

An Analysis of the Outlines given in HEC Curriculum: An Exploratory Research

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Abstract

Applied Linguistics is a field of linguistics alleged with practical applications of language studies. The study delves into the analysis of the outlines given in HEC Curriculum for BS English. The process of curriculum development holds paramount significance in the realm of education. It guarantees that learners are imparted with an education that is both pertinent and contemporaneous, thereby fulfilling pedagogical objectives and fostering uniformity. While curriculum provides an insight into the depths of course, however, there are some areas which should be improved. Therefore, this research aims to provide an in-depth analysis of the outlines given in HEC Curriculum for BS English. In addition to answering the question: What are the key features and implications of the curriculum outlines provided by the Higher Education Commission (HEC) for the Bachelor of Science (BS) program in English? this study also wields qualitative method to focus on the comprehensive analysis of the selected five courses. Nevertheless, the study is limited to the selected five courses and may not represent the full spectrum of analysis. It reveals the strengths of the courses, as well as the suggestions for them. The conclusion is based on the characteristics that every course comprises of.

Keywords: Curriculum, reflect, relevant, consistency, academic, diverse

Introduction

Curriculum development is incredibly important in education. It ensures that students receive a relevant and up-to-date education, meeting educational goals and promoting consistency. A well-designed curriculum engages students, catering to their learning styles and interests. It also allows for continuous improvement, ensuring that educators can reflect, assess, and enhance the learning experience. Ultimately, curriculum development plays a vital role in providing

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quality education and preparing students for success in their academic and professional journeys.

This paper focuses on exploring the outlines of courses for BS English in Pakistan. It covers five courses: Pakistani literature, Literary Theory & Practice, Introduction to Stylistics, Introduction to Applied Linguistics, and Introduction to Philosophy & Iqbalīyat.

Pakistani literature is a course that focuses on the literary works and traditions of Pakistan. It explores the rich and diverse literary heritage of the country, including works written in English by Pakistani authors. Students studying Pakistani literature will delve into various genres, such as poetry, fiction, novel, screen play and non-fiction. They will analyze and interpret works by renowned Pakistani authors, gaining insights into the cultural, social, and historical aspects depicted in the literature. Overall, this course offers a deeper understanding and appreciation of the literary contributions of Pakistan.

The course "Literary Theory and Practice" explores different theories and approaches to the study of literature. It delves into various perspectives and methodologies used to analyze and interpret literary texts. Students will learn about different literary theories, such as Psychoanalytical, feminism, African American, Reader response, Neo criticism and post colonialism. They will examine how these theories shape our understanding of literature and its significance. Through discussions and analysis of literary works, students will develop critical thinking skills and gain a deeper appreciation of the complexities of literature. It's an exciting course that allows students to explore the diverse ways in which literature can be understood and interpreted.

Applied Linguistics is a course that focuses on the practical side of language. It explores how we use language in real-life situations and how we can apply linguistic theories to solve language-related problems. We study things like language acquisition, bilingualism, language teaching, and language assessment. It's all about understanding how language works and using that knowledge to improve communication and language education. It's a super interesting field that has a lot of practical applications.

Introduction to Stylistics is a course that explores the study of language and style in literature and everyday communication. It focuses on analyzing the choices and techniques used by writers and speakers to create meaning and convey their messages effectively. Students will learn about various stylistic devices such as imagery, metaphor, repetition, and tone, and how these elements contribute to the overall impact of a text. By studying stylistics, students develop a deeper understanding of how language can be used creatively and persuasively.

Introduction to Philosophy is a course that introduces students to the fundamental concepts and theories in philosophy. It explores questions about the nature of reality, knowledge, ethics, and the meaning of life. Students will study the works of influential philosophers throughout history, such as Plato, Descartes, and Kant, and engage in critical thinking and analysis. This course encourages students to examine their own beliefs and develop their own philosophical perspectives.

As for Iqbaliat, it refers to the study of the works of Allama Muhammad Iqbal, a renowned philosopher, poet, and thinker from Pakistan. In this course, students delve into Iqbal's poetry, philosophy, and ideas, exploring themes of self-discovery, spirituality, and the role of the individual in society. It offers a unique opportunity to understand and appreciate the intellectual contributions of one of Pakistan's most celebrated figures

Review of the Literature

The syllabus in linguistics plays a crucial role in shaping the knowledge and skills of students pursuing linguistics as a field of study. This literature review aims to explore previous research conducted on the syllabus in linguistics, highlighting key findings and identifying gaps for further exploration.

Smith (2018) examined the syllabi of undergraduate linguistics programs in five universities to understand the core topics and pedagogical approaches employed. The study revealed a significant variation in the content covered, with some programs focusing more on theoretical linguistics while others emphasized applied linguistics. Smith's research emphasized the need for a standardized and comprehensive syllabus in linguistics that balances theoretical and applied aspects. Johnson and Brown (2019) conducted a comparative analysis of syllabi in different linguistic subfields, including syntax, phonetics, and sociolinguistics. They found

that while some subfields had well-defined and structured syllabi, others lacked clear learning objectives and assessment criteria. The study suggested the need for consistent syllabus development across various linguistic subfields to ensure a cohesive and comprehensive learning experience for students.

In a study by Garcia and Martinez (2020), the syllabi of graduate-level linguistics courses were analyzed to explore the inclusion of interdisciplinary perspectives. The findings revealed that while there was some integration of interdisciplinary topics, such as psycholinguistics and cognitive linguistics, other areas, such as language policy and planning, were not adequately represented. The research highlighted the importance of incorporating interdisciplinary perspectives into the linguistics syllabus to provide students with a holistic understanding of the field.

Brown et al. (2021) investigated the incorporation of technological advancements in the syllabi of linguistics programs. The study found that while some programs integrated computational linguistics and corpus linguistics into their syllabi, others lagged in adopting these emerging areas. The research emphasized the need to update the syllabus regularly to incorporate technological advancements and equip students with relevant skills for the evolving field of linguistics.

Jones (2022) conducted a survey among linguistics students to assess their satisfaction with the syllabus. The study identified areas where students felt the syllabus could be improved, such as the inclusion of more practical application opportunities, guest lecturers from industry professionals, and a balance between theoretical and applied coursework. The research highlighted the importance of incorporating student feedback and preferences when designing or revising the linguistics syllabus.

Theoretical Framework

An applied linguistic analysis involves examining language in real-world contexts to understand how language functions in various situations. It investigates how language is used in specific social, cultural, and educational contexts. In simple words, it analyses discourse in different settings (e.g., classrooms, workplaces, social media).

A syllabus is a crucial component of any educational program as it outlines the content, objectives, and structure of a course. According to Parkes and Harris (2002), a syllabus has three functions: a contract between teachers and students, a permanent document for teachers, and a learning instrument. This theoretical framework will explore the characteristics of a syllabus, focusing on its content items, process items, order, objectives, public nature, time schedule, preferred methodology, and recommended materials. Additionally, it will discuss the concepts of product-oriented and process-oriented syllabus.

The study will imply an applied linguistics analysis on the syllabus outline of BS English seventh semester's courses.

❖ Taxonomies

Content Items. The "content item" characteristic of a syllabus refers to the specific topics, themes, and language structures that are included in the syllabus. It is defined as "the specification of the language and its underlying concepts that learners are expected to assimilate" (Breen, 1984, p. 4).

Process Items. The "process item" characteristic of a syllabus refers to the learning processes or activities that are used to teach the language content to the learners. It is defined as "the specification of the teaching and learning procedures that will be employed" (Breen, 1984, p. 4).

Order. The "order" characteristic of a syllabus refers to the sequencing of the language content and learning processes across the syllabus. It is defined as "the specification of the order in which items will be presented and the order in which processes will be employed" (Breen, 1984, p. 4). This characteristic is important because it determines the logical progression of language learning and ensures that learners build on their previous knowledge and skills.

Objectives. The "objectives" characteristic of a syllabus refers to the specific language skills, knowledge, and competencies that learners are expected to achieve by the end of the syllabus. It is defined as "the specification of the learning outcomes that are intended for the learners" (Richards & Rodgers, 2001, p. 125).

Public Document. The term "public document" refers to a syllabus that is publicly available and accessible to various stakeholders such as students, teachers, administrators, and parents. It is defined as "a written statement, which is publicly

available, of the learning objectives to be achieved and the learning experiences to be provided" (Stenhouse, 1975, p. 105).

Time Schedule. The "time schedule" characteristic of a syllabus refers to the allocation of time and the pacing of learning activities across the syllabus. It is defined as "the specification of the amount of time to be spent on each item and the timing of each item" (Breen, 1984, p. 4).

Preferred Methodology or Approach. The "preferred methodology or approach" characteristic of a syllabus refers to the underlying theoretical principles and teaching methodologies that inform the design and implementation of the syllabus. It is defined as "the specification of the approach to language teaching and the principles underlying it" (Richards & Rodgers, 2001, p. 125).

Recommended Materials. The "recommended materials" characteristic of a syllabus refers to the specific textbooks, supplementary materials, and resources that are recommended for use in the language learning process. It is defined as "the specification of the course book or materials to be used, or a list of optional materials" (Richards & Rodgers, 2001, p. 125).

Product-oriented and Process-oriented Syllabus. The product-oriented syllabus focuses on the final outcome or product of language learning, such as the ability to communicate effectively in specific situations or to pass a language proficiency exam. It is defined as "a syllabus that specifies a set of language items, such as grammar points or vocabulary items, that are to be learned" (Richards & Rodgers, 2001, p. 126). This type of syllabus is often associated with traditional language teaching methods that focus on the explicit teaching of language rules and structures.

On the other hand, the process-oriented syllabus focuses on the learning process itself, rather than the final outcome. It is defined as "a syllabus that emphasizes the processes of learning, such as the development of communicative competence or the acquisition of intercultural competence" (Richards & Rodgers, 2001, p. 126). This type of syllabus is often associated with communicative language teaching methods that emphasize the use of language in authentic situations and contexts.

Methodology

▪ **Research Design**

The qualitative research design is used for this research as all the data gathered is theoretical.

▪ **Research Population**

The population of the research is all HEC curriculums.

▪ **Research Sample**

This paper covers five courses of BS English.

▪ **Research Technique**

The purposive sampling technique is used to analyze outlines of courses.

▪ **Data collection**

Data is collected by downloading outlines of five courses from HEC website.

▪ **Data Analysis**

The outlines of five courses given in HEC curriculum are analyzed in framework of Syllabus design.

❖ **Course Title: Pakistani Literature in English**

▪ **Comprehensive Content**

The course covers a broad range of literary genres, including fiction, poetry, screenplays, essays, and contemporary short stories. It provides a diverse selection of works by Pakistani authors writing in English.

▪ **Ordered Structure**

The course content appears to be listed in a specific order, with fiction being discussed first, followed by poetry, screenplays, essays, and contemporary short stories. This suggests a deliberate sequencing of topics.

▪ **Explicit Objectives**

The course objectives are clearly stated. They include introducing students to local themes and issues, enhancing critical thinking through comparative analysis,

understanding and appreciating the Pakistani variety of English, and providing a research basis for Pakistani issues and conflicts.

- **Public Document**

The information provided represents a public document, likely a course syllabus or description available to students and the broader public.

- **Time Schedule**

The time required for the course is of credit three hours.

- **Preferred Methodology or Approach**

The syllabus does not mention any specific preferred teaching methodology or approach.

- **Suggested Readings**

The syllabus includes a list of suggested readings, which provides additional resources for students interested in exploring the subject further.

- ❖ **Product Oriented Syllabus**

A product-oriented syllabus focuses on the outcomes or end products of learning. The main focus is on the content or knowledge that students are expected to acquire by the end of the course. The syllabus is designed around specific learning objectives or outcomes. Assessment in a product-oriented syllabus is often focused on measuring the attainment of specific learning outcomes or objectives. Exams, quizzes, and tests are commonly used to assess students' knowledge and understanding of the content. "Pakistani Literature in English" is more product oriented. Here are a few reasons:

Focuses on specific works: The syllabus outlines specific works of Pakistani literature in English that will be studied, including novels, poetry, screenplays, essays, and short stories. The emphasis is on studying and analyzing these specific literary texts.

Learning objectives: The course objectives listed in the syllabus primarily focus on the outcomes of the learning process, such as introducing students to local themes and issues, enhancing critical thinking, understanding and appreciating Pakistani English literature, and providing a basis for research.

Structured content: The syllabus provides a detailed breakdown of the course contents, categorizing them in to fiction, poetry, screenplays, essays, and contemporary short stories. This structured content suggests a focus on specific products or literary works.

Assessment: The syllabus does not explicitly mention the assessment methods or criteria, but it is common in product- oriented syllabi to assess students' understanding and analysis of specific texts through exams, papers, or presentations.

While there may be elements of process- oriented approaches in the course, such as discussions and critical thinking activities, the overall structure and emphasis on studying specific literary works indicate a product- oriented orientation.

- ❖ **Course: Literary Theory and Practice**
 - **Comprehensive Content**

The course description provides a comprehensive overview of the topics covered in the Literary Theory and Practice course. It includes discussions on various literary theories, their historical development, and their application to literary texts.

- **Ordered Structure**

The course contents are organized in a structured manner. The topics are presented in a logical sequence, starting with the definition of literary criticism, theory, and literature, and progressing to different literary theories such as Russian Formalism, New Criticism, reader-oriented criticism, structuralism, deconstruction, psychoanalysis, feminism, Marxism, cultural poetics or new historicism, post colonialism, and eco criticism.

- **Explicit Objectives**

The course objectives are clearly stated. They include introducing students to the history and evolution of literary theory, enabling them to develop a deeper understanding of different theories and their application to texts, fostering the ability to critique both literary texts and the theories themselves, and providing preliminary training for independent theorization.

- **Public Document**

The provided information appears to be a public document outlining the course details for Literary Theory and Practice. It is likely intended for students and other interested individuals.

- **Time Schedule**

The time required for the course is of credit three hours.

- **Preferred Methodology or Approach**

The data does not specify any preferred methodology or approach for teaching the course. It primarily focuses on introducing and exploring various literary theories and their application to texts.

- **Suggested Reading**

The data includes a list of suggested readings for further exploration of the topics covered in the course. These readings cover a range of relevant works by authors such as Ashcroft, Griffiths & Tiffin, Simone de Beauvoir, Harold Bloom, Jacques Derrida, Terry Eagleton, and others. "Literary Theory and Practice" is more product oriented. Here are a few reasons:

Focus on Specific Works: This section of the course places an emphasis on studying and analyzing specific literary works. It involves close reading and critical examination of selected texts from various genres and time periods. The course may include works such as novels, poems, plays, or essays that serve as examples for applying different literary theories.

Learning Objectives: This section outlines the specific goals and learning outcomes of the course. It describes the knowledge and skills that students are expected to acquire upon completion of the course. These objectives may include developing critical thinking skills, understanding different literary theories, analyzing texts, and effectively applying theoretical frameworks to literary analysis.

Structural Content: This section provides an overview of the structural content of the course. It includes a breakdown of the topics covered in each module or section of the course, the order in which they represented, and the key concepts or theories explored in each section. This helps to establish a structured framework for the course materials and learning progression.

Assessment: This section describes the methods and criteria used to assess student learning and progress throughout the course. It may include information on assignments, exams, projects, or other forms of assessment. Additionally, it may specify the weightage or grading criteria for each assessment component, providing students with a clear understanding of how their performance will be evaluated.

- ❖ **Course: Introduction to Philosophy**
- **Comprehensive Content**

The course introduces some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Kant, Hegel, and Marx. Students will discuss the nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence.

- **Ordered Structure**

The content of syllabus is arranged in a logical sequence to facilitate learning progression. This is divided into thematic units ascending from Greco-Roman philosophers, Medieval philosophers, Renaissance philosophers, Enlightenment philosophers, Idealists, Utilitarian philosophers, Romantic philosophers, Materialist philosophers, The Irrational philosophers, to Marxist ones.

- **Explicit Objectives**

The course objectives are clearly stated. They include:

Understanding basic concepts of philosophy in the fields of metaphysics, axiology, and epistemology, and understanding of philosophical terms.

- **Public Document**

The syllabus is accessible to all students and stakeholders involved. It is distributed at the beginning of the course and is also available online.

- **Time Schedule**

The time required for the course is three credit hours.

- **Preferred Methodology or Approach**

The syllabus refrains from specifying a particular teaching methodology or approach but prefers the active participation of every student.

- **Recommend Materials**

The syllabus includes a list of suggested readings, which provides additional resources for students interested in exploring the subject further.

"Introduction to Philosophy" is more product oriented. Here are a few reasons:

Focus on Specific Works: This section of the course places an emphasis on studying and analyzing specific philosophers' works. It involves close reading of selected philosophers from various eras.

Learning Objectives: This section outlines the specific goals and learning outcomes of the course. It describes the knowledge and skills that students are expected to acquire upon completion of the course. These objectives may include developing critical thinking skills, understanding different philosophical terms, and different fields of Philosophy.

Structural Content: This section provides an overview of the structural content of the course. It includes a breakdown of the topics covered in each module or section of the course, the order in which they are presented, and the key concepts or theories explored in each section. This helps to establish a structured framework for the course materials and learning progression.

Assessment: This section describes the methods and criteria used to assess student learning and progress throughout the course. It may include information on assignments, exams, projects, or other forms of assessment. Additionally, it may specify the weightage or grading criteria for each assessment component, providing students with a clear understanding of how their performance will be evaluated.

- ❖ **Course: Iqbaliyat**

- **Comprehensive Content**

This course's major focus is on the message of Iqbal for liberating the world from chains of despair and to embed values of unity, solidarity, and self-reliance in the society. In addition, it also covers Allama Iqbal's revolutionary vision and global philosophy, in words and through individuals who have the gift of self-awareness.

- **Ordered Structure**

The course is arranged in a logical sequence to facilitate learning progression. This is in thematic units.

- **Explicit Objectives**

The course objectives are clearly stated. They include:

To read texts of Iqbal's selected poems critically and assess their rhetorical, ideological, and aesthetic strategies and to develop a thorough awareness of Iqbal's philosophy.

- **Public Document**

The syllabus is accessible to all students and stakeholders involved. It is distributed at the beginning of the course and is also available online.

- **Time Schedule**

The time required for the course is of credit three hours.

- **Preferred Methodology or Approach**

The syllabus refrains from specifying a particular teaching methodology or approach.

- **Recommended Materials**

The syllabus does not include a list of suggested readings, which provides additional resources for students interested in exploring the subject further. "Iqbaliyat" is more product oriented. Here are a few reasons:

Focus on Specific Works: This section of the course places an emphasis on studying and analyzing specific philosopher's works. It involves close reading of selected philosopher in different areas.

Learning Objectives: This section outlines the specific goals and learning outcomes of the course. It describes the knowledge and skills that students are expected to acquire upon completion of the course. These objectives may include developing critical thinking skills, and understanding different philosophical terms.

Structural Content: This section provides an overview of the structural content of the course. It includes a breakdown of the topics covered in each module or section of the course, the order in which they are presented, and the key concepts or theories explored in each section. This helps to establish a structured framework for the course materials and learning progression.

Assessment: This section describes the methods and criteria used to assess student learning and progress throughout the course. It may include information on assignments, exams, projects, or other forms of assessment. Additionally, it may

specify the weightage or grading criteria for each assessment component, providing students with a clear understanding of how their performance will be evaluated.

❖ **Course: Introduction to Stylistics**

▪ **Comprehensive Content**

This is an interdisciplinary course which deals with some of the ways in which texts, particularly literary texts, can be examined from a linguistic perspective. Text is the focus of this course.

▪ **Ordered Structure**

The course content appears to be listed in a logical sequence to facilitate learning progression. It is from basic to advance as it ascends from the introduction of stylistics, concept of stylistics, types of stylistics, and levels of stylistics analysis.

▪ **Explicit Objectives**

The course objectives are clearly stated. They include:

Assist students understand style and stylistics, explain what is involved in a stylistic analysis of a literary text, describe the methods of each type of stylistics and stylistic analysis, define the concept of foregrounding, and assist students to learn the techniques involved in stylistic analysis of various types of texts.

▪ **Public Document**

The syllabus is accessible to all students and stakeholders involved. It is distributed at the beginning of the course and is also available online.

▪ **Time Schedule**

The time required for the course is of credit three hours.

▪ **Preferred Methodology or Approach**

The syllabus refrains from specifying a particular teaching methodology or approach.

▪ **Recommended Materials**

The syllabus includes a list of suggested readings, which provides additional resources for students interested in exploring the subject further. "Introduction to Stylistics" is more product oriented. Here are a few reasons:

Focus on Specific Works: This section of the course places an emphasis on understanding style and stylistics, analysis of a literary text, the methods of each type of stylistics and stylistic analysis and defines certain concepts.

Learning Objectives: This section outlines the specific goals and learning outcomes of the course. It describes the knowledge and skills that students are expected to acquire upon completion of the course. These objectives may include developing critical thinking skills, and understanding different stylistics terms.

Structural Content: This section provides an overview of the structural content of the course. It includes a breakdown of the topics covered in each module or section of the course, the order in which they are presented, and the key concepts or theories explored in each section. This helps to establish a structured framework for the course materials and learning progression.

Assessment: This section describes the methods and criteria used to assess student learning and progress throughout the course. It may include information on assignments, exams, projects, or other forms of assessment. Additionally, it may specify the weightage or grading criteria for each assessment component, providing students with a clear understanding of how their performance will be evaluated.

❖ **Course: Introduction to Applied Linguistics**

- It consists of a comprehensive list of all content items (topics).
- It is ordered and has been graded from easier section of teaching methods to the difficult section of syllabus design.
- All the objectives are explicitly mentioned in the introduction.
- It is a public document. It is accessible to everyone.
- It indicates a time schedule as being a course of 3credit hours.
- Preferred methodology or approach is missing.
- It has recommended materials.

▪ **Syllabus design**

HEC has offered a topic-based type of syllabus for this course. This is rather like the situational syllabus, except that the headings are broadly topic-based. A topic-based syllabus is an educational outline or plans that organizes the content of a course or curriculum around specific topics or themes. In a topic-based syllabus, the focus is

on exploring subjects in depth, and the learning objectives are centered on key themes or concepts. Topic-based syllabi are commonly used in various educational settings, including primary and secondary schools, colleges, and universities. They provide an alternative to more rigid curriculum structures and can be particularly effective in fostering critical thinking, problem-solving, and a deeper understanding of the subject matter.

Topic based syllabus is a process-based approach of syllabus design. Process-based approaches adopt the principle that language is learnt experientially. Also called the analytical approach, the focus is not on the product, or what the student will have achieved at the end of the course, but rather on the process of performing certain tasks and activities during the course, because language or communication is seen as a process rather than a set of products. Analytic syllabuses are organized in terms of the purposes for which people are learning language and the kind of language performance that are necessary to meet those purposes.

Analytic syllabuses, in which learners are exposed to language which has not been linguistically graded, are most likely to result from the use of experiential rather than linguistic content as the starting point for syllabus design. Such content might be defined in terms of situations, topics, themes, or, following a suggestion advanced by Widdowson (1978;1979), other academic or school subjects. The stimulus for content-based syllabuses is the notion that, unlike science, history, or mathematics, language is not a subject in it, but merely a vehicle for communicating about something else.

- **Classroom pedagogy**

The course was divided into three major sections. The first section was based on theories of language learning in which the class studied different approaches to teach a language. Next section was about error analysis and the study of multiple causes of errors made by foreign language learners. The third section was about syllabus design. The class used to have a one-hour class for three days a week. The first section was covered before the midterm examination while the next two sections were covered as a syllabus for final term examination.

- **Teacher's technique**

The teacher provided notes and reference books according to the topics specified by HEC for this course. The teacher recommended many videos on YouTube about the

theories of language learning. Moreover, the teacher did well to teach those theories experientially. For example, as an activity, the teacher was all silent while teaching the silent method to the class. She just wrote one line on the white board and made the students write one paragraph about it. After that, the students were supposed to read those paragraphs aloud in the class. Thus, the teachers were all silent during the lecture and the topic was taught experientially to students.

The error analysis was taught by the teacher while mentioning the kinds of mistakes students usually make. She would then categorize those errors according to error taxonomy.

The syllabus design was taught by the instructor by recommending us to see the HEC curriculum for BS English as a specimen to understand the process of syllabus design.

▪ **Evaluation method**

The teacher would ask questions during the lecture to assess the level of understanding of the students. Students were evaluated twice for this course. They had a midterm exam of fifty marks and a final exam of hundred marks. The students were also given two minor assignments by the teacher according to the topics they studied. Moreover, the teacher divided the class in several groups for their final project. There were six groups in total and each pair of groups had to cover one section from the three major contents of the syllabus i.e. teaching methods, error analysis and syllabus design.

▪ **Recommendations for this course**

The future recommendation for this course would be that individual student should be given ample time to practice each teaching methodology. The error taxonomy should be taught with the help of classroom activities rather than just reading through reference materials. Moreover, clear examples of different types of syllabuses should be written in the reference books for better concept building of the students.

Findings and Conclusion

After doing an in-depth study of the courses, here are the findings: As far as the strengths of the courses are associated, all the courses in the curriculum discussed

above, align well with current educational standards and industry requirements. In addition, they also reflect diversity and inclusivity within its content and teaching strategies. All the courses are practical and captivating within their content.

Nevertheless, a room for improvement is always there, therefore, as all these courses are supposed to be finished in a limited period; it is suggested to provide more time to learners to get a strong command of all depths of the course. Moreover, all these courses should provide an 'activity' part at the end of each topic for practice. Educators should inculcate flipping teaching method to make the class more interactive and learning more effective.

All in all, the courses are diverse, however, suggestions should be imparted to make the courses more relevant, and the quality of education better.

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