

The definition, types, design, and selection of English language curricula

Asma omar Ben Khaial

Tobruk University - Faculty of Arts

Email: asmaa.omar@tu.edu.ly

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Abstract

The purpose of this article is to examine the many syllabuses that are used to instruct both native and non-native English speakers. In order to describe each form of syllabus according to its emergence in the epistemology of syllabus design and pedagogical trends in teaching English worldwide, the researcher employed a chronological approach. The paper emphasized theories of language and learning, features of each syllabus, and advantages and disadvantages of the syllabi under discussion. Additionally, emphasis was placed on illuminating the connections between instructional methods and techniques and syllabus types. Examples of syllabi design was also discussed. The researcher made an effort to include writings from academics and authors who supported each course. This article's material was presented using a list of key titles and explanations of the curriculum. For additional inspiration, primary and secondary sources were consulted.

Key words: syllabi design, task-based syllabi, content, communicative, national, functional, situational

ملخص

تهدف هذه المقالة إلى دراسة المناهج الدراسية المتعددة المستخدمة في تدريس اللغة الإنجليزية، سواء للمتحدثين الأصليين أو غير الأصليين. ولوصف كل نوع من أنواع المناهج الدراسية وفقًا لظهوره في نظرية تصميم المناهج والاتجاهات التربوية في تدريس اللغة الإنجليزية عالميًا، اعتمد الباحث منهجًا زمنيًا. ركزت الورقة البحثية على نظريات اللغة والتعلم، وخصائص كل منهج، ومزايا وعيوب المناهج قيد الدراسة. كما تم التركيز على توضيح الروابط بين أساليب وتقنيات التدريس وأنواع المناهج الدراسية. ونوقشت أيضًا أمثلة على تصميم المناهج. حرص الباحث على تضمين كتابات من أكاديميين ومؤلفين يدعمون كل مقرر. عُرضت مادة هذه المقالة باستخدام قائمة بالعناوين الرئيسية وشروحات للمناهج الدراسية. وللحصول على مزيد من الإلهام، تم الرجوع إلى مصادر أولية وثانوية.

الكلمات المفتاحية: تصميم المناهج الدراسية، المناهج الدراسية القائمة على المهام، المحتوى، التواصل، الوطني، الوظيفي، الظرفي

Introduction

Various significant improvements have been made to syllabus models. One curriculum gives way to another. A variety of syllabuses, including the structural syllabus, the notional-functional syllabus, the lexical syllabus, the topic-based syllabus, the task-based syllabus, the communicative syllabus, etc., have emerged as a result of the ongoing innovations and changes in paradigms of language teaching methodology. Each of these curricula has considered language as concentrating on specific facets of language resources created in a particular amount and quality to support the key ideas of the paradigm it represents.

The meaning of "a syllabus"

The term "syllabus" has numerous definitions in literature. Educationalists distinguish between two concepts, "syllabus" and "curriculum." The syllabus is the outcome of the curriculum, which is all the relevant decision-making processes of all the participants (Johnson, 1989). The syllabus is the outcome

of all participants' decision-making processes (Johnson, 1989). A syllabus gives a focus for what should be studied, coupled with a reason for how that content should be picked and structured, states Brown (1995). In a similar vein, Richards (2001) describes a syllabus as a specification of the content of a course of instruction [which] lists what will be taught and tested . According to Robertson (quoted in Yalden, 1987):

The goals, objectives, content, procedures, materials, and methods of assessment of all the learning experiences that are planned for students both within and outside of the school and community through classroom instruction and related programs are all included in the curriculum. A syllabus is a declaration of the plan for any portion of the curriculum, excluding the element of curriculum evaluation itself, according to Robertson. (Source: Yalden 1987). Syllabuses should be seen in the context of an ongoing curricular development process, Robertson concludes. (Yalden 1987). Some have likened a syllabus to a blueprint. It is a strategy that the instructor transforms into actual classroom engagement. According to Richard and Platt (1992), a syllabus is a set of guidelines for selecting and organizing the material of a textbook. They clarify that the focus and contents of a course, as well as whether it will be structural, situational, notional, etc., may be understood by defining the type of syllabus employed.

However, according to Pienemann (1985) and Breen (1984), the syllabus is the selection and grading of language teaching objectives" and "a plan of what is to be attained through our teaching and our students' learning.

However, upon closer inspection, both of these definitions appear to be flawed: Breen's focus on achievement seems to ignore the uncertain relationship between what is taught and what is learned, while Pienemann's emphasis on linguistic objectives ignores the potential non-linguistic functions of a syllabus. According to Candlin (1984), syllabuses are:

The design and specification of what is to be learnt are the focus of syllabuses, which are often written down as instructions for both teachers and students. Traditionally, they have been associated with authority. They are focused on achieving goals that are frequently, though not always, connected to the use of certain methods.

Syllabus

Types

It is believed that choosing the "units" of classroom activities and the order in which they should be completed forms the foundation of syllabus design (Robinson, 1998). Product-oriented and process-oriented syllabi are the two categories into which syllabi can be separated. (Long & Robinson, 1998; Long & Crookes, 1992). Product-oriented curricula emphasize what students will understand after receiving instruction, and they usually include a list of graded items that students must "learn."

Structural

Curricula

One of the most popular kinds of syllabi is structural, and many course books still have their contents pages organized according to grammatical items. According to Nunan (1988), a grammatical syllabus is a set of grammatical elements that have been chosen and rated according to their difficulty and simplicity. Typically, but not always, the structures are presented one at a time in opposing pairs, such as singular nouns versus multiple nouns or simple present versus simple past (Long & Crookes, 1992). Wilkins (1976), referenced in Baleghizadeh (2012), describes this type of approach to syllabus construction as synthetic in his work Notional Syllabuses. A synthetic language teaching approach is one in which the various language components are taught independently and gradually such that language acquisition is a process of gradually accumulating the components until the entire structure of the language has been constructed. According to Wilkins' definition above, the grammatical syllabus offers structures one by one that are graded based on grammatical complexity and that students are

intended to internalize before going on to the next item. The structural syllabus, also known as the conventional syllabus, is predicated on a philosophy of language that holds that the most fundamental or helpful elements in language learning are the grammatical or structural components of language forms. According to Nunan (1899), "the attention changes from the objectives of instruction, i.e., the information and skills to be gained by the learner, to the processes by which knowledge and skills might be gained" (p. 40) in process-oriented syllabuses. Process-oriented syllabuses include those that are task-based and procedural.

The Structural Syllabus's goals

Grammatical notions like nouns, imperatives, plural, and gerund are just easier to measure and better defined than functional ones, according to that syllabus. In a grammar test, for instance, it is simple to determine whether a learner's language is structurally correct.

According to Ellis (1993, 2003), the development of explicit understanding of grammatical aspects is how formal grammar education operates. Ellis claims that learners benefit in three ways from explicit information acquired through grammar training. It first aids them in keeping an eye on their speech both before and after it is created. Second, it assists students in identifying specific elements in the input.

Thirdly, Ellis (2003) notes that learners are better able to distinguish between how a feature is employed in the input they are exposed to and what they are saying if they are aware of it. They describe how the feature is used in the input they are exposed to. In a similar vein, Cullen (2008) asserts that in the absence of grammar, the learner must express his or her intended meaning solely through lexis and other prosodic and non-verbal cues. This is what Cullen refers to as grammar's freeing force.

According to Nunan (1988), any plan that does not provide criteria for grading and sequencing can barely be considered a syllabus at all. These two phrases are related to structural. According to Nunan, each list of grammar and vocabulary items is frequently organized in a way that indicates which should be taught in the first course, which in the second, and so forth. Additionally, according to Nunan (1988), staging and sequencing are done in accordance with the following criteria:

1. Simplicity (beginning with simple structures) \2. Regularity (productive and generalizable structures are taught first)
3. Frequency (the most prevalent structures are taught first)
4. Contrastive difficulty (emphasizing structures absent from the L1) and 5. Pedagogical and social usefulness.

The structured curriculum has a number of flaws, including:

1. Word meanings are taught independently of context. They are instructed using a list of discrete vocabulary words.
2. The use of grammar in an utterance to convey a social context is not taught since grammar is taught in terms of rules.
3. Drilling activities are an overemphasis on teaching grammar.
4. Students who follow a structured curriculum may become disinterested or unmotivated.

Situational

Curriculum

Semantic syllabuses include situational syllabuses and notional syllabuses. This syllabus's linguistic foundation is the idea that language is never employed in a vacuum. (Yalden, 1983). A situational

syllabus is a syllabus in which the materials are ordered according to scenarios in which certain language is likely to be deployed, according to Ur (2000).

As stated by Yalden (1987) "At the Post Office," "Purchasing an Airline Ticket," and "The Job Interview" are just a few examples of the units that will make up the situational model. Similar to barnacles clinging to a hull, the topical or theme syllabus typically uses the process of organizing modules or lessons around a topic.

Johnson (2002) distinguishes between three types of situational syllabuses based on their language and informational content.

1. Limbo: The situation's particular setting has little to no bearing. The specific language focus at play is crucial.
2. Concrete: Certain locations and the terminology that goes along with them are used to enact situations.
3. Mythical: Situations rely on a made-up group of people in a made-up setting.

The most common method of presenting a situation is as a dialogue, which typically occurs at the start of a course. The themes, venues, and participants in situations can vary greatly. Situations that are well-planned can reveal the behaviors, topics, and concerns of native speakers. Structures are usually taught within sentences in situational language instruction, and vocabulary is selected based on how well it facilitates the teaching of sentence patterns. According to Frisby (quoted in Holiday, 1994): A list of sentence patterns, statement patterns, question patterns, request or command patterns, and as many structure words as possible will be included in our early course. There will also be enough content words to give us a foundation for our language practice.

The fact that the various scenarios constructed in situational syllabi dictate the linguistic structures to be learned is one of its drawbacks. This situational syllabus constraint is summed up by Yalden (1987). He claims that although situational syllabuses are a step in the right direction toward placing more emphasis on the semantic component of syllabus design, something is still lacking in their structure: the circumstances we find ourselves in do not always dictate everything we need or want to say

Lexical Syllabus

(Nunan, 1988; Willis, 1990) Vocabulary is the main component of this kind of curriculum. Based on a thorough examination of high-frequency words and phrases from a chosen corpus of language used in language communication, lexical syllabuses expand vocabulary regions. As a result, lists of the most common words, their definitions, word collocations, and usage patterns are typically included in the syllabus. In lexical syllabuses, grammar is linked to various word patterns, concept expressions, and functions. However, compared to other syllabus types, it can account for a much larger percentage of text and provide a more comprehensive treatment of the language of the target discourse scenario because the organizing principle is lexical. A lexical syllabus also has the advantage of being simple and unambiguous, meaning that anyone can identify a word, its phrases, and its patterns. On the other hand, a lexical syllabus can include a one-page explanation of a term together with its word families, patterns, phrases, and collocations. The majority of the 700 most common words—which would seem like an acceptable goal for a 120-hour course—have at least three distinct meanings, resulting in a corpus of 2100 items. According to Nunan (1988), the lexical syllabus textbook may occasionally be 350 pages long.

The Conceptual Curriculum

Wilkins was among the first to write about a notional syllabus. As a result, his book "The Notional Syllabus Revisited" (1981) provides the majority of the information in the notional syllabus. Nouns, pronouns, verbs, prepositions, conjunctions, adjectives, and adverbs can all be used to convey ideas. Concepts like "time, place, cause and effect" are examples of notions. Finocchiaro & Brumfit, 1983 (quoted of Brown, 2000).

The shortcomings in situational and grammatical syllabuses prompted the creation of the Notional Syllabus. The syllabus is arranged according to content rather than language structure. The target language's semantic content is the main emphasis of the Notional Syllabus. Pupils need to learn how to convey a variety of meanings. This syllabus is based on the notion that language is cyclical rather than linear. As a result, there was actually no systematic approach to the grammar. It also acknowledged that the same message can be expressed in a number of ways. According to Wilkins (1981), a notional syllabus improves students' competency by assisting them in using language in a communicative manner.

Notional and Functional Curriculum

The structural syllabuses were attacked in the very late 1970s and early 1980s (Yalden 1983). The English for Specific Purposes movement and functional-notional syllabuses are two new types of syllabuses that have evolved as a result of the problems with structure syllabuses. Wilkins (1981) only introduces the following topics to the structural syllabuses and redefines their linguistic content:

- a. The ideas or concepts that students must discuss (what meanings people sought to express).
- b. The functional uses of language, or "what people wished to do with the language (functions)."
- c. The circumstances in which language would be employed.
- d. The potential roles that students could play.

It is indisputable that Wilkins, who strove to provide a thorough explanation and endorsement of the notional-functional syllabus, was the most important proponent of such a syllabus, as most researchers pointed out. According to Wilkins, cited in Richards (2001), Three categories of meaning should be included in a notional-functional syllabus: communicative function (which includes, among many other things, requests, complaints, and compliments), modal meaning (which includes an indication of the speaker's certainty and attitude), and semantico grammatical meaning (which includes time and quantity). The Functional-Notional Approach places a strong emphasis on a speech act's communicative purpose or purposes. Wilkins refers to this revised lexicon-structural syllabus as the "notional –functional syllabus."

The functional view places more emphasis on the communicative and semantic components of language than on its grammatical features. According to Hedge (2000), the communicative revolution of the 1970s pushed teachers to define what "communicative aptitude" in a language meant and to go beyond structural studies. (P.246). The communicative approach holds that language serves as a means of expressing functional meaning (Richards & Rodgers, 2001). The topics, ideas, and concepts that students must convey are included in the functional/notional curriculum. Its main foundation is an examination of the social and/or professional communication demands of students.

Notional Functional Syllabus Design

The foundation of a notional-functional curriculum is the idea that communication is a meaningful activity in a social and cultural setting that necessitates the use of creative language rather than the

construction of artificial sentences. Grammar structures are taught as a way to perform communicative tasks rather than as a goal in and of themselves.

Giving Advice might be a standard unit. I believe you should be included in the unit's material. Why don't you? I would . . . if I were you. You'd better . . . Yalden 1983, p. 40, offers another illustration.

Function	sentence forms	realization
Ordering	Imperative	please, finish that letter, Miss jones
	conditional	perhaps it would be best if you finish that Letter
	Infinitive	we do expect you to finish that letter
	Model	you must finish that letter, I am afraid
	Participle	you should have no difficulty in finishing That letter

An illustration of a typical Notional-Functional unit (Yalden 1983, p. 40)

Asking for instructions, narrating historical events, discussing regulations, and obtaining information are a few more instances of functions. Other examples include evaluating, persuading, debating, informing, agreeing, questioning, demanding, and expressing feelings. Semantic grammatical concepts like time, amount, space, position, motion, and agent are also covered in the syllabus. It is common to see a few structures employed to carry out numerous functions in a Notional/Functional textbook since the syllabus links forms to functions. Additionally, there are other formulaic phrases that are typically employed to carry out particular tasks, including "No, thank you!" for courteous rejection.

The following traits of notional functional approaches are listed by Finocchiaro & Brumfit (1983):

1. A functional perspective on language that emphasizes utilizing language to accomplish goals.
2. A semantic foundation rather than a grammatical or situational one.
3. A learner-centered perspective on language acquisition.
4. A foundation for the analysis of learner needs for language use that is reflected in goals, content selection and sequencing, methodology, and evaluation.
5. Learner-centered goals, objectives, and content organization that offer a spiraling development of content and reflect authentic language behavior.
6. Learning activities involving authentic language use
7. The ability to utilize language to respond to and influence the environment was the main emphasis of the test.

Topic-Based Curriculum

This syllabus is the third kind of Semantic Syllabus, after Lexical and Situational Syllabi, according to Bourke (2006) and Richards & Rodgers (1994). Travel, drugs, religious persuasion, advertising, modern architecture, sports, and other subjects are frequently the focal points of this syllabus.

The topic-based textbook units begin with a range of exercises that pique students' curiosity about the subject and help them become more adept at using the theme's language in context. Activities that further develop the subject, such as listening comprehension, speaking, reading, writing, vocabulary, and cultural, cross-cultural, and linguistic concepts, are included in the remainder of the unit.

Process-focused curricula

Applied linguists and syllabus designers have recently shown a greater interest in the pedagogical techniques that teachers use to accomplish their goals. The following are included in these syllabuses.

Task based curricula

The term "task" refers to whatever the learners are assigned to perform (or choose to undertake) in the language classroom to further the process of language learning. (Williams & Burden, 1997). Willis (1996) is one of the proponents of task-based curricula.

According to Skehan (1996a), a task is a activity in which: i) meaning is primary; ii) there is some type of relationship to the real world; iii) task completion has some importance; and IV. The task outcome is used to evaluate task performance. Prabhu (1992) defined a task as an activity that allowed teachers to control and govern the process while requiring students to arrive at an outcome from the knowledge through some sort of mental process. According to Long (1985), a chore is any effort done voluntarily or for compensation for oneself or others. To put it another way, "task" refers to the hundred and one tasks people perform in their daily lives, at work, during play, and in between.

The tasks that students must complete for non-academic reasons outside of the classroom make up the task-based content. The pupils themselves supply the circumstances' material. Cognitive processes or higher-order thinking abilities, such as evaluation, selection, combination, modification, or supplementation, must be applied by the student in order to complete tasks involving both new and old material. The main learning theory that underpins task-based learning is Krashen's theory of acquisition. Tasks can be chosen based on the students' demand for the specific discourse as well as their cognitive and linguistic preparedness for those tasks. Prioritize shorter, easier tasks over longer, more complex ones.

According to Nunan (1988), a syllabus may include two kinds of tasks: pedagogical tasks like the information-gap task and real-world or communication tasks like utilizing the telephone.

Pupils will have the opportunity to encounter specific structures in various settings. Because each course will consistently and organically recycle specific structures through chores, listening exercises, and language study sections. Students will have the chance to overcome their challenges and improve their interlanguage skills. The ability to communicate in the target language, rather than focusing on the language itself, is the most crucial skill for the learner in the communication task.

Three Different Task-Based Syllabus Types

1. **Procedural Curriculum**
2. At the Regional Institute of English in Bangalore, Prabhu, Ramani, and others are connected to the procedural syllabus. Prabhu devised a strategy based on the idea that learning form is best accomplished when attention is given to meaning since he was dissatisfied with the Structural-Oral-Situational method that had been developed and widely used in the 1960s.

The idea behind task-based curricula is that, as the conscious mind works out some of the meaning-content, a subconscious portion of the mind perceives, abstracts, or acquires (or recreates, as a cognitive structure) some of the linguistic structuring embodied in those entities as a step in the development of an internal system of rules. According to Prabhu (1992), a key component of this curriculum is teaching via communication rather than for communication.

Additionally, Prabhu (1992) contends that a task in a procedural syllabus should be intellectually demanding enough to keep students' attention, as this will sustain learners' efforts at task completion, focus them on meaning, and, as part of that process, engage them in confronting the task's linguistic demands. The task-based syllabus prioritized opinion-gap, information-gap, and reasoning-gap exercises.

2. Process Curriculum

Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s) is the general question that a process syllabus answers (Breen, 1987).

3. A syllabus based on skills

In language instruction, the word "skill" refers to a certain method of using language that combines structural and functional competence yet exists outside of particular contexts or circumstances. Examples include reading abilities like skimming and scanning; writing abilities like crafting specific topic sentences or writing memos and reports; speaking abilities like providing instructions, personal information, and requesting emergency assistance over the phone; and listening abilities like obtaining specific information, speaking orders in a restaurant, listening to foreign radio for news, and so forth.

The Syllabus Based on Content

According to Krashen's thesis, which is referenced in Brown (1995, 2000), there must be enough opportunities for meaningful language usage in order for language learning to occur. The content-based syllabus teaches information or content while making minimal attempt to teach the language independently of the subject matter. Both content and language acquisition take place when instructional strategies are modified such that students understand the subject as it is given in the new language.

According to Stoller (2002), cited in Jalilzadeh and Tahmasebi (2014) With a content-based approach, the language class activities are tailored to the subject matter being taught and designed to encourage students' critical thinking and learning through the usage of the intended language. The integrated teaching of the four traditional language skills is a perfect fit for such an approach. For instance, it uses real-world reading materials that demand that students not only comprehend the content but also analyze, interpret, and assess it. It offers a place where students can give spoken responses to readings and lectures. It acknowledges that reading and listening come before academic writing, therefore in order to prepare for writing, students must integrate ideas and facts from several sources. This method prepares kids for the variety of academic problems they will face by exposing them to study techniques and teaching them a range of linguistic abilities.

The entire spectrum of communicative competence, including a structural component (grammatical competence), sociolinguistic and discourse competence (particularly in educational settings), and strategic competence, is embraced by the theory of language assumed by content-based syllabuses. when teaching language, a content-based curriculum makes the language accessible through its

meanings and functions rather than making a clear distinction between form and function (Brown, 2000).

Another form of content-based learning is reading a lot of literature or other materials in the target language. A content-based syllabus can be presented using a variety of methods. Cooperative learning, task-based learning, experiential learning, whole-language approach, graphic organizers, project work, and web ques were among the methods mentioned by Jalilzadeh & Tahmasebi (2014).

The Relational Curriculum \Relational syllabus topics include "notional relations such as cause-effect; or discourse relations, such as question-reply; or clause structure...." (p. 78), according to White (1988). It can fall under the Semantic-Functional-Textual category. Similar to grammatical and notional/functional syllabuses, a relational syllabus would appear to cover only a portion of the entire linguistic system.

The Syllabus of Communication

It is a syllabus that outlines the communicative function categories and semantic-grammatical categories (such as frequency, motion, and location) that students must communicate (Brown, 1995). The Council of Europe expanded and developed this into a syllabus that described the goals of foreign language courses for adult Europeans, the circumstances in which they might normally need to use a foreign language (e.g., travel, business), the subjects they might need to discuss (e.g., personal identification, education, shopping), the purposes for which they needed language (e.g., describing something, requesting information, expressing agreement and disagreement), the concepts used in communication (e.g., time, frequency, duration), and the vocabulary and grammar required. To put it briefly, communication—that is, meaning, convention, appropriateness, engagement, and structure—is at its core.

Teaching strategies and curricula

referenced in Rodgers & Richards (2001).

The Audio-Lingual Approach

A linguistic, or structure-based, method of teaching languages is called audiolingualism. A linguistic syllabus, which lists the essential components of the language's phonology, morphology, and syntax in the order that they are presented, serves as the foundation. Additionally, a lexical syllabus comprising fundamental vocabulary terms is typically specified. Thus, the ALM can be used to teach both structural and lexical syllabi.

Asher's Method: Total Physical Response

An examination of the kinds of exercises used in TPR classrooms can reveal the kind of curriculum Asher utilizes. This research shows that a sentence-based syllabus is used, with the selection of teaching elements mostly based on grammatical and lexical criteria. Total Physical Response necessitates an initial focus on meaning rather than item form, in contrast to approaches that work from a grammar-based or structural understanding of the fundamental components of language. Thus, grammar is taught inductively.

Teaching languages using multiple intelligences

Additionally, there isn't a formal syllabus for MI-based language instruction that is either required or advised. Multiple intelligences hypothesis, according to Wijaya (2013), gives educators the chance to create cutting-edge teaching methods. Nonetheless, a fundamental developmental process has been

suggested as a kind of "syllabus" design. There are four steps in the sequence: awakening the intelligence, amplifying the intelligence, teaching with/for the intelligence, and transferring the intelligence.

According to Lunenburg & Lunenburg (2014), the Educational Broadcasting Corporation (2004) provided a list of several exercises utilized in teaching that is based on multiple intelligences. Writing a report or essay, writing a song, participating in a group discussion, journaling, creating a film, choreography, interacting with experts, creating graphs, performing a play, creating posters, creating timelines, and conducting practical experiments are some examples of these.

How Can a Syllabus Be Written? Some recommendations for creating syllabuses and resources were proposed by Bill and Gower (quoted in Tomlinson 1998). The desired learner group and the instructional environment should be examined at the pre-writing stage. Next, choices should be made on the kind of assessment and the manpower and resources that are available. The demands of the students, their age, level, interests, and reason for studying English, as well as their strengths and shortcomings, should all be thoroughly documented by the syllabus designer. Placement tests, need analyses, and surveys of students' descriptive analyses can be used to get this data.

Declaring the learning objectives based on the data gathered in the first stage is another crucial aspect to take into account in the beginning steps. These can be expressed as "can do" statements, as "the learner can talk about likes and dislikes" or "the learner can tell a story in the past tense." The designer then begins to develop activities while considering the significance of having a balance of skills vs grammar and vocabulary, selecting the appropriate topics, and determining the results. The final phase involves testing the new curriculum in a single class and ensuring that teachers receive training on it.

The Methods of Designing and Choosing Syllabuses

According to Yalden (1983), there are various methods for creating ESL/EFL curricula, but they all point to similar conceptual poles: formal-functional, structural-contextual, grammatical-communicative, linear-spiral, difficulty approach, utility approach, synthetic analytic, top-down versus bottom-up. Difficulty Approaches to the Syllabus: simpler topics are covered first, followed by more challenging ones. The content in the Linear Syllabus is arranged one after the other. Difficulty Approaches to the Syllabus: simpler topics are covered first, followed by more challenging ones. The content in the Linear Syllabus is arranged one after the other. The Spiral Syllabus: the same topic is revisited and covered in more detail each time. Utility approaches to the syllabus are centered on what is necessary, practical, and urgent for students. For example, should they focus on handling transactions when buying or learn how to conduct a phone call first?

The Synthetic Method for Creating Syllabuses

The two superordinate classes of syllabus types are synthetic and analytical. According to Wilkins (quoted in Allwright, 1997), a synthetically designed syllabus is one in which the different parts of language are taught separately and step by step so that the acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built. The language objects to be taught are arranged into a list of grammatical structures and lexical items when creating syllabuses using this method.

Methods of Analysis in Syllabus Design

This is the approximation of the learners' own linguistic activity, the language being provided in an unanalyzed whole, according to Wilkins (as stated in Allwright, 1997). Analytical syllabuses, according to Nunan (1988), are those that convey the target language in its entirety, free from linguistic intrusion or control. They depend on (a) the learners' presumed capacity to recognize patterns in the input and generate rules (or create new brain networks that underlie behavior that appears to be regulated by rules), and/or (b) the learners' exposure to real-world examples of the L2. The analytical syllabus type includes task, procedural, and process syllabuses.

Conclusion

This essay has clarified a number of topics related to ELF/ESL syllabi, including definitions, types, benefits and drawbacks of each type, stages of syllabus construction, an examination of the connection between methodology and syllabus design, and alternative techniques in syllabus design. No syllabus is superior to another if it fulfills the intended objective, according to the author of this article. Students will acquire better structures, concepts, and functions more communicatively thanks to the integrated syllabus, which uses portions of all syllabus types in our instruction. The author of this essay also thinks that before implementing any curriculum, a needs analysis of the kids should be carried out. Individual teachers should not be forced to follow a syllabus since they are free to create their own curricula depending on the needs of their pupils and the requirements of the course.

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