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Teachers' Perceptions on BA First-Year Compulsory English Syllabus and the Textbooks in Tribhuvan University

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Abstract

Syllabus designers usually ignore the views and perceptions of the teachers while constructing the courses: but they need to explore and analyse the teachers' perceptions towards syllabus and textbooks to make the course more advance. The purpose of the research study explores teachers' perceptions on BA first year compulsory English syllabus and the textbooks prescribed in Tribhuvan University. This study aims to investigate how English teachers has viewed the compulsory English syllabus and the textbooks prescribed from the perspectives of teaching learning English language and communicative skills, and assessed the syllabus on the basis of components of syllabus design. The study deployed the qualitative approach through interviews to inquiry the required information from the selected teachers; four English teachers who have taught the syllabus and textbooks were interviewed with purposive sampling from the constituent campuses TU of Kathmandu Valley. The major findings of this study were as follows in course design: First, the analysis of needs of students and targeted job markets were not considered. Second, the course designers included only writing critical essays through reading but ignored other writings and language skills like listening, speaking, reading and communicative skills. Third, the teachers agreed that syllabus designers never consulted with faculty and students while reconstructing the syllabus. Fourth, the contents of the syllabus were designed as in the textbooks. Fifth, the teaching pedagogies were not suggested, but the teachers expected it. They suggested that the syllabus should bridge the gap between schooling education and BA first year education, and address real life and target professional needs. Based on these findings, other researchers can extend and re-examine the findings of this study, and syllabus designers will incorporate the ignored English language and communicative skills in future syllabus. Although such research seems money and time consuming, later it will be rewarding after identifying the syllabus's effect.

Keywords: communication skills, goals, language, need analysis, perception, syllabus

Introduction

This study has discussed the teachers' perceptions on the compulsory English syllabus and the textbooks prescribed for four-year B.A. first year in Tribhuvan University. The prime goal of teaching English language at bachelor level students is to enhance students' language abilities for communication in real life, vocational and professional domains. Curriculum and syllabus are designed to meet the

needs of students and the target job markets. English teachers informally converse with their co-workers that the course of study and the prescribed textbooks are not appropriate for this level; the students even after the course hesitate and fear to perform their practical and professional works in English. "The ELT programs and their outcomes are below the satisfactory levels in the institutions of higher education of Nepal. There is a gap in terms of curriculum, texts, and methods of teaching..." (Bista 2). These factors provoked the researcher to do research on B.A. compulsory courses.

Compulsory English course is not only designed for majoring English students, but also other majoring subjects under the Faculty of Humanities and Social Sciences (FHSS). The compulsory English syllabus as a language course should address "real-life language needs and a context for using the language skills gained in class ..." (Graves 15). T. U. Four-year B.A. compulsory English course mentions, "The course allows students to explore the art of reading and writing. ... [It] helps improve students' writing English through the practices of different patterns of writing." The compulsory English course aims to enable students "to possess a fairly advanced command of English so that they can use the language for higher education, communication and in a variety of jobs outside the academia with accuracy, efficiency and fluency" (2).

The English language is used in every field, such as diplomacy, business, social sectors, daily works, etc. People communicate and impart various things in English around the world (Tiwari 37). The English language is seen everywhere, even in the goods that people use in everyday lives. According to Jha, the purpose of teaching English language is "to enable [students] to exchange their ideas and views with those who use English and at the same time to acquire knowledge, ideas, skills and techniques imparted formally and informally through English..." (76). College students desire to understand and communicate well in English in their domains. Khaniya states that English language has been used as a medium of instruction for academic educational purposes and a means of communication for various occupational purposes (82). Tribhuvan University (est. 1959) has introduced English language as an alternative instruction medium. FHSS has offered compulsory English courses at the Bachelor level. The experts usually select textbooks from international publications and determine the objectives and the contents of a syllabus from the textbooks.

Tribhuvan University Curriculum Development Center lacks research on how the concerned teachers and students have viewed the courses and analyzed the needs of students and job markets; the course designers need to analyze the needs of students and job markets and teachers' perceptions on the existing courses before they restructure. This research study contributes to enriching the course of study, the textbooks and then the students' language skills. Its audience are faculty of the English department; this academic discussion contributes to improving compulsory English syllabus designing as well as other course designing in Tribhuvan University as well as other universities.

Statement of the Problem

The first step of syllabus is to analyze the students' needs- students' English capacity and professional needs. English language education in Nepal bears the problems of designing curriculum, selecting textbooks, teaching pedagogies and the uses of resources in school and colleges (Bista, 2011). The syllabus designers do not survey the perceptions, experiences and opinions of other English teachers and the students who have studied the existing courses. Despite some progress have been, higher education's main practices remain unchanged. Critics question whether students acquired language

and communicative skills for their practical and professional life. The problem of syllabus design is not to analyse students' needs. To address this problem, the analysis of students' needs must be done in the university. The analysis of needs will aid English syllabus designers to determine objectives, contents and other components to reform the syllabus feasible.

Objectives of the Study

The objective of the study is to expose and discuss the teachers' perception on Four Years BA first year Compulsory English syllabus and the Textbooks of Tribhuvan University.

Research Questions

How do teachers comprehend and look at the syllabus and the textbooks prescribed?

How do they look at the syllabus and the textbooks based on a) need analysis, b) objectives, c) the contents and materials, d) the teaching pedagogies, and e) the evaluation processes?

What language skills do they think students need in the compulsory English class?

What do teachers suggest to improve the syllabus and textbooks for compulsory English?

Curriculum, Course, Syllabus

University teachers in twenty-first century should prepare an advanced, practical and useful syllabus for students, and should focus on student success whether they achieve the learning for the public life. In the academic field, three terms curriculum, syllabus and course of study are used. Curriculum refers to the overall content taught in an educational system; it is designed by the administration of educational institutes. It lasts till the completion of the course of a level, and it is the same for all teachers of the level. In the broadest sense, curriculum is "the philosophy, purposes, design, and implementation of a whole program (Graves 3). Tyler suggests that the curriculum should consist of four major elements: objectives, content or subject matter, methods or procedures and evaluation (cited in Kelly 14). The examples of curriculum are curriculum for B. A., curriculum of B.B.S., curriculum of M. A. English, etc. Course is sequence or development of syllabus. Hutchinson and Waters define the course as "an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge" (cited in Graves 3). Course of study refers to "series of courses that the students must get through" (Posner 11) to meet the goals of the curriculum. For example, B. A. first year compulsory English and B.A. second year compulsory English is a course of B. A. compulsory English.

Syllabus is an outline for a particular subject of an academic program. White describes a syllabus as "the specification and ordering of content of a course or courses" (cited in Graves 3). A syllabus describes subject-specific general and specific objectives of the determined content of a course; it is the prime baseline for the textbook. It is primarily useful for students and teachers for the subject activities in the classroom. A syllabus includes course description, course objectives, content outline, teaching methodologies, evaluation process, course requirements, grading system, required textbooks, and teaching hours. Examples of syllabus are syllabus of B. A. first year, Syllabus of B. A. Second Year, syllabus of M. A. first semester, etc. A syllabus refers to the descriptive list of the subject matter for the purpose of a particular class. "Thus syllabus design is a part of course development, and a course is part of a curriculum" (Graves 3). Compulsory English course designed as a language course consists of the contents like language skills, items, ideas and strategies to attain the objectives of the course.

Many teachers assume a curriculum and a syllabus as synonyms. According to Candlin, curricula refers to making general statements about language learning, purpose and experience, evaluation, and the contract of teachers and students. A syllabus is more localized and based on accounts and records of the concepts that teachers and students exploit in the classroom in the implementation of curriculum (cited in Nunan 3). The principles and goals of curriculum designing are reflected not only in curriculum, courses, syllabus, but also in the classroom activities and tests. "The syllabus is simply a framework within which activities can be carried out: a teaching device to facilitate learning. It only becomes a threat to pedagogy when it is regarded as absolute rules for determining what is to be learned rather than points of reference from which bearings can be taken" (Widdoson 26, cited in Nunan 6). Allen mentions

Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which contribute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which is a matter for methodology). (Cited in Nunan 6)

The classroom teachers in few universities who are allowed are expected to design, implement and evaluate syllabus to meet the goals of curriculum. The classroom teachers identify students' needs, select and grade contents, select materials and activities, and evaluate students' learning progress and courses; they localize the syllabus designing to meet the principles and goals of the curriculum. On the other hand, like Tribhuvan University there is the system of designing curriculum and syllabus by certain faculty with specific expertise, and teachers cannot localize the syllabus. The syllabus is a plan for an entire course. "The plan typically includes the goals and/or rationale for the course, topics covered, resources used, assignments given, and evaluation strategies recommended. Occasionally syllabi might also include learning activities, and study questions" (Posner 6). Syllabus designers also select books and prescribe the textbooks as instructional materials which teachers use as a guide for classroom instruction to meet the objectives of a syllabus.

The ubiquitous textbook, for teachers who teach "by the book," functions as a day-to-day guide, that is, as a guide to both the ends and the means of instruction. Traditional texts present the content, without much guidance as to what is important to learn or on how to teach. Contemporary texts are more appropriately described as instructional systems. They include teacher guides, student study guides or workbooks, tests, overhead projection masters, laboratory kits, and supplementary instructional materials. (Posner 12)

Compulsory English syllabus is a null syllabus which does not teach subject matters, but aims to instruct language skills (listening, speaking, reading and writing) and aspects (phonology, syntax, semantics and pragmatics) to students.

Chamot's *Language Development in Content* discusses three components, namely language, content and strategies; language classes improve students' academic language skills, content refers to teaching concepts to appropriate level, and strategies transfer language learning from teachers to students. Each of these components consists of awareness and attitude, knowledge and skills (cited in Fisher 70). The components of course development are 1) need assessment, 2) determining goals and objectives, 3) conceptualizing content, 4) selecting and developing materials and activities, 5)

organization of content and activities, 6) Evaluation and 7) consideration of resources and constraints (Graves 13). A language course designer must include these components. “Curriculum development focuses on determining what knowledge, skills and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured and evaluated” (Richards 2). Richards opines that syllabus designers should get through need analysis of target learners, situational analysis, planning goals and learning outcomes, choosing course content, planning the course structure, determining sequence and activities, teaching learning processes, choosing instructional materials and textbooks and determining procedures used in conducting evaluations. Textbooks have to cover the needs of students and goals of the syllabus; students can be enabled to perform in practical and professional life after the course completion. Teachers engage students in active activities and practices mostly based on the textbooks. The textbook is granted as a package of teaching learning materials, and a quality and standard textbook enhances the students’ learning.

Ahmadi and Derakhshan in their study discussed EFL teachers’ perceptions on textbooks and concluded that the standard textbooks enhance teachers’ knowledge and develop students’ language knowledge and communicative skills. Tsui in the research paper concluded that managerial staff in Taiwan felt the need to improve their English communication skills. Tsao showed that students emphasized more on needs, English ability, and learning motivation; the teachers prioritized more the English syllabus, teaching materials and methods than course objectives and students’ needs. Afia and Mami in their study revealed that postgraduate students of Engineering need to develop the skills of reading and writing first, followed by speaking and listening as well as translation (1). Uflah, et al. in their research paper provided the process of ESP needs-based course design for the employees in Jakarta, Indonesia. The low quality of textbooks cannot meet the needs of students in their life. Learning becomes effective if course contents are contextualized in students’ cultural knowledge and experiences. Therefore, it needs to analyze the syllabus and the textbooks; to examine the existing B.A. compulsory English course, this research aimed to discuss the teachers’ perceptions on the syllabus and textbooks.

Research Methodology

This research study has exploited the qualitative approach to investigate the English teachers’ understanding of the syllabus and meaningful experiences in teaching the textbooks prescribed. This method was used to inquiry and analyze non-numerical information to expose the teachers’ perceptions, opinions or experiences on the compulsory English syllabus. Interviews as a research tool were used to dig out teachers’ in-depth perceptions and understandings on the syllabus and the textbooks in its real life-context to reconstruct the syllabus and textbooks for better educational results.

The research included the four English teachers as the primary source who have taught the compulsory English course at least one academic session. Secondary sources were the books and journal articles related to curriculum and syllabus designing and the selection of textbooks for academic purposes. The key words used in searching secondary sources were curriculum, course and syllabus designing, textbooks, selecting textbooks, implementation of syllabus and textbooks, components of syllabus designing, etc.

The research field was the constituent campuses of Tribhuvan University, and the study area were the curriculum and syllabus designing and selecting textbooks. The researcher physically went to the constituent campuses in Kathmandu and met the English teachers. This research study selected four English teachers as a sample population from purposive sampling who have taught at least one academic session to interview about their perceptions and expectations on the B. A. compulsory English syllabus and textbooks. The semi-structured interviews as the data collection tool were individually conducted for in-depth insights to collect the data, pursue the research objective, and answer the research questions. In the interviews, open-ended questions are used to allow the respondents to give totally free answers.

The non-numerical data collected from the interviews were finally discussed. The analysis and interpretation has focused on the bases of needs analysis, goal and objectives, contents, methods, and evaluation of the syllabus and textbooks, and also provided the suggestions by the teachers in relevance to them. Their responses also revealed the teachers' knowledge about the syllabus and textbooks and the teachers' expectations to prepare the students for the practical and professional life after the course is over.

Results of the Study

Teachers' Views on B. A. First-Year Compulsory English Syllabus

Four-year BA Compulsory English syllabus represents an English language teaching for college students of Faculty of Humanities and Social Sciences. Syllabus designers determine what to teach in compulsory English classroom; English teachers, who are assigned the class to instruct the syllabus in the classroom, look at the syllabus. Interviews were used to collect the perceptions of the teachers in the course of study. After the discussion of the first research question (How do the English teachers comprehend and look on the first year compulsory English syllabus?), all of the respondent English teachers agreed that compulsory English syllabus has included the sound knowledge and practices of critical reading and writing in English, but ignored speaking and listening skills and other practical writing that the students need in their practical and professional life after the course is over. All of the selected teachers stated that the four-year compulsory English syllabus is better than the previous ones.

The previous syllabus focused more about literary texts in the context of critical reading of four-level reading norms- comprehension, interpretation, critical thinking and assimilating. Writing was focused less than this course. There was no systematic academic writing as in this course. Although this new course includes academic writing better, both courses have not covered the practical writing that the students need after the course is over. (Interviews, 2022)

This statement indicates that teachers' view the syllabus does not consist of useful practical writing for day to day work. The teachers mentioned that the four-year compulsory English syllabus has aimed "to explore the art of reading and writing", "engage [students] with different patterns of writing ... the rhetoric of the language," and "four levels of interacting with the texts" (Four-year Compulsory English Course). Teacher 2 expressed:

But the list of content in the syllabus includes only writing essays- narration and description, cause and effect, comparison and contrast, definition and argumentation, and critical reading for writing, i.e. four levels of interacting with texts. They commented that this course has ignored grammar, language aspects, skills like listening and speaking, and other useful practical writing like various letter writing,

memo, minute writing, book review, film review, report writing, newspaper article writing, slide preparation, speech writing, public speaking, translation, etc. (Interview, 16 March 2022)

This saying expects the syllabus should fulfill the possible needs of the students. Teacher 2 opined, “This course has prioritized more on academic writing just as for advanced academicians, but for the bachelor level students from various subjects under humanities and social sciences” (Interview, March 18 2022). Teacher 1 voiced that the compulsory English course is an English language course that should consist of language aspects and language skills that are necessary everyday (Interview, 13 March 2022). All of the selected teachers stated that all language skills and language aspects are important for compulsory English students under the faculty of humanities and social sciences.

All of the English teachers criticized that teaching pedagogies are not suggested in the syllabus; it would be effective if the syllabus designers provided relevant teaching methods and techniques for the classroom (Interviews, March 2022). In the context of evaluation provision of the syllabus, 30 percent is allocated for internal evaluation; it demands an internal examination, class presentation and viva-voce. 70 percent is allocated for external evaluation in the annual examination. Teacher 4 revealed that the dean’s office has communicated an internal evaluation sheet allocating marks in different heading, like 5 marks for attendance, 10 marks for viva voce, and the remaining marks for reporting writing. Reporting writing is not given in the syllabus, but the Dean’s office has circulated to prepare a reporting writing for internal evaluation. Therefore, there are not clear appropriate guidelines for internal evaluation (Interview, 22 March 2022). All of the teachers asserted that the course designers should examine the needs of the students and determine what and how to teach in the compulsory English classroom. Both receptive and productive language skills and oral and written language skills should be emphasized in BA compulsory English courses.

Teachers 1 and 4 believed that listening and speaking skills are primary concerns for language students. Teacher 3 claimed that the students who shall graduate from the faculty of T U expect to be able to communicate effectively their subject matters in their domains. Teacher 2 proclaimed that the compulsory English course prioritizes only critical reading and writing essays, but other skills and aspects of language like listening and speaking, grammar are left. Teacher 4 declared that the graduate students, after the course is over, may not communicate effectively in their professions.

Teacher 1 said that the particular employers outside the campus have high expectations of communication ability from the graduate students for their offices. But this course cannot properly enhance the students’ communicative ability. A graduated employee cannot write a minute, cannot prepare a leaflet, and cannot effectively present reports and other activities in the office. Therefore, the course should consist of all the skills and aspects of language. All of the teachers expected students to properly perform in English on the market. Students should have enough language ability to meet the needs of the job market. Teacher 4 uttered that English can sometimes be only a means of communication; both oral and written communicative ability are needed to perform works within and outside the office. At that time, the graduated manpower should enable independently to communicate to obtain the purposes of individuals and institutions.

Teachers’ Perceptions on BA Compulsory English Textbooks

All the selected teachers responded that the overall quality of the BA Compulsory English textbooks is satisfactory, and the teaching content are better than the previous textbooks. They stated

that some language skills and aspects are needed to be included in the course. Some extracts taken from the interviews with the selected teachers are provided here. Teachers 1 and 4 affirmed that a textbook cannot cover all the required language skills and aspects for students, therefore textbooks need to be adjusted to the other aspects of language. Teachers 3 and 4 asserted that teaching practices in the classroom are traditional: lectured by teachers and memorized to pass the exam by students. Teacher 2 voiced, "The textbooks do not have grammar parts which are necessary for students in the compulsory English classroom. The course looks like a major subject, academic writing. The students who have just passed twelve class are not able to catch the motives of the textbooks" (Interview). Teachers 1, 3 and 4 also said that the compulsory English textbooks look like the textbooks for academic writing, but not for the compulsory English class. All the teachers agreed that compulsory English at bachelor levels is an English language class but not an academic writing class.

The four interviewees affirmed that the textbooks discuss only writing skills: they emphasize only types of essay writing and critical thinking, but other types of writing that are required in practical and professional life after graduation are ignored in the textbooks. Contents and samples of essay writing and critical thinking are effective for teaching and learning motives. Teachers 1 and 3 proclaimed that four skills and aspects of language need to be equally represented in the textbooks; they should contain adequate contents and activities of listening, speaking and reading along with writing in the compulsory English classroom. Teacher 4 expressed that cultural issues and subject matters should be appropriate for the Nepali context; some of the cultural issues and subject matters are adjustable for Nepali students. Teacher 1, 3 and 4 asserted that compulsory English class is a language class so that the textbooks should contain language skills and aspects to communicate well in life after graduation. If one textbook is not enough to contain these things, others books can be prescribed.

The teachers agreed that the textbooks do not fulfill the target situational needs of students; the course books only address the essay writing and critical writing. That is not linguistically sufficient for the graduated manpower. Teacher 3 catechized

Why English language is needed for bachelor level students and where the language will be used; the compulsory English textbooks should be able to respond to such questions. The students after the course is over will attend meetings, seminars, workshops, conferences, masses of people, native English people, etc., and they will have to communicate with them. The textbooks do not cover the learners' needs. (Interview)

Teachers 2 disclosed some limitations of the prescribed textbooks.

Without analyzing the present situations of the BA first year enrolled students, the experts selected and prescribed the textbooks; the students' present proficiency level and the language skills that students need to improve are just overgeneralized. Students have poor listening, speaking and reading skills which the textbooks have disregarded. Students' wants are ignored. (Interview)

Teachers 2, 3 and 4 mentioned that teachers should be provided different roles like researchers, course designers, collaborators, material providers, instructors and evaluators. The teachers will perform all these roles based on their knowledge and teaching experiences. Teacher 1 revealed that textbooks could not approach the real world life and job markets. Teachers 3 and 4 stated that non-native students feel the need to improve the language skills for communications in inter-institutions and

intra-institutions; listening and speaking skills are primarily required abilities to communicate well. Critical reading and essay writing skills are focused more, but listening and speaking skills are left in the textbooks. All the selected teachers voiced the same that students' low general English abilities become a great barrier to obtain jobs in the real world markets. Teacher 1 mentioned that the experts explain the importance of the course and textbooks as the top concerns; but the teachers who have implemented the syllabus and textbooks in the real classroom emphasize more on students' learning capacity, their needs and motivations to the learning of Compulsory English textbooks.

Teachers 1, 2, 3 and 4 believed that students' general English proficiency becomes important when they search for jobs after their studies. While dealing with participants in the job markets, job seekers must have general English communication skills in the 21st century. Students must have communication skills, social skills and skills of listening, speaking, reading and writing to run the duties and responsibilities in the real world. Teachers 1, 3 and 4 suggested that texts and materials from humanities and social sciences are good resources for BA students rather than literary texts in compulsory English Classrooms. The possible practical writings and other language skills should be incorporated. Teachers 2 and 4 proclaimed that listening and speaking skills ought to be internally evaluated in the formative processes; practical activities and formative assessment should be focused more. All the selected teachers agreed that instructing methods should be improved in the classroom, too.

Discussion

The ultimate goal of the BA curriculum is to prepare students for professional pursuits in social services, business and government as well as personal life. The compulsory English course aims to educate students English language skills and prepare them to handle professional work in the dynamic global environment within the country and abroad. But as the English teachers who have taught the four-year BA first year compulsory English course proclaimed in the interviews, the compulsory English course has prioritized only on "the art of reading and writing" (BA Compulsory English Course). It focuses more on patterns and formats of writing paragraphs and essays and the ways of comprehending the essays and stories in unit i to unit iv; unit v provides students "four levels of interacting with the texts ... for comprehending the art of reading and writing". These objectives cover only a few needs of the students. As the informants opined, the compulsory English course is like a writing course for a semester. This course only consists of writing essays i.e. narration, description, comparison and contrast, cause and effect, definition and argumentation, and critical reading for writing. Its focus is to teach students writing through explaining others' writing patterns and asking them to practice accordingly. All the selected teachers agreed with this teaching method. Teaching learning through sampling and adapting the writing patterns is significant; deductive ways The contents cannot address the other types of writing skills that are necessary in professional life.

The teachers who have taught this syllabus critiqued the contents provided in the syllabus connecting with the textbooks prescribed. They did not agree with the presupposition determining the syllabus and practices of firstly inquiring possible books and selecting the books, and then forming the objectives and contents according to the selected books. The syllabus designers first searched the books and prepared the syllabus with the books' intents and contents. Such practices cannot access the needs of students in the changing world.as the informant teachers have claimed, the practice of first

selecting textbooks and then structuring the contents and materials to teach English language at BA level students does not contribute to the quality of compulsory English language education.

The first step of designing a syllabus is the analysis of students' needs. "[English language] courses set out to teach the language and communication skills that specific groups of language learners need or will need to function effectively in their disciplines of study, professions or workplaces" (Basturkmen 17). Compulsory English syllabus prioritizes teaching language skills and communicative skills. Therefore the syllabus designers should identify what language and communicative skills students will need; the analysis of language learners' needs determines the content of the course. BA compulsory English syllabus focuses only on writing essays and four-levels of reading texts. Does it mean that BA students need only this skill of writing in English? Are they capable of using other languages and communicative skills? The respondent teachers of this study did not agree with this syllabus because the enrolled students have poor English grammatical and language skills and difficulty in communication. The analysis of needs aids to assess the students' learning in tests. The BA compulsory English syllabus cannot address students' needs and the expected manpower in job markets. According to Dudley-Evans and St John, language syllabus developers must have the concept of need analysis- present situation analysis, target situation analysis, learning situation analysis, subjective and objective needs, means analysis, etc. (125). In the process of language syllabus development, the needs of language skills and aspects that students will use in their possible future professional and vocational jobs need to be identified by going through the present language state of students. But there are no practices of need analysis in the processes of syllabus development in the university. This compulsory English syllabus is also the product of the same practice. The analysis of students' needs is necessary to restructure the appropriate compulsory English syllabus for the students.

Compulsory English syllabus is a language class for the students of humanities and social sciences. The students will work in a professional and vocational workplace in changing global job markets after the course is over; they will work in business, social fields, further academic studies and government. These are the fields where the students will go for work in future. For this target situation analysis, the objectives of the compulsory syllabus are too narrow, and it does not fulfill the needs of the students. As a language class, all the informants of the study agreed focusing only on writing patterns of essay and critical reading is limited for yearly programme syllabus. Teachers 2 and 3 opined that the course is like a package of essay writing courses for a specific group. Graduated students must be able to use English language and communicative skills in their national and foreign workplace and further study. They must be capable of using grammar appropriately in language uses; they must grasp the messages by listening to others, and produce messages through speaking. Therefore, as the teachers 1, 2, 3, and 4 demanded, the compulsory English course need to include the listening, speaking, techniques and strategies of reading texts, and other writings (paragraph, paraphrasing, summary, report writing, book reviews, minute, memo, email writing, formal letters, public speech, opinion articles for newspapers and magazines, research paper, etc.) that are necessary in professional and vocational workplace.

After the need analysis of teaching compulsory English is complete, the objectives of the syllabus are formulated on the bases of the determined needs; to achieve the objectives, syllabus designers select and organize the contents of teaching language skills and communicative functions. After that work, the syllabus designers choose the appropriate textbooks. But the practice of restructuring English

syllabus is the reverse- first syllabus designers choose the textbooks, then copy the contents of the books into the contents of the syllabus. Therefore, the informants of the study do not perceive it as an appropriate process of syllabus designing. This practice of syllabus designing needs to be reformed for the quality of English language education.

Teaching methods are not suggested in the syllabus; it would be better if it has. The respondents expect some suggestions on pedagogical methods to instruct the syllabus and the textbooks in the classroom. They said that they have utilized students' centered methods to teach the writing process in the classroom. Evaluation schemes are prescribed as internal evaluation and external. External evaluation is allotted as an annual examination; it covers seventy percent of the course in written examination. Internal evaluation consists of thirty percent of the course evaluation; students write different types of essays and present them in the classroom, and conduct viva voce. Internal evaluation is relevant to the practical, intellectual and pedagogical senses. Although this syllabus has challenges of including many needs from social sciences and humanities, it must include four language and communicative skills.

The respondents of the study proclaimed that the textbooks are very useful for teaching and learning different types of essays and four-levels of interacting with the texts. The textbooks can be useful for students even in their self-study. They commented that these textbooks cannot address the needs of BA students and the necessity of language skills. They suggested including other textbooks to meet the needs of students. From this information, compulsory English syllabus should be like a language class but not like an academic paper for majoring students. This compulsory English must address the needs of job markets in the context of English language uses. All the teachers who responded for this study needed more efforts to catch the objectives of the syllabus because there is a great gap from school education.

Conclusion

This research study exposed the teachers' perceptions on four-year BA first year compulsory English and the Textbooks concerning with the components of syllabus designing of English language; the components of syllabus designing are needs of the target students, determining goals and objectives, constructing and arranging the contents, instructing methods and evaluation system to meet the needs of the job markets. From the investigation and discussion of the study, the findings are that the BA first year compulsory English course has prioritized merely on the patterns of different essay writing and critical writing through four-levels of interacting with the texts. The contents of the syllabus are designed from the contents of the prescribed textbooks. The prescribed textbooks present the contents effectively; students first read the sample patterns of various essays, and then attempt to learn writing in the same manners. Instructional pedagogies are not suggested in the syllabus. Internal evaluation with presentation is included for developing presentation skills. As the sample teachers commented, this syllabus does not cover the four language skills and communicative skills; the textbooks do not consist of necessary contents needed for the job market after the course is over. Even within writing skills, many other writing skills are ignored. The objectives and contents of the syllabus and the contents of the textbooks cannot meet the needs of students for job markets.

The teachers 2, 3 and 4 complained that they only say the students cannot get jobs after the completion of the BA course, but they do not pay attention to what the students can do in the possible job market. The teachers suggested identifying the needs of the target students and determining the

goals and objectives to meet the needs of the job market. There is a great gap between schooling English and BA compulsory English course, therefore students need to labor more to grasp the spirit of the BA course. The syllabus must include the language skills necessary for the real world and contents of knowledge from humanities and social sciences domains. They suggested some pedagogical methods like student centered methods, simulation, collaborative tasked based instruction, simulation, workshop, classroom conference, public speaking, etc.

Limitation and Suggestions for Future Research

This study interviewed only four English teachers who have taught four-year BA first year compulsory English for at least one academic year; they were from the constituent campuses of Tribhuvan University. This study has provided only teachers' perceptions on BA first year compulsory English syllabus and the textbooks prescribed. It used a qualitative method to investigate teachers' perceptions on the syllabus and textbooks. It is suggested for future research that to develop and make more advance the findings of this study, students, the experts (who designed this syllabus) and the employers of the students can be sample respondents concerning their perceptions, beliefs and the need for analysis of the job markets. Quantitative methods, mixed-methods, questionnaires and other tools can be used for a broader survey on the participants like more teachers, students and employers to make more soundness of the findings.

This study is about English syllabus design in Tribhuvan University, Nepal; compulsory English course is designed to teach the English language. The researcher wants to publish the findings of the study in an academic journal, so that English faculty members can read it, repeat it to confirm the findings, and expand the research findings; he also wants to share the findings to the experts who are involved in the curriculum design. This study may contribute to the English Subject committee to know how faculty comprehend and perceive the course and textbooks. This result of the study may be influential to understanding of designing the course and selecting the textbooks in B.A. as well as other faculties and institutions of T. U.; this influence may fulfill the needs of students.

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