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**Principles of syllabus design**

**Research Project**

**Submitted to the department of (English) in partial fulfillment of the requirements for the degree of B.A. in (Applied Linguistics )**

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**Certification**

I certify that this study was prepared by students (Zina Darwesh and Rupak Naeeb) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfillment of the requirements for the degree of Bachelor in English Language**.**

Signature

Lecturer. Muhammad Abdulwahhab

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**Acknowledgment**

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Then, we shall express our high gratitude to the one to whom we are most thankful, our supervisor Lecturer. Muhammad Abdulwahab .he has helped us quite enough with our research .From giving us many useful sources to showing us the right and most suitable ways for conducting our research. Thank you dear. May God bless you!

**Abstract**

The last decade has seen lots of changes in many fields of education. The field of syllabus in foreign language instruction is no exception. The issue of this paper is to inform student about the syllabus development. The main purpose of this study is introducing the principles of syllabus design. This research highlighted the students need, goals of the course, the teachers way of teaching material, the current study encompasses of three sections. The first section deals with the introduction of the syllabus. The second section provides the definition and discussion of the principles. In the third section of the research conclusion and recommendation have been demonstrated.

**Certification**

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**Abstract**

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**Section One**

**1.1 Introduction**

A syllabus is a list of the topics covered in a course of study and the sequence in which they will be taught (Richards & Schmidt, 2010). According to Richards and Schmidt (2010), language education curricula can be based on a variety of criteria, including grammar and vocabulary, the language needed in various contexts, the meanings underlying various language behaviours, or the types of texts language learners must master. The word "syllabus design" is also defined by Richards and Schmidt (2010) as a stage of curriculum development that deals with methods for creating a syllabus. According to Richards and Rogers (2001), a syllabus is "the form in which linguistic material is described in a course method" (p. 25). According to their argument, the phrase is more directly related to techniques that follow a process-centred discipline than a product-centred one. Similarly, Noonan (1999) distinguishes between syllabus design and methodology and defines syllabus as the component of a curriculum that is concerned with the selection, sequencing, and justification of experiential and linguistic content. He describes methodology as being concerned with selecting and sequencing pedagogical techniques, while syllabus design is concerned with selecting and sequencing linguistic material. A syllabus specifies the requirements and expectations on both sides of the instructor-student relationship. Additionally, it serves as a road map, highlighting significant checkpoints and landmarks that will serve as indicators to pupils that they are traveling in the right direction. Additionally, it's a chance for marketing to demonstrate to the students how fantastic the course will be. Students can access knowledge, gain skills, and practice higher levels of thinking through deliberate and planned exposure to instructional materials, learning activities, and interaction.

**1.2 Questions of the research:**

1-What is syllabus design?

2- What are the principles of syllabus design?

3- What are the significances of designing syllabus for teachers?

4-What are the significances of syllabus design for students?

5-How the syllabus is designed?

**1.3 Aim of the research:**

The aim of this study is to introduce the syllabus and principles of syllabus design to instructors and pupils. To inform them what the purposes of well-designed syllabus are, what is included in the course, inform on what to plan for the semester and self-management skills, what are the tips to do well in assessments, how to place the course in context (how it fits in the curriculum, how it relates to students' live).

**1.4 Significance of the study:**

The result of this study will be expected to be useful information for students to know what the course is, why the course is taught, and what will be required for them to be successful in the course and use it in their real life. As for the teachers it is expected to be useful to add more information and encourage their teaching and build well-designed syllabus.

**1.5 Problem of the study:**

The problem of the study is to determine the students' needs, improve their skills and inform them about the curriculum. As for the teachers is to improve their skill about designing the course.

**Section two**

**Literary review**

**2.1 Needs analysis**

Needs analysis is a family of procedures for gathering information about learners and communication tasks for use in syllabus design (Nunan, 1988: p.75). The needs analysis method was first proposed and employed in language education by Michael West in 1920, but it later made a comeback in the 1970s as a result of in depth research carried out by a team from the Council of Europe. It is asserted that it is impossible to pinpoint the needs of general English language learners, despite the fact that needs analysis was established and made a priority in ESP (English for Specific Purposes). Need analysis is cited as the most distinctive aspect of English for Specific Purposes course design by Hutchinson and Walters (1987). It is also noteworthy that a syllabus or course design begins with a needs analysis. It is necessary before creating a syllabus and is a component of curriculum development, In order to set the program goals or, occasionally, to choose the most pertinent content for the language syllabus, information acquired from a need analysis can be employed. According to Johnson K. (2008, p. 200), "we need to find a way of analyzing learners' needs in order to plan a foreign language teaching. The requirements analysis approach will reveal how much and for what purposes our students will require which foreign languages. Requirements analysis can be characterized as a methodical procedure that aids teachers in gathering data and obtaining a precise and comprehensive picture of the needs and preferences of their students. They then assess the data gathered, and based on their findings, they decide what to include in their curriculum in order to satisfy the needs of the pupils. All students' academic demands can be met through the usage of this technique, which will also help them attain higher standards of academic accomplishment. The needs of the learners may, however, not always be taken into consideration throughout this process; instead, it may be necessary to take into account the demands and expectations of other participants, including staff members, parents, teachers, and financial backers.

Nunan (1988) divided needs analysis into two categories: "objective" needs and "subjective" requirements. The teacher must diagnose the prescribed target based on the students' personal information. The teacher can choose or plan an appropriate syllabus in light of this data. The learners' own subjective needs inform the syllabus's instructional strategies. Data that is factual and not subjective is referred to as objective data. Therefore, it is claimed that biographical data including age, country, native language, etc. is "objective". Contrarily, subjective data reflects the perceptions, objectives, and the learner's priorities among other things; it will contain details about why the student has committed to learning a second language, and the classroom assignments and activities that the learner favors. (Nunan, 1988:18)