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EFL Teachers' Challenges of Syllabus Design in the Period of the Pandemic.
Case study of EFL Teachers at Departement of Letters and English Language at Belhadj Bouchaib Ain Temouchent University

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Declaration

We, Boulefdaoui Nour El Houda and Belkheir Sabrina declare hereby that the work provided in this dissertation in the result of our investigation. We declare that all the information that is not original to this work is cited in the references section, and all the data that are originals in this work have not been submitted elsewhere for any degree or qualification.

This work is carried out and completed at Belhadj Bouchaib University of Ain Temouchent, Algeria.

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Dedications

In the name of ALLAH, most Gracious, most Merciful.

This dissertation is dedicated to my supportive family. To my heartfelt parents who provide me with financial and moral support throughout my study life, I am thankful to my sisters for encouraging and motivating me during completing my work. I am thankful for two classmates, the one who advised me in choosing the supervisor and the second one who I worked with her this dissertation. This research study is dedicated to all my family members who are not with us today.

Boulefdaoui Nour El Houda

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This dissertation is dedicated to my precious parents, who were on my side in this journey with their moral and financial support and I am grateful for all the love and care they have given me for without them I would not be who I am.

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Abstract

The main investigation of this research is to identify the EFL teachers' challenges in syllabus design. On the empirical part, data gathering is based on a mixed-method approach through both online questionnaires and interviews. This dissertation aims to reveal the challenges that the EFL teachers face in conducting or creating a syllabus besides how to overcome these hindrances. To achieve this aim, data collection tools were held to a selected sample, the teachers of the English department of Belhadj Bouchaib University. By analysing the data of the method used, it was rejected that the teachers' speciality in the field differs from the module assigned was the main challenge that teachers faced in the syllabus design, and in fact, the most challenges the teachers faced were the shortage of teaching and learning resources, lack of in-service training and lack of time. In addition, it is confirmed that lack of time hinders the process of learning and teaching syllabus outcomes. Finally, the researchers suggested some recommendations that may help the EFL teachers to overcome the challenges of creating a syllabus.

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EFL: English for Foreign Language.

ESP: English for Specific Purposes.

ICT: Information Communications Technology.

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General Introduction

The syllabus is considered the design for the content of a course. For that reason, the EFL teachers must be aware of the changes that occur in developing either a new syllabus or updating the old one. In addition, it highlights the learning outcomes and identifies its goals. Moreover, the EFL teachers nowadays face several challenges in conducting a suitable syllabus, especially at Universities.

Conducting a well-standard syllabus leads to good teaching and learning experiences. Therefore, this extended essay attempts to answer the following research questions:

1. What is the main challenge that the EFL teachers face in the syllabus design?

2. Due to the change of the living pandemic, how does this situation affect the process of learning and teaching syllabus outcomes?

To answer the research questions, two hypotheses are formed:

a) The teacher's speciality in the field differs from the module assigned is the most challenge that teachers face in the syllabus design.

b) Lack of time hinders the process of learning and teaching syllabus outcomes.

This research aims to reveal the challenges to developing a suitable syllabus and give a clear idea about how the EFL teachers overcome the hindrances faced at Belhadj Bouchaib University.

The method used in this research was mixed methods. First, this methodology tried to collect data to answer the research questions. Thus, in the qualitative part, an interview was held online with the EFL teachers of the English department of Belhadj Bouchaib University. In addition, a questionnaire was presented online to gather specific statistics and information in the quantitative part.

There are three chapters in this research study. The first chapter presents several definitions and concepts, starting with curriculum, development, design, implementation, and evaluation. This chapter tackles the models of Tyler and Hilda Taba and the syllabus with its functions and types. Moreover, the creation of the syllabus with its purposes and importance. Furthermore, this chapter focused on the syllabus in language teaching and the EFL teachers' significance in syllabus design. Finally, it tackled the differences and comparisons between curriculum and syllabus. In addition, the second chapter discussed the research instruments used to perform the study. It contained a whole description of the methodological process.

Additionally, it demonstrated the objectives to conduct this research work, besides the research design, description of a sample of the population, and research instruments and tools, which this latter are employed to gather data. The third chapter also depicts the researchers' quantitative and qualitative data collected and processed. In addition, it presented some suggestions and recommendations that may help teachers enhance their way of designing a syllabus, along with the limitation that the researchers faced while completing this dissertation.

Chapter One
Literature Review

Chapter One: Literature Review Contents

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1.1 Introduction

This chapter deals with the concept of curriculum, with its development, design, implementation, and evaluation. In addition, Tyler and Hilda Taba models. Next, it discusses the syllabus with its functions and types, furthermore, the creation of the syllabus, with its purposes and significance. Moreover, this chapter focuses on the syllabus in language teaching and teachers' importance in syllabus design. Finally, it tackles the differences and comparisons between curriculum and syllabus.

1.2 English for Specific Purposes (ESP)

Hutchinson Waters is a scholar who identifies the term ESP in the teaching domain, this acronym stands for English for Specific Purposes. The learners can fix their problems and meet their needs in specific areas or parts in a domain. Hutchinson & Waters (1987) described ESP as an approach dealing with language teaching that is, all the methods and activities are based on learners' needs and reason of learning.

The ESP field enables learners to use the English language in a specific speech community by learning and developing certain skills (needs-driven); these latter are needed and necessary in learners' communication competency. Therefore, ESP stands for goal-oriented and targeted English language training that is personalized to satisfy the individual needs and goals (academic or professional) (Abrar-ul-Hassan, 2012).

According to the saying of Anthony (1997), the ESP domain can deal with targeted and specific purposes that the learners need in their learning process. In addition, the English language should be taught in a specific manner, in the specific venue/setting to achieve the desired outcomes that help the learners in their future planning such as the future profession or to more grasp the English discourse that has a relation to their area of speciality. The

majority of the students learn English only because it helps them in their working areas or for specific aims. In addition, Robinson (1980) describes it as teaching English to learners with specific aims and purposes. These objectives, he claims, might be professional, intellectual, or scientific in nature. According to Mountford & Mackay (1978), this concept also recognizes that ESP is designed to satisfy the unique requirements of each student. "The key to teaching ESP is to focus on the 'S' for particular," (Hadley, 2006, p. 3).

ESP differs from standard ELT in that it focuses on specific language and practice. ESP is created to individual learner specific needs and makes use of the discipline's underlying methodology and activities. Adapted materials are more suited to ESP learners than textbooks, according to ESP practitioners because "no textbook could entirely meet the individual demands of any ESP learners"(Chen, 2006 cf. Chen, 2005, p. 40). Because there is no expressed ESP curriculum that relates to the particular teaching setting that many prospective ESP teachers may meet, Chen (2000) proposes that Academics and professionals create their own ESP courses, taking into account their specific teaching environment and learners' specific needs. Further, as Robinson (1991) stated that not everyone is interested in the English language or its culture, however; the ultimate need to learn it because they are in need when it comes to study or work purposes.

Nowadays, English has gained a real and powerful strength worldwide to be an international language; therefore, people from all over the world start to give it importance and time to learn it. Yet, there is a category of people who need English in specific domains and fields for instance; engineering, accounting, medical services, business, science, and technology. Thus, these categories of learners have to be taught under the study of the ESP field of study the English language, which in this domain, can meet their needs in their learning process at the end.

To sum up, the ESP study deals with the specific context of the language. Therefore, designing a syllabus for these specialities is not that easy for the teacher designers to do. The syllabus design should be based on some points to reach the specific objectives at the end of the learning and teaching process.

1.3 Definition of Curriculum

According to the dictionary of Merriam Webster (2022), curriculum's Etymological Meaning: The word 'curriculum' borrowed from new Latin, going back to Latin, "action of running, course of action, race," from **currere** " to run"+ **-i-** -I- +-Culum, a suffix of instrument and place(going back to Indo-European * **tlom**).

A curriculum is widely defined in education as the sum of all student experiences that occur during the educational process. Those subjects make up a school or college's course of study. Kerr (2009) defines curriculum as all the school planning and guiding learning process, carried out or inside the school within an individual or group of learners. Similarly, Curriculum according to Braslavsky (2003), is community educational experts agreement and the state about what learners should do at different times in their lives.

A curriculum is an outline of chapters and academic content covered by an educational system when enrolled in a certain course or program. Robertson (as cited in Yalden, 1987) states that; all learning experiences planned for learners in and out of both the school and community through classroom instruction and related programs are included in the curriculum, which includes the goals, objectives, content, processes, resources, and ways of evaluation. To continue, the curriculum is a term that refers to the totality of the content that should be taught and its aims that should be realized at the end of the academic year; it seems also to be 'the Programme of activities' (Hirst, 1969 in Hooper 1971, p. 234). Hence, Hirst

refers to the curriculum as the program of activities, yet Kerr (1968) refers to the activities themselves, also some scholars see curriculum as a plan; however, others see it as activities (Sockett, 1976, p. 22).

Additionally, Curriculum is signified to an overall plan for the course or designs it. It states several aspects and points; first, the educational purpose at the end of the academic year there will be some aims and goals, which should be accomplished. Second, the content and gradation are unbearable to everything, in this stage, the curriculum designers should select the content which is suitable to the learners' level in addition to that they have to divide the sequences into small parts e.g. if we have 10 weeks so we must have 10 parts to teach each part in one week. Then, the gradation means the content organization from the level of difficulty like going from easier to difficult. Third, the teaching procedures and learning activities (the methodology) is concerned with how to teach. Fourth, the assessment and testing deal with the means used to assess students' learning for instance if you are going to test them on listening, they must listen for the test to be valid as the golden rule states: "Test What You Have Taught". Fifth, the evaluation is for the means that should be used to assess whether the program has accomplished its goals.

Since the curriculum term has been defined by, each perspective and each own way of scholars and educationalists, then modelling is the first and most fundamental way to define the curriculum. Ultimately, curriculum development models serve as action guides, and there are a variety of models for curriculum development. So as the main task of the curriculum is primarily having a link among these points namely; first the content e.g. what we suppose to know and why, second the people for instance; the teacher, the students, and the parents, for the last one is how all the environmental factors are included.

1.4 Curriculum Development

Curriculum development is a multi-step framework for creating and upgrading a school or university course. While the specific procedure varies with every institution, the basic outline includes stages such as analysis, construction, implementation, and evaluation.

In a nutshell, curriculum development classifies under divisions, and this structure shows our progress. The process of curriculum development includes all sorts of factors such as missions, roles, phases, resources, space, as well as time, all of which are beneficial in carrying out a specific design. To manufacture a curriculum document, the arrangement of these elements is necessary**.** Equally important, "curriculum development consists of how a curriculum is designed, implemented and evaluated". (Ornstein & Hunkins, 2009, p. 15).

1.4.1 Curriculum Design

It refers to the order in which the goals of a curriculum are presented. Many factors are particularly important while designing a curriculum that includes functions, goals, and objectives, as well as its purposes.

1.4.2 Curriculum Implementation

It is a process of putting an authentic use of a curriculum into practice.

1.4.3 Curriculum Evaluation

It entails planning, implementing, gathering information, evaluating inconsistencies across planned and actual academic performance, evaluating inconsistencies between the program of study and implementation, defining the efficiency of curriculum development, and highlighting its relevance.

Modelling is a way of representing a curriculum development plan. Models are, in essence, examples that provide applicable guidance and are more or less built up for teaching

purposes. According to Olivia (2009) for better improvement, the models are employed in the development of the curriculum. Thereby, different curriculum theorists, educationalists, and authors have proposed numerous models of curriculum development, and the most contradictory models are Ralph Tyler's Model (deductive/classical) and Hilda Taba's Model (inductive/naturalistic). Thereupon, Tyler believes that four questions are critical in shaping the curriculum during its development, whereas Taba focused on teacher feedback during curriculum development.

1.5 Tyler's Model (1949)

Tyler presented four critical questions, which have to be considered whenever designing a curriculum and instruction plan. These are the inquiries;

1. What are among the learning rationales that a school should seek out?

2. What learning principles might be provided that are the most likely to deliver these rationales?

3. How are these learning abilities properly organized?

4. To what extent do we determine whether the rationales are being implemented or not?

Figure 1.1. Tyler's Model of Curriculum Development
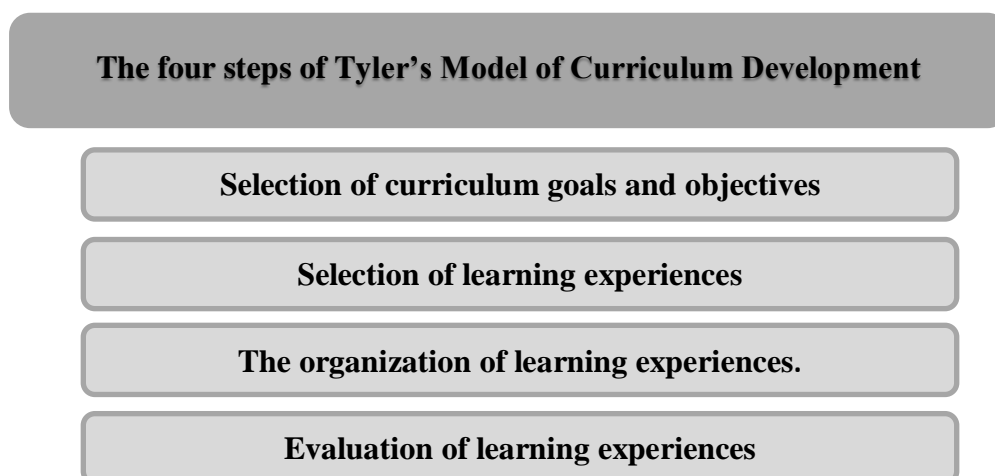
The four steps of Tyler's Model of Curriculum Development

Selection of curriculum goals and objectives

Selection of learning experiences

The organization of learning experiences.

Evaluation of learning experiences

1.6 Hilda Taba's Model (1962)

Taba believes that the teacher's role in curriculum development is vital. She suggested that broad learning outcomes should indeed be established around a curriculum that permits learners to immediately realize principles (Middaugh & Perlstein, 2005). Therefore, she presented a model that deals with the study and development of goals, content, implementation, and evaluation of the educational system or curriculum development. It is traced on seven elements of the teaching and learning system:

1. Diagnosis of needs: the teachers should notice their students' needs to develop and create a curriculum that suits their level of learning.

2. Formulation of objectives: the teacher should identify the objectives according to the diagnosis of their students' needs.

3. Selections of the content: the objectives guide the content of the curriculum. The content's validity and significance are also taken into account. One of the Taba model's distinguishing characteristics is that it prioritizes depth over breadth.

4. Organization of the content: teachers need to organize the sequences of the content taking into consideration the academic achievement, needs, and interests of the students' learning process. The content should be based on a variety of tasks to address all types of students.

5. Selection of learning experiences: teachers should use instructional approaches and methods to keep students developing their attitude, knowledge, and skills which will benefit from them not only in the current studies but also in the further ones.

6. Organization of learning experiences: should the teacher arrange activities in a logical order to ensure students follow the consistency of the learning process also they should pick and select the right techniques and strategies that will fit their students.

7. Determination of what to evaluate and how to do so: In this stage, the teachers decide whether the planned learning objectives have been met. Continued evaluation is done in a variety of ways to obtain rich and relevant feedback on students' development.

To sum up, the planned, deliberate, and systematic arrangement of curriculum within a class or course is referred to as curriculum design. To put it differently, it is a way for teachers to outline their lessons. Teachers designers plan the curriculum by determining what will be done, what will execute in it, and what kind of schedule will be followed. Accordingly, the ultimate purpose of curriculum development is to improve students' learning process by encouraging them in developing crucial fundamental competencies such as critical/creative thinking, and effective communication.

1.7 Definition of Syllabus

According to Merriam Webster, a syllabus is *"a summary outline of a discourse, treatise, or course of study or of examination requirements";* therefore, it can be said that a syllabus is a plan in learning something in particular that has a specific need in a known timeline. Moreover, it is a subpart of the curriculum, which refers to a description of the content of the course. A specification of what units will be taught is also presented in the syllabus. There can be several definitions of the term syllabus. However, According to Brown (1995), a syllabus sets a reason for how content should be collected and arranged, as well as the emphasis for what should be studied. In other words, a syllabus is an outline of what lectures should be studied and what goals should be reached at the end of the year. Likewise,

Richards (2001) defined a syllabus as a description of data in a course of instruction, which outlines what will be learned and evaluated. Similarly, Richard & Platt (1992) defined the syllabus as a description of what happens in a classroom, it usually includes the goals and content of instruction, as well as methodology ideas. A syllabus has been compared to a blueprint according to Yalden (1987). Again, it is a strategy that the instructor uses to turn classroom interaction into a reality. Along with, a syllabus is the plan of the year or the semester that includes what should be taught. According to Pienemann (1985), a syllabus is "the selection and grading of language teaching objectives" (p.23), while it is "a plan of what is to be attained by our teaching and our student's learning", (Breen,1984, p.47).

Taylor (1970) finds in his investigation the way of conducting a syllabus by teachers, so he found a substantial differential in planning a syllabus in the way of the size and the style and he stated that " some were no more than one page or two pages in length, others over one hundred pages. Some were well laid out and carefully bound. Others were cramped and barely legible" (p.32). Although the syllabus can be different in the way of planning, the agreed points have been summarized by Brumfit (1984);

1. A syllabus is a description of a department's work in a school or college, arranged into subsections that define the work of a certain group or class;

2. It is frequently time-related and it will indicate a starting point as well as the desired outcome;

3. It will specify some kind of sequence based on:

a) Sequencing that is built into a theory of language learning or the structure of a particular element of language-learning material;

b) Sequencing is restricted by mandates, such as materials;

4. It is an administrative convenience document that will only be partially justified on theoretical grounds, making it changeable and adaptable;

5. It can only specify what is taught; it cannot organize what has been learnt;

6. It is a public document that also serves as a statement of accountability.

Thus, Brumfit sheds light also on other points that serve the process of making a syllabus namely, the selection and the organization of the content.

A course syllabus is linked to three strong convictions. First and foremost, the syllabus is the primary concrete indication of instructor-to-world planning. Second, syllabus-based planning can cut the amount of effort required to teach a course in half before the first class meeting. Finally, the syllabus serves as a means of communication and a contract that transfers learning responsibility to students. In addition, according to Jennifer Sinor and Matt Kaplanait (n.d), it is an ongoing and significant relationship between the instructor and the students throughout a semester teaching and learning activities. It is a way to present the course for the students to accomplish their learning objectives after their academic year or in their semester. According to Rodgers, a syllabus specifies the subject that will be studied in a specific course. It is merely a small portion of the overall educational curriculum (Rodgers, 2009). Nunan states that the syllabus establishes the aims and objectives, as well as the linguistic and experience information. In addition, instructional materials can fill out these criteria (Nunan, 2009).

The term 'Syllabus' has been defined by numerous scholars (Hutchinson & Waters, 1987; Kearsley & Lynch, 1996; Nunan, Candlin, & Widdowson, 1988; Rabbini, 2002; Yalden, 1987). Altogether, the term 'syllabus' refers to a document that "describes the aims and objectives of a course, criteria, the classification scheme, resources to be utilized

(textbooks, software), subjects to be covered, a schedule, and a bibliography" (Kearsley & Lynch, 1996, p. 192). In a brief, a syllabus is a set of principles, similar to a model or a guideline that the instructor follows and adapts to the realities of classroom interaction (Sabbah, 2018). As a result, the creation of a syllabus is a multi-step procedure that includes measuring learners' demands, establishing goals and objectives, conceiving content, selecting and designing materials and activities, coordinating content, and evaluating (Graves & Blyth, 1996).

1.8 Functions of Syllabus

17 functions may be found on the syllabus:

Defining the scope of the course's material and expressing the course's emphasis, suggesting prerequisites; detailing logistics; identifying course goals; sequencing/scheduling instruction; identifying performance objectives; constituting a contract; identifying reference material; providing modifications base; motivating students; permitting self-monitoring; facilitating optional learning activities; establishing evaluation system; advertising/promoting/recruiting clientele; serving as an articulation tool; meeting accreditation requirements (Daniel E.Vogler in www.honoluluhawaii.edu)

 1.9 Types of Syllabus

Language teaching syllabus can theoretically be constructed in a multitude of ways, depending on the designers' perspective on language and language learning and teaching. **The grammatical-structural syllabus**, **the lexical syllabus**, **the skills syllabus**, **the functional-notional syllabus**, **the content-topical syllabus**, and **the task-based syllabus** have mostly been advocated in recent times and have garnered varying degrees of attention. An explanation of the most common forms of syllabuses is provided below.

1.9.1 The Grammatical/ Structural Syllabus

This type is based on the basic assumption of grammar sub-skill, also clarifies the fact that language is a system made up of a collection of grammatical rules and that learning language entails learning these rules and then applying them to real-life situations. The input for the syllabus is determined by accuracy and integrity on grammatical notions of simplicity and complexity. These syllabuses introduce one concept at a time, and understanding of that idea is required of that concept before proceeding toward the next. Simply put, it consists of forms and structure, including grammar like nouns, verbs, and adjectives.

1.9.2 The Lexical Syllabus

The main point of this syllabus is to teach and learn the vocabulary of a given language. Moreover, vocabulary is taught according to the levels arranged. Further, the lexical syllabus deals mainly with learning and teaching the vocabulary often separately from grammar. Riachards (2001) states that lexical syllabuses were one of the earliest forms of language syllabuses to be formed.

1.9.3 The Skills Syllabus

This kind of syllabus is organized and based on the four main skills. It is built around the different fundamental abilities involved in utilizing a language for purposes including reading, writing, listening, and speaking. Using skills for learning a language is based on the idea that mastering a complicated activity. Therefore, to accomplish the activity in this syllabus as learners, this latter should be aware of micro-skills to give a final desired result the overall activity for instance; the micro skill for writing skill is outlining and the listening macro skill has to be followed by taking note as micro skill.

1.9.4 The Functional/National Syllabus

In Europe, as a counter to the grammatical curriculum, the notional-functional (NF) syllabus emerged. Besides, the term 'language' refers to a collection of functions and notions, thereby, language learners must conduct communicative functions (such as requesting, complaining, recommending, and agreeing) at the finish of the language program, and so the input of the functional/national syllabus is chosen and rated accordingly. It incorporates a wider perspective on language afforded by linguists and sociolinguists. Still, from the key points of Wilkins (1976) who sees the functional/national syllabus as a communicative syllabus, because it is communicative, it increases motivation. Moreover, it covers "all kinds of language functions" (ibid, p. 19). Hence, this sort of syllabus allows the learners to use the expression in communicative language and to the society.

1.9.5 The Content/Topical Syllabus

The purpose of this syllabus is to convey knowledge or provide data to learners in the language they are learning. It is where the language is a medium for exchanging information on a specific topic; therefore, the language is not considered as a subject in its own right. The content of language learning may be characterized in terms of contexts, topics, themes, or other educational or schooling subjects in a content syllabus. Thus, the content is the tool.

1.9.6 The Task-Based Syllabus

A syllabus deals with the processes in the classroom rather than with language knowledge and skills that the students have to master. Along with this, it contains a series of complex and purposeful tasks to draw on resources to complete some pieces of work. The tasks are purposeful. This syllabus includes a set of activities that individuals will complete in the target language throughout class time (Nunan in Savitri, 2009).

Most syllabuses of language teaching work in a mixture of two or more of the syllabus types; thereby, the syllabus design process recommends the mixture of syllabuses since there is no particular syllabus style that is appropriate for all teaching situations. Richards (2001) states that the process of establishing a syllabus is known as syllabus design.

1.10 Creating a Syllabus

A syllabus is considered as the first communication with the learners, it allows them to understand the plan they will deal with throughout the year. According to Woolcock (2003), the syllabus is a great measure of the quality of education that will occur in a course. An effective syllabus is really important and to have a good syllabus, there are a few things to be dealt with. The syllabus is considered as a plan that identifies what will be studied and evaluated in a class and identifies the topics. The procedure of producing a syllabus, on the contrary, is referred to as syllabus design by Richards (2001).

To begin with, the syllabus should include the basic course information, title, subject number, meeting time and place, credit hours, if this course is a face-to-face, online or blended course. Next, there is the instructor's information that contains his name, phone number, or email. Afterwards, there are the course goals that include all the main purposes of this course and what aims should be fulfilled at the end of the year.

Moreover, the materials of the course and requirements, which equipment will be needed, which books will be read, and where to find them, for instance providing them with a link. As well, the course policies help explain if the teacher has policies when it comes to attendance (if absences are accepted or not, face to face and online courses) Missed works, passing deadlines, and plagiarism, and what are the measurements that will be held.

Furthermore, grading and assessing, provide the students with a grading scale and method used also if there is a possibility of extra credits and what should be expected in the assessment. Additionally, the course schedule and calendar point out the time and sometimes place of examination for assessments besides to the deadline. As well, if there is a final exam or not. Along with, the designer should take into consideration the learners need, interests, and level. Further, the knowledge of when the holidays are in order not to interfere with the plan including the method used. Hence, it is recommended at the end of every year to reflect on the syllabus and see what aims were fulfilled and what did not also what helped, to make changes for the next one.

To finish with, Altman & Cashin (2003) claim that the syllabus informs students about the class, why it is studied, where it is headed, and what they will need to succeed. Parkes & Harris (2002) stated that the syllabus could act as a guide for both the professor and the students. It is the initial contact with students; it enables them to comprehend the course of action they will follow throughout the year. A quality syllabus is quite crucial to have a good teaching experience.

1.11 Purpose of Syllabus

The major purpose of the syllabus design is to break down the large units into small ones for the knowledge that should be learned. The syllabus according to Hutchinson and Water in Lolita (2001) serves a distinct purpose than other parts of the teaching material in that it encourages the creation of texts and exercises and serves as the foundation for evaluating competency. Since, the syllabus design is viewed as representative of the start and the finish of the course; therefore, the final syllabus can be worth planning to produce a good course for the students. In short, the main objective of a syllabus is to inform students in a

formal and timely manner on the nature and content of the course, the policies and procedures that will apply, and the equipment required for class participation.

1.12 Importance of Syllabus

The syllabus is considered as the first contact for the students, the courses are determined by the syllabus, so it can be said that an efficient syllabus highlights what learners can accomplish rather than what they cannot, it guarantees as a consequence of the courses, that is the students will have the ability to perform better in several things. Because it specifies the 'what' and 'how', Teachers use a syllabus as a route map. The 'what' refers to the content that will be covered in class, while the 'how' refers to the teaching strategies, methodology, tools, and assessment processes. Syllabuses, according to Wilkins (1976), are descriptions of language training information that has been treated to some kind of organizing or ordering to improve teaching and learning. On the other side, the absence of a syllabus can create many hindrances; it puts the teachers into a dilemma of what and how to teach.

1.13 Syllabus in Language Teaching

It is important to understand the many educational instruments that are crucial in the teacher's planning while teaching foreign languages. Thus, the definition of 'syllabus' in language teaching, a syllabus is "a blueprint of what we want to achieve via our teaching and our students' learning." (Breen, 1984, p. 54). Other authors, on the contrary, described syllabus "as a declaration of what will be done." (Robinson, 2011, p. 294) views syllabus design as a collection of assumptions about units and their performance sequence. Hence, a well-written syllabus can be merit and a doorway in teachers' pedagogical principles. Moreover, having a well-organized and structured syllabus design for teaching language should contain the following points: Provide a diverse range of genres and text types to create

a varied experience; create a pleasurable experience with gorgeous art and design; use of multimedia for rich and varied language learning; assist learners in making their discoveries; assist learners in becoming self-sufficient language learners and provide additional materials for extensive listening and reading.

1.14 The Teacher's Importance in Syllabus Design

Relevant studies shed light upon the significant role of the teacher in implementation and involvement in the syllabus design. Learners' needs, materials developments, and design processes have been the ultimate concerns. Additionally, Young (1988) viewed that the teachers' classroom interaction has a crucial impact on the syllabus design involvement. Hence, this revealed that teachers' contribution is critical to the syllabus's progress. As well, teachers are knowledgeable of students' needs, learning styles, attitudes, and adequate assessment practices because they are in direct contact with them. In addition, teachers can spot students' faults in addition to the improvements they need to accomplish. Accordingly, permitting teachers to assist in syllabus design can have a decent benefit on the implementation and development of the syllabus. Moreover, to have a well-developed and effective syllabus design, teachers must be a part and participate in all the stages of the syllabus design process (Bolstad, 2004). Equally significant, in the Algerian context, teachers have to go under pre-training in the program before engaging in their classroom; nevertheless, training is a tentative process in the Algerian context of syllabus design. As revealed by Ghedjghoudj (2012) stated that training is a hindrance in Algeria's system of education and he clarified more by his explanation that instead of formal formation, the focus in teacher education has always been on disciplinary, or subject matter, foundation. Thereby, this issue can minimize the efforts that should be put by the teacher in developing a syllabus.

1.15 The Difference between Curriculum and Syllabus

The distinction between a curriculum and a syllabus is that the former refers to "all relevant decision-making processes of all participants", the latter, on the contrary, relates to its outcome (Johnson, 1989, p. 33). The whole content studied in an educational establishment or a course is referred to as the curriculum, while the syllabus is a summary of the subjects covered or units that will be taught in a certain discipline. Robertson (As cited in Yalden, 1987) defines the syllabus as a declaration of the objective for any area of the curriculum, except the element of curriculum evaluation itself . Also, he sees the syllabuses should be considered as part of a continuous curricular development process. The term 'syllabus' is more commonly used in the United Kingdom to describe what is known in the United States as a 'curriculum' (Brown, 2001). In addition, the curriculum includes a broader range of topics than the syllabus, which differs from one teacher to another. However, the curriculum stays the same. In the same line, the syllabus is descriptive and prepared by the teacher, yet the curriculum is prescriptive and the government /board, the school, or college administration decide it.

Table 1.1 Comparisons between Curriculum and Syllabus:

Basis for Comparison	Curriculum	Syllabus
Meaning	The curriculum is the overall content taught in an educational system or a course	The syllabus is the document that contains all the portions of the concepts covered in a subject

Origin	The curriculum is a Latin term	The syllabus is a Greek term
Set for	A course	A subject
Nature	Prescriptive	Descriptive
Scope	Wide	Narrow
Set out by	Government/Board/Council/ the administration of the school, college or institute	Exam board
Term	Till the course lasts	For a fixed term, normally a year
Uniformity	Same for all teachers	Varies from teacher to Teacher

Source: Adopted from Unit-IIconcept of curriculum, pg5

Since language is highly complex and cannot be taught at one time. Thus, it is unbearable to have only relevant and necessary points to be taught to the individual or group of learners. Further, on one hand, language teaching mostly requires the arrangements and the selections of materials based on objectives, the level that should be reached at the end, the duration of the program; on the contrary, is based on the learners' needs, duration of time,

aptitudes, motivation, and cognitive. Therefore, the two terms that contribute to meeting all the previous points are curriculum and syllabus; although their ultimate objective is to upgrade the educational system and reach their desired results, they differ in various points.

The curriculum is a broad term that schools or educational universities or institutions cannot function without a given curriculum, it is considered as the heart of the educational system. Yet, the syllabus deals with the content of what will be taught under specific objectives. Furthermore, the curriculum is viewed as guidelines of academic contents and is designed by government and educational institutions, but the syllabus is a description of the topics or the units that will be covered or will be taught in a given subject, and the professor or teacher creates it. Moreover, the curriculum is the same for all teachers, yet the syllabus differs from one teacher to another. In addition, the curriculum is perspective, while the syllabus is descriptive in nature. Besides, the curriculum is the study of the program, unlike the syllabus, which is the study of a specific subject. Along with, the curriculum is not prepared directly and specifically for the students; however, the syllabus is directly designed for the students to derive their interests in a given subject.

To conclude, a curriculum is a wide-scope concept over the syllabus that is a narrow concept. Both concepts are dealing with the process of teaching and learning. It allows developing the levels of the students. Again, both terms serve the educational objectives at the end of the academic year.

1.16 Conclusion

The concept of curriculum, as well as its development, design, implementation, and assessment, Tyler and Hilda Taba models will be discussed in this chapter. We shed light on the syllabus including its functions and types. As well as the syllabus's creation, together with

its goals and importance. Furthermore, this chapter dealt with the relevance of instructors and the construction of syllabuses in language teaching. As a conclusion, we will discuss the distinctions and similarities between curriculum and syllabus.

Chapter Two
Methodology

Chapter Two: Methodology

2.1 Introduction

2.2 Research Design

2.3 Sample and Population

2.4 Research Instruments

    2.4.1 The Questionnaire

    2.4.2 The Interview

2.5 Data Collection Procedure

2.6 Data Analysis

    2.6.1 The Analysis of the Questionnaire

    2.6.2 The Analysis of the Interview

2.7 Conclusion

2.1 Introduction

This chapter is devoted to the methodology of the research study. It requires a whole description of the methodological process that determines the investigation of the main concern of the research, which is investigating EFL teachers' challenges in designing a syllabus at the department of English language, Institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent. Moreover, this chapter demonstrates the objectives to conduct this research work, besides the research design, description of a sample of the population, and research instruments and tools, which this latter are employed to gather data. A questionnaire and an interview were directed to EFL teachers. Furthermore, it sheds the light on the data collection procedure and data analysis method used to conduct the study.

2.2 Research Design

The research design refers to the whole strategy that is selected to integrate a variety of different elements coherently and logically, it gives the researcher the ability to spot the research problems, and based on those results the researcher builds a result and conclusion. Furthermore, the researcher must take into account the most suitable methods to gather relevant and accurate data that is collected information that helps the researcher to study the findings.

To answer the research question, mixed methods research includes parts of quantitative and qualitative research. Mixed methods research can provide a more complete picture than a single quantitative or qualitative study since it combines the advantages of each. In the behavioral, health, and social sciences, mixed methods research is often employed, particularly in interdisciplinary settings and complex situational or societal studies. (Tegan George, 2021)

In this research study, the researchers used the mixed methods research model to investigate the teacher's challenges in syllabus design. Moreover, in this dissertation, the researcher used mixed data collection, analysis, and measurements, which are the quantitative and qualitative tools and methods.

2.3 Sample and Population

A sample is a representative, easier-to-manage subset of a larger group. It's a subgroup of a broader population with similar features. When the population size is too enormous for the test to include all potential members or observations, samples are performed in statistical testing. A sample should cover the entire population rather than a bias toward a single attribute. (Will Kenton, 2021)

The chosen population for this research is the teachers of the English department, faculty of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent, in the academic year 2021/2022. The English department contains 43 teachers, 24 permanent, and 19 part-time teachers from both specialties, Literature/Civilization, and Didactics/Applied Linguistics.

The main reason behind choosing the teachers is that they have to pay attention to the given curriculum. In addition, teachers have a lot of experience in designing a syllabus and detecting the challenges in conducting one. Besides, it is vital to mention that this work is devoted to the EFL teachers, which are the main reason behind choosing the sample.

2.4 Research Instruments

Two research tools were used in this research study; a questionnaire and an interview. The questionnaire was sent to EFL teachers of Belhadj Bouchaib University online through E-mail on the 06th December 2021 and the interview was done online on the 4th March 2022 via

E-mail to six (6) EFL teachers; three (3) EFL teachers are from Literature/civilization specialty and the rest are from Didactics/ Applied Linguistics specialty.

2.4.1 The Questionnaire

An online questionnaire was created in Google Form by a personal computer (PC) and sent to EFL teachers of Belhadj Bouchaib University. The questionnaire was used to collect data about EFL teachers' challenges in syllabus design at Belhadj Bouchaib University. It contains 13 questions. The researchers used four (4) types of questions in the questionnaire namely:

1) Factual Questions: they are two (2) factual questions to reveal the background information about the teacher.

2) Close-ended Questions: they are seven (7) questions including choosing to evaluate answers to gain and gather clear responses and reduce ambiguity. There are five (5) multiple-choice questions, one (1) question for evaluating (very dissatisfied, dissatisfied, neutral, satisfied, very satisfied), and the last is scale rating question (always, often, sometimes, rarely, never).

3) Yes/No Questions: there are three (3) yes/no questions devoted to the questionnaire. It aims to see teachers' opinions about some concepts, clarify some facts and select their sides.

4) Open-ended Questions: only one question was used in this type, which allowed teachers to explain in their way about the previous question.

2.4.2 The Interview

The interview was held online via E-mail (Word Form File) to six (6) EFL teachers of Belhadj Bouchaib University from both specialties. The interview contains nine (9) questions including 'Wh'- Questions and Yes/No Questions plus to the justification.

2.5 Data Collection Procedure

The researchers used the triangulation method. Yet, before launching the data collection, a pilot study was conducted to examine the usefulness and usability of the research tool, as well as to determine its clarity and efficiency. It was tested and corrected by the supervisor for clarity. Afterward, it was sent to EFL teachers of the English department, faculty of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent, in the academic year 2021\2022 via E-mail, and it was resent from time to time for the sake of reminding in more than two (2) months. Furthermore, an online interview was conducted with EFL teachers and received answers in form of quotations in approximately one (1) month in the same research venue.

2.6 Data Analysis

The assistance of multiple software or specialized systems, data analytics is generally described as a process of analysing data sets to conclude based on information accessible in them (Akash Tomer, 2021). Data analysis has become a crucial part of the methodology study, which made the researchers more aware of their research questions and the data gathered from them. Moreover, following the selection and management of research instruments, as well as the data collection, the researcher's responsibility now is to analyze the data to achieve the study objectives and answer the research questions.

Creswell and Plano Clark (2007) "Data analysis in mixed methods research consists of analyzing the quantitative data using quantitative methods and the qualitative data using

qualitative methods" (p. 128). There are two forms of data analysis in this research study. The first data was from the questionnaire that was analyzed numerically. Second data was from the interview, which was analyzed qualitatively besides to the open-ended question, which was presented in the questionnaire.

2.6.1 The Analysis of the Questionnaire

"Quantitative analysis (QA) is a technique that uses mathematical and statistical modeling, measurement, and research to understand behavior. Quantitative analysts represent a given reality in terms of a numerical value" (Kenton, 2020). The questionnaire of this research study was held and designed online using Google Forms. The data are stored and the calculation was done automatically. The web-based app did the data results in a mathematical equation by multiplying the number of the answers by 100% then dividing the number of the participants. The data was presented by Google form in form of charts, graphs …etc.

2.6.2 The Analysis of the Interview

"Qualitative analysis watches over inexact and abstract concerns which belong to the experimental and social realm, instead of the mathematical one." (Oliver Anderson, 2018). The qualitative analysis deals with the quality. Furthermore, it is fully related to opinions, points of view, decisions, and attitudes towards thoughts and concepts by the chosen population who will benefit the research study by their responses. The interview of this research was held and organized online through a word file. Its data were organized in the form of quotes in addition to the open-ended question included in the questionnaire.

2.7 Conclusion

This chapter presented an intelligible and straightforward progression in the methodological process of the research study. This latter provided a recapitulation of the

research design, the sample and population, research instruments, and last data collection

procedure. Based on the tools, data collection, and methods; the researchers will draw the

conclusion and the final results of the research study that will be seen in the followed chapter.

Chapter Three

Data Analysis, Suggestions and

Recommendations

Chapter Three: Data Analysis, Suggestions and Recommendations

3.1 Introduction

3.2 The Results of Research Instruments

    3.2.1 The EFL Teachers' Questionnaire Results

    3.2.2 The EFL Teachers' Interview Results

3.3 Discussion and Analysis

3.4 Recommendations and Suggestions

3.5 Limitation of the Study

3.6 Conclusion

3.1 Introduction

This present chapter examines and investigates the EFL teachers' challenges in syllabus design at the department of English language, Institute of letters and foreign languages, Belhadj Bouchaib University, Ain Temouchent. This part provides the analysis of research tools: a questionnaire and an interview. In addition, it presents some suggestions and recommendations that may help teachers and enhance their way of designing a syllabus. Besides, the limitation that the researchers faced in this research work.

3.2 The Results of Research Instruments

This section focused on the data gathered with instruments: a questionnaire and an interview. Moreover, this part of the research study will assist and aid us in calculating, interpreting, and determining answers that reveal and reflect the EFL teachers' challenges in syllabus design.

3.2.1 The EFL Teachers' Questionnaire Results

In this research study, the questionnaire was addressed to the EFL teachers from both specialities. Thirty-three teachers from 43 teachers in the English department have answered it. The first four questions in the questionnaire contained general information about the participants. The rest of the questions dealt with EFL teachers' challenges in syllabus design.

     1- General Information:

Figure 3.1 *Occupation Description*

Are you a permenant/part-time teacher
33 responses

- ● Permenant teacher
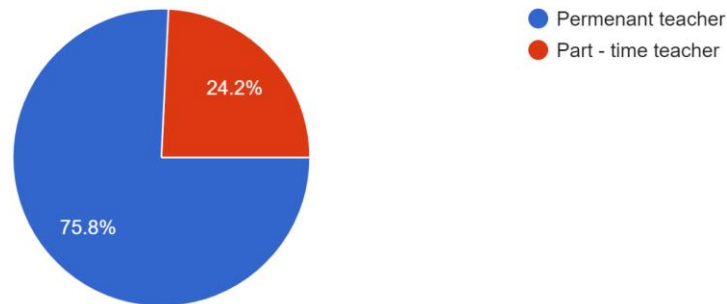- ● Part - time teacher

24.2%

75.8%

Figure 3.1 illustrates that 75.08% of EFL teachers were permanent teachers, while 24.02% were part-time teachers. This result indicates that most EFL teachers had experience working in the teaching domain for years.

Figure 3.2 *Teachers' Experience*

How many years have you been teaching?
33 responses

- ● 0-5 years
- ● 6-10 years
- ● 11-15 years
- ● 16-20 years
- ● 21 years or more

18.2%

18.2%

33.3%

27.3%

3%
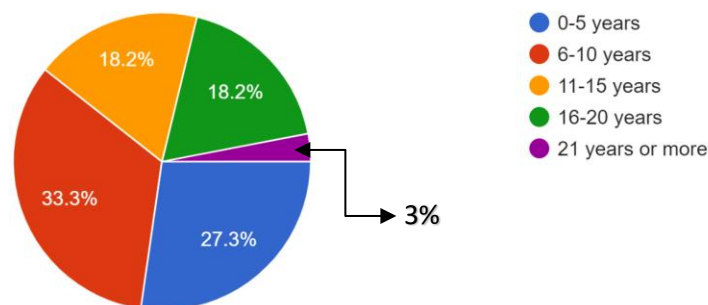
Figure 3.2 showed a mix of experiences. Most EFL teachers have been teaching from 6- to 10 years with a percentage of 33,3%. Afterwards, 27,3% of teachers worked from 0-to 5 years. In addition, we had evenness with a rate of 18,2% among teachers who had taught from 11-15 years and 16-20 years. Finally, about 3% of teachers taught for 21 years or more. This indicated that most EFL teachers who answered this question had teaching experiences from 6-10 years.

Figure 3.3 *The Amount of Modules Taught per a Semester*

How many modules do you teach per semester ?
33 responses

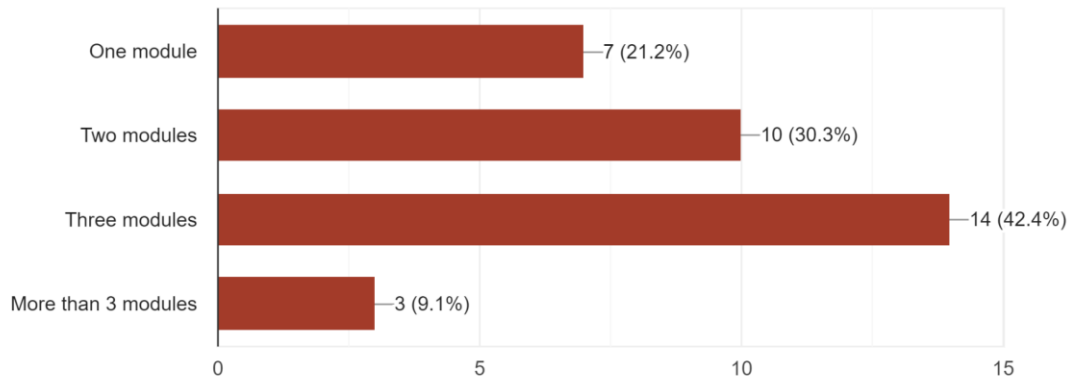Figure 3.3 revealed that the EFL teachers who taught one module were 21, 2%, two modules were 30, 3%, three modules were 42, 4% and the last who taught more than three modules were 9, 1%. This indicated that most of the teachers taught three modules per semester.

Figure 3.4 *Teaching New Module*

In the last three years , Do you teach a new module every semester?
33 responses
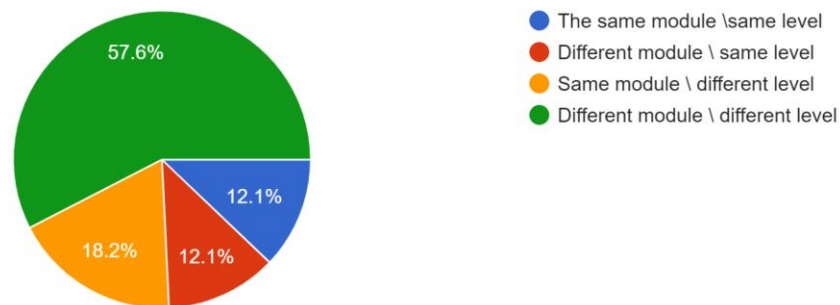
This Figure 3.4 represents teaching a new module every semester for the last three years. The results clarified that 57, 6% of EFL teachers taught different modules at different levels, while 18, 2% of teachers were teaching the same module at different levels. Moreover, we had an evenness of 21, 1% between teachers who taught the same module at the same

level and those who taught different modules at the same level. These statistics elucidated that most teachers teach different modules at different levels.

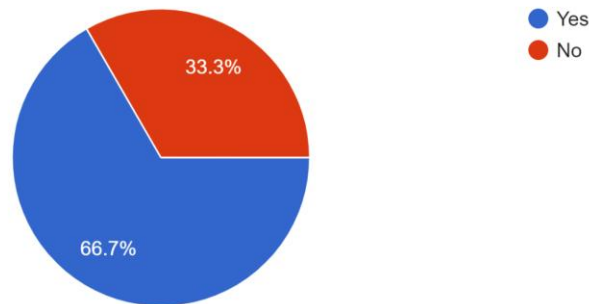**2- Teachers' Challenges in Syllabus Design:**

Figure 3.5 *Teaching Module According to Speciality*

were you asked to teach a module that is not your speciality ?
33 responses

This question aims to identify whether the EFL teachers taught a module that was not their speciality. The results were that the majority of them, 66, 7% taught a module that was not their speciality; however, 33, 3% did not experience teaching a module that was not their speciality. This indicated that most EFL teachers taught a module that was not their study area.

Figure 3.6 *Following the Official Syllabus*

How often do you follow the official syllabus ?
33 responses
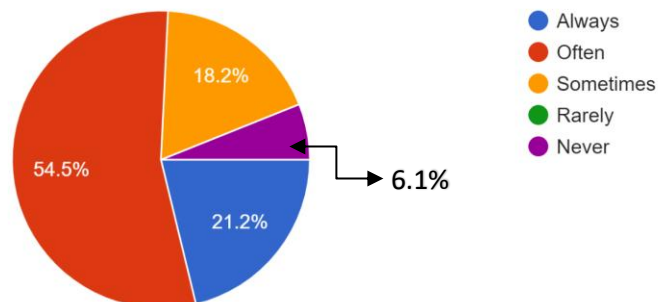
The objective of this question was to see to which extent EFL teachers followed the official syllabus. The results were shown above in Figure 6 that the EFL teachers who often followed the official syllabus were 54, 5%, who always followed were 21, 2%, who sometimes did were 18, 2%, who never did were about 6, 1%, and last, there was no result occurred on the EFL teachers who rarely followed the official syllabus. This demonstrated that the majority of the participants often followed the official syllabus.

Figure 3.7 *Syllabus Design Training*

Did you receive in-service training on how to design your own syllabus ?
33 responses

- yes
- No

84.8%

15.2%
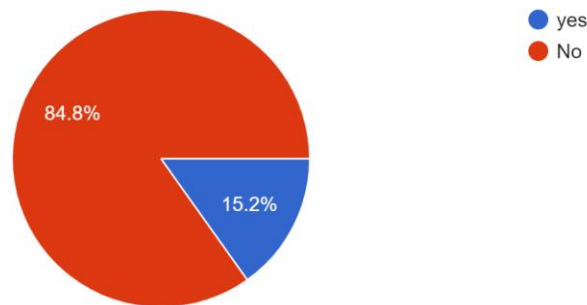
The primary objective of this question was to point to whether the EFL teachers had service training on how to design their syllabus. Unfortunately, most EFL teachers were about 84, 8% who did not do service training in designing a syllabus, while the minority rated about 15, 2% who got it. This revealed that EFL teachers did not receive service training in designing their syllabus.

Figure 3.8 *Time-Consuming in Designing a Syllabus*

How much time are you given to design your own syllabus?
33 responses

- One month before the beginning of th…
- Three weeks
- Two weeks
- One week
- It takes months even years to prepare…
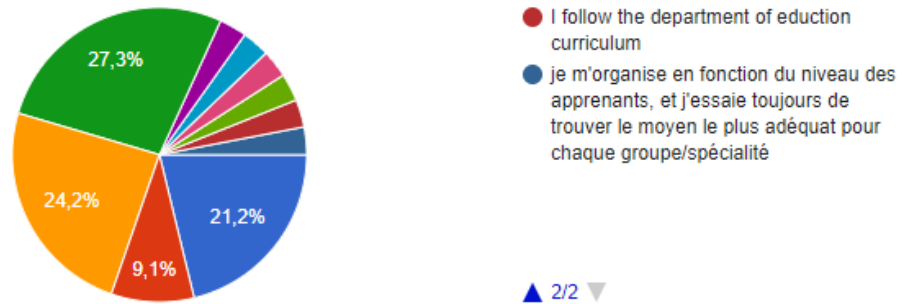- plus qu'un mois
- I prepare each lesson a wwek before…
- We are never given time to design a s…

▲ 1/2 ▼

How much time are you given to design your own syllabus?
33 réponses

- I follow the department of eduction curriculum
- je m'organise en fonction du niveau des apprenants, et j'essaie toujours de trouver le moyen le plus adéquat pour chaque groupe/spécialité

▲ 2/2 ▼

This question aims to clarify how much time EFL teachers spend designing a syllabus. The researchers gave four choices, but the participants added six more choices. The EFL teachers who took one month before the beginning of the semester rated about 21, 2%, who took three weeks were about 9, 1%, who took two weeks were about 24, 2%, and one week were about 27, 3%. Additionally, the participants added the following, "It takes months even years to prepare a well-designed programme"; "I prepared each lesson a week before and not the whole syllabus"; "We are never given time to design a syllabus. We follow a guide containing général guidelines to build the practical syllabus"; "I follow the department of education curriculum" all of these choices were under the rate of 3%, yet some of the participants added the choices in the French language, namely; "Plus qu'un mois" (more than a month) translated by researchers and "Je m'organise en function du niveau des apprenants,

et j'essaie Toujours de trouver le Moyen le plus adéquate pour chaque groupe/spécialité"(I organise myself according to the level of the students, and I always try to find the most appropriate way for each group/speciality) Translated by researchers, these two choices were under the rate of 3%. This elucidated that most participants took about one week to design their own syllabus.

Figure 3.9 *The Basis of Syllabus Design*

On which basis do you design the syllabus ?
33 responses
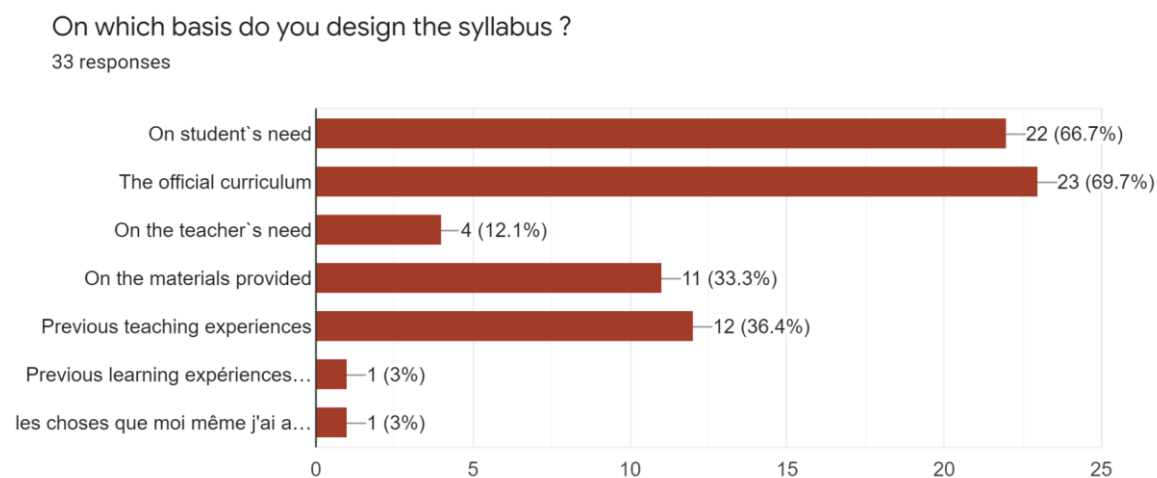
The objective of this question is to clear up the basis that EFL teachers followed in syllabus design. The Figure presented 66, 7% on the students' need basis, 69, 7% on the official curriculum, 21, 1 % on the teachers' need, 33, 3% on the materials provided, and 36, 4% on the previous teaching experiences. The participants added two more bases, one was about "The previous learning expériences do matter a lot", which rated about 3% and the other one was in the French language, "Les choses que moi même j'ai appris récemment et don't je voudrais faire bénéficier les étudiants" (The things I myself learned recently and that I would like to benefit students) translated by researchers, which rated about 3%. This reflected that the EFL teachers' main basis followed was the official curriculum and the students' needs.

Figure 3.10 *Evaluation of the Current Syllabus*

Please , Evaluate the current syllabus
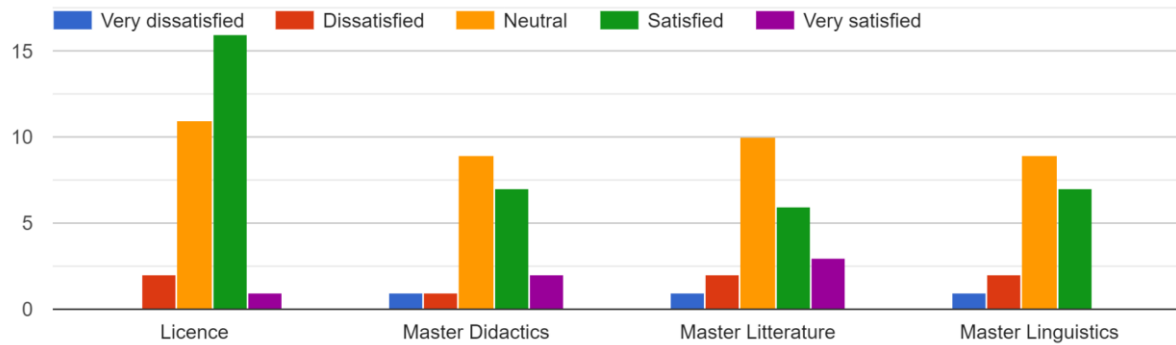
This question aims to see how satisfied the teachers about the current syllabus. First, the EFL teachers were satisfied with the Licence degree, while in Master Didactics speciality, besides, the Master Literature speciality, and the Master Linguistics speciality, they were the most of them neutral. This demonstrated that EFL teachers were working at ease with the current syllabus with the Licences students' degree, whereas with the Master Didactics, Literature, and Linguistics speciality, the most of the teachers were neither satisfied nor dissatisfied with the current syllabus.

Figure 3.11 *The challenges in creating a syllabus*

what are the challenges you faced in creating a syllabus ?
33 responses
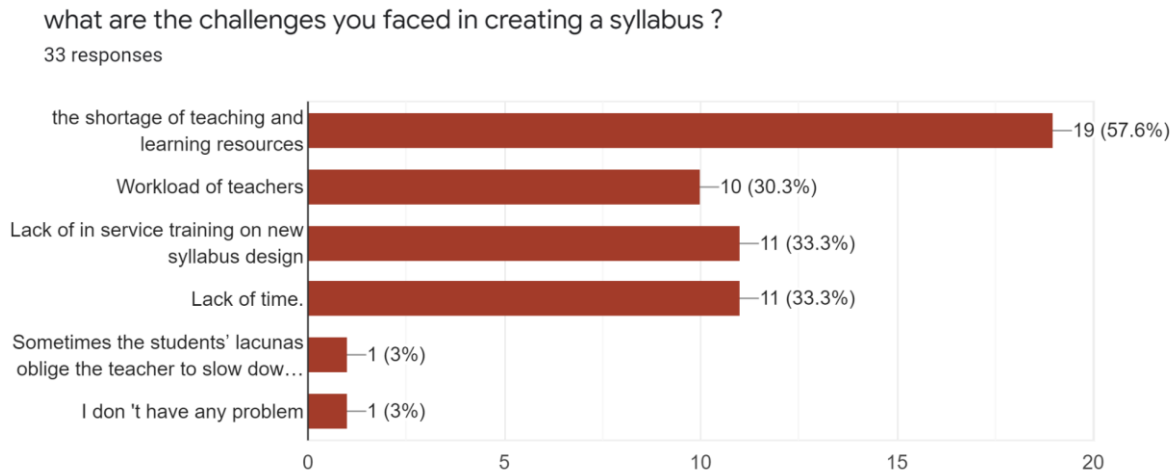
This question aims to obtain and reveal the hindrances that the EFL teachers find in creating a syllabus. First, most respondents, 57.6%, were under the challenge of the shortage of teaching and learning resources. Next, we had an evenness between lack of in-service training on new syllabus design and lack of time was about 33.3%, besides the workload of teachers got a percentage of 30.3%. In addition, the two added choices with evenness rated 3% "Sometimes the students' lacunas oblige the teacher to slow down and requestion his advance in the Programme" and "I don't have any problem". This indicated that the most challenges the EFL teachers faced were the shortage of teaching and learning resources, lack of in-service training on new syllabus design, and lack of time.

Figure 3.12 *The effects of E-learning on the syllabus*

Did the E-Learning affect the process of the syllabus ?
33 responses
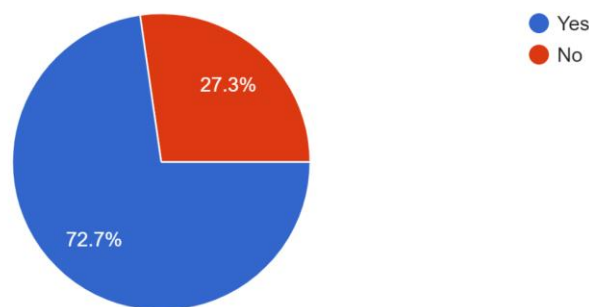
This question aimed to figure out whether E-learning affects the syllabus or not. The majority of the answers 72.7% said yes, that the E-learning affected the syllabus.

An explanation followed this question, and the results were:

1) Lack of Experience / Training in E-learning:

"We don't know how to prepare a blended learning course."

"We dont know how to make a blended learning course."

"teachers and students were not trained before on how to handle E-learning, and I believe that e-learning is not effective for our departments."

"I guess any kind of experience in teaching/ learning might have an impact on the design of a syllabus, but it is the teacher's thirst to read and learn more that helps the most any kind of achievement in his career."

"Lack of experience."

" E-learning has affected all fields since stakeholders do not master its use."

" Lack of training in using ICTs."

" Pupils\students are not accustom to e-learning in our country."

"El profesor debe saber cómo manejar sus métodos y planes." (The teacher must know how to handle his methods and plans.) Translated by researchers.

The majority of responses indicated that the lack of experience and training had a major effect on the E-learning syllabus; two of the responses said directly that they do not know how to prepare a blended learning course, while three of the answers stated that lack of experience had an impact on the syllabus design. Further, the rest of the responses were about lack of training including a response in the Spanish language.

2) Lack of Interaction:

"I personally think that E-learning breaks down interaction between the teacher and learners and hence it influences thé guidance of the syllabus designed."

"Lack of social interaction: E-learning is one of the causes of social isolation because you don't see your teachers and classmates face-to-face anymore. Interaction is very limited to none."

"E-learning limits teacher-student interactions, unless taked more seriously (mostly by students)."

"the students' ability to grasp the information is different than sitting for presentiel lessons."

"We were obliged to skip some important points in the syllabus as they require student's presence in face to face teaching. Practical side of our teaching seemed also difficult."

"E-learning is done in a different context than the face to face learning. This makes the teacher compelled to create extra activities, not necessarily found in the syllabus, for practice to make sure the material taught is grasped."

"In preparing subject matters like academic presentation where the tasks are to be done orally, yes it's a problem."

Many of the responses were about the lack of interaction and the importance of face-to-face courses as maintained by the answers, direct learning helped the students to grasp the information and took the courses more seriously. As well, lack of interaction led the EFL teachers to skip significant points in the courses since they needed students' presence in a traditional classroom; as per to one giving answers the module of academic presentation.

   3) Lack of time:

"It doesn't really affect the syllabus process because I have a schedule that needs to follow in order to finish the course on time. I pretty much do the same thing I do in class, sometimes I do not manage to finish the lecture because students are not serious and take e-learning for granted, as I am obliged to repeat for those who were Absent. For this, online teaching is a big failure."

"We have no time to do practice in writing or Oral expression, we just give to our students theory and examples in grammar and vocabulary in Spanish as a foreign language in the classroom of English."

"We didn't have time to finish the syllabus because the students were not always connected."

"Due to the lack of time, absence of students through different online platforms and the atmosphere in general obliged us to tackle the big points only without going to details and practice."

"The whole teaching situation during the pandemic affected the syllabus design and its use for teaching. This is not due only to E-learning. Some unexpected external factors influenced the

syllabus design as well; learners' unexpected decisions to freeze studies ruined the process of syllabus réalisation."

According to the responses, lack of time played an enormous role in affecting the syllabus in the E-learning because EFL teachers needed to follow the schedule on time, and that led to tackle only some points in the courses without providing the details. Moreover, it prevented students from practicing the practical parts of their courses. Further, "freezing the studies" decision created a huge stress on the teachers concerning the time which blocked the process of learners' learning and teachers' reaching syllabus aims according to one of the responses.

4) The student's carelessness, External Problems, and Students Ability:

"We didn't have time to finish the syllabus because the students were not always connected."

"Unfortunately, it affects it negatively, because of several reasons, sometimes we are not able to accomplish it, due to the student's carelessness,net connection."

"Many students cannot follow the teacher because of different reasons, mainly lack of materials and students' competencies."

On the report of some responses, the students negatively affected the E-learning process by their carelessness and not being available. Additionally, the lack of materials was a problem for the students to attend the online classes, besides the bad network quality. Furthermore, students' competencies played a crucial role in their online assessment and ongoing learning process. This demonstrated that the syllabus would not meet its objectives at the end of the academic year.

5) The positive effect on the syllabus:

"E-learning is a great challenge for both teachers and learners mainly here in Algeria. Though we faced difficulties to apply it but no one can deny it's impact on education in general .It provides a multitude of teaching materials. It ensures the delivery of input and helps to get different categories of to be engaged in the teaching and learning process."

"It helped a lot in the progression and continuity of the syllabus."

Although the E-learning faced difficulties at the Algerian universities, it also had a positive side in helping students get their learning process due to the vital role of the teachers who contributed to presenting the online lessons to reach the academic objectives of the syllabus at the end of the academic year. It also created multiple teaching materials and made the students aware and wise about other ways of learning, for instance, virtual classes.

6) **Negative effect on the syllabus:**

"as a teacher l don't approve the E-learning."

One of the 33 responses declared that he/she did not approve the E-learning as a teacher without providing any reasons or details.

7) **E-learning didn't have any effect on the syllabus:**

"A syllabus design is the same for both classroom and e-learning, so we take the official curriculum as reference and then we adapt the syllabus according to the students' needs."

" E- Learning n'a rien changé dans le contenu des cours."

As stated by two of the responses, the E-learning did not affect the syllabus, in their opinion; the syllabus design is the same as in the classroom learning. Moreover, the second answer was in the French language, which had the same point of view as the primary answers.

8) "le contact direct avec les étudiants permet d'avoir un feed-back important, les horaires fixes exigent de la part des étudiants une rigueur importante, ce qui favorise le bon déroulement des cours, et le respect des délais, le fait même de voir les expressions des visages des étudiants de façon continuelle, permet de créer un "vrai" lien, qui est à mon avis l'essence même du métier et de la vocation d'enseigner, qu'un enseignement en ligne ne saurait remplacer, combien même il est bien pris en charge, ce qui n'est pas le cas à mon avis (du moins pas pour le moment) et pour terminer je m'excuse pour la réponse tardive chères étudiantes, aussi pour la réponse en langue française, je vous souhaite un très bon courage pour la suite nchalah."

(The direct contact with the students allow to have an important feedback, the regular schedules require from the students an important rigour, which favours the good progress of the classes, and the respect of the deadlines, the same fact of seeing the expressions of faces of the students in a continual way, permits to create a "real" link, In my opinion, this is the real essence of the profession and the vocation of teaching, that online teaching cannot replace, even if it is well handled, which in my opinion is not the case (at least not for the moment) and to finish, I apologise for the late reply dear students, also for the answer written in French, I wish you a very good luck for the next stage nchalah) Translated by researchers

The response above was in the French language and it included many points that were discussed in the previous titles. As the responder mentioned in his/her answer that noticed and witnessed the lack of interaction was a dilemma for the students to approve their learning and finish their work in time. Not solely this drawback had affected their learning, but also lack of time had affected the syllabus process and reaching the goals in time. She/he insisted that

face-to-face expressions and interaction were essential to create a real bond between the student and the teacher.

9) **"Switch." and "no":**

These provided answers were ambiguous to analyse since they did not have a clear meaning, and they had no relation or a link directly to the giving question.

10) "No comments":

In this answer, the responder refused to give any information or answer concerning the question.

To put all together, the majority of the 33 responses made an intelligible explanation that the E-learning affected the syllabus due to lack of time, interaction among students and teachers, and lack of experience and training in E-learning.

3.2.2 The EFL Teachers' Interview Results

The interview was addressed to six (6) EFL teachers from both specialties of Ain Temouchent University. The interview was held online via E-mail (Word Form File) because of the insufficient time and the unavailability of teachers face to face because of their busyness. The researchers had interview with four (4) female candidates and two (2) male candidates about the EFL teachers' challenges in syllabus design. The interview involved nine (9) questions, which aimed to make an investigation about the EFL teachers' challenges in syllabus design. The interview's questions were analysed and presented as following:

Question One: **What do you need to design a syllabus?**

Teacher 01: "It is necessary because we set objectives and expect a relevant outcome"

Teacher 02: "To design a syllabus sources are the first things that cross my mind. However, they are not enough. Previous teaching experiences related to the subject matter to design a syllabus for, is needed as well."

Teacher 03: "-curriculum

-decide on finalities and objectives

-needs analysis

-prepare adequate materials and check their availability."

Teacher 04: "Syllabus should include very good and clear measurable objectives. It should reflect students' needs and be realistic about what they can achieve. A syllabus needs variety, i.e. focusing on all skills and systems, language areas, functions, tasks, materials, input and output. It should be flexible, informative and informing."

Teachers 05: "As teachers we are provided the axes to follow, then we design the lectures accordingly, so first of all, we need the axes, read and collect data about the axes, and secondly we design the lectures either, before the semesters or throughout the academic year, to know more about the feedbacks of students."

Teachers 06: "No answer."

This question aimed to identify what the teachers need to design their syllabus; the results were that some of the teachers believed that designing a syllabus was derived from the curriculum and other sources, for instance; previous teaching experiences, the objectives, checking the axes and the feedback of the students. Coupled with, one of the answers included the need of sufficient materials. Indeed, one of the interviewees gave no answer.

Question Two: Did you participate in designing the syllabus of a module? Explain

Teacher 01: "Yes, I did. It was done to adjust the content."

Teacher 02:"No. I participated in adjusting the syllabus of a certain subject matter. As far as I remember it was Etude de Texte de Civilisation."

Teacher03: "yes I did. Alone and in a team. Based on the curriculum, and taking into consideration the previous knowledge students have, I precise my learning objectives. Then I decide and organise the content to be taught from general to specific."

Teacher 04: "- No, as I've been a permanent teacher for three years only."

Teacher 05: "Personally, I design the syllabus of all modules I teach."

Teacher 06: "As a teacher of phonetics modules for example, it is crucially to design my appropriate syllabus. Hence, I automatically, participate in a syllabus design."

The purpose behind this question is to see whether the teachers participated in designing a syllabus of a module. The majority of the interviewees designed their syllabus either alone or with a group. As well as, it was not done for one module solely but it was with all the modules that the interviewees taught. Besides, the minority said that they did not participate in designing the syllabus; however, one of them just adjusted the content and others did not have the experience to do.

Questions Three: Are the learning objectives of the modules you taught clear? Explain

Teacher 01: "Yes, since it was modified and corrected."

Teacher 02: "More or less. They are formulated in broad enough terms and they clearly stated in relation to every subject matter and to every specialty."

Teacher 03: "Yes. I need to have them clear in my mind, otherwise, it will be a teaching without thought...a waste of time."

Teacher 04: "concerning my module (literature), the objectives are reading and analysing it's clear when most of the stories (novels) given are famous or adapted into movies, it will be easy for the student to give his/her point of when writing a short analysis."

Teacher 05: "The objectives are set as the knowledge design for students to grasp, so after each lecture, the objective is that students understand the course."

Teacher 06: "Yes, because each element of the syllabus should have a learning objective. By the end of the programme, most of these objectives have to be gained."

The objective of this question is to clarify whether the objectives of the modules were clear or not. All the interviewees had a positive answer that is, in order to reach good results of the program; the objectives of the syllabus must be comprehensible since the objectives were shown as an outcome of the students' learning process. In fact, one of the teachers assumed that a syllabus without objectives was just a waste of time. Furthermore, the objectives must be understandable because it had a link to every module and every specialty as stated by one of the responders.

Question Four: Is the course content of the syllabus aligned with the learning objectives? Explain

Teachers 01: "Yes, it is."

Teachers 02: "Yes, I guess so."

Teacher 03: "Oh no. I usually have them in mind. I do it by experience."

Teacher 04: "Yes, it is. The syllabus is consistent with the objectives."

Teacher 05: "Yes of course, this is why we design the syllabus that orientate the course content to meet the axes provided by the administration."

Teacher 06: "Yes, I've said, each course must underline a particular objective."

The goal of this question is to see whether the content of the syllabus aligned with the learning objectives. Almost all the answers responded a positive feedback that the syllabus meets the objectives and must to in order to have good learning/teaching experiences. Besides, one of the responders said that their learning objectives are usually done by experiences.

Question Five: Are the learning assessment and learning objectives aligned? Explain

Teacher 01: "Yes, because any assessment is based on learning content taking into consideration the objectives of the subject."

Teacher 02: "Yes. To a great extent."

Teacher 03: "No honestly. I assess learning when I feel that I delivered a suitable content about the subject matter."

Teacher 04: "Yes, they are. Alignment between activities and assessments helps minimise wasted time as students are able to focus on skills geared towards the learning objectives. Instructors can ensure that the course objectives are clearly defined at the beginning of the program by providing a table for the module."

Teacher 05: "Yes, of course, the assessments are set to give feedback about students grasping the data that were provided throughout the lectures."

Teacher 06: "They could be fulfilled only if the students share readiness and motivation. The teacher provides the necessary documents and information to align the learning objectives. However, these objectives are observed in testing/ assessment and evaluation."

This question aims to identify if the learning assessment meets the learning objectives at the end of the learning/teaching process. The majority of the answers said yes; that is, the learning assessment gave feedback about the students' understanding of the courses and that the students must be ready and motivated, according to one of the responders. Responders also highlighted another point that the learning assessment prevented wasting time and helped focus on important details. However, one of the interviewees disagreed about the assessment according to the objectives while in her/his class. Therefore, she/he assesses when this latter feels that they delivered a good content.

Question Six: Is the reference list clear and aligned with course content? Explain

Teacher 01: "In most cases, yes. We always try to provide adequate references."

Teacher 02: "As far as the subject matters I teach are concerned, yes. Of course the teacher can always enrich his own personal reference list with sources related to the main objectives."

Teacher 03: "No, it is a general one. However I usually refer to only one source."

Teacher 04: "Yes, it is, as it's full of interesting references which cope with the course content."

Teacher 05: "Not all the references and resources are aligned with the course content, but they are helpful, you can find a book but only a chapter that is aligned with the course content."

Teacher 06: "Yes of course."

The researchers asked this question in order to see if the reference list was lined up with course content. The answers were more than a half said in fact that the reference list was arranged with the course content and they all agreed the fact that teachers can add their personal references list solely if it met their course content. Whereas, two responders believed that not the references list are aligned with the content for instance, it was mentioned that they can find only one chapter in a whole book that is useful for the course content, while others prefer to utilise only one source.

Question Seven: Is the lack of time hindering the learning and teaching process? Explain

Teacher 01: "Yes, in some cases learning and teaching process need more time."

Teacher 02: "Yes, to some extent. Though, I would not speak of a lack of time. The real barrier is the mismanagement of time that gives the impression that time is never enough."

Teacher 03: "Yes sure. Teaching requires assessing learning not only once or twice but regularly.The thing that we can't do for time constraints because of the big numbers of learners."

Teacher 04: "Yes, it is. Especially those two last years one hour it's not enough!!! It's not enough to give to students the time to interact and discuss."

Teacher 05: "Yes, especially through the current pandemic, for instant, teaching 4 hours for a whole semester is not enough."

Teacher 06: "Time management is as important and collaboration between the teacher and the students should serve in time management."

The purpose behind this question was to find out whether the time hindered the teachers' teaching and the learners' learning processes. All of the responders said yes to this question except one of the teachers did not give a comprehensible answer whether it was yes or no and he/she insisted on the point of time management. Eventually, all the interviewees agreed that time is a real problem when it comes to teaching and learning process, especially during this pandemic.

Question Eight: How did you prepare for a blending learning course?

Teacher 01: "It was done thanks to MOODLE platform and e-mail contact."

Teacher 02: "I did that by taking time to select the most important components of my courses and by devoting more time to practice in class. The theoretical parts of my courses were summarised in simplistic terms during class time, and they were shared through PPTs or personal videos when possible. This aimed at offering more space for practice and assessment in class."

Teacher 03: "This was not easy for me. Lack of contact with students didn't help me. On the contrary, I felt lost and never sure of reaching my objectives."

Teacher 04: "- Emphasise on identifying clear learning objectives.

- Prepare a comprehensive course outline to guide the learners.

- Determine the level of interactivities for greater engagement.

- Plan your group activities to enhance the learning curve.

- Determine which assessment strategy works best to track progress."

Teacher 05: "You need more resources and references to collect as much as possible information."

Teacher 06: "In actual situation, blind learning is an alternative to the classrooms learning, The teachers should be ready to take in-service training regarding the use of ICT's in order to facilitate their E-LEARNING. On the other hand, the students have to share interest towards the E-LEARNING by attending the distance sessions."

The question aimed to learn how the teachers prepared the blended learning courses. The results were that the teachers did their lessons via various platforms and references. As stated by interviewee 02, she/he pointed out on focusing on face-to-face classes by summarising the information and sharing via PPTs and videos to gain time in practice. In addition, in the opinion of the responder 04 preparing a blended course go through steps, which were writing down comprehensible objectives, preparing plans for the courses, preparing specific activities for specific levels either done individually or in group for the sake of interaction, and indeed selecting the right assessment way to upgrade the learning process. The other two responses did not answer in a clear way according to the given question.

Question Nine: How does the COVID-19 affect the process of learning and teaching syllabus results?

Teacher 01: "Time limit and lack of interaction."

Teacher 02: "Not an easy question to answer. Indeed, the process of learning and teaching were highly affected and this is due to multi-faceted reasons where both learners, teachers and other factors share responsibility. One cannot say that during the Covid-19 crisis learning and teaching were disastrous. It is not fair to say that total failure of the learning and teaching

process is only due to this unexpected crisis. The responsibility is shared and the failure to use all possible means to save the process affected it. This is all I can say about it."

Teacher 03: "Greatly, sometimes, we were obliged to omit some parts from the syllabus. Especially those requiring students presence."

Teacher 04: "-Covid 19 affects the process of learning and teaching as most of the educational systems have switched to e-learning mode in a very short time. Most teaching-learning and assessment activities are carried out using multi-device supporting video conferencing tools, dedicated educational portals and social media apps. The COVID-19 pandemic is proving to be a constructive disruptor, giving an opportunity for restructuring the present conventional, classroom-based educational system."

Teacher 05: "The pandemic did not affect designing the syllabus, but it has affected how to transfer the content to students, teachers can design the syllabus peacefully, but transferring all the content in a short amount of time is not possible."

Teacher 06: "In the shadow of the pandemic, majority of the teachers could not gain the underlined course objectives."

The need of asking this question was to see whether the teachers reached their syllabus objectives at the end of the year under the living crisis. Most of the responses emphasised that lack of time and interaction and omitting some parts from the syllabus were the obstacles to reaching their syllabus objectives. Moreover, one of the answers she/he insisted on the responsibility being shared among teachers and students without neglecting other factors. Overall, all the means used did not affect the process of learning/teaching in a good way. However, in the opinion of one response, most educational institutions had shifted to e-learning mode in a short period, Covid-19 impacted the learning and teaching process. Most teaching, learning, and evaluation activities were conducted via multi-device virtual meeting platforms. More than that, she/he stated that the Covid-19 epidemic was a positive disruptor,

allowing for a reorganisation of the current traditional classroom-based educational system without explaining the syllabus results.

3.3 Discussion and Analysis

This research study was developed after collecting questionnaires and interview data with EFL teachers. The result of each research instrument was investigated concerning the hypothesis that the researchers have stated. The selected hypothesis helped the researchers to collect a good amount of data concerning the EFL teachers' challenges in syllabus design. By the results, these hypotheses can be either rejected or confirmed.

In the first hypothesis, the researchers suggested that the teacher's specialty in the field differs from the module assigned is the most challenge the teacher faces in the syllabus design. On the other hand, the data collected from the teachers' questionnaire proved that this hypothesis is rejected. Instead, the most challenges the teachers faced during syllabus design were the shortage of teaching and learning resources, lack of in-service training on the syllabus design and lack of time.

In the second hypothesis, the researchers proposed that the lack of time hinders the process of learning and teaching syllabus outcomes during the pandemic. The data collected from the teachers' interviews and the questionnaire confirmed this hypothesis. Thus, the lack of time created a problem in learning/teaching, and in fact, it changed the syllabus outcomes during the pandemic.

Briefly, both the teachers' questionnaire and the interview showed that lack of time, interaction, and training affected the syllabus results, especially during the pandemic. Moreover, the teachers designed the syllabus according to the official curriculum and students' needs during a period that exceeded one week.

To conclude, the data collected from the questionnaire and interview helped provide the necessary information to reject/confirm the hypothesis. Therefore, the first hypothesis was

rejected, and the challenges that the teachers faced in conducting a syllabus were the shortage of teaching and learning resources, lack of in-service training on the syllabus design, and lack of time rather than the specialty. At the same time, the second hypothesis was confirmed that lack of time hindered the syllabus outcomes.

3.4 Recommendations and Suggestions

Relying on the data found, the researchers elicited some suggestions and recommendations that can benefit EFL teachers in conducting their syllabus. The recommendations are the following:

- ✓ Try to take the time needed to focus on creating/adjusting the syllabus of each module.

- ✓ For better results in conducting a syllabus, follow the official curriculum and do not neglect the students' needs.

- ✓ If it is possible, the teachers must have service training from specialists in how to design a syllabus

- ✓ In conducting a syllabus, the teachers should be aware that each module has its learning objectives, courses, assessments, and reference lists aligned with the objectives.

- ✓ While conducting the syllabus, the teacher should consider the materials provided and the availability of time in the courses.

- ✓ Motivate students to attend online classes; however, show understanding to those with less opportunity.

- ✓ For each online class, lessons should be available on Moodle also the online meetings should be recorded and available on e-learning platforms.

3.5 Limitation of the Study

This research study reached its objectives, yet the researchers found some difficulties reaching the needed data. First is the unavailability of background studies in the region that can be used as a cross-study. Second, to save time and emphasise the relevance of the health procedure, the researcher elected to utilise an online questionnaire and interview the participants; however, there were a few uncooperative participants in answering the investigation, although the researchers insisted on having them as a part of the research work. Third, the pandemic made it difficult to meet, so the researchers had to have online meetings. Finally, these hindrances did not prevent the current work from reaching its objectives.

3.6 Conclusion

The findings of two primary study tools, namely the questionnaire and the interview, have been covered in this chapter. Furthermore, the primary results are well discussed and analysed in it. It also includes some helpful suggestions for teachers on how to overcome the challenges of the syllabus design and the limitations that the researchers faced in obtaining data.

General Conclusion

Many researchers considered the syllabus as a blueprint for the course's content. For that reason, teachers must be aware of any changes that occur during the development of a new syllabus or adjusting an existing one. Furthermore, the syllabus underlines the learning/teaching objectives that should be attained at the end of the academic year; otherwise, it will remain inutile. Therefore, teachers always face challenges in designing or even adjusting a syllabus, especially at Universities.

This study aimed to identify the challenges EFL teachers faced in conducting a syllabus at the departments of letters and English language, faculty of letters and languages and social science, Belhadj Bouchaib Ain Temouchent University. This work contains three chapters. The first chapter included several definitions of the syllabus and its components. Moreover, the second chapter dealt with the research instruments adopted to complete the research study. Furthermore, the third chapter represents the quantitative and qualitative data acquired and processed by the researchers due to the study tools.

The field of investigation was carried out using questionnaires and interviews, which helped the researchers to deduce the problem. The first hypothesis was that the teachers' speciality in the field differs from the module assigned is the main challenge that teachers faced in syllabus design, which is rejected through the data collected. The second hypothesis is that lack of time hinders the process of learning and teaching syllabus outcomes, which is confirmed throughout the data collected from both teachers' interviews and questionnaires.

In conclusion, this research study has provided information about the difficulties and the challenges the teachers face in their syllabus designing process at Universities. These findings shed light on these kinds of challenges. Therefore, it should raise awareness among teachers and other researchers about these syllabus challenges and help facilitate the process of designing it or even adjusting it.

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Appendices

Appendix 01

The Questionnaire:

Are you a permenant/part-time teacher   *

○ Permenant teacher

○ Part - time teacher

How many years have you been teaching? *

○ 0-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 21 years or more

How many modules do you teach per semester ? *

☐ One module

☐ Two modules

☐ Three modules

☐ More than 3 modules

In the last three years , Do you teach a new module every semester? *

○ The same module \same level

○ Different module \ same level

○ Same module \ different level

○ Different module \ different level

:::

In the last three years , Do you teach a new module every semester? *

◯ The same module \same level

◯ Different module \ same level

◯ Same module \ different level

◯ Different module \ different level

were you asked to teach a module that is not your speciality ? *

◯ Yes

◯ No

:::

How often do you follow the official syllabus ? *

◯ Always

◯ Often

◯ Sometimes

◯ Rarely

◯ Never

Did you receive in-service training on how to design your own syllabus ? *

◯ yes

◯ No

:::

How much time are you given to design your own syllabus? *

○ One month before the beginning of the semester

○ Three weeks

○ Two weeks

○ One week

○ Autre...

:::

On which basis do you design the syllabus ? *

☐ On student`s need

☐ The official curriculum

☐ On the teacher`s need

☐ On the materials provided

☐ Previous teaching experiences

☐ Autre...

:::

Please , Evaluate the current syllabus

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
Licence	○	○	○	○	○
Master Didactics	○	○	○	○	○
Master Litterat...	○	○	○	○	○
Master Linguist...	○	○	○	○	○

what are the challenges you faced in creating a syllabus ? *

☐ the shortage of teaching and learning resources

☐ Workload of teachers

☐ Lack of in service training on new syllabus design

☐ Lack of time.

☐ Autre...

Did the E-Learning affect the process of the syllabus ? *

○ Yes

○ No

Explain *

Réponse longue

Appendix 02

Interview Questions:

1. What do you need to design a syllabus?

   …………………………………………………………………………………...

   Given the fact that the syllabus, you are given, is part of the curriculum designed and approved by the scientific and pedagogical committee of the department of English:

2. Did you participate in designing the syllabus of a module? Explain

   …………………………………………………………………………………...

3. Are the learning objectives of the modules you taught clear? Explain

………………………………………………………………………………...

4. Is the course content of the syllabus aligned with the learning objectives? Explain

………………………………………………………………………………...

5. Are the learning assessment and learning objectives aligned? Explain

………………………………………………………………………………...

6. Is the reference list clear and aligned with course content? Explain

………………………………………………………………………………...

7. Is the lack of time hindering the learning and teaching process? Explain

………………………………………………………………………………...

8. How did you prepare for a blending learning course?

………………………………………………………………………………...

9. How does the COVID-19 affect the process of learning and teaching syllabus results?

………………………………………………………………………………

Résumé :

L'objectif principal de cette recherche est d'identifier les défis auxquels sont confrontés les enseignants d'EFL dans la conception des programmes d'études. Elle aborde également certaines définitions des termes syllabus/curriculum et d'autres éléments qui sont liés aux termes précédents. Pour ce qui est de la partie empirique, la collecte de données est basée sur une approche mixte par le biais de questionnaires en ligne et d'entretiens. Cette thèse vise à révéler les défis auxquels les enseignants d'anglais langue étrangère sont confrontés lors de la mise en place ou de la création d'un programme d'études, ainsi que les moyens de surmonter ces obstacles. Pour atteindre cet objectif, des outils de collecte de données ont été utilisés auprès d'un échantillon sélectionné, les enseignants du département d'anglais de l'Université Belhadj Bouchaib. En analysant les données de la méthode utilisée, il a été rejeté que la spécialité des enseignants dans le domaine différent du module assigné était le défi principal auquel les enseignants ont fait face dans la conception du syllabus, et en fait, les plus grands défis auxquels les enseignants ont fait face étaient le manque de ressources d'enseignement et d'apprentissage, le manque de formation continue et le manque de temps. En outre, il est confirmé que le manque de temps entrave le processus d'apprentissage et d'enseignement des résultats du syllabus. Enfin, les chercheurs ont suggéré quelques recommandations qui pourraient aider les enseignants d'EFL à surmonter les défis liés à la création d'un programme d'études.

ملخص:

الهدف الرئيسي من هذا البحث العلمي هو معرفة الصعوبات التي يواجهها المدرسون والمدرسات في تصميم مناهجهم العلمية, ويهدف كذلك الى وضع بعض التعريفات الخاصة بمجال التدريس ومناهجه ومصطلحات اخرى متعلقة بهذا الأخير. حينما يتعلق الأمر بالمنهجية و الجزء التجريبي، فان عملية جمع المعلومات كانت تعتمد على المنهج المختلط و ذلك من خلال الاستجوابات والمقابلات. ولتحقيق الهدف المذكور اعلاه، تم الاعتماد على مجموعة من الأدوات التي تساعد على معرفة صعوبات تصميم منهج دراسي، حيث تم الاستعانة بجمهور البحث و هم الأساتذة في جامعة بلحاج بوشعيب في كلية اللغة الانجليزية. ومن خلال تحليل النتائج يمكن ملاحظة ان أول عقبة من تصميم منهج دراسي هو المواد التي كان الأساتذة يدرسونها, كما انهم واجهوا مشكلة اخرى وهي قلة المصادر، بالاضافة الى هذا، قلة التدريب وقصر الوقت كانا عاملان مؤثران. وفي الأخير، يقدم هذا البحث مجموعة من الحلول والتوصيات التي قد تقم بحل المشكلة التي يناقشها البحث الا و هي تصميم منهج دراسي.