

The present study aimed at identifying weak areas of the syllabus of English for Intermediate level that hamper the teaching and learning process, and to suggest changes to align it with teaching and learning requirements and needs of the students in an age of science, technology and commerce. Giving rationale of the study, the researcher discussed the need of evaluating the syllabus. He established the necessity of the research work in perspective of the phenomenon of change, mass failure of students, lack of skills and intellectual and creative incapacity of the students. He set the research questions and objectives of the study.

The researcher discussed various aspects of syllabus design and evaluation of syllabus in literature review. They include: basic concept of syllabus; needs analysis; impact of situational factors; aims and objectives; concept of proficiency; learning styles; various approaches to syllabus design; methodology; role and design of instructional materials; selection and grading; and tools of evaluation of syllabus. The researcher adopted quantitative and qualitative techniques. The population comprised Intermediate students, Graduation students, teachers of English, parents and members of the Curriculum Committee. The choice was made by convenient sampling technique.

The size of the population was 1000 Intermediate students, 500 Graduation students, 600 teachers and 1000 parents. The questionnaires were sent to every segment of population in numbers exceeding the actual population size of each segment. The questionnaires returned from Intermediate students, Graduation students, teachers and parents were 1040, 460, 340 and 480 respectively. The research tools used were questionnaires, group discussion, and evaluation tools selected from certain linguists. The data analysis manifested that almost all the respondents from all categories of population criticised the present syllabus in perspective of its aims and objectives, needs, contents, methodology, and styles of learning. The application of evaluation tools also demonstrated gross level flaws in the syllabus contents and textbooks.

The researcher gave his finding derived from the data analysis and the evaluation. They included these observations: the evaluation of the syllabus had not been carried out since 1972; needs analysis was never conducted. Listening and speaking skills were never included in the syllabus. The syllabus was failing in producing proficiency of language in the students. On the basis of the analysis and the finding, the researcher gave recommendations for an effective syllabus. They included: periodical evaluation of the syllabus and needs analysis process; shifting of contents from literature based to skills based; making the syllabus dominantly communicative and task based; and inclusion of certain contents in the syllabus. He also suggested syllabus contents for Intermediate level of education. The researcher concluded the research with a note of optimism and best wishes for the future of ELT in Pakistan.