



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <https://jls.tu.edu.iq/index.php/JLS>



Adopting and Adapting Syllabi by Instructors of English Language Departments at University Level: An Applied Study

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Received: 12 / 4 /2024, Accepted: 23 / 5 /2024, Online Published: 31/ 5 / 2024

ABSTRACT

Syllabus is a crucial instructional resource that assists educators with clarification and simplification of subjects and sheds light on the content of a course of study, step by step. It is a crucial aspect of university teaching to provide syllabi for all their offered modules; thus, every instructor requires one to teach a class properly. Instructors, however, always use syllabi to improve their performance and make their teaching better suit students' needs to learn and gather information to enhance their university education. This study examines how instructors deal with syllabi in terms of designing, adopting and adapting or only adopting them. It; therefore, sheds light on instructor's expertise in curriculum design in general and the process of syllabus creation and adoption especially. Therefore, eighteen (18) university instructors from the University of Sulaimani and Komar University of Science and Technology have been chosen to answer a questionnaire of six (6) main questions and two (2) sub-questions on syllabus design and adoption. The results show that most of the instructors are unaware of the needed procedures for both designing and adapting previously designed syllabi by experts. Moreover, they do not always take environment analysis into consideration as much as

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they care about students' needs when making adjustments to the syllabi that they adopt. Eventually, the study sums up with conclusions and recommendations.

Keywords: adopting and adapting syllabus, course book, instructors.

تبنى وتكييف المناهج الدراسية من قبل مدرسي أقسام اللغة الإنجليزية على المستوى الجامعي: دراسة تطبيقية

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المستخلص

يعد المنهج مصدرًا تعليميًا بالغ الأهمية يساعد المدرسين في توضيح وتبسيط الموضوعات ويلقي الضوء على محتوى الدورة الدراسية خطوة بخطوة. يعد توفير المناهج الدراسية لجميع الوحدات المقدمة جانبًا حاسمًا من التدريس الجامعي؛ وبالتالي، يحتاج كل مدرس إلى منهج لتدريس الفصل بشكل صحيح. ومع ذلك، يستخدم المدرسون دائمًا المناهج الدراسية لتحسين أدائهم وجعل تدريسهم أكثر ملاءمة لاحتياجات الطلاب للتعلم وجمع المعلومات لتعزيز تعليمهم الجامعي. تبحث هذه الدراسة في كيفية تعامل المدرسين مع المناهج الدراسية من حيث تصميمها واعتمادها وتكييفها. ولذلك، فإنه يسلط الضوء على خبرة المدرس في تصميم المناهج بشكل عام وعملية إنشاء المنهج واعتماده بشكل خاص. لذلك، تم اختيار ثمانية عشر (18) مدرسًا جامعيًا من جامعة السليمانية وجامعة كومار للعلوم والتكنولوجيا للإجابة على استبيان يتكون من ستة (6) أسئلة رئيسية وسؤالين فرعيين (2) حول تصميم المنهج واعتماده. تظهر النتائج أن معظم المدرسين غير مدركين للإجراءات اللازمة لتصميم وتكييف المناهج المصممة مسبقًا من قبل الخبراء. علاوة على ذلك، فإنهم لا يأخذون دائمًا تحليل البيئة في الاعتبار بقدر اهتمامهم باحتياجات الطلاب عند إجراء تعديلات على المناهج التي يعتمدونها. وفي النهاية تلخص الدراسة بالاستنتاجات والتوصيات.

الكلمات الدالة: المنهج، اعتماد وتكييف المناهج، المدرسين.

1. INTRODUCTION

In any classroom, analyzing the surroundings and the needs of the students is essential to the creation of a syllabus. This could be accomplished through the use of curriculum design by university lecturers. However, many educators do not, yet, distinguish between syllabus, curriculum, and course books.

Syllabus for university modules normally depend on course books which are textbooks that are used by both educators and students as the foundation for a course. It is a type of learning media that is commonly used in schools and universities to support a specific learning program or field research. It is a book that provides material or content that will be used in the teaching and learning processes in the classroom (Zohrabi, n.d.). However, educators and students frequently see course books as essential components of language instruction. "As part of the materials utilized in the language classroom, the textbook can often play a vital influence in students' success or failure," writes (Mukundan, 2011, p.100). Moreover, the quality of a syllabus has a significant impact on the learning outcome. The scientists have voiced a variety of viewpoints on the aspects that influence the quality of a syllabus and how to assess it. The analysis of syllabus has been given in Ukrainian academic literature (e.g., Burynska, 2003; Kodluk, 2003; Prokopenko, 2003; Lukina, 2004; Shamelashvili, 2008; Zhuk, 2009; Savchenko, 2013, and

others). Content, structure, design, polygraphy, and ergonomic aspect are all crucial characteristics for evaluating a syllabus, according to Burynska (2003, p. 8-10). Kodluk (2003) characterizes descriptive, syllabus analysis using comparative and matrix approaches (p. 74). Prokopenko (1999) demonstrates how to examine deductive content using the lexical quality measurement method. (Retrospective Evaluation of ELT Course book Effectiveness - CORE Reader, n.d.).

When it comes to syllabus design, there are many factors and aspects to be taken into consideration. Most importantly, the environment analysis comes in the first place followed by needs analysis, then principles, setting goals and sequencing the content, outlining the lesson, choosing the right assessment tools, and finally evaluating the whole process. (Nation & Macalister, 2009)

1.1 THE PROBLEM

The current study examines the successful usage of syllabus at university level, whether through designing or adopting then adapting them by instructors of different modules. It attempts to answer critical questions such as:

1. Do university instructors (namely instructors of UoS and KUST) produce or adopt then adapt their own syllabus?
2. Why do instructors choose to embrace syllabi designed by others rather than create them themselves?
3. Do University Instructors modify the syllabi that they adopt?
4. Which aspects do they alter? Why?

1.2 THE HYPOTHESES

It is hypothesized that most of the instructors of both chosen universities:

1. Adopt their syllabi (course books) and only few or none of them design their own syllabi.
2. Use the course books as they are designed and do not make changes to them.
3. Are unaware of Environment Analysis and Needs Analysis as significant parts of either creating syllabus or adopting and adapting it.
4. Adopt syllabi because they do not have enough time to design syllabi themselves or lack information about adapting it.

1.3 THE AIMS

The study aims at:

1. Providing a theoretical background on course books.
2. Investigating the extent to which university instructors alter course books (syllabi) and/or create their own.

3. Seeking the emphasis of the usage of syllabus adaption and the extent to which they rely on their own expertise during the teaching process and develop their own course materials.

1.4 THE LIMIT

The current study is limited to investigating university instructors' adopting and adapting syllabus for the modules that they teach.

2. DEFINITIONS OF BASIC TERMS

Curriculum, Syllabus, and Textbooks have a strong and intertwined relationship because they are all necessary components of an academic session. They can be defined as follows:

1. Syllabus comprises all of the chapters and themes in depth, as well as reference books, study aids, and other academic instructions and textbook follows all of the fundamentals listed in both the curriculum and the syllabus for an academic semester or year. Syllabus will be simpler and easier to cover with the help of textbooks the more structured a program is.
2. Lesson plans for a subject are part of the curriculum, but they are detailed in terms of chapters and subjects in a syllabus, with textbooks being used to supplement the learning.
3. Curriculum is offered for a full year, whereas syllabus is for a specific academic session, such as a semester, and textbooks vary according to the syllabus for each session and the curriculum for each year.

When it comes to these three, the education board and educators construct the curriculum and syllabus, while academic authors and publishers create textbooks based on the curriculum and syllabus. (Leverage Edu, Syllabus vs curriculum 2021)

3.LITERATURE REVIEW

Many studies have been conducted on syllabus and curriculum design such as Irfani's (2017) research on syllabus design for English courses; Tabari's study on the challenges of language syllabus design (2013); Marand's (2011) study on 'Adoption, adaptation, and development of language instructional units'; Johnson's (1977) who wrote about syllabus adoption for general language teaching courses. Moreover, a study that is extracted from a PhD dissertation (Omer & Abbas, 2023) has investigated the principles and modules of curriculum development in some Iraqi Kurdistan universities from the instructors' point of view and the findings of the study point to the fact that the program is arranged in three of the universities of the region from simple to complex; yet, the instructors declare that they have no idea which approach is used for the program. However, no previous

study has specifically tackled the extent to which university instructors design or adopt their syllabi and questioned the reasons behind it.

This section provides background knowledge about the theoretical part of the research topic and the following sub-sections shed light on the details of the topic in terms of steps of creation, reasons for adopting course books and making necessary changes where relevant, etc.

3.1 Steps of Creating Syllabus

There are seven (7) main steps in the process of designing syllabus:

1. Examining the Environment

Authors claim that “Environmental analysis involves taking into consideration the circumstances in which the course will be used and determining how the course will be used. Working through a list of questions centered on the nature of learners, educators, and the teaching context is one technique to approach environmental analysis” (Nation & Macalister, 2009, p.2)

Many critical environmental elements, such as class size, motivation, mixed proficiency learners, and special purpose goals, have extensive research evidence. An effective environmental analysis requires both environmental analysis and the application of past research and theory, in certain approaches of curriculum development. (Nation & Macalister, 2009, p.21).

2. Assessing Needs

The focus of needs analysis is on the course's objectives and content. It looks at what students already know as well as what they need to know next. This analysis ensures that the course will include topics that are both valuable and relevant. A good needs analysis entails asking the correct questions and determining the best approach to answer them. (Nation & Macalister, 2009, p.24)

Hutchinson and Waters (1987) categorize learners' needs into three categories: necessities (what the learner needs to function well), lacks (what the learner knows and does not know), and wants (what the learner wants to know, i.e. what the learner believes he/she need). They are discovered through a variety of methods, including testing, questioning, and interviewing, recalling previous performance, consulting employers, educators, and other participants, collecting data such as textbooks and manuals for learners to read and analyze, and investigating situations in which learners will need to use the language. (Nation & Macalister, 2009, p.25)

3. Deciding on Principles

Based on the principles of curriculum design, there is no doubt that the curriculum design process is critical in the development of core educational programs that improve

not only learners' final learning outcomes and destinations, but also learning and teaching approaches and requirements in general.

On a daily basis, educators must consider questions such as:

- Is this going to be a good activity for my students?
- How much reading do my students do?
- Is it beneficial for students to memorize words and phrases?
- Should my students be assigned homework?

The concepts of teaching and learning can provide answers to all of these concerns. In addition to that, research can provide information about teaching and learning, but it can also come from instructors' experience and observation of teaching and learning. It is always a good idea to cross-reference these two sources. What appears to be superb teaching practice can sometimes have a negative impact on student learning. An excellent example is the hunt for interference (Nation, 2000).

Although it is intuitively considered that grouping similar items together is a good idea, teaching a set of closely related terms together makes learning 50 percent to 100 percent more difficult. Educators' intuitions about the relevance of repetition and relevant input, on the other hand, are strongly backed by research. (Nation & Macalister, 2009, p.37,199)

4. Setting Goals, Choosing and Sequencing Content

A clear description of goals is essential for selecting the course's content, deciding on the presentation's focus, and guiding assessment. For the activities utilized in class, not all educators specify language learning goals.

Beginner educators (inexperienced ones) are primarily concerned with ensuring that the students have something to do and are having fun doing it. Is this activity resulting in any beneficial learning? This is what daring educators ask.

Technique analysis and extensive evaluation of specific procedures are two areas of research that are usually ignored. However, as interest in task-based curriculum rises, these areas are likely to receive increasing attention. Setting performance objectives was also a step toward technique analysis, but it was primarily concerned with the product rather than the process. (Nation & Macalister, 2009, p.6, 200)

5. Designing the Lesson Format

Lessons should focus on the concept of curriculum design as well as the essential elements that go into creating a successful curriculum. They include activities that allow students to use backward design theory to create a real-world curriculum, as well as develop a curriculum grid, develop major questions, and focus on genuine student needs. (Nation & Macalister, 2009, p.9)

6. Assessment Procedures

The aim of curriculum design is to make a course that has useful goals. It can be known whether a course is good or not through assessing it. Educational assessments can be used for a variety of purposes; ranging from large-scale evaluations of numerous components of educational programs to determining individual students' mastery of a particular skill. The user must develop inferences from available facts and observations that are supported by the assessment results in order to comprehend the results. (Nation & Macalister, 2009, p.10)

7. Evaluating the Course

The goal of this step in the curriculum design process is to figure out how to determine whether or not a course is successful and where it can be improved. Additionally, the planning and execution of the course must also be considered in the evaluation process. (Nation & Macalister, 2009, p.11)

3.2 Adopting Syllabus: Steps and Reasons

Course book is a critical component that a designer must examine and an educator must employ in a course. Curriculum design is more than an innovation; it is a synthesis of previously taught courses and texts. Teaching must be tailored to the learners' present levels of knowledge, and course books are intended to serve as an effective tool for continuing to build knowledge. The procedure must be thoroughly examined and assessed, with some intriguing topics developed.

There are numerous books in this world, but they do not contain all of the features required for the course. Thus, one must be able to adopt and adapt a large number of course books and books that are worth using in a course. One should be able to determine whether a course book is worthwhile and how to adapt it for use in a course.

Course books are critical teaching tools because they assist educators in clarifying and simplifying information and providing necessary assistance. They are well-organized and meticulously planned, assisting students in the sequential presentation of information in an orderly fashion, allowing the educator to present didactic and extra material in a balanced and sequential manner, and also providing a sequence of teaching procedures, indicating what to do and when to do it.

On the other hand, it is crucial to offer educators with ideas and additional activities to ensure that every detail of this critical process is carefully organized for the students. As a result, we will be able to retain educators who have a well-rounded education. (Nation & Macalister, 2009, p. 176-177)

3.3 DISTINGUISHING THE PROCESS' COMPONENTS

To examine the probable roles of the course book, educators and learners in the curriculum design process in a methodical manner, it is required to examine each stage of the curriculum design process. Table 11.1 (Nation & Macalister, 2009, p. 177)

summarizes the factors to examine when determining the extent to which the course book, students, and educators will contribute to curriculum design. Each of these sectors must be guided by environmental, social, and ethical considerations. Column 3 must be completed in accordance with the delegated authority.

Table 1

The Process's Components (Adopted from P. Nation & Macalister, 2009, p. 177)

Area of design	Questions	Responsibility: Course book Teacher Learners
Content and sequencing	What language content? What ideas content? How much covered? How often covered?	
Format and presentation	How presented? What format for the lesson? Who presents?	
Monitoring and assessing	What assessed? When assessed? How assessed? Who assesses?	

3.4 THE USE OF SYLLABI

Once a course book (syllabus) has been selected, educators may follow it closely, making only minor changes and additions as necessary. There are various reasons why professors may adhere strictly to the course book:

1. It is a requirement of their school or Ministry of Education that they adhere to it strictly.

This is frequently due to a desire to standardize the quantity and quality of instruction received by all learners, and occasionally due to a lack of trust in the educators' abilities.

2. The educator may be unskilled or largely untrained, and there is comfort in strictly adhering to the prescribed course material. Additionally, they may be unsure about how to adapt the course book.

3. The educator is confident of the course book's superior quality.

4. The students desire to read every page of the course book.

When carefully following a course book, the largest areas of flexibility for an educator are in how the material is presented (format and presentation), as well as in monitoring and assessment. The strategies utilized to teach the subject can be changed to accommodate the learners' interests and abilities.

At its most basic level, this may entail altering the speed and number of repetitions, requiring learners to use their memory by closing their books, assigning portions of the lesson as homework, or requiring learners to act out portions of the content. With additional customization, the educator may incorporate a game-like element into some of the tasks by utilizing competing teams or by generating analogous circumstances to those in the course book to provide more practice.

The majority of course manuals provide little direction on monitoring and measuring progress, and educators who are closely following a course may need to create examinations to accomplish this. Additionally, educators must be aware of additional techniques to monitor their own and their students' achievement, such as observing students as they complete activities, asking students how they completed specific activities, and examining the results of an activity.

3.4.1 ADAPTING SYLLABI

After selecting a syllabus, educators may wish to make significant revisions. There are several reasons for this, which can be classified as responding to the environment, meeting needs, or implementing principles. Here are a few examples.

1. The course book does not contain all of the activities that the educator has successfully implemented in the past.
2. The course book material is inconveniently sized for the time allotted for the course.
3. The course book contains material that is inappropriate for the learners' proficiency level or age.
4. The learners' knowledge and abilities do not correspond to those outlined in the course book (Prabhu, 1989).
5. The course book omits language items, skills, concepts, discourse, and strategies that learners require.
6. The course book omits principles that the instructor believes should be included.
7. The course book makes no attempt to involve students in the process of curriculum development (Allwright, 1981).

Educator can adapt a course book in the following ways:

1. Increase or decrease the amount of content. The educator incorporates exercises to provide additional practice with frequently used language items or those that require additional time to learn. The educator omits confusing or unimportant portions of a lesson, such as teaching only one item in pairs of words that may conflict.
2. Rearrange the order of the content. The educator introduces certain items earlier in the course as they are required to complete additional activities.

3. Modify the formatting. Rather than beginning the lesson with a dialogue, the educator places it near the end and uses the other exercises to prepare for it.
4. Alter the presentation. The educator employs techniques that differ from those described in the book. For instance, several of the dialogues are practiced using a 4/3/2 fluency activity.
5. Increase or decrease monitoring. The educator encourages students to create tests to assess one another's comprehension of the material covered in the lesson (Clarke, 1989).
6. Increase or decrease assessment. The educator introduces weekly tests to motivate students to complete assigned work and to monitor their progress.

An educator may add content to the course by including an extensive reading component. The educator may decide to do this if she believes the course book is not applying important principles. In this instance, the principles are as follows (P. Nation & Macalister, 2009, p. 54-86):

- A. Comprehensible input: Both listening and reading should contain a significant amount of interesting comprehensible receptive activity.
- B. Fluency: A language course should include activities that help students develop the ability to use the language they already know in both receptive and productive ways.
- C. Time spent on task: Whenever possible, time should be spent concentrating on and using the second language.

Reading comprehension improved for all students, and for those who also read graded readers. Progressive adaptation of a course book across multiple courses can be a safe way for an educator to grow professionally while conducting a small amount of action research. As demonstrated in (P. Nation & Macalister, 2009, p. 153-166), it is also an effective method for initiating the process of developing your own course.

3.4.2 EVALUATING SYLLABUS

Each year, educators select course books for their courses, and students spend significant sums of money purchasing them. Once a course book has been selected and purchased, there is a duty to use it, even if it proves to be unsatisfactory. Thus, it is worthwhile to spend some time considering the finest book available and whether it is good enough to propose as the text for a course. A systematic approach to evaluating course books might be based on the following stages of the curriculum design process in accordance with (Tomlinson, B. 2003, p. 107-129)

- Is the course book appropriate for the setting in which it will be used?
- Is the course book appropriate for the learners' needs?
- Is the course book based on sound teaching and learning principles?
- Do the course book's objectives correspond to the course's objectives?

- Is the course book's content appropriate for the learners' skill level and follows sound selection and sequencing principles?
- Is the course book engaging and does it employ good instructional techniques?
- Is there a test and a mechanism to track progress in the course book?

3.4.3 CRITICAL CHARACTERISTICS

Educators must decide early on in the evaluation process which characteristics are absolutely necessary for the desired course book. Without these critical elements, no course book is worth studying further. The following are some probable fundamental characteristics:

- The book should be written at the appropriate level of vocabulary and grammar for the learners;
- The book should be focused on the language and skills covered in the course.
- The book's price should be less than a predetermined amount.
- The book should be widely distributed.
- The book's size and number of lessons should correspond to the duration of the course.
- The book should not contain behavior or subject matter that would insult the learners' or their parents' religious or cultural sensibilities.

As it has been mentioned by (Tomlinson, B. 2003, p. 107-129) It is beneficial to go through the curriculum design process in a systematic manner to identify such traits. The objective is to create a concise list of two or three absolutely necessary characteristics that may be used to swiftly reject books that are not worth further consideration. For instance, if the course begins in a week, having the book available is critical. If orders can be placed and filled in a timely manner, availability is not a necessary characteristic. Similarly, while the majority of course books are not prohibitively expensive, if the learners are very impoverished or the school operates on a shoestring budget, affordability may be a critical characteristic.

4. METHODOLOGY

The procedures of the current study are as follows:

4.1 Population and Sampling

The sample for this study is selected randomly from the College of Basic Education/University of Sulaimani/Department of English and Komar University of Science and Technology/College of Languages/English Department for the academic year 2021-2022. The total number of participants are eighteen (18) instructors; twelve (12) from The University of Sulaimani and six (6) from Komar University of Science and Technology. Participants are requested to share their thoughts and experiences regarding the role of syllabi in their teaching process.

4.2 The Questionnaire

A questionnaire is a study instrument that consists of a collection of questions in order to collect information from the participants. Questionnaires may be viewed as more of a written interview (Saul McLeod, 2018).

A questionnaire has been developed as a study tool to assess the use of syllabi and its creation and adoption then modification by instructors at University of Sulaimani and Komar University of Science and Technology. The questionnaire aims to elucidate how instructors utilize and comprehend syllabus design and adoption then adaption. The questionnaire consists of six (6) questions which given alternatives and two sub-questions that require elaboration from the instructors. Instructors may select more than one option according to whether they design or adopt their syllabi.

Full Name	Degree	Scientific Title
Dr. Abbas Mustafa Abbas	Ph.D.	Professor
Dr. Dler Abdullah Ismael	Ph.D.	Lecturer
Mrs. Zhian Fadhil Asaad	M.A.	Asst. Lecturer

Table 2 Jury Members

4.3 Procedures

Prior to the implementation of the questionnaire, the items have been presented to a jury of experts in the field of English language teaching and curriculum design in order to validate the content of the questionnaire as well as to confirm the suitability of the questions and guarantee that the research questions will be answered through the items.

Brown (2005) states that validity is the extent to which a test measures what is to be measured whereas Mackey and Goss (2005) agree and add that it is not only assessing what is to be assessed, but also has to be indicative. Assessment tools must be reliable in order to be relied upon as evidence for examinees' difficulties in a specific area of any topic the test covers. Brown (2005:294) defines dependability as "the degree to which test findings can be regarded as consistent or consistent." Thus, SPSS program has been used in order to figure out the reliability of the assessment tool and the result grasped from the reliability checker is 7.5 therefore, the assessment tool is to be considered reliable.

5. DISCUSSION

Based on the results of the questionnaire (a copy of which is in the appendix) sampled from 18 instructors in the English Department of College of Basic Education – University of Sulaimani and English Department-College of Languages at Komar University of Science and Technology (as shown in table 2) it is evident that:

Slightly less than half (44.4%) of the instructors design their own course books and do not adopt them, surprisingly the same number of instructors (44.4%) adopt course books and (11.11%) indicated that they prefer both (adopting and designing course books). It can be, therefore, concluded that the majority of instructors prefer to adopt a course book rather than create their own, simply because of the reason that most of the instructors indicated that they design their own course book meanwhile they proceeded to answer questions that are directed to those who adopt their course book. This can provide us with an insight of how some of the instructors, unfortunately, have no clue about curriculum design. Otherwise, they would not have stated that they design their own course books, yet declaring making changes to adopted course books that they use in their teaching. Moreover, the instructors are asked if they make any modifications to the course book before adopting it, and 33.3% of them declare a little moderation while 55.5 % state that they change most of the parts they adopt, when only 5.5 % assure that they make changes in most of the parts of the adopted course book.

Table 3 The Results

Item No.	A	B	C	D	E	F	G	Avoided
1.	8	8	N/A					0
	A&B: 2							
2.	0	6	10	N/A				1
		B&C: 1						
3.	2	3	8	7	7	9	5	7
4.	5	11	N/A					1
	A&B: 1							
5.	9	4	1	5	2	N/A		0
6.	5	0	9	2	1	N/A		
	A&C: 1							

Also 5.5% of the participants have avoided the question. As is well known, there are numerous aspects of a course book that can be modified in order to differentiate it from the original and make it more suitable for the students in aspects of their needs and their environment. As a result, the researcher asked the instructors which section of the course book they alter most frequently. Majority of them selected multiple items. Only 11.11 % of respondents indicated that they alter the principles, 16.6 % the goals, 44.44% the content, 38.8 % the lesson format, 38.8% the assessment tools, 50% the teaching methods, and 27.7% the order of the content. However, 38.8% have avoided the question. This might indicate that they are unaware of the item. In addition, the researcher inquired as to why they would alter these components; majority of them state that they alter them based on the needs of their students, the timeframe for a certain course and because it is essential. One of the instructors commented, "I usually modify some things to make them acceptable for my class and the level of my students, and educators should have autonomy over their teaching methods." While another instructor stated, "Because it has to fit the students' needs and the goals of my university". Thus, another one has stated "Because I consider the topic and the students." The approaches should be tailored to the context of the learner, and this is especially true for literary disciplines." Which is more significant to you when adapting a course book: a Need Analysis or an Environment Analysis? 27.7% stated environmental analysis because the environment should be considered in relation to the number of students, time, class, age, and the subject being taught. One of the professors commented, "If I am not given the proper tools, I will not be able to reach my objectives." While 61.6% of educators prefer need analysis over environmental analysis. As well as 5.5% has avoided this question for some unstated reason.

Students learn more effectively in classes that are tailored to their specific requirements. An educator stated, "I must determine what my students desire before making any adjustments." In addition, 5.5% of them believe that both the environment and the need analysis must be taken into consideration since it is essential to employ resources that are appropriate for student needs and cultural difficulties. For instance, educators may omit some topics if they determine that they are inappropriate for their students. In addition, the researcher inquired about the reasons why instructors adopt a course book; 50% stated that it is because it is easier to adapt than to create, 22.22% said to save time and energy, 5.5% said because some instructors are untrained, and 27.7% believe that the available course book fits perfectly. Moreover, 11.11% stated that they prefer to just update their existing.

The final inquiry asked whether university educators are familiar with the course book or syllabus design process. The results point to 27.7% affirmative results whereas 50% responded that they are aware of the procedures but are unsure if other instructors are, and 11.11% responded that they are unaware of the steps, indicating that the majority of educators are unaware as well. In addition, 5.5% selected both yes and that they are aware of the steps, but are unsure whether others are aware or not. And the remaining 5.5% stated that "I am somehow unfamiliar with the producers of curriculum design and I

am not sure whether other coworkers are aware or not” this is an indicator that meanwhile some instructors might behave as they are aware of their course book designing, but lack the needed knowledge about course book designing and adapting in general.

To further explain the analysis mentioned earlier, two (2) responses from the questionnaire are viewed in order to showcase this point.

Table 3 Different Response Analysis

Response Code	Q1	Q2	Q3	Q4	Q5	Q6
RS1	A	B	F	B	A&B	E
RK3	A	/	/	/	/	/

In these two responses, it can be noted that both instructors have chosen answer (A) to the question (Do you normally design course books for the modules you teach or use course books from well-known universities around the world?) which to answer (A) represents (I design it myself). This indicates that the instructor who selected answer (A) and left the other questions unanswered is aware of the method through which they create their own course book. In response (RS1), it is observed that the instructor who selected answer (A) answered the next questions about how they adopt their course book, which suggests that this instructor is unaware of or lacks sufficient knowledge about the process of establishing and designing course books, but rather adopts it from other sources and represents it as their own.

6.CONCLUSIONS

Based on the theoretical background and the results gained from the study, the following conclusions have been made:

1. The results demonstrates that instructors always adopt the syllabus they use, even if they deny doing so; nonetheless, this misconception has been dispelled through to the examination of the instructors' responses to a number of questions that are posed to them.
2. Instructors of the English departments of both universities choose to adopt their syllabus and make changes where possible mainly in terms of (Content, Lesson Format, Assessment Tools, and Teaching Methods) due to students' needs and in order to make it suitable with their class duration.
3. The total of 61% of the instructors choose to adjust the syllabus that they adopt in a way that it suits their students' needs rather than environment analysis which is concerning class size, number of students, availability of materials and class equipment, generally.

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Appendix

The Questionnaire

Dear Instructor,

This study examines the successful usage of syllabi at university level, whether through designing or adopting then adapting them by instructors. It attempts to answer critical questions such as:

1. Do university instructors (namely instructors of UoS and KUST) produce or adopt then adapt their own syllabus?
2. Why do instructors choose to embrace syllabi designed by others rather than create them themselves?
3. Do University Instructors modify the syllabi that they adopt?
4. Which aspects do they alter? Why?

The aim of this questionnaire is for research purposes only and your answers are kept confidential. Your participation is highly appreciated.

Kindly choose all that applies.

1. Do you normally design syllabi for the modules you teach or use the ones designed by well-known Universities around the world?
A) I design it myself.
B) I adopt it.
2. When adopting syllabi, do you make any changes?
A) No, I keep it as it is.
B) Yes, I moderate it a little.
C) Yes, I change most of the parts.
3. If your answer for (2) is (C) which of the following do you change mostly?
A) Principles
B) Goals
C) Content
D) Lesson Format
E) Assessment Tools
F) Teaching Methods
G) Order of content

WHY?.....
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4. When adapting the syllabus you have already adopted, which one is more important to you to take into consideration?

- A) Environment Analysis
- B) Needs Analysis

Kindly state why:

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5. Why do you think university instructors adopt syllabi?

- A) It is easier to adopt than create.
- B) To save time and energy.
- C) Because some instructors are inexperienced.
- D) Because the available course book suits perfectly
- E) Because.....

6. Do university instructors know about the steps of curriculum/course book/syllabus design?

- A) Yes
- B) No
- C) I know about the steps but I don't know whether the others know or not.
- D) I don't know about the steps and I think most of the instructors don't know either.