

Role of Syllabus in Language Learning

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Paper Received on 10-08-2025, Accepted on 12-09-2025
Published on 14-09-25; DOI:10.36993/RJOE.2025.10.3.678

Abstract

Language is the essence of human existence, offering solace, confidence, and transformative power to both speakers and listeners. The paper emphasizes the indispensable role of a well-designed syllabus in nurturing learners' language proficiency. It argues that mastery of grammar, vocabulary, and expression is possible only through deliberate learning, guided by effective pedagogical strategies. Literary references such as Margaret Mitchell's *Gone with the Wind*, Martin Luther King's speeches, and Hazlitt's essays illustrate how language, when elevated, inspires, consoles, and motivates across time and culture. The discussion highlights that a syllabus should not merely prescribe rules but should engage students through meaningful tasks, comprehension, vocabulary enrichment, and grammar exercises. It should empower learners to appreciate the grandeur of language, enabling them to express thoughts elegantly and participate actively in learning. Ultimately, the syllabus must act as a bridge between the learner and the beauty of language, cultivating confidence, creativity, and intellectual growth.

Keywords: Language Proficiency, Syllabus Design, Pedagogy, Grammar and Vocabulary, Learner Empowerment

The true spirit of human existence lies in profound use of language, as it is incredibly potential to attribute worth to individuals on globe. An individual with splendid use of language can hypnotize the world. It offers immense solace to disturbed minds, delight to grief-stricken souls and confidence to diffident spirits. It is only with the power of language that Satan could animate the down hearted spirits. The world has eternal reservation for eminent writers and eloquent speakers who have adorned their writings and sayings with the element of grandeur which have never withered their

beauty. Although Bacon's statement, some books are to be tasted, others to be swallowed and some few to be chewed and digested appears to be the revelation of the significance of reading, In a broader sense it accentuates the quality of language which attributes all glamour to presentation because it is not mere sheet of paper that is valued but the writing on it, The features of a language are so amazing and will surrender only to a committed learner. It is impossible even to mother tongue users of a language to attain mastery over it unless they learn it with special care. Frequent exposure to any language will make individuals use it appropriately; however, they make no attempts to learn it. Obviously, such an automatic acquisition of knowledge will serve the purpose overcommunication but language that contains adorable communication is attainable only through efforts.

Serious learners of a language, no doubt, depend on the syllabus to hone their languages kills. These skills encompass multitude of abilities which begin from judicious use of grammar and later extend to impeccable expression which is, of course, largely determined by vocabulary. Hence the syllabus should be suitable for students to contemplate these two items conveniently. It should provide an opportunity to students to appreciate the decorum of language. They should be fortunate to spend their time in such an ambiance as is made salubrious by most tender but effective language.

Students begin to enjoy learning language only when they are altogether convinced that their thoughts are admired when they are expressed in exquisite language. Syllabus should consist of such language tasks which truly serve this purpose. It should have the quality to expose the learners to an elevated language. It should carry them to farther regions where the materialistic world around them becomes non-existent and they should place themselves in a silent heaven where they can happily converse with the creator of the text. Is it not the power of Margaret Mitchel to make even the sangfroid souls shed tears when they read the pitiable circumstances of O'Hara in *Gone with the Wind*?

*Why was O'Hara, the belle of the County, the sheltered pride of Tara,
tramping down
this rough road almost barefoot? Her little feet were made to dance, not to
limp, her tiny slippers to peep daringly from under bright silks, not to collect*

sharp pebbles and dust. She was born to be pampered and waited upon, and here she was, sick and ragged, driven by hunger to hunt for food in the gardens of her neighbors.

How could Martin Luther King inspire a large number of American Negroes who had been the veterans of long-standing slavery if not with word power?

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still Sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

The speech attained arresting power only by the quality of vocabulary that reveals the speakers anguish and his strong wish for freedom from slavery. Such tremendous language will never have past. It continues to motivate people as long as the world exists.

Syllabus of such quality has magnetic power to adhere the learners to text and; as a result, the learner begins to elevate himself where he marvels at his own ability which he has attained unbeknown to him. One most important responsibility of syllabus is it should train the students to make effective presentations. It is not enough if students have the knowledge of words, they should also know how to apply that knowledge. Though they possess fabulous word knowledge, there is likelihood that so many times they undergo immense struggle because they are doubtful whether or not those words can be used on that particular occasion. A study of certain master pieces will clarify a number of doubts of them regarding the usage of words and they proceed new spirit and hope. Learners who proceed to gain mastery over language by gaining sufficient knowledge of grammar feel thrilled if the syllabus serves their purpose because they believe that without proper knowledge of Grammar language usage is impossible. According to them any one who is void of grammar awareness cannot speak or write a language. Doubts are abundant in their minds which describe their confidence and in such a predicament they often falter to think whether what they are speaking or

writing is right or wrong. Syllabus should introduce grammar to students in such a way as it leaves no pressure on their minds. Look at the following passage

*“Post-graduate students of English Literature of the Kakatiya University went to Vishakhapatnam by **the** Godavari Express to attend a conference there. They sought permission from **the** Vice-Chancellor to visit the beach after the conference. At the beach they found a group of travelers from **the** Andamans who had told them that they visited **the** Himalayas on **the** North of India two days before where they found **the** White and **the** Black enjoying the scenic beauty together irrespective of the colour of their skin. In their return Journey they got down at Kakinada to bathe in **the** Godavari River. They played in the river water for an hour and while one of their friends whoa known to be **the** tallest Person in the university was playing **the** guitar; all others enjoyed the music. As it was a cloudy day, **the** sun was resting and the weather seemed very pleasant. Some of them who had affairs recollected **the** Meghasandesham of Kalidasa, the author who is known as **the** Shakespeare of India. In train they had an introduction with **the** Tagores who amused them with the Stories from **the** Mahabharatha.*

The passage communicates where the definite article the is used. The learners learn where to use the definite article after going through the passage. The pedagogue's interference at this Juncture is highly desirable. While language is a garden and syllabus is a flower, the pedagogue isa gardener. He has to unfold the beauties of this flower to students and help them enjoy its aroma: otherwise, the objective of learning will be an elusive dream. Seldin (2009) suggests that the instructor should ask the following questions before undertaking the responsibility of teaching:

1. What does the syllabus say about my teaching and learning beliefs?
2. What do I want it to say?
3. Does it speak to the tools and information that I provide students to help them learn?
4. Is it a learning-centered syllabus?

Because the instructor is the source from which the learners obtain needful help, it is necessary that he should be able to decide how better the syllabus prepares the learners for decent presentation and suggests solutions to their problems. Hence the teachers have to go over the syllabus meticulously before they implement it in the classroom. They should Judge appropriately which part of the syllabus is to be adopted to attain what goal.

Learning is unimaginable without the active participation of students. According to Simmons; “Unless students are given power, they may exert what little power they have to thwart learning and achievement through inappropriate behavior and mediocrity. Thus, it is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing.” Mere learning of rules will not offer any pleasure to students; on the other hand, they feel it an onerous burden on their part which they most reluctantly bear. The consequence is learning is very quick at eluding their memory. Generally, this is discovered through testing and evaluation. Many students show poor performance in tests because they cannot retain rules in their brains. Their constant failure eats into their confidence and they take it for granted that language is a luxury and only the blessed would possess it. On the other hand, if the syllabus is convenient for the pedagogue to involve the learners in activities, learning never goes unused because the students learn through experience and experiment. Larsen-Freeman asserts, “Students are more responsible managers of their own learning.”

The contents of the syllabus ought to be very clear that the students should understand that they are very useful to them. Matejka and Kurke states, “A technically detailed, unimaginative, ‘cold syllabus is usually a precursor of a boring class”. Syllabus is an agreement between the instructor and the learner. Since its objective is to orientate the learners towards learning in which the instructor and the learner are inevitable participants, their sincere involvement is obligatory to witness the result of learning. It is a well-organized plan with which the teacher and the taught are carried through. Undeniably it is the base where learning improves its firmness. Its primary purpose is to function as a device or tool to obviate all intricacies in teaching-learning process, It creates an impression on the minds of students whether or not they can learn the language. It facilitates all difficulties of the instructor and prevents him from making discursive teaching. It bolsters confidence in learners and motivates them that they

can prove success in their efforts. What the learners require is sufficient amount of support from the guide. The instructors should decide how better they can use particular part of syllabus to achieve their targets.

I thought you were disposed to criticise the dress of some of the boys as not so good as your own. Never despise anyone for anything that he cannot help-least of all, for his poverty. I would wish you to keep up appearances yourself as a defense against the idle sneers of the world. but I would not have you value yourself upon them. I hope you will neither be the dupe nor the victim of vulgar prejudices. Instead of saying above – ‘Never despise anyone for anything that he cannot help’-I might have said, ‘Never despise anyone at all’; for the contempt implies a triumph over and pleasure in the ill of another. It means that you are glad, and congratulate yourself on their failing or misfortunes. The sense of inferiority in others, without this indirect appeal to our self-love, is a painful failing and not an exulting one. (On the Conduct of Life, William Hazlitt (1778-1830)

The instructor can develop diverse language skills of students by preparing the most interesting tasks which would orientate the interest of students to learning.

For example:

Task -1

Comprehension Questions

(The teacher can prepare comprehension questions which would compel students to read the paragraph with serious attention.)

Questions like:

Who do you think are I and You in the paragraph?

What do you think is the paragraph about?

will inculcate interest in students to learn language and improve understanding.

Task-2

Vocabulary

- *Synonyms Antonyms*
- *Prefixes and suffixes (Word formation) (boys, misfortunes)*

This can be done through discussions in the classroom among the students. The teacher can provide clues and derive answers from students. When students are appreciated for their responses, they proceed with unremitting enthusiasm.

Task-3

Grammar

The teacher should meticulously observe as to what grammar tasks can be prepared from each

Use of 'neither-nor' (I hope you will neither be the dupe nor the victim)

Degrees of comparison (some of the boys not so good as you own)

Conclusion

Syllabus should be effective to influence the student and the instructor. It is important that its components should be congenial to fulfill the aim of students. The instructor whose aim is students' learning primarily depends on syllabus that can build hope in him that he would succeed in the job he has undertaken. It should be thought provoking. It should give scope to the learner to analyze the things so that his thinking field is expanded that would persistently enlighten him with the discovery of new comers and new secrets.

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