

A Critical Evaluation of Common English Syllabi at UG Level in the UT of Puducherry

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INTRODUCTION

The English language serves as a universal means of academic discourse, fostering intellectual development and facilitating professional progress on a worldwide scale. The study of English at the undergraduate level is of significant importance within the educational context of India, encompassing the Union Territory of Puducherry. The act of facilitating comprehension and articulation of complicated concepts not only fosters critical thinking, analytical abilities, and cultural understanding, but also contributes to their development. The objective of this thesis is to conduct a comprehensive analysis of the English syllabi provided to undergraduate students in the distinct educational setting of Puducherry, with a focus on critical evaluation. The objective of this study is to provide a comprehensive analysis and evaluation of today's English syllabi, encompassing a range of aspects like academic content, methods of instruction, alignment with educational goals, and acceptability inside the cultural and geographic context of Puducherry. In recent times, the domain of education has experienced notable progress and transformations in pedagogical frameworks. The English syllabi, being an integral element of the educational system, must undergo adaptation in order to effectively equip students for the demands of the contemporary society. Hence, it is imperative to conduct a thorough assessment of the existing English syllabi in order to ascertain areas that require enhancement and put-up suggestions that are in line with current educational benchmarks and societal demands. The following introduction provides a foundation for a thorough investigation into the undergraduate English syllabi in Puducherry. The forthcoming chapters of this thesis will undertake a more comprehensive examination, scrutinising the current syllabi, assessing their merits and drawbacks, taking into account cultural and regional appropriateness, and ultimately suggesting improvements that can maximise the educational experience and equip students with the essential language proficiency and analytical capabilities required for achievement in their scholarly and vocational endeavours.

1.1 Historical Evolution of English

During the Middle Ages, English emerged as the dominant spoken language, but education generally focused upon religious facilities like monasteries and cathedrals. The curriculum placed emphasis on the subjects of Latin, religious studies, and fundamental reading skills. Throughout a time, frame spanning the 14th to the 17th centuries, there occurred a notable renaissance in the pursuit of classical information, along with a revived love with Greek and Latin writings. The integration of

English into educational systems occurred gradually, however, it continued to have a subordinate position as a secondary language. The primary focus was placed on the study of grammar, rhetoric, and classical literature. During the 18th century, proponents of the Enlightenment espoused the inclusion of national languages in educational practises, hence endorsing the exploration of [English literature](#) and grammar [1]. The curriculum included an examination of rhetoric, logic, moral philosophy, and literature. In the 19th century, significant improvements happened in the field of English language schooling. characterised by a greater focus on the establishment of regulated and defined linguistic norms. The syllabus incorporated grammar, composition, and literary analysis as integral elements. The implementation of educational reforms resulted in the construction of curriculum that adhere to standardised guidelines [2].

During the early 20th century, there was a development of educational reforms and the development of standardisation in the field of instruction in English. The curriculum has been widened to include an array of communication skills, with a particular focus on writing, speaking, reading, and listening proficiencies. The curriculum placed significant emphasis on the examination and admiration of written works, alongside the cultivation of proficient grammar and vocabulary abilities. After the end of World War II in the mid-20th century, an important shift occurred within the context of language instructions, with a clear movement towards a teaching style that stressed realism and effective interaction. There has been an alteration in attention from grammar-based education to the growth of communication skills. The integration of linguistic and sociolinguistic elements into the syllabi became imperative due to the increasing significance of language acquisition and usage. In the latter part of the 20th century, there was an additional transition towards communicative language education, which involved the incorporation of genuine scenarios and authentic resources into the curriculum [3]. The integration of technology has emerged as a significant pedagogical instrument, prompting curricula to undergo modifications in response to the dynamic digital environment. The significance of diversity and inclusivity inside the discipline of literature and language studies is becoming more acknowledged. The 21st century witnessed a heightened focus on literacy within the context of the digital era, the incorporation of multimedia elements, and the integration of global viewpoints into English curricula. There is a growing importance on fostering the growth and cultivation of critical thinking, creativity, collaborative behaviour, and solving problems. Likewise, there is a realisation of the imperative of integrating a broader range of authors and cultures into the curriculum, with the aim of promoting diversity and inclusion [4].

1.2 Importance of English Education

[English acts as the dominant international language](#), becoming both spoken and understood by an important percentage of the global inhabitants. Being able to seamlessly interact with others across borders worldwide is enhanced by an elevated degree of English language proficiency. This talent allows others to engage and work with individuals from various linguistic and cultural backgrounds. English is widely used as a language of academic and research materials, scholarly papers, and educational tools. The ability to effectively use a language enables individuals to tap into a wide

range of knowledge across various academic fields. Numerous institutions across the globe provide a wide range of courses and programmes conducted in the English language. The possession of a high level of English language skills is frequently a requirement for gaining admission into esteemed academic institutions, hence augmenting one's educational and professional opportunities. The acquisition of English language proficiency is a highly valued competency sought for by businesses on a global scale. The utilisation of English as the principal means of communication by numerous global enterprises and international organisations mandates a proficient mastery of the language in order to facilitate professional growth and progression [5]. The significance of efficient interaction in work cannot be emphasised since it is a vital factor for achieving success. Competency in the language of English enables individuals to effectively convey ideas, participate in discussions, promote collaboration, and provide eloquent talks, so boosting their professional growth. English serves as an avenue via where people can gain understanding and develop an admiration for different cultures, literary works, and artistic expressions. The promotion of cultural communication helps foster values such as acceptance, comprehension, and acceptance of diversity. English acts as the language of choice in the realm of international media, encompassing numerous genres like information, movies, music, and literature. The ability to effectively communicate in English enables individuals to actively participate in a diverse range of global media platforms, hence facilitating their access to a multitude of opinions and ideas [6].

1.3 Influence of Linguistics and Pedagogy

The influence of linguistics and pedagogy on the teaching and learning of a language, including English, is profound and multifaceted. Let's delve into a detailed explanation of this influence:

1.3.1 Linguistics in Language Teaching:

The acquisition of knowledge regarding the sounds and patterns of a language equips educators to instruct learners on proper pronunciation and intonation. By acquiring knowledge of the sounds and patterns of a language, educators are equipped to instruct learners on proper pronunciation and intonation. Furthermore, instructors are capable of identifying and addressing common issues related to pronunciation. Insufficient expertise in word formation and sentence structure hinders the effective teaching of grammar, thereby preventing learners from understanding and generating grammatically accurate sentences. Gaining an understanding of meaning and context facilitates the teaching of vocabulary and appropriate language usage in diverse social and communicative environments [7].

1.3.2 Pedagogy in Language Teaching:

Pedagogy concerns the methodologies and approaches employed in the act of instruction. Within the realm of language instruction, it encompasses the methodologies, strategies, and approaches utilized by educators to facilitate the acquisition and development of language in learners. A conventional

approach that places emphasis on the rules of grammar, exercises in translation, and the memorization of vocabulary. This approach highlights the instruction of vocabulary and grammar in the context of everyday conversations and activities, with the aim of achieving a natural acquisition of the language. It gives priority to communication and the practical use of language, thereby encouraging students to engage in real-life situations and employ the language for meaningful purposes. It focuses on the completion of communicative tasks, fostering problem-solving, collaboration, and the utilization of language in pertinent contexts. It integrates language learning with subject matter, employing academic content as a means to teach language skills. It uses different technological tools and platforms to improve language instruction, thus increasing the interactivity, engagement, and accessibility of the learning process [8].

1.3.3 Integration of Linguistics and Pedagogy:

The effective execution of language teaching necessitates a combination of both language knowledge and pedagogical expertise. In order to successfully teach learners in the subjects of pronunciation, grammar, vocabulary, and discourse, it is important for teachers to have an in-depth comprehension of linguistic principles. Pedagogy promotes the change of knowledge of languages into efficient instructional methods and techniques that correspond to the particular requirements, talents, and settings of learners. Educators employ linguistic knowledge to elucidate principles of grammar, sentence organisation, lexical construction, and phonetic articulation to students in a comprehensible and accessible fashion. The comprehension of linguistic difficulties enables educators to select suitable instructional approaches for effectively tackling these obstacles. An illustration of an emphasis on communication methodologies aimed at enhancing oral proficiency. The possession of linguistic knowledge facilitates the development of educational resources that are tailored to address certain linguistic elements, hence promoting a comprehensive approach to the acquisition of language skills. The comprehension of linguistic diversity facilitates the recognition and appreciation of language varieties, dialects, and registers, hence fostering inclusivity within the realm of language instruction [9].

1.4 Enhancing English Language Teaching (ELT) Practices

The instructional method called Communicative Language Teaching (CLT) places an extreme value on fostering genuine communication, immersing learners in interactive activities, and fostering their ability to solve problems. English Language Teaching (ELT) specialists have the capacity to combine different methods of instruction such as listening and speaking workouts, roleplays, and discussions into their classroom practises. These methods serve as means of increasing the [communication skills](#) of learners and promoting fluency in the English language. The utilisation of educational applications, online platforms, language learning software, and multimedia resources has the potential to boost student engagement and foster interactive learning experiences. Educators have the ability to utilise

these resources in order to facilitate virtual instructional sessions, engage students in language-based activities, employ interactive exercises, and foster collaborative endeavours. By recognising the different requirements, learning styles, as well as abilities of pupils, teachers are able to tailor their instruction accordingly. In order to cater to diverse [learning preferences](#) and abilities, it is essential to incorporate a range of educational resources, adapt the pace of instruction, and provide options for assignments. Promoting the development of analytical thinking, the critical evaluation of information, and the resolution of language-related challenges contribute to a profound comprehension of language concepts among students. The incorporation of debates, investigations, and examinations of literature in the field of English Language Teaching (ELT) promotes the development of abilities to think critically. Promoting the practise of extensive reading, engaging in literary analysis, and facilitating debates on diverse genres, authors, and cultural contexts have been found to enhance comprehension, vocabulary acquisition, and critical interpretation abilities [10]. The introduction of a wide range of literary works serves to expand the perspectives of students. Some kinds of improving English Language Teaching practices are shown in Figure 1.1

The incorporation of vocabulary enhancement tasks, instruction on word collocations, idiomatic expressions, and contextual application aids students in augmenting their vocabulary and employing language proficiently across diverse settings. Enhancing students' writing skills can be achieved through several strategies, including offering constructive comments, instructing diverse writing styles such as academic and creative, and encouraging multiple iterations and revisions of written work. The promotion of peer review and self-assessment additionally contributes to the development and improvement of writing abilities. The integration of topic knowledge into language teaching through CBI enhances the meaningfulness of the learning process. The simultaneous acquisition of language and content knowledge is facilitated by the incorporation of interdisciplinary subjects into language lessons [11]. Continuing opportunities for professional growth, like continuous training seminars and workshops, allow instructors to keep informed of current teaching methods, results from studies, and technological advancements. Participation in professional growth activities builds up educators' pedagogical skills and allows them to successfully adjust to the constantly shifting practises in English Language Teaching (ELT).

The utilisation of many assessment methodologies, encompassing quizzes, presentations, projects, and examinations, facilitates the comprehensive evaluation of students' academic advancement. The provision of prompt feedback and formative assessment contributes to the comprehension of students' strengths and areas requiring further development. The integration of cultural comprehension and global perspectives within the discipline of English Language Teaching (ELT) promotes the development of learners who have greater understanding and sensitive to various cultures. The integration of literature and subjects from several cultures serves to foster empathy, facilitate cross-cultural conversation, and cultivate a more expansive worldview. The process of enhancing ELT follows includes the development and enhancement of the methods, strategies, and approaches utilised in order to promote effective teaching of the English language. The goal of this method is to provide learners with a learning experience that is more captivating, effective, and intellectually stimulating.

Improving English Language Teaching

Figure 1.1: Improving ELT practices.

1.5 Historical Evolution of English Syllabi

English education in India was primarily moulded by the British colonial system before to the nation's independence in 1947. The language of teaching employed was English, with the syllabi being significantly shaped by the British educational framework, emphasising the study of grammar, literature, and classical literary works. Following the attainment of independence, there emerged a notable endeavour to foster the advancement of education in indigenous languages, with the aim of ensuring inclusivity and enhancing accessibility. Still, the investigation of English remains a crucial regulation, especially within the setting of higher education. The syllabi encompassed a diverse array of subjects, most notably those pertaining to writing, language, composition, and language proficiency. In the latter part of the 1920s, there occurred an important change towards a contemporary and realistic pedagogical approach in the instruction of English at the undergraduate level [12].

The courses pertaining to the field of English studies have been seen to encompass applied linguistics, communication skills, creative writing, and interdisciplinary methodologies. The programme of study was designed with the aim of supplying youngsters with the necessary skills needed for various kinds of employment and academic endeavours. The curricula for undergraduate English courses have likely undergone a transformation to incorporate a harmonious blend of conventional literature focused courses and practical, skills-oriented courses. There is a possible emphasis on interdisciplinary studies, which involves bringing together of numerous academic fields like media studies, cultural studies, and gender studies. Furthermore, it is possible that the syllabi may incorporate elements of digital literacy and [contemporary literature](#). Considering the distinctive demographic and cultural composition of Puducherry, it is plausible that the undergraduate English curricula have integrated the examination of French language and literature as a means to acknowledge and embrace the linguistic and cultural heterogeneity prevalent in the area [13]. The potential influence on this matter may also stem from the historical presence of French colonialism in Puducherry. In recent years, it is probable that there has been a trend towards updating syllabi to prioritise the development of practical language skills, [academic writing](#) abilities, critical analysis capabilities, and employability skills. There appears to be an increasing emphasis on the utilisation of technology for language acquisition, the utilisation of internet resources, and the integration of varied voices and perspectives within the literary aspect [14].

English Syllabi at UG Level

Language Skills:

Language skills are developed in the way of LSRW skills (Listening, Speaking, Reading and Writing). Reading helps in the attention on the understanding, careful examination, and explanation of different forms of written material, encompassing both literary and non-literary compositions. Writing places particular emphasis on a variety of writing styles, such as essays, reports, synopses, imaginative writing, and scholarly writing abilities. Listening and speaking augments proficiencies by utilizing audiovisual aids, facilitating group discussions, encouraging debates, and facilitating presentations [15].

Cultural Studies

Examining contrasting cultural hypotheses, such as decolonization, gender equality, and socialist theory, and assessing their impact on both literary works and society. Scrutinizing literary works and cultural customs from various regions and societies.

Practical Applications

Depending on the educational establishment, there may exist optional courses or unique subjects pertaining to particular domains of interest, including current literature, global literature, linguistics, media studies, and so forth. This stimulates students to engage in research, produce scholarly papers, and deliver their discoveries in a scholarly manner. In certain instances, there might be pragmatic aspects that concentrate on proficiencies such as translation, journalism, creative writing, or instructing English as a secondary language [16].

1.6 Diversity in English Syllabi

It refers to the intentional integration and representation of an extensive range of points of view, artists, topics, genres, cultures, and voices in the examination of the English language and literary works. English syllabi with a focus on diversity strive to incorporate authors from a wide range of backgrounds, encompassing diverse countries, ethnicities, colours, genders, sexual orientations, socioeconomic positions, and abilities. Syllabi have the potential to incorporate literary works from other areas, cultures, and language traditions, so facilitating a more comprehensive comprehension of the world through literature and fostering a heightened global consciousness. Syllabi frequently encompass a range of literary works spanning several historical epochs, so affording pupils the opportunity to comprehend the progression of language, societal conventions, and literary techniques throughout the course of history. The inclusion of many perspectives in the portrayal of historical events and figures enables students to gain a comprehensive understanding of the interconnectedness of themes throughout various time periods. Moreover, it fosters an appreciation

for the ways in which societal transformations have shaped literary works [17].

The incorporation of multiple dialects in syllabi may introduce learners to a range of English types, such as African American Vernacular English (AAVE), Indian English, Caribbean English, and more. This practise recognises and acknowledges the linguistic diversity that exists within the English language. Syllabi may encompass literary works and ideas that have been affected by postcolonial theory, so offering valuable insights into the profound impacts of colonisation and subsequent decolonization processes on both literature and society. The curriculum incorporates works that embody feminist and gender studies viewpoints, facilitating students' ability to engage in critical analysis of gender roles, stereotypes, and societal expectations. Efforts are being taken to provide an extensive variety of materials in accessible formats, like translations and audio versions, in order to accommodate students with different reading skills or those who do not have English as their first language. The syllabi are purposefully constructed to be adaptable to an extensive variety of styles of learning and preferences, with the goal of enabling all students to effectively interact with the course content.

1.7 Professional Experience of English Syllabi

The syllabi frequently incorporate an emphasis on English grammar, sentence structure, and composition with the intention of improving writing proficiency. Numerous vocabulary enhancement exercises and modules are designed with the objective of augmenting students' lexicon and facilitating proficient communication. The syllabi place a high value on the acquisition of comprehension abilities while reading so as to foster students' comprehension of a wide range of texts, spanning many genres and styles. Many students frequently engage in the academic pursuit of studying the historical progression of English literature, delving into notable epochs and literary trends. The syllabi encompass comprehensive examinations of notable authors, literary genres, and their respective impacts on the field of English literature. Students are given with guidance in analysing and understanding of literary texts, in order as an opportunity to develop their [critical thinking abilities](#) and analytical skills [18].

1.7.1 Language and Linguistics:

Syllabi offer the ability to enhance creative writing by including multiple forms of artistic expression like short stories, poems, and other innovative genres. The primary goal is to strengthen the ability of learners to write in different settings, including a particular focus on formal and academic writing styles like essays, reports, and research papers. Certain syllabi may include components of applied linguistics, which allow students to gain insight into the pragmatic implementations of linguistic principles in the context of language instruction and acquisition. The study of sociolinguistics enhances students' comprehension of language within its social and cultural frameworks.

1.7.2 Cultural and Historical Contexts:

An investigation of the historical and political framework of the English-speaking world, covering every facet of life, politics, and identity, is often incorporated into the educational system. Certain syllabi incorporate the utilisation of technology and digital resources as a means to augment language acquisition and research proficiencies. The training programme focuses on enhancing communication skills in the digital domain, encompassing many aspects such as email etiquette, online conversations, and interactions on social media platforms [19].

1.8 Interaction with students of mixed abilities

Begin by evaluating the aptitudes, competencies, and degrees of expertise possessed by every student. This process may entail the examination of prior academic records, the administration of diagnostic examinations, and the observation of students' performance across various domains. The implementation of individualised [learning strategies](#) according to the evaluated skills of each student is crucial. Individualised Learning Plans (ILPs) are comprehensive documents that delineate precise educational objectives, methodologies, and materials customised to address the unique requirements, proficiencies, and areas requiring enhancement of every student. In order to effectively accommodate the diverse skills and learning styles of students, it is recommended to employ a flexible grouping approach. The implementation of differentiated education involves the adaptation of tasks and activities to accommodate the varying levels of comprehension and abilities present within each group. Implement a scaffolding methodology, wherein differentiated levels of assistance and direction are offered to individual pupils in accordance with their respective aptitudes. As students develop a greater sense of self-assurance and mastery in the subject matter or skill being instructed, it is advisable to gradually withdraw the scaffolding or assistance provided. Promote peer collaboration and cooperative learning initiatives that foster inclusive environments, facilitating the interaction and cooperation among students with diverse abilities. This facilitates the collaboration between academically proficient students and those who may have lower levels of proficiency, fostering a feeling of communal engagement and collective knowledge acquisition [20].

In order to meet the needs of different styles of learning and capacities, it is recommended to employ a range use methodology for instruction, comprising but not restricted to the usage of different approaches to learning, visual aids, audible aids, physical supplies, and electronic tools. This measure guarantees that every student is able to effectively interact with the subject matter. Implement continuous formative tests to monitor the growth and comprehension of students. Deliver prompt and constructive criticism to effectively steer pupils towards growth and development, taking into consideration their unique aptitudes and capabilities. Utilise educational technology and adaptive learning platforms to effectively harness the potential of tailoring content and challenges to cater to the unique skills of individual students, hence enhancing their learning experience. It is important that teachers offer students with a chance to learn at their own rate, offering versatility in the teaching pace to guarantee understanding of subjects. Offer supplementary resources or assistance to students who may benefit from additional time, while also providing extensions or enrichment opportunities for those who demonstrate accelerated progress. It is imperative to establish and

sustain a culture of open communication with students, fostering an environment that encourages them to effectively express their individual needs, confront challenges, and share updates on their academic progress [21].

Regular monitoring allows for the identification and resolution of concerns, as well as the adaptation of teaching strategies as needed. Offering positive feedback and encouragement to all kids, irrespective of their individual talents, serves as a means to celebrate their growth and efforts. Creating a conducive and affirming classroom atmosphere is crucial in enhancing pupils' self-assurance. It is imperative for educators to actively participate in continuous professional development in order to strengthen their capacity to successfully cater to the different requirements of pupils. The acquisition of knowledge and skills in differentiated instruction, special education techniques, and inclusive teaching practises holds significant worth. The concept of variety in the educational setting can involve a range of variations, including disparities in academic aptitude, linguistic proficiency, cognitive capacities, socioemotional development, and physical capabilities within the student population. To teach students with an assortment of abilities, it is essential to possess a comprehensive comprehension of the subject at hand, and also the ability to alter and customise instructional approaches in order to adapt to the distinct requirements of every student's learner [22].

1.9 Cultural Sensitivity and Appropriateness

Cultural sensitivity refers to the capacity to acknowledge and demonstrate respect for the variances that are present among different civilizations. The concept entails a heightened awareness of diverse cultural norms, traditions, and practises, and a comprehensive grasp of how these factors might shape individuals' perceptions, behaviours, and social interactions. Cultural sensitivity facilitates the recognition and embrace of the wide range of backgrounds, lived experiences, and viewpoints that persons from various cultural backgrounds contribute. The concept promotes the appreciation of individual identities and discourages the perpetuation of biases or stereotypes. The enhancement of communication is facilitated by the practise of cultural sensitivity, which involves the recognition and consideration of language and cultural disparities that may impact comprehension. Communicating across cultures involves the choice of suitable terms, voice, and gestures to facilitate helpful and polite conversation with others from various cultures. Various cultures exhibit unique nonverbal indicators and communication approaches. The comprehension and acknowledgment of these nonverbal signals, including eye contact, gestures, and personal boundaries, are crucial in order to prevent misperceptions and miscommunications [23].

The process entails the acknowledgement and adaptation to students' cultural backgrounds and preferred learning modalities. Cultural sensitivity has an important part in healthcare by enabling a deeper understanding of patients' beliefs, values, and health procedures. The primary objective of this measure is to guarantee that healthcare workers deliver suitable care that upholds cultural norms and preferences. Cultivating cultural sensitivity facilitates the establishment of amicable and

productive interactions within teams comprised of individuals from diverse cultural backgrounds, hence promoting mutual comprehension and collaborative efforts. The concept of cultural appropriateness pertains to the conscientious avoidance of adopting or utilising features from one culture by individuals belonging to another culture in a manner that is deemed inappropriate or lacking proper authorization. The concept underscores the importance of acknowledging and valuing the cultural value and historical context associated with various practises, symbols, or traditions. Promoting awareness and providing education to persons regarding the significance of cultural sensitivity and appropriateness is a key endeavour. Education has a crucial role in confronting biases, cultivating acceptance, and advancing a society that is more inclusive and harmonious [24]. Various kinds of cultural sensitivity and appropriateness are shown in Figure 1.2

The significance of cultural sensitivity is frequently underscored by laws and [ethical principles](#), with specific emphasis on domains such as human rights, workplace diversity, and equitable treatment. Ensuring compliance with legal and ethical standards promotes the principles of fairness and equality within diverse cultural contexts. Cultural competence encompasses the comprehension and valuation of divergent cultural distinctions, as well as the integration of this consciousness into interactions, communication, and practises, while maintaining a demeanour that is considerate and suitable within the unique parameters of each cultural setting [25].

Figure 1.2: Categories in Cultural sensitivity

1.10 Challenges in Current English Syllabi

The existing English syllabi encounter a multitude of issues that have implications for both instructors and students. These issues arise from the dynamic nature of educational paradigms, societal transformations, technological progress, and the imperative to address the varied requirements of an interconnected global society.

- The fast progress of [technology needs the inclusion of digital skills](#), multimedia resources, and online learning platforms in the curricula.
- Representation and inclusion of multiple voices, cultures, and perspectives in syllabi is a growing concern. Developing assessment strategies is difficult.
- Updating syllabi to reflect current trends, literature, and [global issues](#) is an ongoing challenge. Sustaining student engagement and motivation is challenging.
- Modern students are used to immediate satisfaction and diverse information and entertainment. It is challenging to create syllabi that engage their interest, promote critical thinking, and cultivate a passion for learning.
- A standardized curriculum is necessary, but flexibility is required to meet the needs of diverse learners and contextual requirements [26].

1.10.1 Linguistic Challenges

Linguistic issues encompass a range of difficulties, obstacles or complications that emerge throughout the course of studying or utilising language, irrespective of whether it is in written or spoken form. The aforementioned difficulties may develop as a result of the intricate and heterogeneous nature of languages, disparities in linguistic regulations and frameworks, and discrepancies in cultural and contextual factors.

- Grammar rules differ in various languages. Learning and applying these rules is challenging in both spoken and written communication.
- Languages have distinct sounds and phonetic systems, which can make it difficult to pronounce unfamiliar sounds. Differentiating between similar sounds can also be challenging.
- Learning vocabulary and idiomatic expressions is challenging due to word meanings and usage in different contexts. [Effective communication](#) can be difficult as a result.
- Understanding implied meanings, indirect speech acts, and nonverbal cues are pragmatic challenges.
- Many languages are endangered by globalization and dominant languages. Preserving and revitalizing them poses challenges in documentation, teaching, and promoting usage [27].

1.10.2 Pedagogical Challenges

Pedagogical concerns in education involve the obstacles faced by educators and institutions during teaching and learning. These issues arise due to variables such as dynamic educational paradigms, learner demands, technology advancements, and societal expectations. Addressing these problems is crucial for improving pedagogy and educational achievements.

- Educates lack a broad spectrum of learning styles and preferences. Modifying instructional approaches to accommodate this range of diversity can pose challenges.
- Differentiation demands understanding student profiles. Personalized instruction is challenging in a class with varied learning levels.
- Creating suitable assessments to effectively gauge student comprehension and advancement is a challenging task. Balancing formative and summative assessments to foster critical thinking and innovation presents a common obstacle.
- Catering to the requirements of students with disabilities in mainstream classrooms presents a notable challenge. Adapting instruction, materials, and assessments for all learners is important.
- Maintaining open lines of communication with parents can be challenging in discouraging parental involvement in a child's education and keeping them oblivious about their progress and needs.
- Educators face challenges in creating a good learning atmosphere, handling behaviour, and dealing with discipline while promoting effective learning [28].

1.11 Objectives of the thesis

The study's goal is to examine a Critical Evaluation of Common English Syllabi at UG Level in the UT of Puducherry division. The broad objectives are-

- Perform a thorough examination of the current English syllabi employed at the undergraduate level in the Union Territory of Puducherry, with a specific emphasis on their content, structure, and conformity to educational standards.
- Evaluate the efficacy of the learning outcomes and objectives of English syllabi in enhancing language proficiency, critical thinking, and communication skills among undergraduates.
- The existing English syllabi need to be evaluated for their strengths and weaknesses in terms of comprehensiveness, relevance to contemporary needs, and adaptability to evolving pedagogical methodologies.
- Investigate the English syllabi's consideration of the cultural and regional context of Puducherry, ensuring inclusivity and relevance to the local students.
- Investigate chances to incorporate contemporary educational technologies into the English curricula to improve teaching and learning encounters, advancing digital aptitude and interactive learning.

1.12 Problem statement

The English language holds a crucial position in the realm of higher education, acting as an essential instrument for achieving academic excellence and fostering professional advancement. Nevertheless, it is worth noting that the existing English syllabi employed in the undergraduate programmes within the Union Territory of Puducherry may exhibit various deficiencies and constraints. Some possible limitations of this approach encompass a lack of alignment with contemporary educational standards, inadequate emphasis on the cultivation of critical thinking and communication abilities, potential detachment from the cultural and regional milieu, and a failure to incorporate innovative instructional methods. This requires a thorough and analytical assessment to identify the merits and drawbacks of the current syllabi and suggest well-informed improvements that maximise the educational experience, promote skilfulness, and guarantee pertinence and efficacy within the distinctive educational context of Puducherry.

1.13 Organization of the thesis

There are five chapters in the current study.

- Chapter I titled "Introduction" covers Introduction, Historical evolution of English Syllabi, Professional experience of English Syllabi, Diversity in English Syllabi, Cultural Sensitivity and appropriateness, Enhancing ELT practices, Importance of English education, Influence of

Linguistics and Pedagogy, Challenges, and Problem statement.

- “Review of Related Literature,” Chapter II The work that has been done by prior researchers in a comparable topic is described in this chapter and it’s also focused on Common English Syllabi at UG Level in UT of Puducherry.
- Chapter III titled “Research Methodology” focused on methodology used in present study. It Include Objectives, hypothesis, variable and tool & techniques used in the study detail in this chapter.
- Chapter IV states the “Result and Discussion” of the thesis.
- Chapter V titled “Conclusion”, concludes the thesis.

1.14 Summary

The summary of this thesis was to conduct a comprehensive evaluation of the prevailing English syllabi employed in undergraduate programmes throughout the Union Territory of Puducherry, using a critical perspective. The purpose of this investigation was to investigate the material, organisation results of learning, and pedagogical approaches utilised in the current syllabi. The objective of this endeavour was to ascertain both positive and negative aspects, with a particular focus on cultural and regional significance, while suggesting improvements to foster a more efficient and comprehensive educational environment. Pedagogical issues within the discipline of English education involve the vital importance of accommodating to a broad spectrum of learning styles, making sure syllabi are continually updated to align with modern developments, and maintaining and encouraging high levels of student engagement and motivation. The primary objective was to enhance the language competence, critical thinking, and communication abilities of undergraduate students in Puducherry by implementing well-informed curricular adjustments and innovations.

CHAPTER 2

LITERATURE REVIEW

This chapter centres on the comprehensive assessment of English language instruction across several settings, encompassing computer science students at Bina Darma University, English for Academic Purposes (EAP) courses at universities, and the integration of Language B English into the curriculum of Spanish Translation and Interpreting. The study analysed the requirements of computer science students, including particular focus on the development of speaking and writing capacities, as well as the integration of technology in the learning process. Emphasised the significance of increasing the allocation of resources towards English for Academic Purposes (EAP) courses within university curriculum, in response to students’ indicated inclination for more frequent EAP lessons. This chapter investigated the linguistic factors associated with the integration of English as Language B in the Spanish Translation and Interpreting curriculum. The primary purpose was to evaluate the extent to

which the curriculum objectives match with the requirements of professional translation practise. The research additionally discusses the prevalence of indigenous cultural knowledge in English as a Foreign Language (EFL) curricula, as evidenced by textbook content, and emphasises the necessity of providing explicit instruction in broad critical thinking skills in language instruction.

2.1 Critical Evaluation of English Language Teaching:

In 2020, Setiana *et al.* [29] provided a suitable English curriculum for computer science students at Bina Darma University. This study examined the requirements of pupils through the utilisation of Target Situation Analysis (TSA), Deficiency Analysis (DA), and Strategy Analysis (SA). The study used the descriptive analysis approach method. Additionally, one lecturer and the institute's director were also involved in this study. Data were acquired by the administration of questionnaires, conducting interviews, making observations, and reviewing relevant documents. The findings indicated that the identified areas of focus were the development of speaking and writing abilities. A significant emphasis was placed on the development of two fundamental language skills within the English course. The integration of technology was crucial in enhancing the learning process and fostering engagement in classroom activities. This study presented a syllabus that is suggested for implementation inside the university.

In 2017, Nafissi *et al.* [30] suggested that the duration of EAP courses in universities was seen unsatisfactory by students, who expressed a desire for more frequent EAP classes. Therefore, it was imperative to allocate a greater amount of space inside the curriculum for English for Academic Purposes (EAP) courses. The results also revealed that achieving higher scores in the English segment of the entrance examination for a Master's degree in Statistics was of significant importance to the participants. Hence, it was imperative to exercise utmost caution when planning and choosing instructional resources to guarantee that pupils were well equipped to undertake the examination. Therefore, it was essential to recognise that the outcomes of the present research might lack generality. to different educational contexts or different groups of language students from various backgrounds.

In 2015, Herro [31] examined the linguistic circumstances surrounding the inclusion of Language B English inside the curriculum of Spanish Translation and Interpreting. Translation professors often expressed dissatisfaction with the students' inadequate proficiency in the English language at the commencement of their translation and interpretation courses. In order to assessed the alignment of objectives with professional translation practise, analyse the Language B English syllabi of six Spanish state universities. Aim was to determine whether these courses prioritise the development of the necessary linguistic skills or if they adhere to more general teaching patterns that have distinct objectives from those pursued in a Translation programme.

In 2016, Parson [32] investigated the gendered features of STEM higher education facilities through

using a feminist critical discourse analysis methodology to analyse STEM course syllabi collected from a research university located in the Midwest region. In order to gain insights into the utilisation of linguistic aspects such as stance and interdiscursivity within STEM syllabi, conducted an exploration. Additionally, sought to examine how the language and discourses employed in these syllabi contribute to the perpetuation of the male characteristics prevalent in STEM education. The results indicated that the discourses observed in the syllabi serve to uphold conventional STEM academic roles. The aforementioned findings contribute to and enhance knowledge on the STEM curriculum and the higher education institutions that offer STEM programmes. Consequently, they provided valuable insights and suggestions on how to promote inclusivity for women within the STEM syllabus.

In 2019, Han *et al.* [33] investigated the expansion of non-English foreign language programmes through the collection and analysis of diverse data pertaining to curriculum design, educators, and students, utilising online and archival research methods. The findings of the investigation raise concerns regarding the establishment and progress of non-English foreign language degree programmes within Chinese universities. The investigation has revealed a notable increase in the expansion of non-English foreign language programmes. However, it is crucial for these programmes to tackle several obstacles such as curriculum objectives that may be deemed impractical, a shortage of qualified teachers, and the difficulty of attracting highly competent applicants.

In 2021, Lipnevich *et al.* [34] analysed and compared the assessment criteria employed by university instructors in the United States and Spain for the purpose of assigning course marks. The sample from the United States consisted of 250 course syllabi, with 159 obtained from universities and 91 from four-year colleges. These syllabi were prepared by instructors who were randomly picked from five academic fields, including Education, Mathematics, Science, Psychology, and English. These syllabi were picked from five distinct categories. The findings of the study indicated that university educators utilised several factors in the process of awarding grades for courses. It was observed that instructors in the United States placed equal emphasis on both process and product criteria, whilst instructors in Spain relied more heavily on indicators related to the final outcome or product. Additionally, it was seen that the utilisation of self- and peer assessment was infrequent in both countries, and it was noted that none of the syllabi incorporated progress criteria.

In 2017, Jeffery *et al.* [35] performed a study of a syllabus collection at a visible, publicly-funded university in order to determine the extent to how the university's library was mentioned and acknowledged within the syllabi. The main objective of this study was to look at the integration of library spaces, resources, including personnel in course syllabi, primarily the aim to discover possible ways for library participation. The researchers employed a text analysis software named QDA Miner to conduct a search and analysis of 1,226 syllabi from eight colleges at the undergraduate and graduate levels during the Fall 2014 semester. Out of the remaining 561, the examination of the text indicated that the most significant keyword matches were associated with Citation Management (286), Resource Intensive Projects (262), and Library Spaces (251). The mapping of relationships between categories was conducted by employing Sorensen's coefficient of similarity. The variables of Library Space and Library Resources (coefficient = .500) and Library Space and Library Services (coefficient

= .457) had a higher likelihood of being present in the same syllabi. Following this, the variables of Citation Management and Resource Intensive Projects (coefficient = .445) were the next most probable to co-occur. The efficacy of the text analysis in identifying the specific instances and locations where the library was referenced in course syllabi was demonstrated. The findings of this study unveiled potential avenues for instructional and research involvement for the library's liaisons. Additionally, it shed light on the manner in which the library's physical environment was presented to students. Furthermore, students gained a clearer understanding of the research expectations set by the professors in their respective academic fields.

Table 2.1: Research gaps from the existing works

Author name	Aim	Advantages	Research gaps
Setiana <i>et al.</i> (2020) [29]	Develop an appropriate English syllabus for students studying computer science.	Integration of technology is important in education. Focus on speaking and writing skills is crucial.	• Further investigation of syllabus efficacy. • Applicability to diverse educational settings and language learner backgrounds.
Nafissi <i>et al.</i> (2017) [30]	Advocate for more frequent EAP courses in universities	Addressing student needs for more EAP classes	• Exploration of optimal EAP course duration. • Examination of diverse student preferences and needs in EAP courses
Herro (2015) [31]	Examine the Language B English in Spanish Translation and Interpreting curriculum.	Analysis of language proficiency in translation courses	• Proficiency assessment in various translation courses. • Comparing with other language proficiency assessments.
Parson (2016) [32]	Examine gender differences in STEM higher education facilities.	Gender dynamics in STEM education are explored and analyzed.	• Further investigation into gender prejudices • Analysis of methods to encourage gender inclusivity in STEM education.

Han <i>et al.</i> (2019) [33]	Investigate the expansion of non-English foreign language programmes	Expansion of foreign language programmes in non-English languages is emphasized.	• Examination of the impact of these programs on students' career prospects. • Evaluation of the effectiveness of overcoming obstacles in expanding the programs.
Lipnevich <i>et al.</i> (2021) [34]	Analyse and compare assessment criteria in the United States and Spain	Comparative analysis of assessment criteria	Effective methods for assessment to enhance learning and academic performance are investigated.
Jeffery <i>et al.</i> (2017) [35]	Examine the incorporation of the university's library into course syllabi.	Identification of potential opportunities for library participation.	• Evaluation of the effectiveness of library integration in enhancing student research and learning experiences • Examination of barriers to effective integration of libraries in course syllabi

2.2 Improving critical thinking in ELT

In 2017, Abbasian and Biria [36] examined the effective communication requires a mutual understanding of cultural aspects both at the national and international levels. As a result, faced challenges when engaging in various forms of communication with individuals from different cultural backgrounds. Furthermore, the cultural characteristics of language in international and target levels were mostly disregarded in book series, while greater emphasis was placed on some elements at the country level, such as beliefs, behaviour, and lifestyle. The consequences of these findings were significant for syllabus designers, as they highlight the need to include national, international, and target cultural contexts in order to enhance students' cultural familiarity and facilitate effective communication. Furthermore, educators can derive advantages from the aforementioned discoveries in order to allocate greater attention to certain neglected components. Also incorporate supplemental tasks and assignments to enhance students' familiarity with many settings, both within their local environment and on a worldwide scale.

In 2019, Soufi and See [37] presented the results of an in-depth review of global research that were aimed at determining the effectiveness of specific instruction in critical thinking to enhance the

analytical skills of English language learners in higher education. Additionally, the report tries to identify the best methods in this respect. A comprehensive search of twelve internet databases, in addition to supplementary sources, resulted in the identification of over 1794 research. A total of 36 individuals satisfied the predetermined criteria for inclusion and exclusion. Various methodologies were examined and nearly all asserted their efficacy; nevertheless, alone the explicit training in overarching critical thinking abilities exhibited the most compelling empirical support for its efficiency. The supporting evidence for the alternative techniques demonstrated a comparatively lower level of strength. The findings mentioned earlier suggest the research conducted in the aforementioned field is still in the beginning stages of development.

In 2017, Afshar and Movassagh [38] investigated the relationship between critical thinking, strategy use, and learning achievement at the university stage. In order to achieve this objective, a total of 76 students majoring in English were administered the California Critical Thinking Skills Test and were requested to complete Oxford's Strategy Inventory for Language Learning. The university achievement of participants was measured by their Grade Point Averages. The findings of the study revealed that there were significant positive associations between critical thinking, strategy utilisation, and university accomplishment, with critical thinking exhibiting a stronger correlation. The results of the regression analysis indicated a substantial relationship between critical thinking and the usage of language acquisition strategies. Furthermore, it was found that critical thinking significantly predicted university accomplishment. Results for the analysis of variance demonstrated that there wasn't little variation in the use of language learning strategies amongst the three groups labelled as high, mid, and low performers. However, the three groups demonstrated significant discrepancies in how they performed on the critical thinking examination. a combination of the analysis of post-hoc comparisons and descriptive statistics, it was evident that the high-achieving group exhibited an important edge in terms of critical thinking abilities.

In 2020, Din [39] assessed university students' critical thinking ability in their critical reading skill. The study sets two research objectives: understanding students' attitude towards critical thinking and examining the relationship between their attitude and language proficiency in critical reading. The researcher used quantitative research methodology and gathered data from 550 male and female university students. The data was examined using SPSS. The results suggest that whereas students exhibit a favourably disposition towards critical thinking, there exists a discrepancy between their actual level of analytical thinking and their ability to use it in their reading proficiency.

In 2020, Sandoval [40] investigated a content analysis was carried out on four Chilean textbooks with the aim to investigate the level of how these English Language Teaching (ELT) materials integrate multiple components of the local culture. Utilising an updated rendition of Byram's (1993) paradigm for cultural content analysis, the examination has revealed that the aforementioned resources exhibit diverse levels of local cultural depictions. The results of the study reveal that the most commonly found criteria in textbooks were "national geography" and "stereotypes and national identity". However, there was a noticeable absence of content related to "Social identity and social groups", "Belief and behaviour", "Social and political institutions", "Socialisation and the life cycle", and

“National history”.

In 2015, Pashmforoosh and Babaii [41] analysed a linguistic representation in business English textbooks from a perspective of English as a common language seems to have garnered limited attention in academic research. In order to achieve this objective, an analysis was conducted on the cultural material present in two widely disseminated business English book series that have been produced by prominent publishers. The analysis revealed that the textbooks chosen for the series exhibited a bias towards portraying native speakers in global business interactions. The content predominantly focused on the cultural aspects of native speakers from inner-circle countries, while the level of cultural presentation primarily remained at a knowledge-oriented level rather than emphasising **communication skills**. This gives rise to a contention in support of incorporating critical and reflective cultural representations in corporate documents.

In 2015, Liao [42] investigated the unspoken messages communicated by course syllabi and revealed an uneven relationship of authority between teachers and students as demonstrated by the vocabulary used in syllabi across educational settings. According to one of the syllabi, the process of analysing and deconstructing syllabus led to a realisation that perceived level of liberalism and open-mindedness was not as pronounced as she had initially believed. The findings of this study indicate that teachers can enhance their curriculum and foster personal development by demonstrating a willingness to critically evaluate the ignored elements of their curricula and writing.

Table 2.2: Research gaps from the existing works

Author name	Aim	Advantages/ Disadvantages	Research gaps
Abbasian and Biria (2017) [36]	Explore communication in various cultures	Enhance cultural familiarity	An extensive examination of cultural traits in language.
Soufi and See (2019) [37]	Evaluate critical thinking instruction effectiveness	Identifies effective methods for critical thinking, although some techniques lack empirical support.	Further advancement of instructional techniques for fostering critical thinking skills.

Afshar and Movassagh (2017) [38]	Examine the connection between critical thinking, employing strategy, and achieving learning.	• Positive correlation between critical thinking, strategic use, and academic success at the university level. • Limited variation in language learning strategy use among groups.	Examine language learning strategies associated with critical thinking.
Din (2020) [39]	Examine students' attitude towards and relationship with critical thinking in reading proficiency	• Students have a favorable disposition towards critical thinking. • The difference between attitude and the way that analytical thinking was actually performed	Investigate factors influencing the gap in attitude and performance
Sandoval (2020) [40]	Analyze the incorporation of local culture in English Language Teaching textbooks used in Chile.	• Identifies levels of local cultural integration in textbooks. • Lack of content on specific cultural aspects	Assess the impact of cultural integration on language learning
Pashmforoosh and Babaii (2015) [41]	Examine depiction of culture in textbooks for business English.	Cultural bias towards native English speakers is evident.	Focus on knowledge-oriented cultural presentation
Liao (2015) [42]	Investigate unspoken messages in course syllabi	• Identifies uneven teacher-student authority relationship. • Syllabi's liberalism is limited.	Examine the influence of syllabi messages on student engagement and growth.

2.3 Impact of Learning English language

In 2016, Gunantar [43] investigated the effect on English as a language of the world on the practise of instruction in the language in Indonesia. The writer conducted an analysis of the impact of English as

an International Language, focusing on the portrayal of cultural concerns in English textbooks and the perspectives of teachers regarding English language acquisition. The findings of the study indicated that the English textbooks utilised in SMP N 1 Wiradesa predominantly depict the local cultural aspects. At SMP N 1 Wiradesa, a portion of the teachers expressed a preference for textbooks that encompass the life and culture of other countries across the globe, while the remaining teachers opted for content that focuses on local cultures. This study shown that local cultural information has come to dominate as the primary focus of English as a Foreign Language (EFL) directions, as shown by the content of textbooks. However, it was interesting to note that certain teachers keep pushing for the teaching of foreign cultures as the appropriate subject matter for the study of the English language.

In 2017, Gunantar [44] examined the content and pedagogical approaches employed in selected textbooks utilised within a Junior High School. The analysis of the textbooks conducted by the writer was grounded in a cultural perspective. This was primarily caused by the reality in learning English, ought to emphasise taking part in exchanges and discussions culture in the English language, rather than paying attention to the customs of English-speaking countries. In order to conduct an analysis and evaluation of the cultural material present in English textbooks, adhered to the criteria established by Bryam. The criterion proposed by Byram was widely regarded as being both adequate and comprehensive. This checklist was derived on the concept of incorporating cultural learning and teaching as an essential component of language education. The findings indicated that the textbooks under examination contained topics related to local or Indonesian culture. These findings underscore the necessity of reevaluating English instructional resources in order to enhance the quality of English textbooks in Indonesia.

In 2016, Alizadeh [45] provided an overview of current research regarding the importance of motivation in the framework of second or foreign language acquisition. Motivation was a crucial determinant in elucidating the outcomes, whether successful or unsuccessful, of intricate undertakings. This paper seeks to give readers an in-depth awareness of the concept of motivation by defining the term, evaluating different kinds of motivation, conducting a review of the literature on the role if motivation in language learning, analysing the elements which impact motivation, and eventually determining the major factors that contribute to motivation. The analysis of the literature indicated that motivation serves a significant role in achieving the effective learning of American English as a foreign or second language.

In 2016, Rashidi and Meihami [46] encompassed two main aspects. Firstly, it sought to explore the cultural material present in English Language Teaching (ELT) textbooks from nations belonging to the inner, outer, and growing circles. Secondly, it attempted to analyse the cultural features embedded within these ELT textbooks. In order to achieve this objective, three English Language Teaching (ELT) textbook series originating from nations classified as inner, outer, and expanding circle were chosen and subjected to analysis. The findings of this study indicate that variations exist among English Language Teaching (ELT) textbooks across different concentric circles. The ELT textbooks in the inner circle shown a greater inclusion of L1 and L2 cultural elements, whereas the ELT textbooks in the

expanding circle demonstrated a higher prevalence of L1 and worldwide cultural elements. In addition, the English as a Language Teaching (ELT) textbooks utilised in the outer circle nations have a clear propensity to combining aspects from the learners' first language (L1), second language (L2), and international cultural material. Regarding the cultural aspects, it can be observed that the inner and outer circle encompassed a greater number of L2 aesthetic cultural elements, while the expanding circle ELT textbooks preferred to portray its cultural elements by means of L1 aesthetic and sociolinguistic cultural dimensions.

In 2015, Martirosyan *et al.* [47] studied the impact of proficiency in English and multilingualism on the academic achievement of international students at a four-year college situated in north central Louisiana, United States. The data was gathered by giving a self-reported questionnaire to a group of 59 college students who were categorised as sophomores, juniors, or seniors. The statistical studies conducted indicated that there were notable disparities in language competency and multilingualism when considering their impact on academic performance. The students who showed the greatest average GPA were the ones who stated a high level of self-perceived ability in the English language, and also individuals who were capable of to speak a minimum of three other languages.

Table 2.3: Research gaps from the existing works

Author name	Aim	Advantages/ Disadvantages	Research gaps
Gunantar (2016) [43]	Researched the impact of English as a global language on English instruction in Indonesia.	• Provides insights into the influence of English as an International Language on Indonesian education, specifically in SMP N 1 Wiradesa. • Narrow attention on SMP N 1 Wiradesa. Possible bias due to teacher preferences. Insufficient wider geographical coverage.	Examined portrayal of cultural aspects in English textbooks. Explored teachers' perspectives on English language acquisition.

Gunantar (2017) [44]	Examine content and teaching methods in English textbooks at a Junior High School from a cultural standpoint.	- Analyzing the subject from a cultural standpoint enhances comprehension of English language acquisition. - Restrictions resulting from the particular emphasis of the textbook.	Assessed cultural content in English course books using Bryam's standards.
Alizadeh (2016) [45]	Motivation's significance in second/foreign language acquisition, with emphasis on American English, was examined.	- Provides a thorough examination of motivation in the acquisition of language. - The lack of investigation into cultural factors connected to motivation.	Investigated various types of motivation in the process of acquiring a language. Explored the influences on motivation in language acquisition.
Rashidi and Meihami (2016) [46]	Examine cultural content in ELT textbooks across various regions and analyze the cultural elements present.	- Insights on cultural variations in ELT textbooks across regions are provided. - There may be a bias in choosing textbooks for analysis.	Evaluated cultural disparities in English Language Teaching (ELT) textbooks. Examined L1 and L2 cultural elements in ELT textbooks.
Martirosyan <i>et al.</i> (2015) [47]	Explore the influence of English language proficiency and the capacity to speak multiple languages on the academic success of international students enrolled in a college in Louisiana.	- Insights given into language competency, multilingualism, and academic performance. - Limited generalizability due to small sample size of 59 college students. Possible bias due to self-reporting.	Investigated disparities in language competency and multilingualism and their effect on academic performance. Examined self-perceived language ability and academic performance correlation.

2.4 Summary

The objective of the study was to examine the degree to which a university library was recognised and included into course curricula. The researchers employed text analysis tools to examine a total of 1,226 syllabi obtained from eight different colleges. The primary objective of this investigation was to investigate the frequency and recognition of the library within these syllabi. The keywords that yielded the most substantial matches were linked to the topics of "Citation Management," "Resource-Intensive Projects," and "Library Spaces." The research revealed a heightened probability of variables co-occurring, specifically Library Space and Library Resources, Library Space and Library Services, and Citation Management and Resource Intensive Projects. The results of the study brought attention to possible opportunities for libraries to contribute to teaching and research activities. These findings underscore the significance of comprehending the research requirements established by professors in various academic disciplines, as indicated by references to library resources and services in course syllabi.

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