

OPEN ACCESS

\*Corresponding author

[iman.nasraldin@su.edu.krd](mailto:iman.nasraldin@su.edu.krd)

Iman Najmadin Nasraldin

RECEIVED: 14/06/2025

ACCEPTED: 17/07/2025

PUBLISHED: 25/09/2025

**Keywords:**

Syllabus design principles,  
EFL syllabi,  
Teachers' approach,  
Challenges



# Exploring The Implementation of Syllabus Design Principles in EFL Syllabi: Teachers' Approach

**Iman Najmadin Nasraldin** \ Department of English, College of Basic Education, Salahaddin University- Erbil, Kurdistan Region, Iraq.

**Dlakhshan Yousif Othman** \ Department of English, College of Basic Education, Salahaddin University- Erbil, Kurdistan Region, Iraq.

## Abstract

The current qualitative study explores the extent to which Kurdish EFL teachers navigate syllabus design principles within the EFL context at Salahaddin University-Erbil, College of Basic Education. It also explores the challenges they encounter during implementing syllabus design principles. To achieve the objectives of the study a semi-structured interview was conducted with nine EFL teachers in the Department of English, College of Basic Education. They revealed their perspectives and implementations to the embedding principles (e.g., needs analysis, learning objectives, content selection and sequencing, skills integration, flexibility and assessment) in their syllabi, in addition to systemic barriers. The collected data was analyzed qualitatively through thematic analysis. The results of the study show differences between teachers' knowledge and application of syllabus design principles. The major challenges faced by teachers include lack of professional development programs, time constraints, large class sizes and limited resources, which affect the quality and consistency of the syllabus. The study recommends the need for a systematic approach to syllabus design and implementation to improve the quality of language instruction.

## 1. Introduction

Syllabus design is an important aspect of language teaching and learning, particularly in the context of English as a Foreign Language (EFL). A well-designed syllabus acts as a roadmap for both teachers and students, outlining course objectives, content, and assessment methods. According to Graves (2000) and Richards (2017), the principles of successful syllabus design cover several elements, including needs analysis, learning objectives, content selection and organization, assignment variety and skills development, learner flexibility and engagement, and assessment. Learning objectives are a principle that establishes clear, measurable outcomes to guide the direction of the course (Nunan, 1988), while needs analysis, involves identifying and addressing the specific language requirements and needs of the learners (Graves, 2000). Selecting appropriate materials and arranging them in a logical and sequenced order is the main goal of content selection and organization (Richards, 2017). In addition to the principles, Richards & Rodgers (2014) elaborate on the variety of tasks and skills development which include integrating different tasks to achieve multiple language abilities, and flexibility allows for adaptation based on learner progress while retaining student interest. Finally, assessment employs appropriate evaluation methods that are relevant to the course objectives (Eshtehardi, 2017).

Syllabus design plays a crucial role in the process of learning as it influences the content, structure, and pedagogical methodologies of courses. However, the lack of continuous professional development at the College of Basic Education (CBE) has created a significant gap in EFL teachers' comprehension and application of syllabus design principles. This lack of knowledge includes the methods through which the teachers develop their syllabi and the practical implementations of these principles. Nevertheless, there is not a sufficient amount of research investigating teachers' perspectives on syllabus design in the current social and educational context. To solve these problems, this study tries to explore the principles of syllabus design in EFL syllabi, with particular emphasis on teachers' perspectives and practices.

The significance of the study lies in its potential to address a gap in understanding how syllabus design principles are implemented and perceived at Salahaddin University-Erbil (SUE), College of Basic Education, Department of English. By examining teachers' approaches, the study aims to help syllabus designers implement the principles of an effective syllabus to enhance educational outcomes. Teachers' interpretation and application of syllabus design principles can have a substantial impact on the effectiveness of language teaching and the outcome of students (Nation & Macalister, 2010). Therefore, the study aims to explore the EFL teachers' knowledge and implementations of syllabus design principles as well as the obstacles they face. Accordingly, the study concentrates on answering the following research questions:

1. What are the teachers' perceptions about syllabus design principles?
2. How do teachers implement syllabus design principles in their classroom practice?
3. What are the challenges that arise during applying syllabus design principles at SUE?

## 2. Literature Review

Syllabus design is a systematic process that concentrates on the specific content and structure, it outlines the content and order of a language program, including phonology, grammar, functions, notions, topics, themes, and tasks (Nunan, 1988; Nunan, 2013; Richards, 2017). The term syllabus is defined by Jordan (1997, p.56) as "...a specification of what is to be included in a language course" and syllabus design is described as "designing a syllabus involves examining needs analyses and establishing goals. It then entails the selection, grading and sequencing of the language and other content, and the division of the content into units of manageable material."

On the other hand, the term curriculum is defined by Nunan (1988) as “principles and procedures for the planning, implementation, evaluation, and management of an educational programme.” There is a distinction between syllabus and curriculum as mentioned by White (1988) and Nunan (2004), which causes confusion due to their different usage in some countries. Consequently, Yalden (1987, p. 72) made distinction between syllabus and curriculum “Syllabus means the specification of content for a single course or subject, and curriculum refers to the collectivity of course offerings at an educational institution (or group of institutions).”

The history of how language teaching curriculums have changed over time begins with the idea of designing a syllabus. One important part of forward design in curriculum creation is the design of the syllabus. Curriculum development in language teaching began in the 1960s, with syllabus design emerging earlier. It remains a significant aspect of curriculum design, as it laid the groundwork for the more comprehensive curriculum approaches used in current language teaching (Richards, 2017). By the mid-20th century, structural syllabi emerged, driven by behaviorist principles, which viewed learning as the sequential acquisition of language patterns. However, these syllabi neglected learners’ ability to use the language in meaningful contexts (Richards, 2017). The effectiveness of a curriculum depends on the quality of its syllabi, as they translate broader goals into actionable plans for teaching and learning. The evolution of syllabus design has been influenced by shifts in educational thinking, leading to school-based curriculum development and more flexible, learner-centered methodologies (Yalden, 1987; Print, 1993; Nunan, 2013). Lastly, syllabus design is a crucial part of curriculum development.

## 2.1 Approaches to Syllabus Design

There are two main approaches to syllabus design as introduced by expert syllabus designers:

**1. Synthetic and Analytical Approaches:** These are syllabi introduced by Wilkins (1976). Synthetic syllabi focus on teaching each aspect of a language separately and sequentially, resulting in gradual building of the language’s structure. These approaches share features of product-oriented approaches that focus on mastering specific language components (Nunan, 2004; Robinson, 2009; Bazayr et al., 2015).

Analytic syllabi, on the other hand, are organized in terms of the purposes for which people are learning language and the kinds of language performance necessary to meet those purposes. They involve holistic use of language for communicative activities, allowing learners to analyze aspects of language use and structure according to their developing interlanguage systems, preferred learning style, and motivation to develop to an accuracy level (Wilkins, 1976; Yalden, 1987; Robinson, 2009; Richards, 2017; Pandya, 2017; Raxmatillayeva & Kizi, 2023).

**2. Product-oriented Approaches and Process-oriented Approaches:** Product-oriented approaches are formal and clear lists of linguistic content, emphasizing the knowledge and abilities learners are expected to acquire as a result of training. They have roots in traditional educational methods and were predominant in language teaching until the 1970s. Product-oriented syllabuses include grammatical, situational, and notional-functional syllabuses. However, their effectiveness may be limited by their focus on the final product rather than the learning process (Mahdi et al, 2013; Richards & Rodgers, 2014; Raxmatillayeva & Kizi, 2023).

In contrast, process-oriented approaches focus on developing learners’ skills and strategies, encouraging metacognitive awareness, improving problem-solving abilities, and being more learner-centered. Examples of this approach include task-based, skill-based, and content-

based syllabi (Nunan, 2013; Jalilzadeh and Tahmasebi, 2014; Yue and Cui, 2023). Although product and process syllabuses are incompatible, they can be incorporated into course plans or syllabi to promote the integration of both approaches.

## 2.2 Types of Syllabuses

Syllabi are different strategies for organizing language instruction. Some syllabi rely on process-oriented approaches, emphasizing skills or tasks, while others align with product-oriented approaches like grammar or vocabulary. Krahnke (1987), as cited in Bazzyar et al. (2015, p.163), mentioned six types of syllabuses. He stated that the major types of syllabi are:

**1. Grammatical Syllabus (Structural Syllabus):** This syllabus organizes lessons around grammar rules and is criticized for misrepresenting the complexity of language and its lack of understanding of language functions (Bazzyar et al., 2015; Jamaluddin et al., 2019).

**2. Functional-Notional Syllabus (NF):** This syllabus was developed in Europe as a reaction to the grammatical syllabus. It focuses on communicative purposes and linguistic structures, focusing on context and social aspects of language usage. It focuses on real-world application, enhances learners' confidence and fluency, and adopts a learner-centered approach (Faravani, 2018).

**3. Situational Syllabus:** This syllabus emerged in the mid-20th century as a response to the limitations of traditional structural syllabuses. It takes into account the learner's needs and predicts situations where the language is needed. It is more efficient and motivating, as it is learner-centered rather than subject-centered (Wilkins, 1976). The situational syllabus organizes language content around specific situations or contexts in which learners are likely to use the target language (Bazzyar et al., 2015; Jamaluddin et al., 2019; Raxmatillayeva & Kizi, 2023). However, situational syllabuses are criticized for their simplistic view of language and context, lack of transferability, phrase-book approach, unsystematic treatment of grammar, and uneven syllabus, which may result in gaps in students' grammatical knowledge and difficulty in sequencing components (Richards, 2017).

**4. Task-based Syllabus:** It combines specially designed tasks for second language learning with realistic activities that students need to complete in the real world (Richards, 2017). These tasks often reflect real-life situations, making language learning more relevant and engaging (Yue and Cui, 2023). The sequence of classroom activities should focus on the language that emerges during the task. According to Yalden (1987) and Bazzyar et al. (2015), task-based learning has its challenges, such as the lack of structured focus on grammar, the need for significant effort and expertise from teachers, and the open-ended nature of task-based learning. Critics argue that this approach may hinder learners' accuracy and fluency development.

**5. Content-based Syllabus (CBS):** It is a popular approach to course and syllabus design that integrates language learning with subject matter content (Jalilzadeh and Tahmasebi, 2014). According to Richards (2017) and Jalilzadeh and Tahmasebi (2014), CBS integrates language learning with content, using topics or themes as the foundation for instruction. They improve learners' critical thinking, enhance their academic skills, and increase learners' autonomy and cultural understanding. CBS can serve as a framework for a unit of work, guiding a course, preparing students for mainstreaming, and rationalizing English use. However, they mention that implementing this approach can be challenging, as it requires teachers to have expertise in both language teaching and subject matter.

**6. Skill-based Syllabus (SBS):** It is also known as competency-based syllabuses. They focus on developing specific language skills or competencies (Richards and Rodgers, 2014). These syllabuses organize content around specific macro-skills, such as listening, speaking, reading, and writing, rather than topics, such as grammar structures or situations. The main advantage of a skill-based syllabus is its practical focus, directly addressing learners' needs and leading

to immediate, observable improvements in language performance (Pandya, 2017; Nuraini, 2019).

However, critics argue that breaking language down into discrete skills may lead to a fragmented understanding of language as a whole, neglecting the integrated nature of language use in real-world contexts (Richards, 2017; Nuraini, 2019). In conclusion, SBS offers a structured and practical approach to language teaching, focusing on developing specific competencies.

### 2.3 Key Principles of Syllabus Design

Language syllabus design is crucial for creating effective language courses that meet the diverse needs of learners. According to Maley (1984, cited in Saraa, 2020, p. 85), language syllabus design requires prior consideration of essential principles such as needs analysis, goal-setting, content specification, methodology selection, and assessment. Many researchers and syllabus designers agree on the following principles as the most common ones (Brown, 1995):

#### 1. Needs Analysis

Needs analysis is a systematic process in syllabus design that gathers information about students' needs and preferences. It helps teachers understand learner characteristics, language proficiency and problems, learning goals and objectives, contextual factors, and stakeholder input (Juan, 2014; Bocanegra-Valle, 2016; Eshtehardi, 2017; Pandya, 2017; Jamaluddin et al., 2019).

Ria and Malik (2020) highlighted that needs analysis is considered a starting point for courses, materials, and teaching and learning methods. It also assesses the current language competencies of learners and identifies areas needing further development. It ensures that the syllabus capitalizes on learners' strengths while improving their weak points (Graves, 2000).

#### 2. Learning Goals and Objectives

The term objectives are defined as "statements about how the goals will be achieved." (Graves, 2000, p.76). Learning goals and objectives play an essential role in shaping the instructional framework and determining the overall success of the educational experience (Nunan, 1988; Eshtehardi, 2017; Wahedi, 2020). They help teachers design appropriate learning activities and assessment tools, ensuring that every element of the syllabus contributes to the intended outcomes. Moreover, objectives provide transparency for learners, enabling them to monitor their progress and focus on specific areas for improvement (Graves, 2000).

Anderson et al. (2001) propose a hierarchy where goals inform outcomes, which in turn inform objectives. This hierarchical relationship can be visualized as follows:

- Learning Goals (Broad, long-term aims)
- Learning Outcomes (Specific, measurable results aligned with goals)
- Learning Objectives (Concrete, observable behaviors or skills)

The types of objectives are:

- Performance objectives: Also known as behavioral objectives or instructional objectives, are specific, measurable statements that describe what a learner should be able to do as a result of instruction (Nunan, 1988).
- Process and product objectives: Real-world objectives describe tasks learners can perform outside the classroom, while pedagogic objectives describe tasks they must perform inside the classroom (Nunan, 1988; Pandya, 2017).

#### 3. Content Selection and Gradation

The process of selecting and grading content in syllabus design is a crucial aspect of curriculum development in language teaching. This process involves determining what language items to include in a course and in what order they should be presented (Yalden,

1987; Graves, 2000). Furthermore, Yalden expanded these concepts, emphasizing the importance of needs analysis in the selection process. Nunan (2013) later developed these ideas, advocating for a learner-centered approach to syllabus design. He proposed a task-based approach to syllabus design, where the selection and sequencing of tasks are based on their complexity and relevance to learners' real-world needs. Nazim and Ahmad (2017) also supported that, the selection or sequencing of resources in teaching a language must be based on the students' needs, prior knowledge, and the objectives of a certain academic program. Curriculum designers should check vocabulary, grammar, and discourse to ensure important items are covered and repeated. According to Nation & Macalister (2010), a typical list should include frequency-based vocabulary lists, frequency lists of verb forms and verb groups, lists of functions and topics, and lists of subskills and strategies. They also highlighted that curriculum designers should create their own lists of tasks, topics, and themes, considering learners' background factors and needs.

On the other hand, gradation is crucial in designing a syllabus, determining which items should be taught earlier or later. Richards (2017) outlined criteria for gradation approaches, including intrinsic difficulty, communicative need, frequency, and linguistic distance. Designing a course involves choosing between linear or cyclical gradation for item sequencing. It is essential to balance linguistic forms and communicative functions when selecting and grading content, and incorporate tasks that reflect real-world language use and learner needs.

#### 4. Integration of Skills

Oxford (2001, p. 19) describes skills integration as "Integrated language teaching is an approach that seeks to combine two or more skills in the same activity, reflecting the natural way in which language is used in real-world communication." The integration of skills is a necessary aspect of designing a syllabus, particularly in language education and other skill-based disciplines. It involves combining multiple language skills (reading, writing, listening, and speaking) within lessons and across the curriculum. This approach promotes a more holistic approach to language learning, allowing learners to develop their language abilities comprehensively, mirroring real-world language use (Richards & Rodgers, 2014).

Graves (2000) provides course content for five weeks to show the skills and sub-skills improved with specific subject areas to obtain different goals: r = reading, s= speaking, l= listening, wr = writing, th = thinking

Subject Area	Activities	Skills*	Sub-Skills	Goals
Mainstream classes (United States history text that they'll use in history course)	taking lecture notes, discussions, reading texts, research papers, TOEFL prep (various)	wr/th s/l/th r/wr r/wr	paraphrasing, selecting main points, asking questions, supporting ideas with examples, skimming, scanning, using a dictionary, bubble diagrams	to prepare students for academic challenges of the mainstream classroom
Comparing cultures	Making a speech, interviewing people, collecting data from observation, keeping a dialogue journal, discussion, brainstorming, public speaking, show-n-tell	s/l wr/l	speech format, using examples, asking questions, paraphrasing, reported speech, synthesizing info, comparing cultures, looking at self/assumptions, using supporting details, organizing in "logical order"	to familiarize students with the culture in which they'll be living (self-awareness)
Living in the United States: dealing with homesickness, homestays, making friends, stress management	Dear Abby letter, brainstorm issues, write and perform role plays, dialogue journals, letter writing	r/wr wr/s l	grammar— modals, self expression, poetry, literature, coping techniques	to help students to deal with living in the United States

*Figure 1 A course design illustrated by Graves, 2000*

### 5. Flexibility and Learner Engagement

Flexibility and learner engagement are secondary principles in designing an effective syllabus. A flexible syllabus adapts to the diverse needs, learning styles, and paces of students, while learner engagement ensures active participation and motivation. By incorporating tasks that promote autonomy, teachers help students take ownership of their learning, improving critical thinking, creativity, and long-term knowledge retention (Yalden, 1987; Graves, 2000; Richards & Rodgers, 2014). However, learner engagement is closely linked to autonomy, which refers to the ability of students to take control of their own learning (Jordan,1997). A syllabus promoting autonomy typically includes tasks that offer student choice, encourage self-reflection, and provide opportunities for independent exploration (Nunan, 2013).

### 6. Assessment

Assessment is a critical component of syllabus design, as it assesses that learning objectives are achieved and provides feedback on both teaching effectiveness and student progress (Eshtehardi, 2017). There are several types of assessments commonly used in syllabus design: summative assessment and formative assessment. Formative assessment occurs during the learning process and focuses on the learning process, while summative assessment is used to grade students at the end of a unit or course, assessing their learning progress (Graves, 2000; Biggs & Tang 2011). To ensure fairness and validity, assessment plans should be clearly matched with learning outcomes and communicated to students at the beginning of the course. Rubrics and grading criteria should also be provided to ensure transparency and consistency (Graves, 2000). See Figure (2)

<i>What</i>	<i>How</i>	<i>Percent of grade</i>
Attendance	daily count	20%
Participation	4 observations each	20%
<b>Coursework:</b>		
■ Text/classwork	1 student-made quiz	15%
■ Projects:		
Brazil Tour	tasks/group presentations	15%
Mixed Projects	tasks	20%
■ Conversation skills	oral assessment	10%

*Figure (2) Assessment guideline adopted from Graves, 2000.p 221*

Graves also illustrated a rubric about class attendances helping students understand expectations and how they will be evaluated, see figure (3)

1. <i>Attendance.</i> There are 48 classes this semester. If you only miss two classes, you will get an A.	
A 48–46 (2 absences)	C 43–42 (6 absences)
B 45–44 (4 absences)	F 41– (7 or more absences)

*Figure (3) attendance gradations adopted from Graves, 2000.p 221*

### 2.4 Previous Studies

Previous studies on syllabus design and course design have provided general frameworks, but not specifically on its principles. Pujiati’s 2023 study incorporated 21<sup>st</sup>-century skills into the Curriculum and Material Development Course (CMD), focusing on lesson planning, learning materials, assignments, and evaluation. Raxmatillayeva & Kizi’s 2023 study outlined syllabus design courses and syllabus types related to language teaching, focusing on communication,

planning tools, course plans, teaching resources, teacher evaluations, and accreditation evidence.

Nita & Purwati's 2022 study explored the roles of Indonesian secondary EFL teachers in syllabus design, focusing on their perceptions, boundaries, and qualifications. The study found that teachers believe they have a role in syllabus design, but are not actively involved in curriculum development, especially in syllabus design. The government should provide more guidance and training in curriculum design to better understand teachers' roles.

Wahedi's 2020 study highlighted the importance of course syllabus design in Uzbek tertiary education, emphasizing the need for instructors to consider the syllabus as a practical and convenient way to introduce the course's goal before the first class session. The study provides guidelines for designing a well-structured syllabus, including objectives, topics, assignments, materials, grading plans, rules, and conduct policies.

Eshtehardi's (2017) research in Malaysia focused on the importance of needs analysis in developing examination courses and providing a framework for course design. The study involved four pre-intermediate students who scored below 4 on Listening and Reading but scored 5 to 5.5 on Speaking and Writing in an academic mock IELTS placement test. The study used a needs analysis NA questionnaire and Diagnostic Testing (DT) to understand students' needs and identify areas for improvement. Key findings included time management issues, improving IELTS vocabulary, and understanding different reading and listening questions.

Bazyar et al. (2015) explored the classification of syllabuses according to various authors' perspectives and thought, emphasizing the need for the educational system to base its selection criteria on students' needs. They described six types of syllabi and their advantages and disadvantages. Sadiq's (2009) study at the University of Baghdad focused on designing an ESP syllabus for Iraqi students at Colleges of Physical Education, focusing on their needs and interests. The study evaluated the effectiveness of an existing English course for first-year college students and found that the proposed syllabus was more effective in teaching English in (ESP) courses than the existing course. The proposed syllabus encouraged students to use the English language, encourage critical thinking, and improve social interaction, making it suitable for active learners and engaging them in communication.

When compared to earlier studies, the current study focuses specifically on major principles of syllabus design. This is the main contribution of the study. The lack of studies on these principles is the source of the gap that was discovered in the EFL context. An additional distinguishing feature for the recent study is that, in contrast to earlier research that focused on the theoretical backgrounds of syllabus design, it makes use of practical tools to explore the ways in which these principles are put into practice.

### **3. Methodology and Data Collection**

#### **3.1 Research Design**

The study uses an exploratory research design, applying a qualitative method. This involves conducting semi-structured interviews with teachers to understand the vision and implementations of syllabus design principles. Thematic analysis is used to identify patterns and interpret the data. Thematic analysis, as described by Braun and Clarke (2006), is used to systematically identify and interpret patterns within qualitative data.

#### **3.2 Population and Sample Selection Procedure**

The study investigates teachers' approaches at Salahaddin University-Erbil, College of Basic Education, English Department. The representative sample of nine second-stage teachers was chosen from the total population of 35 teachers. Creswell and Creswell (2018) suggest that a sample size of 5 to 25 individuals is typically sufficient for interview-based qualitative research. Qualitative methodologies provide a comprehensive approach to data collection,

allowing for a deeper understanding of perspectives and practices of syllabus design principles.

### 3.3 Research Tool: Interview

The study uses semi-structured interviews to explore EFL teachers' perspectives, experiences, and practices related to syllabus design at the College of Basic Education. The interviews consist of six main questions, each designed to address key areas of syllabus design identified in the literature.

### 3.4 Validity and Reliability of the Interview

#### 3.4.1 Validity

The study utilized face and content validity to ensure the validity of the research tool. Face validity involved giving the tool to participants from the same field of education to gather their feedback. Content validity was assessed through expert reviews by ten specialists in educational research. Lawshe's Content Validity Ratio (CVR) was used to detect content validity, which was (0.88). According to Gilbert & Prion (2016), items with a CVR of 1 are considered highly relevant and essential by all experts involved in the evaluation, and an item with a CVR of 0.8 is considered relevant and essential in the evaluation.

#### 3.4.2 Reliability

Reliability refers to the consistency of scores across constructs, stability over time, and test administration and scoring. Test-retest reliability measures interview items, with three participants surveyed to explore insights and challenges in implementing syllabus design principles, and internal consistency was checked after two weeks.

## 4. Results and Discussion

A semi-structured interview is used to answer the first research question (What are the teachers' perspectives about syllabus design principles?) and the second question (How do teachers in an EFL context implement syllabus design principles?). Thematic analysis is used to categorize responses from teachers regarding these principles for EFL courses.

### 4.1 Background of the Teachers

The teachers involved in this study represent a diverse group in terms of their academic backgrounds and teaching experiences, which is reflected in their approaches to syllabus design. Table (1) illustrates teachers' academic backgrounds.

**Table (1) Teachers' Academic Background**

Participants	Academic Degree	Teaching Experience	Professional Development Trainings
T1	MA in TESOL	10 years	No
T2	MA in Applied Linguistics	4 years	No
T3	MA in Applied Linguistics	15 years	No
T4	MA in Applied Linguistics	15 years	Yes
T5	PhD in Applied Linguistics	20 years	Yes
T6	PhD in Applied Linguistics	15 years	No
T7	MA in Applied Linguistics	17 years	No
T8	MA in Applied Linguistics	13 years	No
T9	MA in Applied Linguistics	12 years	Yes

## 4.2 Implementation of Syllabus Design Principles

This section analyzes the responses of nine EFL teachers, categorized into nine themes, each exploring how teachers implement syllabus design principles. The thematic analysis provides insights into the practical application of these principles in their syllabi.

### 4.2.1 Teachers' Use of Needs Analysis Principle

Needs analysis is crucial for syllabus design. However, few of the participants used needs analysis before designing their syllabus and generally they used their conceptual knowledge to decide on the needs of the students rather than conducting needs assessments. The majority of teachers focused on determining students' needs based on their language proficiency level and decided on the content of the syllabus such as T2, T4, T5, T6, T7, T9 compared to T1, T3, and T8. However, T8 thinks that needs analysis is related to learner-centered approach and states *"we can say students need it should involve a learner centered approach, because through a learner, we can say center approach... It emphasizes the student's role."* Furthermore, T1 designs the syllabus according to the future needs of the students, and he mentioned that *"I have to some extent, or sometimes to a large extent, I have freedom to design, let's say design syllabus according to the students' needs."* He also pointed to their needs as *"I really, follow what the students need, especially when they graduate to be a teacher in a school, in a private school, or in a language center."* While T5 mentioned that she decides on the students' needs based on some factors such as her experience and responds to the question of how to conduct needs analysis when designing a syllabus as *"I always take into consideration, uh, my students language proficiency level first. Second, their personal life experience, their cultural background, and also their future careers."* The data indicated that the majority of teachers consider students' language proficiency and educational background when selecting syllabus content, effectively employing this approach as their primary means of needs analysis. Some teachers clearly described their methods for conducting students' needs analysis, while others did not mention any specific techniques. T1 and T9 focused on informal assessment using observation and conversation to understand students' language needs, T1 stated, *"I observe my students carefully,"* while T9 mentioned, *"Talking to students... gives me a good idea of their needs."* T5 and T3 are using more formal methods such as diagnostic tests and reviewing previous studies, saying, *"I use diagnostic questions and look at their previous studies."* Moreover, T8 emphasized a student-centered approach, advocating for *"maximum involvement of learners in the process."* In contrast, T2, T4, T6, and T7 did not explicitly mention any needs analysis methods in their responses. For example, T2 said *"focusing on clear objectives,"* but didn't specify how these objectives were determined.

In addition to that, T4 focused on the importance of context, stating, *"We need to consider the learning environment."* This underscores the need for flexible approaches to needs analysis. The diversity of approaches, changing from clearly defined techniques to unclear methods, shows the complicated nature of needs analysis in SUE contexts and suggests potential areas for professional development or standardization of practices in the field, which could enhance the consistency and effectiveness of needs analysis across different educational settings.

### 4.2.2 Teachers' Approach to Learning Objectives and Outcomes

EFL teachers' learning objectives vary greatly depending on their students' needs and the course. Some teachers have session-specific goals, while others focus on language proficiency. Although different, tailoring objectives to student needs, levels, and real-life problems is similar. Process-oriented objectives emphasize student learning and skills development, and product-oriented objectives focus on what students should be able to do or demonstrate by the course's end. Based on that, teachers' responses to learning objectives represent a major difference between product-oriented and process-oriented EFL syllabus design. This gap indicates a fundamental difference in how teachers conceptualize and express course objectives.

Product-oriented teachers like T2 and T5 emphasize the skills that students should learn by the end of the course, saying, *“We focus on the product, not the process.”* T2 and T5 emphasize what students should be able to do by the course’s end. T2 says, *“You have to consider the objectives according to what you want your students be able to do,”* while T5 bases her objectives on questions like, *“By the end of the course, what can my students do? What should they learn.”* T3 and T6 offer broader answers. T3 says objectives *“should seek to meet the needs of the learners to the highest degree,”* while T6 says *“The learning objectives are decided as per the overall course requirements and their achievement rates in that realm.”* T4 and T8 emphasize considering students’ proficiency and needs when setting goals. T8 said, *“I believe that the course needs a systematic method that ensure... the course content cope with... the desired and students need outcome.”* T7 and T9 emphasize language skills. T7 says, *“I determine the learning objectives according to the outcomes that they’ll gain after studying the syllabus items.”* However, T9 says, *“I want my students to speak fluently and improve their grammar, also their vocabulary.”* She explains the results to students.

Teachers usually determine objectives based on how well students performed on the last evaluation, which focuses on finishing the learning process. Similar to traditional syllabus design, this method focuses on measurable and summative outcomes. Current pedagogical theories acknowledge learning as a dynamic and continuous process rather than simply the development of knowledge or skills.

#### 4.2.3 Teachers’ Approach to Content Selection

The teachers’ responses also differ in relation to their approaches to content selection in EFL contexts. Most teachers adopt a student-centered approach, considering students’ needs, levels, or language proficiency. Some teachers focus on student engagement, while others use authentic and engaging materials, e.g. T4 states *“authentic and engaging materials.”* Some teachers use academic resources and books as a primary source, e.g. T1 refers *“academic resources and books,”* and T5 says, *“I heavily depend on the books.”* Others suggest websites for reference. Some teachers suggest articles, videos, and a mix of textual and digital materials. Administrative and policy considerations are also considered. Five teachers (T2, T3, T7, T8, and T9) mention considering student factors when selecting content. This suggests a strong trend towards student-centered approaches in content selection. Basically, content selection should be based on a systematic needs analysis, considering the broader educational context, learners’ goals, interests, and proficiency levels (Nunan, 2013). To sum up, some teachers can benefit from a more structured approach, which suggests potential improvements in their syllabus design approach. This diversity among teachers reflects the complex nature of content selection in SUE contexts, where teachers must balance multiple factors.

#### 4.2.4 Teachers’ Approach to Content Progression (Sequencing)

Another theme found among teachers’ responses is content sequencing as a crucial component of syllabus design. Teachers have responded with various strategies, including structural progression and learner-centered methods. Many teachers emphasize a logical progression from simple to complex content, starting from easy topics and gradually building language skills. For example, T2 explicitly claimed, *“We have to start from simpler to complex. For example, you teach them simpler things to be aware of these simpler things. Then from these simpler things, you can teach them the complex things, or they can get the complex things.”* Some teachers provide specific criteria for sequencing, such as structures, functions, topics, and skills. However, few teachers mention the importance of considering learner needs and preferences in sequencing the content. Some teachers offer students options for topics, allowing for autonomy and engagement in the design process, as in T9’s statement, *“Usually I give them options for the topics they choose from these topics. Then I put them in the order according to their needs.”* Others use a predefined sequence of progression determined by the course and situational needs, combining structured planning with flexibility. Some responses suggest misunderstanding the

question about sequencing the content of the syllabus and talk about different aspects of syllabus design. For example, some teachers focus on lesson structure more than overall content sequencing. Additionally, the complexity of syllabus design in real-world teaching contexts highlights the diversity of approaches and suggests that teachers rely more on personal experience, intuition, or institutional guidelines than on explicit application of theoretical principles. The gap between theoretical principles and practical implementation suggests a potential need for professional development training in this field. Creemers et al. (2013) suggest that teachers should actively involve themselves in training programs to help them consider their students' learning needs and enhance overall educational outcomes. Encouraging teachers to review and apply more types of sequencing principles could improve the efficacy of syllabi and student learning outcomes.

#### **4.2.5 Teachers' Approach to Task Variety**

Teachers generally understand task variety in syllabus design, but their implementation and understanding differ. It has been noted that some teachers emphasize the importance of diverse tasks, such as video podcasts and interactive activities, and adapt tasks to student needs and learning styles. For instance, T4's answer emphasizes relevance and real-world application, stating, "*we have to deal with real-world situations and students' interests, for example, video podcasts and, interactive activities. Okay. Like role play interviews, online discussion and so on.*" And T9 mentioned, "*I sometimes use games in my classes.*" Others mention including diverse tasks and activities that target different language skills, such as listening, speaking, reading, writing, grammar, and vocabulary. T8 states: "*So you can do this by selecting diverse tasks and activities. Tasks that, we can say, have targeted different language skills.*" However, some teachers adopt a more traditional approach or have limited understanding of task variety. Despite this, many teachers could benefit from additional professional development in this field, as some teachers adopt more traditional methodologies while others integrate more interactive and diverse tasks.

#### **4.2.6 Teachers' Approach to Skills Development**

Another theme found in teachers' responses is their methods of skills development in teaching. Some teachers are focusing on a balanced approach, flexibility, and specific activities for different learning styles. T1 suggests a balanced approach, "*strike a balance between all of them in the same way.*" While T2 focuses on designing tasks that "*include all skills*", T3 and T6 emphasize the importance of matching tasks with students' learning styles and expectations. T4 provides a comprehensive response that suggests specific activities for various learning styles. T5 and T8 emphasize the need for diverse tasks and activities, while T7 and T9 focus on specific forms of skill development, such as literature and book presentations. The overall responses provided by teachers concerning their approaches to developing students' skills suggest that they need training or workshops to enhance their awareness and teaching methods.

#### **4.2.7 Teachers' Approach to Flexibility**

Teachers' responses to syllabus flexibility demonstrate great support for meeting individual learning preferences and differences. They emphasize the importance of adaptability in their syllabi, suggesting strategies like integrating technology, alternative formats, and content modifications. Teachers like T1, T2, T4, and T9 emphasize the need for reflective approaches and updating content difficulty based on students' levels. T1 said, "*After each class, I have reflection. I would make some changes for the next year.*" T4 links flexibility to diverse learning styles and emphasizes differentiated instruction. Some teachers implement specific strategies for flexibility, such as having a "*plan B*" and integrating various formats and technologies. However, some teachers face potential limitations, such as large class sizes that may prevent individualized approaches. Teachers also lack adequate awareness of implementing flexible syllabuses for students. Generally speaking, teachers believe that syllabus flexibility is crucial

for supporting individual learning preferences and differences, but their implementation and strategies vary.

#### 4.2.8 Teachers' Approach to Learner Engagement

The study explores learners' active participation and autonomy in language teaching syllabi, focusing on interactive activities that encourage active participation, critical thinking, and self-directed learning. Teachers' responses show various levels of implementation, including presentations, interviews, group work, pair work, visual aids, and student independence. However, some teachers like T1, T3, T6, and T7 do not explicitly mention specific activities for encouraging learner autonomy. This is a weakness in their methodologies. Activities that promote student engagement and autonomy are crucial for effective language learning, enhancing critical thinking skills and meaningful language application. The study suggests a need for additional and different implementation strategies in Kurdish EFL classrooms.

#### 4.2.9 Teachers' Approach to Assessments

Teachers' perspectives on assessment practices in their syllabus design reveal varying understanding and application of assessment types. Summative assessments like midterms, monthly examinations, and final evaluations are essential department requirements, while formative assessment approaches vary significantly among teachers. Formative assessments often involve indoor activities such as group discussions, pair work, and individual presentations as stated by T2, T5, T6, T7, and T9. Teachers' responses indicate a basic understanding of formative assessment but do not directly connect these methods to learning objectives or syllabus design. Some teachers demonstrate a more comprehensive approach, linking specific assessment types to language skills and learning objectives. For instance, T4 said, "*We have to know how to assess. Our assessment should be specific and should meet Bloom's Taxonomy and the skills, specifically addressing, listening, speaking, reading, writing... Rubric is very, very important, for the assessment in order to show a clear vision for your students.*" However, there is a general need for more explicit integration between assessment practices, learning objectives, and syllabus design. Quizzes as a formative assessment tool are mentioned, but there is a lack of explicit connection between these assessments and the learning objectives outlined in their syllabi. This gap suggests that while teachers employ diverse assessment methods, there is a need for improving strategies to achieve better application of learning objectives. Additionally, the responses generally lack mention of how assessment results are used to inform teaching practices or modify the syllabus. Effective assessment not only measures student performance but also applies that information to adapt and improve the learning experience.

### 4.3 Challenges of Implementing Syllabus Design Principles

This section answers the third research question (What are the challenges faced by EFL teachers during their experience and implementations?), adopted from teachers' responses. Based on the responses five major challenges are found that teachers suffer from during employing syllabus design principles at CBE:

#### 4.3.1 Resource Availability and Relevance

T1 simply documented this challenge, stating "*I mean, finding resources. And yes, I know that's digital life. Now we've got lots of resources, academic resources. But the thing is that you look for and find that it is important, to teach, especially in our context in Kurdistan.*" This answer illustrates a problem that teachers face, even though there are a lot of digital resources available, it remains hard to find materials that are truly appropriate for the Kurdish context. T1 claimed that the content is important to "*make it meaningful to the students*" This suggests that even when resources are available, they are unlikely to regularly relate to students' experiences or

fulfill their particular learning requirements within the Kurdish educational context. Some teachers reported that it is hard to find proper materials for their classes. One teacher, for example, talked about how difficult it is to get students to buy materials. This demonstrated that even when beneficial resources are found, there are possibly real-world problems that make it hard to use them. Accordingly, there is a need for either cheaper resources or other ways to provide students with materials. The responses repeated the focus on “*our context in Kurdistan*” which indicates that teachers are highly aware of the difference between resources that are available around the world and materials that are useful in the EFL context. Therefore, it is necessary to either create more resources that are specific to the situation or give teachers the skills to adapt the materials already existing to fit their situation.

In conclusion, the difficulty of finding resources that are both relevant and appropriate demonstrates how global educational resources and local educational needs interact in a complicated way. It highlights an essential awareness when selecting and developing resources for EFL teaching in the Kurdish context.

#### 4.3.2 Time Constraints

EFL teachers found that time constraints have been a major obstacle when designing and implementing their syllabuses. According to the responses, teachers frequently struggle with a lack of classroom time, which prevents the opportunity to deliver thorough language instruction and cover the syllabus. T1 made this point clear when they said, “*Another challenge is time constraints due to holidays.*” This brief statement expresses a common concern of teachers. The academic calendar is regularly interrupted, resulting in fewer hours of actual teaching. T1 went on to explain that these disruptions have a significant impact: “*Sometimes we have to rush through the material to finish on time.*” The quality of teaching and degree of student learning are possibly affected by this rush to finish the syllabus. As one of the teachers pointed out, “*attendance problems*” are a major obstacle that increases the difficulty of time constraints. Irregular student attendance can cause disruptions to the teaching process and require teachers to spend more time reviewing the material, which further reduces the amount of time allotted for new material. T3 summed up the difficulties and stated in a brief way, “*Short-term semesters, lack of materials, and large class sizes.*” This response emphasizes how time constraints frequently combine with other difficulties to create a complicated web of problems that teachers have to deal with. Teachers are particularly under pressure to cover a lot of material in a short amount of time during short-term semesters, which may have an impact on the range and quality of instruction. The issue of time constraints also seems to affect teachers’ capacity to use a variety of teaching strategies and exercises. Although many teachers have stated how they include a range of activities and methods in their syllabuses, time constraints frequently compel them to give priority to some elements of language teaching over others.

In summary, EFL teachers at SUE experience significant difficulties when it comes to the development and implementation of syllabuses, particularly in terms of time constraints. According to the responses, teachers are always establishing a balance between the need to cover the required material and the desire to deliver high-quality, comprehensive instruction. This difficulty becomes greater through issues like short academic terms, frequent holidays, and attendance problems. Reassessing academic calendars and syllabus expectations, as well as possibly creating strategies to optimize instructional time within the constraints, may be necessary to address these time constraints.

#### 4.3.3 Large Classes

Large class sizes are identified as one of the challenges faced by EFL teachers in syllabus design and implementation. While not extensively discussed by all teachers, it was notably mentioned as a significant issue. T3 clearly mentioned large class sizes among the key challenges, stating, “*and large class sizes.*” This brief mention highlights that overcrowded classrooms are a concern for at least some of the teachers in the EFL context. Large class sizes can have multiple

implications for syllabus design and implementation. They can make it difficult for teachers to provide individualized attention to students, implement certain interactive teaching strategies, or effectively manage classroom activities. T4 provided a more specific opinion about how large classes affect teaching practices, stating that “*large classes prevent individualized instruction.*” This observation presents a critical limitation caused by overcrowded classrooms, which is the inability to tailor teaching approaches to meet the unique needs of individual learners. Overcrowded classrooms can significantly hinder the learning process in the context of language learning, where practice and interaction are essential. Although other teachers did not explicitly address the issue of large class sizes in the responses they provided, it is realizable that this issue is associated with other obstacles they encounter. For example, the management of a large number of students could increase resource constraints and time constraints.

#### **4.3.4 Lack of Professional Development Training**

This challenge emerged from the responses of EFL teachers, who were influenced by significant differences in their comprehension and application of syllabus design principles. This variation emphasizes the urgent necessity for professional development in this domain, as effective syllabus design and implementation are basic to successful language instruction.

The teachers demonstrate an unusual amount of diversity in their approaches. While some teachers express a comprehensive understanding of current student-centered strategies in syllabus design, others appear to rely heavily on traditional teaching methods. Though three teachers stated that they have participated in professional development related to syllabus design, the differences in their responses imply that there is no ongoing professional development that is specifically designed for syllabus design in the SUE context. The result is a mixture of practices, in which the quality of syllabus design and implementation can differ significantly from one classroom to another. For example, some teachers demonstrated an advanced awareness of learner-centered approaches, task variety, and needs analysis in their syllabus design. It is probable that these teachers acquired their skills through independent research or exposure to international teaching methodologies. In contrast, other teachers seemed to stick to more traditional, teacher-centered methodologies, which may indicate a lack of familiarity with recent language teaching theories and practices. Moreover, the field of language teaching is in a state of rapid development, requiring continuous growth of knowledge and skills. The lack of consistent professional development opportunities leads to a large percentage of educators being unaware of the most recent research and innovations in syllabus design and implementation. This variation has the potential to result in a decline of teaching practices and a failure to integrate new and effective strategies that could improve student learning. The implementation of such professional development programs involves the provision of resources, support from educational authorities, and a dedication to continuous training for teachers.

The challenges in implementing diverse teaching methods and adapting syllabi to meet student needs also point to potential gaps in professional development. For instance, when discussing task variety, some teachers demonstrated a more traditional approach, indicating a possible need for training in modern language teaching methodologies.

#### **4.3.5 Student Engagement and Diverse Needs**

The difficulties that SUE teachers encounter in terms of student preparation and involvement in the language learning process are demonstrated by their responses. These obstacles seem to be the result of a variety of factors, such as financial limitations, varying levels of motivation, and the diverse needs of students. The students’ unwillingness to acquire the necessary materials is one major issue that teachers have identified. This hesitation not only affects the availability of resources but also suggests a potential lack of participation or commitment to the learning process. There are “*difficulties in matching material difficulty to student levels,*” as one teacher noticed, indicating that student ability differs greatly within classes. This issue is further

complicated by attendance issues. Teachers identified obstacles associated with “*attendance issues and time constraints*.” Attendance problems can make it hard for teachers to keep students interested in the course and prevent students from improving. The teachers’ responses also suggest that they are conscious of the necessity of taking students’ diverse needs into account when designing a syllabus. Nevertheless, the absence of formal needs assessment methods, could hinder the capacity of teachers to effectively address diverse needs and accurately assess student readiness. It is possible that teachers could benefit from more structured techniques to recognize and deal with student diversity in their classrooms, as the reliance on informal methods suggests. The focus on task variety in syllabus design, as pointed out by some teachers, also reflects an attempt to motivate students with diverse learning styles and needs.

#### **4.4 The Discussion of the Results**

In general, the teachers’ responses indicate a multifaceted relationship between student readiness, engagement, and diverse needs. Although teachers are cognizant of these principles, they also encounter substantial obstacles in effectively addressing them within the confines of their educational environment. This implies that teachers require ongoing assistance and resources to improve their comprehension and response to the diverse needs of their students, thereby improving student engagement and readiness in the EFL classroom. The variation that has been identified by the researcher from teachers’ knowledge and practice signifies an essential need for professional development training and workshops in this regard. Regarding the assessment process, the majority of teachers followed old-fashioned methods of assessment as a college requirement. Additionally, attempts were made to integrate activities that facilitate informal assessment. Syllabus flexibility is an additional principle that has received inadequate consideration. It has been discovered that the syllabus was originally developed based on the academic stages of the students, rather than their language proficiency. Throughout the academic year, the syllabi are constant. In the event that any obstacles are identified, solutions are implemented for the upcoming academic year. However, this solution is unfair for the current students who are experiencing difficulty with a particular course. The data also show that the EFL syllabi include a vast number of activities and tasks that are designed to enhance students’ critical thinking and problem-solving abilities, as well as to integrate the four skills. Additionally, it has been determined that tasks are primarily based on the learning objectives and goals of the syllabi. The study eventually discovered that the major obstacles that hinder teachers from implementing the principles of syllabus design effectively are the lack of relevant materials, time constraints, the large size of classes, the absence of opportunities to participate in professional development training, and the students’ large number of students with diverse needs and skills. There is a lack of ongoing feedback mechanisms that enable students to provide input on course structure and content throughout the semester.

#### **5. Conclusion**

The present exploratory study describes the concept of syllabus design and introduces the approaches to designing syllabuses and the common types of syllabi. Additionally, it provides a detailed overview of syllabus design principles. It successfully gathered insights from EFL teachers and investigates their implementations of syllabus design principles. Based on the analysis of data collected from the interviews with teachers, some conclusions are identified regarding the implementation of syllabus design principles at SUE. The findings suggest that while some teachers demonstrate awareness of modern syllabus design practices, there is a notable distinction in understanding and using syllabus design principles among teachers. It is worth mentioning that only three out of the nine interviewees had participated in professional development training related to syllabus design. This limited exposure to formal training appears to contribute to the inconsistencies in how syllabus design principles are applied. Many

teachers depend on informal ways of assessing needs analysis and task design, rather than employing systematic approaches. This suggests a gap between current best practices in syllabus design and the methods being used in the classroom. The study also highlights that teachers face various challenges in implementing effective syllabi, including time constraints, large class sizes, and limited resources. These factors, combined with the lack of comprehensive professional development training, affect the quality and consistency of syllabus design at the CBE. Although there are instances of effective practices, the general analysis indicates a necessity for a more systematic approach to syllabus design and implementation at SUE. Increased opportunities for professional development training, focusing on contemporary syllabus design principles and practical implementation strategies, could greatly improve the quality of teaching and better prepare students for their language learning goals.

## 6. References

- Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Longman
- Baziyar, Z., Dastpak, M. & Taghinezhad, A. (2015). Syllabus Design and Needs Analysis of Students in Educational System, *Advances in Language and Literary Studies*, Vol. 6 No. 4, PP. 162-165
- Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. 4<sup>th</sup> edition. England: McGraw-Hill Education
- Bocanegra-Valle, A. (2016). Needs analysis for curriculum design. *The Routledge handbook of English for Academic Purposes* (pp. 560–576). Routledge.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology *Qualitative Research in Psychology*, 3, 77-101.
- Creemers, B., Kyriakides, L. & Antoniou, P. (2013). *Teacher Professional Development for Improving Quality of Teaching*. New York: Springer Science
- Creswell, J. W. & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th edn. California: Sage Publications
- Eshtehardi, R. (2017). Needs Analysis and Course Design; A Framework for Designing Exam Courses, *International Journal of Applied Linguistics & English Literature*, Vol. 6 No. 6. Pp. 274-288.
- Faravani, A., Zeraatpishe, M., Azarnoosh, M., and Kargozari, H. R. (eds) (2018). In *Issues in Syllabus Design*, Leiden, The Netherlands: Brill. available from: <<https://brill.com/view/book/9789463511889/front4.xml>> [Accessed 25 December 2024]
- Gilbert, G. E. and Prion, S. (2016). Making Sense of Methods and Measurement: Lawshe's Content Validity Index, *International Nursing Association for Clinical Simulation and Learning*, Vol,12. Issue 12. Pp: 530-531.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Canada: Heinle & Heinle Publisher.
- Jalilzadeh, K. and Tahmasebi, A. (2014). Content-Based Syllabus, *European Scientific Journal*, Vol.1.
- Jamaluddin J., Hanafi, M. & Sadapotto, A. (2019). Correlation between ESP syllabus design and material adaptation based on needs analysis: A review of literature, *The 5th UAD TEFL International Conference (5th UTIC)*, available Online: [Correlation between ESP syllabus design and material adaptation based on needs analysis: A review of literature | Jamaluddin | UAD TEFL International Conference](#) [Accessed 28 December 2024]
- Jordan, R. R. (1997). *English for Academic Purposes: A Guide and Resource Book for Teachers*, Cambridge: Cambridge University Press.
- Juan, L. (2014). Literature Review of the Classifications of "Needs" in Needs Analysis Theory, *International Journal of Education & Literacy Studies*, Vol. 2 No. 3. Pp 12-16.
- Mahdi, R. N., Ehsan, A. and Javad, Z. (2013). A critical review of recent trends in second language syllabus design and curriculum development, *International Journal of Research Studies in Language Learning*, Vol. 2. No. 2, pp. 63-82.
- Nation, I.S.P. and Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- Nazim, M. & Ahmad, J. (2017). Selection and Gradation of Materials: A Review of the Second Semester's English Materials of Preparatory Year, Najran University, *International Journal of English Linguistics*, Vol. 7, No. 5. Pp 196-206.
- Nita, F. R. & Purwati, O. (2022). The Perceptions of Indonesian Secondary EFL Teachers Concerning Their Roles in Syllabus Design. *LLT Journal*, Vol. 25, No. 2, pp. 616-625.
- Nunan, D. (1988). *Syllabus Design*. Hong Kong: Oxford University Press
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press
- Nunan, D. (2013). *Learner-Centered English Language Education*. London & New yourk: Routledge Taylor & Francis,
- Nuraini, N. (2019). Competency-Based Syllabus and Skills-Based Syllabus of Arabic Learning in College, *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 11 (1): pp. 25-52.
- Oxford, R., 2001. *Language Learning Styles and Strategies*. United States of America: Heinle & Heinle Publisher
- Pandya, H. A. (2017). Syllabus Design– An Overview. *International Journal in Commerce, IT & Social Sciences*. Vol.04, Issue-07, (July, 2017). Available Online [\(46\) Syllabus Design-An Overview | Journal ijmr.net.in\(UGC Approved\) - Academia.edu](#) access at 2024/11/17.
- Pujiati, H. (2023). Integrating 21st Century Skills in Curriculum and Material Development Course, STAIRS: *English Language Education Journal*, 4(2). Pp. 147- 156.

- Print, M. (1993). *Curriculum Development and Design*. Sydney: Routledge
- Raxmatillayeva, F. M. & Kizi, M. F. (2023). Course Syllabus Design: Language Teaching Based Syllabi Types, EPRA International Journal of Research and Development (IJRD), Volume: 8, Issue: 3. Pp. 248-250.
- Ria, T. N. and Malik, D. (2020). Syllabus design in Business English based on the needs of Economics students, *Journal of English Language Teaching*, 9 (2).
- Richards, J. C. (2017). *Curriculum Development in Language Teaching* 2<sup>nd</sup> ed, Cambridge University Press, Cambridge.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. 3rd edit. Cambridge University Press.
- Robinson, p. (2009). Syllabus design. In M. Long & C. Doughty (Eds.), *Handbook of Language Teaching* (pp.294-310). Oxford: Blackwell. Online: <https://onlinelibrary.wiley.com/doi/10.1002/9781444315783.ch17>
- Sabbah, S. S. () English Language Syllabuses: Definition, Types, Design, and Selection, *Arab World English Journal (AWEJ)*, Vol 9 (2). Pp. 127-142.
- Sadiq, B. J. (2009). *Designing an ESP syllabus for Students at Iraqi Colleges of Physical Education*. PhD. University of Baghdad.
- Saraa, N. (2020). Teachers' Challenges while Designing an ESP Syllabus, *International Arab Journal of English for Specific Purposes (IAJESP)*, Vol. 3. No.1. Pp. 83-92.
- Sárdi, C. (1997). Needs-based syllabus design for students of English in Hungarian technical universities, *Anglais et français de spécialité*.15-18(15-18). Pp. 285-304
- Wahedi, N. (2020). A Course Syllabus Design: Initial Steps and Recommendations, *Bulletin of Science and Practice*, 6 (7). Pp. 348-356.
- Wilkins, D.A. (1976) *Notional Syllabuses*. Oxford: Oxford University Press.
- White, R. (1988). *The ELT curriculum: Design, Innovation and Management*. Oxford: Blackwell.
- Yalden, J. (1987). *Principles of Course Design for Language Teaching*. New York: Cambridge University Press
- Yue, Ch. and Cui, X. (2023). An Analysis of the Content-based Syllabus in Higher Education. *EDP Sciences*, Vol. 157. 01017. Online: [https://www.shs-conferences.org/articles/shsconf/abs/2023/06/shsconf\\_essc2023\\_01017/shsconf\\_essc2023\\_01017.html](https://www.shs-conferences.org/articles/shsconf/abs/2023/06/shsconf_essc2023_01017/shsconf_essc2023_01017.html) Accessed at [6<sup>th</sup> April, 2025).

## ليکولینه وه له بنه ماکانی دارشتنی پرۆگرانی خویندن له پرۆگرامهکانی زمانی ئینگلیزی وهک زمانیکی بیانی: پێبازی مامۆستایان

دلخشان یوسف عثمان

بهشی زمانی ئینگلیزی، کۆلیژی پهروهردی بنه رتهی،  
زانکۆی سه لاهه ددین-ههولیر، هه ریمی کوردستان، عیراق.

[dlakhshan.othman@su.edu.krd](mailto:dlakhshan.othman@su.edu.krd)

ایمان نجم الدین نصرالدین

بهشی زمانی ئینگلیزی، کۆلیژی پهروهردی بنه رتهی،  
زانکۆی سه لاهه ددین-ههولیر، هه ریمی کوردستان، عیراق.

[Iman.nasraddin@su.edu.krd](mailto:Iman.nasraddin@su.edu.krd)

### پوخته:

ئه م لیکولینه وهی چۆنیه تییه تیشک دهخاته سه ره وهی تا چ ئاستیک مامۆستایانی زمانی ئینگلیزی وهک زمانیکی بیانی (EFL) له زانکۆی سه لاهه ددین-ههولیر، کۆلیژی پهروهردی بنه رتهی، رینماییهکانی دارشتنی پرۆگرانی خویندن به کار دههینن. ههروهها ئه و راستییانهش دهخاته روو که رووبه رووی دهبنه وه له کاتی جیهه جیکردنی رینماییهکانی دارشتنی پرۆگرانی خویندن. بۆ گه یشتن به ئامانجهکانی لیکولینه وه که، چاوپیکه وتنیکی نیو-رێخراو له گه ل ئۆ مامۆستای زمانی ئینگلیزی له بهشی زمانی ئینگلیزی، کۆلیژی پهروهردی بنه رتهی ئه نجامدرا. ئه وان راپوێژ و جیهه جیکردنی خۆیانان بۆ رینماییه سه ره کیهی کانێ دارشتنی پرۆگرانی خویندن (وهک شیکردنه وهی پیدایهستییهکان، ئامانجهکانی فیربوون، ههلبژاردن و ریکخستنی ناوه رووک، تیکه لکردنی پیکهاتهکان، رهوانی و هه لسه نگاندن) له سیلابه سه کانیاندا روونکرده وه، ههروهها ئه و به ره سه سه سیسته میانهی رووبه رووی دهبنه وه. زانیارییه کۆکراوهکان له ریکه ی شیکردنه وهی (Thematic Analysis) چه سپینرا. ئه نجامهکانی لیکولینه وه که نیشانددهن که جیاوازی له نیوان زانیاری مامۆستایان و جیهه جیکردنی پراکتیکی رینماییهکانی دارشتنی پرۆگرانی خویندن هه یه. ئه و به ره سه تانهی مامۆستایان رووبه رووی دهبنه وه بریتین له کهمی پرۆگرامهکانی په ره پیدانی پیشه یی، سنوورداربوونی کات، ژماره ی زوری قوتابیان له پۆلهکان و کهمی سه ره چاوهکان، که کاریگه ری له سه ره چۆنی و جیکیری دارشتنی پرۆگرانی خویندن دهخن. لیکولینه وه که پێشنیاری ئه وه دهکات که پێویسته ریکه یهکی ریکخراو بۆ دیزاین و جیهه جیکردنی رینماییهکانی دارشتنی پرۆگرانی خویندن دابنریت بۆ باشترکردنی چۆنی فیرکردنی زمان. وشه سه ره کیهکان: بنه ماکانی دارشتنی پرۆگرانی خویندن، زمانی ئینگلیزی وهک زمانیکی بیانی، پێبازی مامۆستا، به ره سه تهکان.

## استکشاف مبادئ تصميم المنهج الدراسي في مناهج اللغة الإنجليزية كلغة أجنبية: نهج المعلمين

دلخشان یوسف عثمان

قسم اللغة الانكليزية، كلية التربية الاساس،  
جامعة صلاح الدين-اربيل، اقليم كوردستان، العراق.

[dlakhshan.othman@su.edu.krd](mailto:dlakhshan.othman@su.edu.krd)

ایمان نجم الدین نصرالدین

قسم اللغة الانكليزية، كلية التربية الاساس،  
جامعة صلاح الدين-اربيل، اقليم كوردستان، العراق.

[Iman.nasraddin@su.edu.krd](mailto:Iman.nasraddin@su.edu.krd)

### الملخص

تستكشف الدراسة إلى أي مدى يتعامل معلمو اللغة الإنجليزية كلغة أجنبية مع مبادئ تصميم المنهج الدراسي في سياق اللغة الإنجليزية كلغة أجنبية في جامعة صلاح الدين - كلية التربية الأساسية. كما تستكشف أيضًا التحديات التي يواجهونها أثناء تطبيق مبادئ تصميم المناهج. لتحقيق أهداف الدراسة، أجريت مقابلة شبه منظمة مع 9 معلمين للغة الإنجليزية في قسم اللغة الإنجليزية بكلية التربية الأساسية. حيث كشف المعلمون عن وجهات نظرهم وتطبيقاتهم لمبادئ التضمين (مثل تحليل الاحتياجات وأهداف التعلم) في مناهجهم الدراسية، بالإضافة إلى الحواجز النظامية. تم تحليل البيانات التي تم جمعها نوعيًا من خلال التحليل الموضوعي. تُظهر نتائج الدراسة اختلافات بين معرفة المعلمين وتطبيق مبادئ تصميم المنهج الدراسي. تشمل التحديات الرئيسية التي يواجهها المعلمون نقص برامج التطوير المهني وضيق الوقت وأحجام الفصول الكبيرة والموارد المحدودة، مما يؤثر على جودة المنهج الدراسي واتساقه. هناك حاجة إلى نهج منهجي لتصميم المنهج الدراسي وتنفيذه لتحسين جودة تعليم اللغة. الكلمات الرئيسية: مبادئ تصميم المنهج الدراسي، اللغة الانكليزية كلغة أجنبية، نهج المعلمين، حواجز.