

## Evaluation of Listening and Speaking Syllabus in EFL Situation at the Preparatory Year Program

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### Abstract:

The present study aims to find out whether the syllabus of listening and speaking at Preparatory Year Program Najran University fulfils the desired learning outcomes or not. Despite immense efforts made by teachers, students are not able to acquire a desired level of competency (as stated in the objectives of the syllabus) in listening and speaking course/skills. This study attempts to analyse the contents of the syllabus with special reference to listening and speaking skills, to identify the gaps between the syllabus and students' performance in listening and speaking and suggest some remedies in order to fill the gaps between the syllabus and learning outcomes. A survey questionnaire with 10 statements focusing on the key elements of the syllabus (as outlined in the objectives of the present syllabus) was used as a tool to collect data from 20 EFL teachers. Their responses were analysed using a likert scale. In addition, an interview with 5 key statements on the current syllabus was also conducted with the same teachers in order to know their opinion and suggestions on the present syllabus. The interview included 5 key statements on the current syllabus. The analysis of data demonstrates that the present syllabus meets out its objectives to certain extent but not completely. As the result shows that most of the statements based on the key elements of the syllabus fall in the category of 'moderate', it is suggested that the syllabus should be revised so that it could fulfil the objectives of the course completely and fill the gaps between the syllabus and learning outcomes.

**Keywords:** content analysis, evaluation, listening and speaking skills, syllabus analysis

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