

Implementation & Evaluation ?Was the evaluation reliable, valid and practical ?(p. 124) To sum up, –5 evaluation is conducted by a team or related experts including related subject matter teachers. Suffice it to say that the teacher has at his/her disposal a great variety of strategies for implementing". (p.404)

During implementation stage, monitoring and assessment should take place. Nation and Macalister (2010) believe that monitoring and assessment can have both informational and affective goals. That is.

monitoring and assessment can provide a teacher and learners with information about the learners' present knowledge and progress, and it can also be a means of encouraging involvement and participation. The purpose of the monitoring and assessment part of syllabus design is to make sure that the learners will get the most benefit from the course. This involves carefully observing the learners and the course, and suggesting changes to the course and the way it is run. Assessment may also simply be expected to be a normal part of syllabus design. The person designing the course may also be expected to design the assessment for the course. Let us look at the major types of monitoring and assessment that can occur as part of a course. (p. 107)

o Placement assessment The learners are assessed at the beginning of a course to see what level of the course they should be in. The aim of this testing is to

ensure that the course is not going to be too easy or too difficult for the learner.

o Observation of learning While the course is running, the activities that the learners do, are carefully monitored to see if each particular activity is likely to achieve its learning goal. This involves technique analysis and

classroom observation.

o Short-term achievement assessment At regular intervals during the course, the learners may be monitored to see what they are learning from the course. These pieces of

monitoring may take the form of weekly tests, the keeping of achievement records such as graphs of reading speed, charts of writing improvement and self- assessment records. This short-term

assessment can occur on a daily or weekly basis. It is called "achievement" assessment because it

examines items and skills drawn from the course. A formative evaluation has the purpose of forming or shaping the course to improve it. A summative evaluation has the purpose of making a summary or

judgement on the quality or adequacy of the course so that it can be compared with other courses,

compared with previous summative evaluations, or judged as being up to a certain criterion or not. It can be done through interpreting the results of placement tests, achievement testing and proficiency testing,

through observing the learners in learning tasks and language use tasks, interviewing learners and

learner self- assessment, and through the use of diagnostic tests.

Conclusion The format for a syllabus can be a highly detailed manual or a basic outline of key elements, including the outcomes for the

course, topics for each session/lesson and the assignments to be completed by the end of the

course. (p. 108)

o Diagnostic assessment In order to plan a programme, it is useful to know where learners strengths and weaknesses lie and where there are gaps in their knowledge. During

implementation stage, monitoring and assessment should take place to assist in evaluating and

reconstructing the syllabus. The aim of diagnostic assessment is to find the gaps and weaknesses and provide a remedy for them. The evaluation at the end of one syllabus cycle gives feedback to the needs

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