed that ESL teachers in Punjab Pakistan do not rely specifically on need analysis of their learners. Most of them even showed their ignorance of the process of need analysis. According to them the basic needs of their learners is to learn how to communicate and speak in English language to get better jobs.

The analysis demonstrate that almost 55% teachers predetermined a general need analysis of ESL learners and to them it is not their job to analyze the needs of the students prior to designing a syllabus or activities for them. The other 35% supported the idea of doing the need analysis before making course contents. But they also provided the evidence that they do not do any need analysis before the course but they try to reconstruct their teaching methodologies and activity plans to meet the needs of the students relevant fields and specific language usage but they do not modify the syllabus or course contents after even realizing the needs because they have to follow the course plan which they receive either from HEC or their departments. Though 10 % ESL teachers informed that they prefer to modify only the contents of the course according to the needs of specific learners from specific fields but they cannot change the assessment plan in order to meet required needs. In this regard, the analysis reveal that ESL teachers either do not acknowledge the importance of need analysis and if they do they are rarely given any liberty to make certain changes in order to meet the needs of ESL learners in Punjab, Pakistan.

### *Specific fields*

#### *Formation of Goals*

Formation of goals and objectives is considered to be a very important step in designing syllabus for ESL learners. When participants were asked about their formation of objectives for their ESL learners, almost 90% of respondents gave the same responses. And analysis shows that they internally conceptualize the goals according to the communicative needs of learners but they do not define or redefine these objectives while teaching their ESL learners. Approximately, 80% of respondents said that they make objectives for the sake of writing for course plans. But their lessons do not usually carry those specific goals; the teaching process mainly focuses only on the course contents. Though 20% ESL teachers informed they focus on the goals of the course or specific topics while devising activities or methodology for English language.

#### *Preferred Type of Syllabus*

On account of inquiring about ESL teachers' perspectives of the types of syllabus designing, it is analyzed that almost 60% ESL teachers have cognitively aware of the orientation of the syllabus type. Since, they mentioned integration of all major types which focus on form, function, and communication. Though, they did not discuss about innovative syllabus designs like content-based or project based syllabus designs but they explained that their teaching plan hinges on the integration of tasks and activities somehow. However, 40 % of teachers revealed that their teaching primarily focused on the contents and forms.

#### *Integrated Syllabus Design*

Focusing on the criteria of HEC for General English courses: Functional English, Academic Reading and Writing skills, Communication Skills, and Advanced Reading and Writing skills and creative skills; teachers were asked to tell their perception of the integration of these courses relevant to their teaching plans. Mostly teachers reveal that they do not see any integration since they teach English either on one or two levels. So, it is hardly possible for them to gauge if these courses are designed holistically to meet integrated skills of English language. They further, explained that the plan itself can be good but implementation of plan leads to the improvement of writing skills primarily. On account of this,



interviewer asked about the departmental meeting about teaching these courses coherently. Almost 75 % teachers informed about the lack of coordination and departmental meetings in order to maintain the flow of integrated skills across the 4 years BS degree program.

#### **4.2 Classroom Implementation**

The implementation is the most important component of success of any syllabus. It explicitly reveals the academic-rationalization of major goals and alignment of those goals practically. Further, this is the right format for a teacher to demonstrate intellectual insights and pedagogical expertise of a second language teacher. Though, the implementation of syllabus is manifold because it carries socio-educational contexts along with teachers and students. Though, in a language class a teacher is responsible for the implementation of syllabus to enable learners to meet the goals and requirements for ESL learning. Moreover, teacher is the one who organizes the course into weekly plans, integrating his/ her beliefs, teaching materials, methodology, activities and assessment tools (Grave, 2008). However, Vazir (2003) conjectured that humanistic and self-reflecting teacher will take students not as the recipients but active participants of English language process. She argues that in Pakistani context critical thinking and practical implementation of curriculum lack, unfortunately.

However the analysis of the data demonstrates that 40% teachers try to integrate innovative tasks and activity into teaching methods to create a communicative environment in class quite often. Though, almost 35% English language teachers discussed socio-cultural and time constraints which are considered to be a big stumbling block in the integration of communicative activities in English language classes on daily basis. They hold the argument that in 16 weeks plan, their primary task is to cover the given syllabus to meet the criteria of assessment. And unfortunately, if they give time to creative activities and communicative tasks they won't be able to cover the course. It reveals the basic goal of ESL teachers to be able to pass the Exam and to improve their writing skills primarily. However, 25 % ESL teachers clearly demonstrate their ideas about teaching English as a subject rather than language at all.

The role of expertise of teacher is very significant as some teachers complained that they have been teaching proposal writings and research articles despite the fact that they have no research publications at all. It is suggested by teachers themselves that their expertise should be taken into account while assigning them any course. There is the difference of opinion among teachers about the teaching of all four courses. Almost 50% teachers believe that the same teacher should teach from level 1-4 for better comprehension for learners because a single teacher can analyze the problems and progress of each student at different levels. On the other hand, other 50% believe that each subject should be taught by focusing on expertise of teachers in functional English, Communication skill, reading and writing skills, and advanced reading and writing and critical thinking, accordingly

##### *Gender differences*

However, the main objective of the research does not include the variables of gender, but close scrutiny of data reveal that there is general disparity in the perspectives of male and female teachers about teaching methodologies and communicative activities while implementing syllabus design. ESL female instructors show comparatively more tendency to inculcate innovative tasks, and activities to making language learning process intact and interesting for language learners. On the other hand, male instructors comparatively showed their tendency in covering course contents focusing on traditional methods. Though, results may vary in future research exclusively done on gender differences and teaching methodology.

##### *Experience and age*

Another distinction of experience and age was observed, generally the younger respondents up to age of 40) seem comparatively more enthusiastic in inculcating innovative teaching methods and methodologies in language teaching process to make it productive from the learner's orientation, introducing task-based and skill-based learning somehow. Though, comparatively senior teacher hold the belief that students are concerned about course completion so their main task is to cover the syllabus focusing more on form-focused methods. The results may vary if studied exclusively; it might be because of other intervening variables.

#### **4.3 Alignment**

To gauge the alignment between course designing and its practical implementation both in and outside the class, researchers asked some parametrical questions from the respondents about the level of satisfaction of their initial goals and students learning outcomes and assessment tools to gauge language proficiency and skills.

#### *Students learning outcomes*

The analysis reveals that almost 85% teachers are not satisfied with the alignment between the syllabus design and implementation. According to them students learning outcomes do not match with goals determined for language proficiency. Almost 45 % teachers talked about the variation of the proficiency level: novice, intermediate, and advance in one class. The treatment and methodology does not vary according to the level because of the large classes and socio-educational constrains. According to teachers, by the end of the course teachers focus on the written skills of ESL learners through their Mid-term or Final- Term Exams.

#### *Assessment System/ tools*

The analysis of data demonstrates primarily university follows the assessment criteria given by HEC with a little modification. However, assessment involves both formative and summative assessment tools i.e., sessional 15%-25%, Mid-term Exams 20%-30% and Final-term Exams 40%-50%. On account of this, 75 % should their dissatisfaction with marks distribution and assessment tools considering them unfair for a language class. They informed that this is general criteria for other subjects, which is not suitable to gauge proficiency of English language in universities. Though, sessional includes oral presentations, and other oral and communicative activities but the weightage given to these activities is very low. On the other hand, all other assessment tools including test, quizzes, assignments, mid-terms and final-terms all focus on writing skills. However, it does not justify the equal weightage to four integrated skills: listening, speaking, reading, and writing.

#### *Students' interest and perception*

The respondents generally think that the assessment tools determine student's interest and since weightage is given to written productive schools, students want teachers to focus on the course contents instead of engaging them into extra activities.

#### *Teacher's Freedom and training*

The interpretation of analysis betrays that almost 60% teachers believe that teachers should be the part of the syllabus designing directly in order to give their expertise in need analysis, formation of goals, content's selection, materials' development, choice of methodology, assessment tools and criteria. So they can directly align goals with students learning outcomes. They believe that universities in Pakistan are still focusing on the traditional designs of syllabus designing for ESL which limits the role of teacher and learner to classroom only. Though, it should be otherwise central (Grave, 2008).

However, an ESL teacher is not capable of being an integral and effective part of the syllabus designing process without being cognizant of socio-educational and cultural contexts. For this purpose teachers believe they need proper training in syllabus designing which is so far not the part of pedagogical process in Punjab, Pakistan. The proper training not only can develop and sharpen their skills as language teachers but it can provide teacher with autonomy to design their own syllabus according to the interpretation of situation and level of students. Moreover, teachers' trainings will enable teachers to apply cognitive skills to a wide range of ESL situations.

## V. CONCLUSION AND RECOMMENDATIONS

The conceptual framework of this research is mainly based on the syllabus designing process and its classroom implementation from the perspective of ESL teachers in Punjab, Pakistan. Grave (2008) believe that teachers and learners should be the central entities because they are directly linked with language learning process. In Pakistani context the process of syllabus designing is rigid and somehow specialist-imposed (Vazir, 2003). Though, this research primarily hinges on the perspectives of ESL teachers about the process of designing syllabus and its alignment with classroom implementation

and evaluation. The research reveals that ESL teachers are aware of the drawbacks of syllabus designing and socio-educationist hindrances in the implementation.

Moreover, Teachers are not mostly satisfied with the process of syllabus designing in alignment with classroom implementation, material development, teaching methodology, level of proficiency, large classes, learning outcomes, and assessment tools. In addition, ESL teachers believe role of teachers should be central and dynamic and they must be trained for designing of syllabus for ESL learners in Punjab, Pakistan. Furthermore, the study can be helpful for ESL teachers to understand the socio-cognitive and educational context which hinder the successful ESL learning process both from administration and their own ends. This study was delimited to Public sector universities in Punjab, future researchers can focus on the perspective of private sector ESL teachers in Pakistan. This research can be helpful for researchers to devise better policies for designing syllabus for ESL learners.

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