ISSN E: 2709-8273
ISSN P:2709-8265
JOURNAL OF APPLIED LINGUISTICS AND TESOL
JALT

A COMPUTER ASSISTED ANALYSIS OF TEACHERS' PERCEPTION ABOUT COURSE DEVELOPMENT PROCESS

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Abstract:
The paper aims to highlight the importance of teachers as curriculum developers. However, the significant issue in the education system in Pakistan is teachers' inability to plan and implement a suitable curriculum. There is a significant dissatisfaction among parents, students, and teachers because of the poor performance of the Pakistani education system. It is characterized by crises with a lack of teachers' involvement in curriculum planning, implementing, evaluating, managing, and administrating it in an educational program. The present study, therefore, investigates teachers' perception on the concerned issue following Graves (2000) framework. The open-ended questionnaire was used as a tool to collect data. For this purpose, six lecturers were selected through a purposeful sampling technique from the Department of English, Foundation University School of Sciences & Technology, Rawalpindi. In this mixed method study, teachers' willingness to share their part as curriculum developers was investigated through a questionnaire. The opened ended questionnaire was further examined to analyze constraints that teachers encounter as curriculum designers using QDA Miner. The findings concluded that all the teachers somehow were aware of the importance of curriculum design, learners' needs, and how it affects the entire teaching and learning process. The findings stated that sufficient training on curriculum design and assessing learners' needs are crucial to meeting the course objectives. Teachers need enough training, time, resources, and motivation through certain incentives. They are of the view that they are overburdened, it is, therefore, suggested that more teachers should be hired. The policymakers and curriculum designers can also go hand in hand and help each other to meet the challenges. It is recommended for future studies to involve principals, lecturers, and teachers who are interested in developing a curriculum. Moreover, future studies may use other research tools to have an in-depth analysis.

Keywords: *Curriculum Planning, QDA Miner Analysis, Educational Policy, Curriculum Design Constraints, Professional Development, Pakistan Education System.*

Introduction

Language curriculum development comes under the umbrella of education and that is also known as curriculum studies. Curriculum development is a vast field that finds out important information such as values, skills, and learners' needs. Curriculum development focuses on suitable knowledge to achieve required goals. It sets the floor to analyze, evaluate, and streamline the teaching and learning process. Curriculum development integrates subsets of designing, revising, implementing, and evaluating the developed process. There are several definitions of curriculum. As Mahmood and Aziz (2018) stated by mentioning Wood (1963) that curriculum is the combination of the endorsed and vernacular experiences provided to the learners, by the school, and under the supervision of the school.

Curriculum development made an appearance in the 1960s and cropped up through controversies over syllabus design. Syllabus design is a subdivision of curriculum development, but it is not interchangeable with curriculum development. A syllabus displays the list and the order of subject matter to be taught in the classroom and from which students are to be examined. This exercise is known as syllabus design. Curriculum development is a

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ISSN P:2709-8265
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time-consuming procedure. It takes into account a variety of processes such as learners' needs, aims and objectives of learning procedure, selection, and gradation of activities, straightening out the course, suitable approach, and language teaching method, and how to carry off an evaluation of the designed program. Nunan (1985) presented general and specific approaches to syllabus design. Brumfit (1984) similarly says designing a curriculum is generalizing language learning, learning purposes, exposure, ranking, and the significance and connection of instructors and pupils. The syllabus, thus, is more local and is based on evaluation and documentation of what has occurred in the class as instructors and pupils implement a set curriculum in their settings.

Alsubaie (2016) conducted a study that entailed the needs of teachers as curriculum designers, associated challenges they received in the process, their readiness for participating in the procedure, their role as course developers, etc. Instructor is the essence of designing and implementing a required curriculum. Teachers, as leaders, make use of their skills and overall experience in the area. A proficient teacher will appropriately use his knowledge for an appropriate learning environment and will ensure the correct usage of the targeted curriculum. An experienced teacher will spend enough time to get to know the targeted curriculum before using it within the class. Therefore, pushing teachers to design curricula is crucial as their concerns will affect the output. This will fulfill social needs at each level of the curriculum design process. Teachers will face the associated challenges because of a lack of experience or necessary skills. Therefore, teachers must be provided sufficient training for designing curricula through courses or related programs. This provides confidence to use their autonomy at various levels. Lesson planning is also of prime importance for fulfilling learner needs through curriculum. Teachers, therefore, should not only develop the courses but also step forward to evaluate the targeted curriculum (Alsubaie, 2016).

According to Druzhinina et al. (2018) curriculum design, its selection, application, and evaluation are the essence of any of the educational system. The notion of curriculum design and its application to higher, secondary, and vocational levels were evaluated through a research study. The study emphasizes the criteria for curriculum development, unveiling its cross-cultural notion, selecting a basis for quality evaluation, and comparing innovative curricula with selected standards by researchers beyond borders which can ensure the effectiveness of curricula and development to its model. The study concluded that interactive students better ensured the authenticity of the curriculum and appropriate educational environment, motivation in learners, teachers' guidance, and standard evaluation criteria which entailed a quality education system. Teachers, therefore, rightly understand their students and their learning needs, and they are the ones who can design a suitable curriculum.

Trinter and Hughes (2021) recorded that curriculum design for academic purposes and its related issues have always been under discussion. Throughout the world, the concerned personnel have constantly been testing and evaluating this topic in the history of education. Since the Curriculum contemplates subject-related knowledge, it must be challenging, exploratory, integrative, and diverse. Instructors, therefore, understand and fulfill their students' learning needs adequately. They concluded that teachers must be aware of teaching pedagogies, without which the procedure brings up a gap. They conducted a study in which some volunteer teachers worked on curriculum design while others claimed to be unsuitable for the process. Overall, the study targeted the experience through designing a curriculum. They concluded that providing teachers time and supplementary materials is to trust their skills and to enable them to brush up their knowledge for the betterment of their students.

Graves (2000) presented a model for curriculum development and emphasized the role of teachers as curriculum developers.

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Table 1.
Curriculum Development Framework by Graves (2000)

Graves' model for curriculum development
Defining the context
Assessing needs
Articulating beliefs
Formulating goals and objectives
Organizing the course & Conceptualizing the content
Developing materials
Designing an assessment plan (monitoring, assessment & evaluation)

Her framework is a guide for teachers as a far-reaching overview of course composition. She encouraged teachers to plan organize and evaluate materials. Graves' model for curriculum development has different features.

The process of needs analysis in Graves' (2000) model is an essential component that is held in high esteem and internally draws a connection among the teacher's aims, institutional constraints, and learners' quick-wittedness of what is being asked of them. Different learners struggle with different needs and fulfilling learners' needs forces teachers to put in place an appropriate language program. Teachers are emphasized to frame workable goals and objectives to define the process. Goals and objectives may block course progress if students' needs are not crystal clear and defined. Goals and objectives are an assertion of the scheme. Graves's (2000) model conceptualizes or externalizes content as the foundation of selecting teaching materials and language and language learning features. The author states course content is aligned with several factors such as types of learners, their needs, their objectives, the teacher's view about language and course, and the nature

In Graves's (2000) model tasks and activities are the backbone of the scheme. She comments that selected material must be suitable to students' needs, interests, level, age, social and linguistic background, and target goals. Sometimes teachers redesign the existing material because of time constraints. Teachers in this situation must perceive a sense of purpose and reshaped material must meet target criteria. She is of the view that while developing feasible supplementary teaching material teachers must specify their role and that of the learners, their mode of interaction, the level of output they expect from students, and the specific target goals. Graves strongly argues that developing and arranging such kind of supplementary material can be challenging for some of the teachers, but others take it as an opportunity. She rests the responsibility on teachers to keep an eye on course objectives and needs analysis while adapting suitable teaching material. Graves authorizes teachers to decide the order to initiate teaching material and make their decisions well before the time regarding course modification. According to Graves, it is teachers' responsibility to seek appropriate input, take appropriate initiatives for the course, select appropriate, flexible, and achievable goals, select supplementary material suitable to the level of students, focus on students' participation, find suitable ways to evaluate students' progress and frame appropriate tests.

Graves says that constraints and resources may or may not be substantial. Teachers may trigger off with or without resources such as teaching materials, modern classroom technology, and furniture. Time frame is equally important to plan the amount of time the teacher will be given to prepare for the course.

The paper aims to highlight the importance of teachers as curriculum developers. The uniqueness of Graves's (2000) framework lies under these various ideas. She is of the view

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ISSN P:2709-8265
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that teachers' decisions shield a broad range of factors and their selection of teaching materials is strongly correlated with underlying constraints and resources. The teachers can better investigate their student's cultural and linguistic background, proficiency level, and needs. According to Graves, these aspects may come up in a different disposition for different levels of students and only teachers can handle them correspondingly. Furthermore, teachers as problem solvers deeply understand the teaching content to design a purposeful learning exposure for their students. Trinter and Hughes (2021) while quoting Wiggins and McTighe (2017) stated that the reason we need learners to struggle with the subject is an effort to help them to have an in-depth conceptual understanding. This enables students to apply this knowledge to other fields of life. This productive struggle which is associated with the curriculum design process helps instructors at a professional level.

However, the significant issue in the education system is teachers' inability to plan and implement a suitable curriculum. The implementation of the curriculum, according to Ogar and Awhen (2015), is linked to teachers' understanding of the curriculum and its effectiveness. It can happen that a well-planned curriculum may not have any relevance when it fails to fulfill learning needs. A curriculum that fails to bring effective change in the learning process raises many issues such as problems with understanding reading, writing, listening, speaking, grammar, and vocabulary. Moreover, such a curriculum cannot develop students' critical and analytical skills. Hence, there is a significant dissatisfaction among parents, students, and teachers as well because of the poor performance of the educational system. It is characterized by crises with a lack of teachers' involvement in curriculum planning, implementing, evaluating, managing, and administrating it in an educational program. The present study, therefore, investigates teachers' perception on the concerned issue.

Literature review

The process of developing and sequencing teaching and learning materials has been adopted and adapted by many researchers and devised various outcomes. Adipat and Chankasorn (2019) conducted a study on "Grave's Framework: A Theoretical Guideline for Developing an Effective English Course". The researchers challenged the traditional language teaching methods prevailing in Thailand due to which the curriculum lacks meaningful tasks. The study developed a systematic course design of English to provide natural settings in a real-life context. Using Graves' framework, the researchers planned a technology-oriented English class to improve learners' English writing and technology skills. The study employed Graves' framework targeting how to articulate belief, define context, assess needs, formulate goals and objectives, conceptualize content, design materials, arrange the course, and design the assessment plan which is flexible to a variety of teaching and learning scenarios, levels of students, and educational fields.

AlKhalidi (2020) designed EAP courses for college-level students from the perspectives of teachers. The qualitative study explored teachers' perspectives on designing TESOL courses. The data collected from teachers showed that teachers consider the process of course design as a central part of planning and guiding the related elements of a course. While sharing scope and knowledge in the field the researchers stated that it would help the teachers, learners, and researchers who are interested in the course design process, especially in the area of TESOL.

Woodill and Akiyama (2020) integrated various user-friendly approaches to design a course for interdisciplinary studies in the teaching and learning process. The study addressed course design-related challenges and principles to be followed with certain amendments. Since interdisciplinary studies required skill-based development, the designed course addressed students' self-reflection, instruction, and cognitive skill assessment. The researcher only proposed the framework and did not implement it to see its potential outcome.

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Dhanapala (2021) proposed a triangular framework for curriculum development in the higher education sector in Sri Lanka. The proposed curriculum framework focused significantly on planning, interrelating teaching, assessing students' learning output, and the implemented syllabus. The suggested curriculum framework also focused on course development and implementation, revision, and evaluation. The research found that the curriculum of the educational programs focuses only on the content without emphasizing philosophical, social, and administrative factors associated with planning and implementation. The integral part of the process has been avoided by the educationists. The study recommends systematically developing, planning, implementing, evaluating, and revising curricula to interlink with the teaching and learning process.

Alek et al. (2021) explored the role of teachers in implementing curriculum 13 in primary schools in Indonesia. Teachers' interviews were conducted on certain roles of teachers as adapters and implementors of the curriculum following students' needs. The results showed that teachers were reluctant to design the curriculum and define suitable strategies to be implemented.

A study on teachers' perception on curriculum changes was conducted by Aytac (2023). The study included 349 teachers in a city in Turkey and data was analyzed through arithmetic means, standard deviation, independent t-test, and one way analysis of variance. The study concluded higher level of teachers' resistance, those working in rural areas showed more resistance to the changes in the curriculum.

Gupta (2023) discussed an alternative perspective on the teachers' role in curriculum development. He stated that teachers' role in crucial as they bridge the curriculum with students by translating the curriculum into meaningful students learning experience. Teachers understand the local context of the students and their involvement can enhance pedagogical innovation into the curriculum. Teachers can reflect on pedagogical approaches to adjust the curriculum by enhancing its effectiveness.

Teachers' role and the development of curriculum was explored by Gulo (2024). Through interview method, the qualitative study encouraged teachers' contribution in curriculum development for a meaningful learning experience. The study concluded that active collaboration by teachers in curriculum development empowers teachers to tailor teaching and learning materials according to the specific needs and interests of their students.

The review of related literature suggested that curriculum design, planning, and implementation is a long and time-consuming process that needs seriousness and dedication. The studies, reviewed above, showed a gap related to teachers' perception on curriculum development process through which the view of the concerned and responsible ones could be included. The present study, therefore, included teachers' voices and allowed them to reflect on their experiences and share their perceptions.

Research objectives

1. To investigate teachers' willingness to share their part as curriculum developers.
2. To identify the constraints that teachers encounter as curriculum designers.

Research questions

1. Why teachers are not willing to share their part as curriculum developers?
2. How might the constraints teachers encounter as curriculum designers be controlled to ensure teachers' involvement?

Methodology

The mixed method approach was identified as feasible for this study to explore why teachers are not willing to share their part as curriculum designers and how might the related constraints

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ISSN P:2709-8265
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effect their involvement. The computerized analysis through QDA Miner and Word Stat was done to examine the perceptions, experiences, motivations, and feelings of the teachers concerning their role as curriculum designers, its implications, and the related challenges faced by them. A structured open-ended questionnaire (Appendix A) from six lecturers at Foundation University School of Sciences & Technology, Rawalpindi was employed for data collection. The findings from the questionnaire helped the researcher in assessing lecturers' willingness to work as curriculum designers, related constraints, and how effective their involvement could be in planning, implementing, evaluating, managing, and administering their subject-related curriculum in selected education systems.

The methodology of the current research was motivated by the previously used methodological designs, where the other researchers had also implemented questionnaires for exploring participants' perceptions, experiences, motivations, and feelings such as (Visser-Wijnveen et al., 2015). Due to time constraints, only the questionnaire method was employed for collecting data because it had been utilized frequently in qualitative research as observed by Dornye (2007). For this purpose, six lecturers were selected through a purposeful sampling technique from the Department of English, Foundation University School of Sciences & Technology, Rawalpindi. They are teaching English at different levels such as BS English, MS English, and PhD English. The selection was based on the criteria of their years of teaching experience and their qualification. All the lecturers had over 5 years of teaching experience at the university level. Following Creswell (2008; 2009; 2016), a small sample size was selected to have a thorough understanding of the results gathered from participants. The researcher had received ethical approval from the Department of English before conducting the study and data collection process. Each participant's consent was obtained through a form attached to the questionnaire.

Data analysis

To help participants fully demonstrate their sides, the questionnaire (Appendix A) was supervised in English which lasted between fifteen and twenty minutes to be completed. The conceptual analysis approach of the text, also employed by Columbia (2022), was used to analyze the content through QDA miner and word stat (Provalis, 2024). QDA Miner is both a qualitative and mixed methods software with unparalleled computer-assisted coding, analysis, and report writing capabilities. The selected computerized software helped in conceptual analysis approach by evaluating the presence and frequency of the concepts prevailing in the text through codes. The data analysis approach helped the researcher to understand the participants' perceptions by highlighting the patterns that came out from the text into codes and their frequencies. To achieve the objectives of the study and select patterns that solved the research questions, the researcher looked for the frequency of specific concepts through codes that existed in the data and overlooked the unnecessary details. Logically examining the codes, the researcher focused on words that implied those codes. For instance, one of the participants answered the first question as "need analysis is significant, helpful, and a fundamental part or step in achieving and meeting course objectives", while the same question was answered by another participant in the following way "Yes, it is very important to understand local needs of students or a particular group for making practical decision"; the two of these answers may have separate word categories, but implied the same concept. All the questions and the received answers were analyzed similarly. The coding process was validated by remaining consistent and coherent throughout the process. In other words, the researcher obeyed the translation rules to ensure validity. Following was the outcome of the questionnaire.

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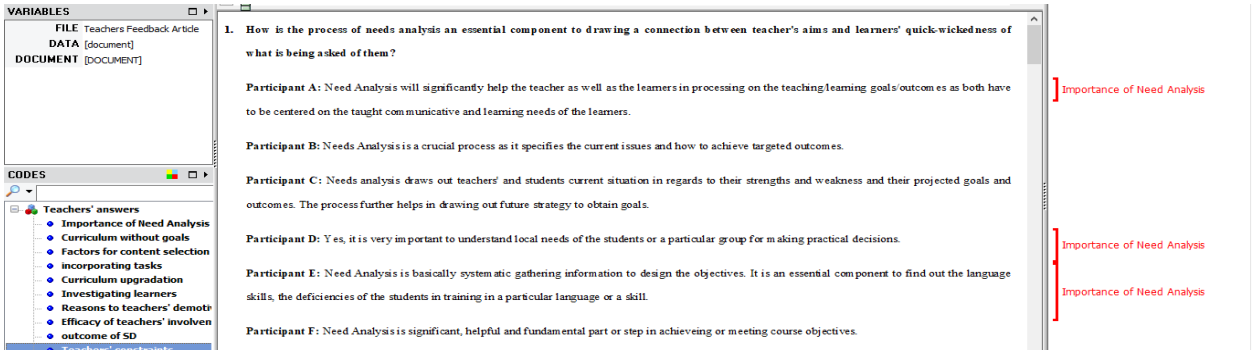

Figure 1.
Question 1 Analysis Through Codes Using QDA Miner

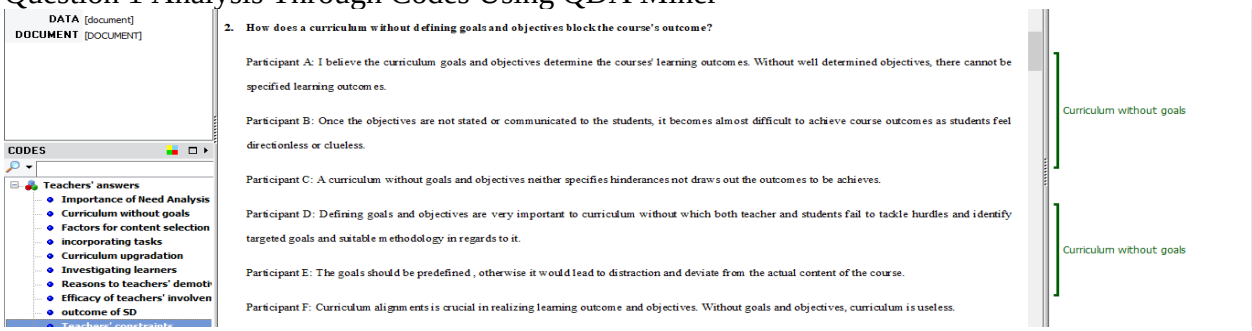

Figure 2.
Question 2 Analysis Through Codes Using QDA Miner

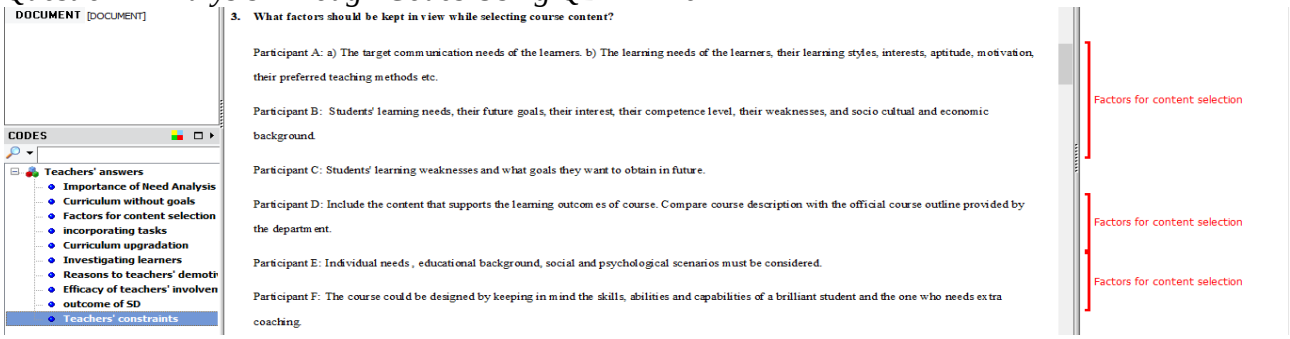

Figure 3.
Question 3 Analysis Through Codes Using QDA Miner

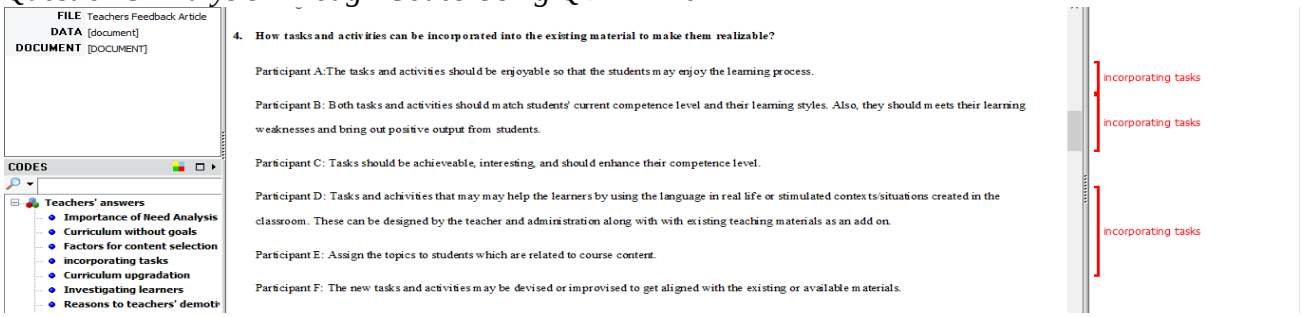

Figure 4.
Question 4 Analysis Through Codes Using QDA Miner

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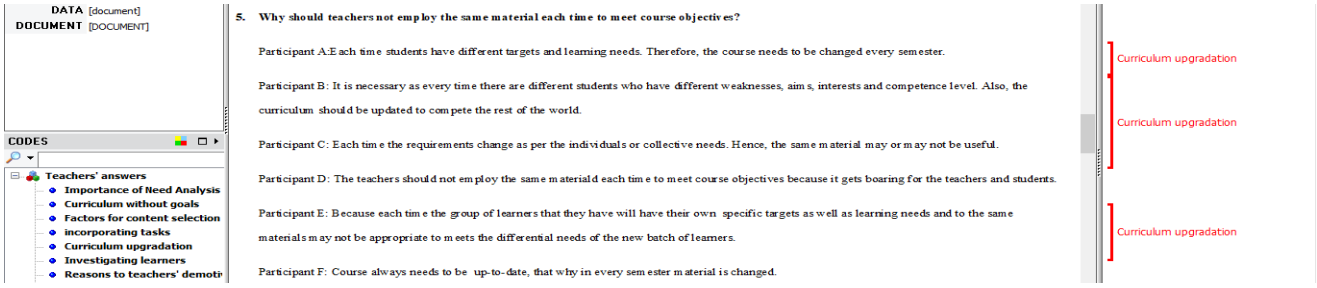

Figure 5.

Question 5 Analysis Through Codes Using QDA Miner

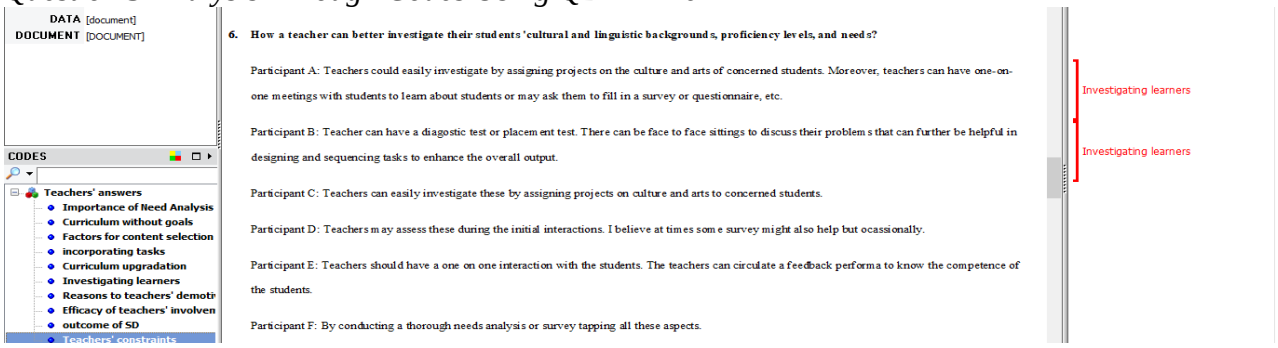

Figure 6.

Question 6 Analysis Through Codes Using QDA Miner

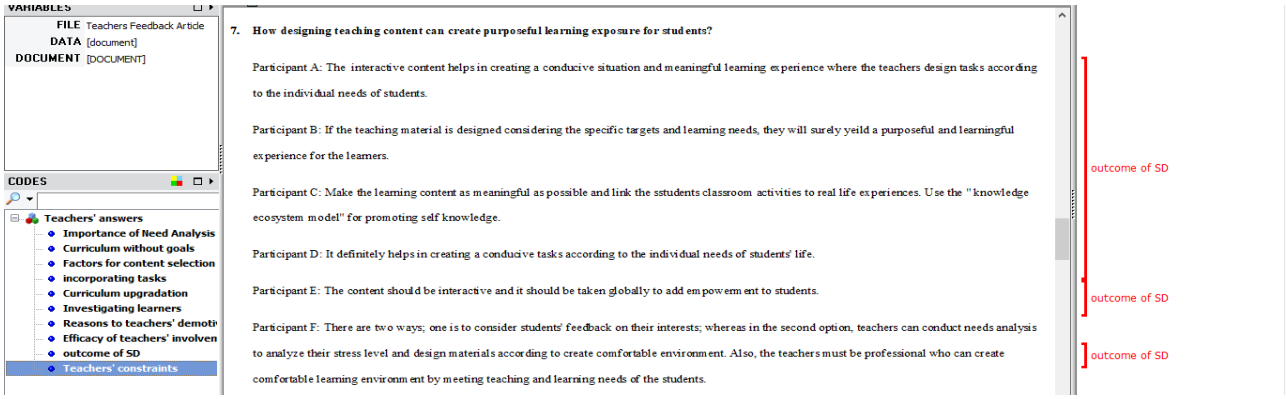

Figure 7.

Question 7 Analysis Through Codes Using QDA Miner

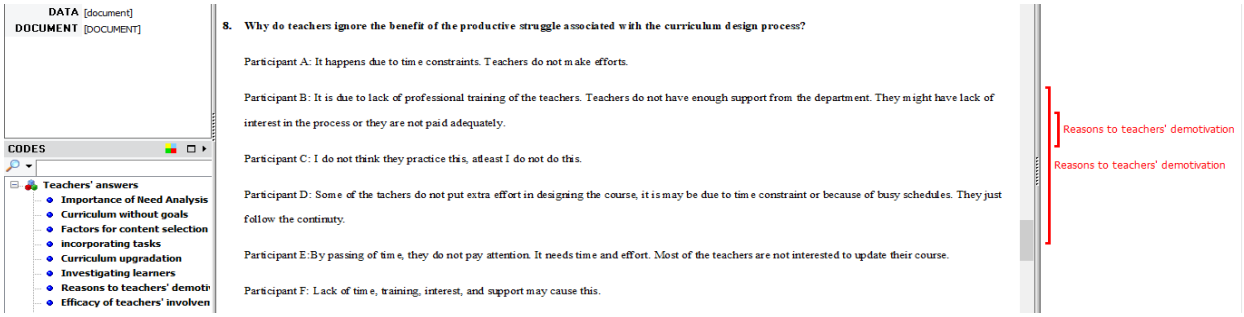

Figure 8.

Question 8 Analysis Through Codes Using QDA Miner

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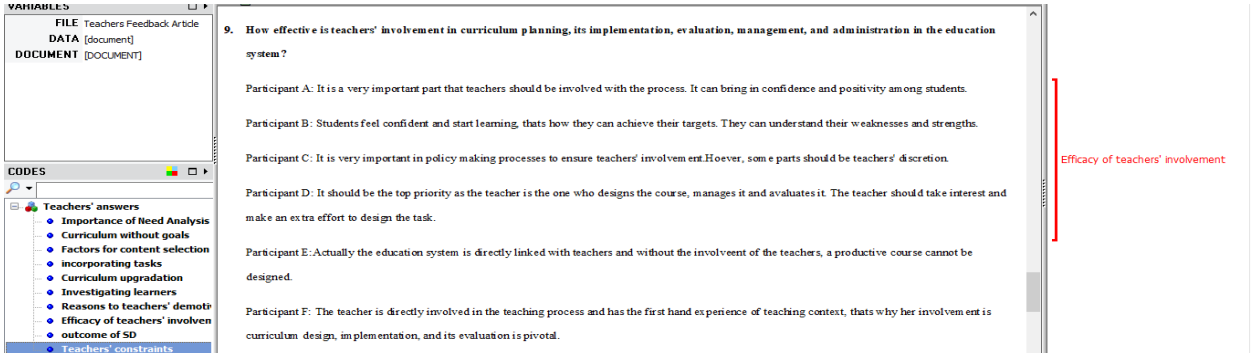

Figure 9.

Question 9 Analysis Through Codes Using QDA Miner

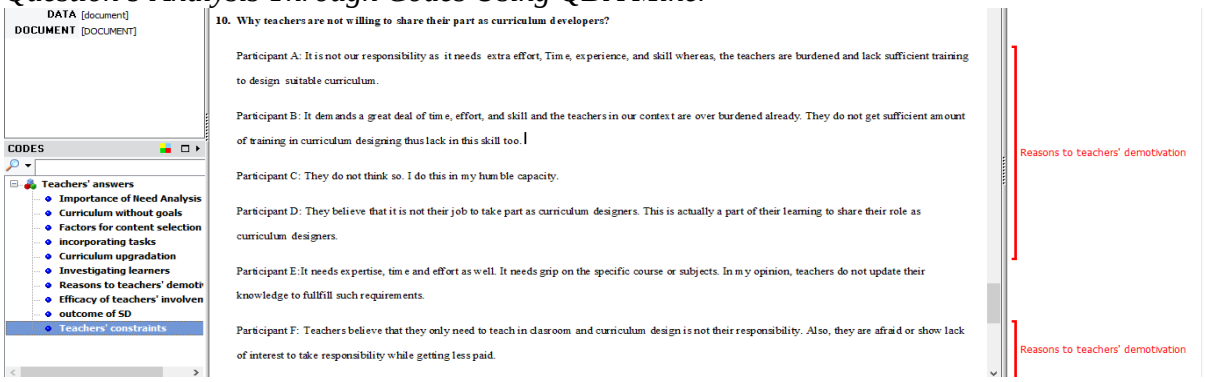

Figure 10.

Question 10 Analysis Through Codes Using QDA Miner

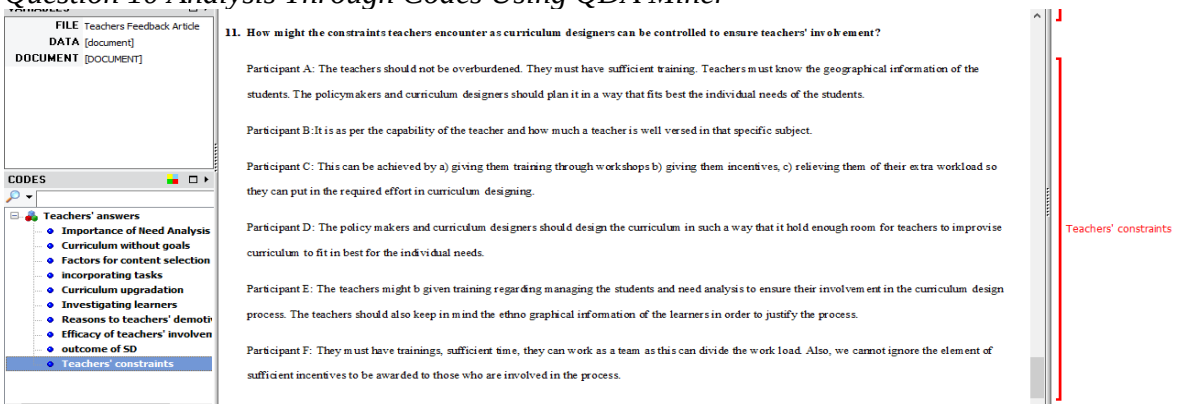

Figure 11.

Question 11 Analysis Through Codes Using QDA Miner

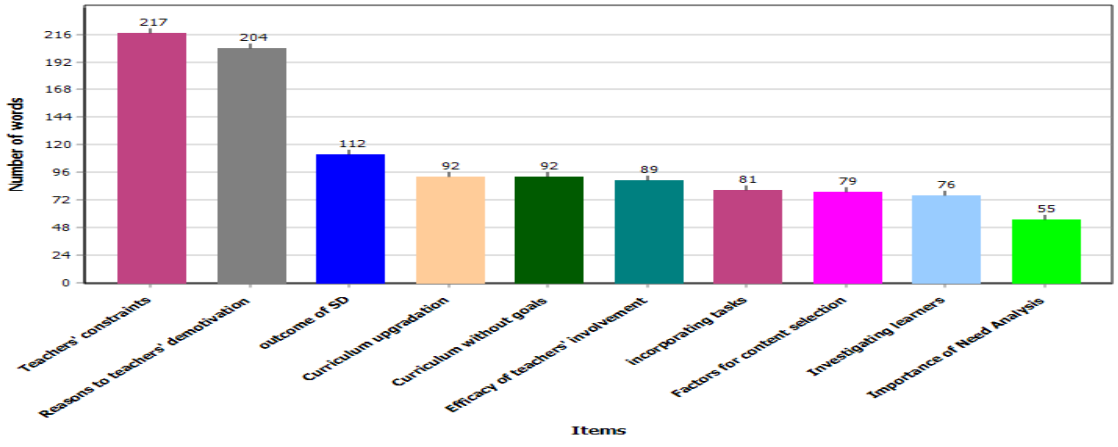

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Figure 12.

Selected Codes and their Frequencies Through QDA Miner

Category	Code	Count	% Codes	Cases	% Cases
Teachers' answers	Importance of Need Analysis	3	12.0	1	100.0
Teachers' answers	Curriculum without goals	2	8.0	1	100.0
Teachers' answers	Factors for content selection	3	12.0	1	100.0
Teachers' answers	Incorporating tasks	3	12.0	1	100.0
Teachers' answers	Curriculum upgradation	3	12.0	1	100.0
Teachers' answers	Investigating learners	2	8.0	1	100.0
Teachers' answers	Reasons to teachers' demotivation	4	16.0	1	100.0
Teachers' answers	Efficacy of teachers' involvement	1	4.0	1	100.0
Teachers' answers	Outcome of SD	3	12.0	1	100.0
Teachers' answers	Teachers' constraints	1	4.0	1	100.0

Figure 13.

Table Showing Coding Frequencies Through QDA Miner

Term	Frequency	% Shown	% Processed	% Total	No. Cases	% Cases	TF * IDF
Teachers	24	10.21	10.21	4.47	1	100.00	0.0
Students	12	5.11	5.11	2.23	1	100.00	0.0
Curriculum	8	3.40	3.40	1.49	1	100.00	0.0
Learning	6	2.55	2.55	1.12	1	100.00	0.0
Objectives	5	2.13	2.13	0.93	1	100.00	0.0
Time	5	2.13	2.13	0.93	1	100.00	0.0
View	4	1.70	1.70	0.74	1	100.00	0.0
Commented	3	1.28	1.28	0.56	1	100.00	0.0
Tasks	3	1.28	1.28	0.56	1	100.00	0.0
Activities	3	1.28	1.28	0.56	1	100.00	0.0
Training	2	0.85	0.85	0.37	1	100.00	0.0
Semester	1	0.43	0.43	0.19	1	100.00	0.0
Situation	1	0.43	0.43	0.19	1	100.00	0.0
Struggle	1	0.43	0.43	0.19	1	100.00	0.0
Systematic	1	0.43	0.43	0.19	1	100.00	0.0
Targets	1	0.43%	0.43%	0.19	1	100.00	0.0
Wickedness	1	0.43%	0.43%	0.19	1	100.00	0.0

Figure 14.

Frequencies of selected words through Word Stat

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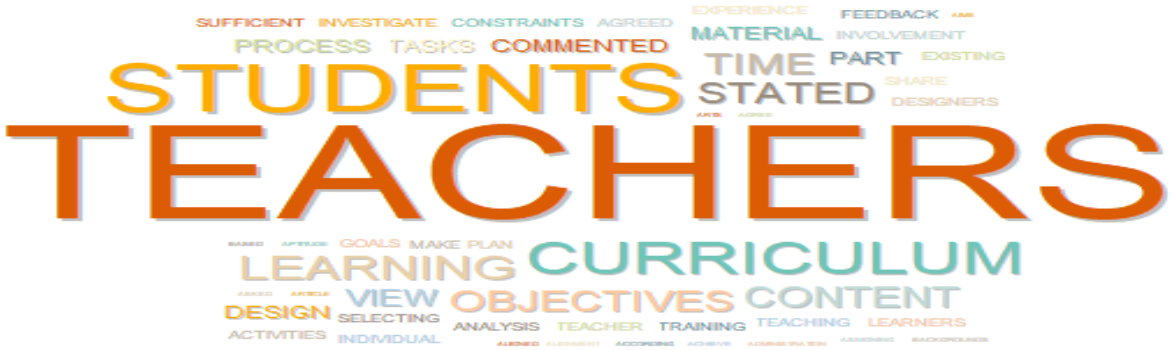

Figure 15.
Word Cloud Image Through Word Stat

Code A	Code B	Freq A	Freq B	Freq B + A	% of A	% of B	z value	p
Curriculum upgradation	Curriculum upgradation	3	3	2	66.7	66.7	2.91	0.04
Curriculum upgradation	Investigating learners	3	2	1	33.3	50.0	1.62	0.221
Curriculum upgradation	Curriculum without goals	2	2	1	50.0	50.0	2.19	0.146
Curriculum upgradation	Factors for content selection	2	3	1	50.0	33.3	1.65	0.226
Efficacy of teachers' involvement	Reasons to teachers' demotivation	1	4	1	100	25.0	2.29	0.16
Factors for content selection	Factors for content selection	3	3	2	66.7	66.7	2.91	0.04
Factors for content selection	Incorporating tasks	3	3	1	33.3	33.3	1.36	0.319
Importance of Need Analysis	Curriculum without goals	3	3	1	33.3	50.0	1.62	0.221
Importance of Need Analysis	Importance of Need Analysis	3	3	2	66.7	66.7	2.91	0.04
Incorporating tasks	Curriculum upgradation	3	3	1	33.3	33.3	1.44	0.319
Incorporating tasks	Incorporating tasks	3	3	2	66.7	66.7	2.91	0.04
Investigating learners	Investigating learners	2	2	1	50.0	50.0	2.91	0.154
Investigating learners	Outcome of SD	3	3	1	33.3	33.3	2.19	0.226
Outcome of SD	Outcome of SD	2	3	1	66.7	66.7	1.65	0.073
Outcome of SD	Reasons to teachers' demotivation	3	2	2	50.0	50.0	2.34	0.123
Outcome of SD	Efficacy of teachers' involvement	4	1	1	100	100.	1.85	0.154
Reasons to teachers' demotivation	Reasons to teachers' demotivation	4	4	2	100	100.	2.14	0.123

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Reasons to teachers' demotivation	Reasons to teachers' demotivation	4	4	2	50.0	50.0	1.85	0.123
Reasons to teachers' demotivation	Teachers' constraints	4	1	1	50.0	50.0	1.85	0.151

Figure 16.

Statistical Analysis of Codes with Similar Sequences into Two Categories A & B, their frequencies, Percentage, and Z Value Respectively

The Figures 1 to 11 shows the codes generated through QDA Miner. The data was entered in to the software and codes were generated based on their themes. The Figure 12 shows the frequencies of the selected codes through a bar chart. The figure 13 presents the data provided in Figure 12 in the form of a table. The figure 15 shows the word cloud developed through the most frequently used words in the qualitative data. The mixed method analysis showed that all the teachers somehow were aware of the importance of curriculum design, learners' needs, and how it affects the entire teaching and learning process. They were also aware of the related challenges they face at work place.

The researcher looked for the frequency of specific concepts through codes that existed in the data and overlooked the unnecessary details. Logically examining the codes, the researcher focused on words that implied those codes. For instance, one of the participants answered the first question as "need analysis is significant, helpful, and a fundamental part or step in achieving and meeting course objectives", while the same question was answered by another participant in the following way "Yes, it is very important to understand local needs of students or a particular group for making practical decision"; the two of these answers may have separate word categories, but implied the same concept. Whereas, text prevailing different concepts contained distinct codes. All the questions and the received answers were analyzed similarly. The coding process was validated by remaining consistent and coherent throughout the process.

Findings

The data collected from teachers showed that all the teachers somehow were aware of the importance of curriculum design, learners' needs, and how it affects the entire teaching and learning process. They were also aware of the related challenges and how to fix them. The bar chart of figure 12 showed that teachers' constraints received the highest percentage, whereas figure 13 illustrated that codes showing reasons to teachers' demotivation received the highest number of frequencies. The figure 14 taken through Word Stat displayed frequencies of selected number of words, the table showed that the word "teachers" had received the highest frequency, "students" remained second and "curriculum" remained third. It might be the case that teachers are self-centered to an extent and are not ready to devote extra time for curriculum development process without any favor. The word cloud displayed through figure 15 is the visual description of figure 14. The statistical analysis of codes with similar sequences were shown in figure 16. Through statistical analyses, codes were divided into two categories A & B, their frequencies, percentage, and z value were also further calculated Respectively. The statistical analysis displayed those codes showing "curriculum upgradation" and "investigating learner" were corelated as both had similar z values. The statistics further showed that a curriculum without goals is interlinked with need analysis process. Similarly, efficacy of teachers' involvement is affected by teachers' demotivation. The results were further examined in the light of Graves (2000) perception that process of curriculum design is a unified process and skipping any stage will lose it efficacy.

Limitations

There were limitations regarding the data collection tool. The data was collected only through a questionnaire and the number of participants was only six.

ISSN E: 2709-8273
ISSN P:2709-8265
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Conclusion

While analyzing answers received from teachers, it is stated that sufficient training on curriculum design and assessing learners' needs are crucial to meeting the course objectives. Teachers need enough training, time, resources, and motivation through certain incentives. They are of the view that they are overburdened, it is, therefore, suggested that more teachers should be hired. The policymakers and curriculum designers can also go hand in hand and help each other to meet the challenges. The answer of the first question concluded that some of the teachers are already motivated, however, may lack resources, enough training, or face time related constraints. Additionally, not getting paid adequately and attractive incentives are significant constraints identified by the teachers. It was summarized that all the teachers are aware that without their effort, the process of curriculum design cannot help achieve the desired goals and objectives and students will face similar challenges in the future. The answer of question 1, the answer of question 2 could be analyzed that the curriculum designing and the process of assessing learner's needs are skills that need professional-level training and none of the teachers should be requested or demanded to take part in the process without sufficient amount of financial support and training. Their efficacy should then further be evaluated by implementing curriculum and its evaluation. It is further suggested as referred by Dhanapala (2021) that curriculum design is a process that needs to be evaluated once implemented to examine its efficacy without which it cannot be justified.

Recommendations

To fulfill students' learning needs, the study may involve principals, lecturers, and teachers who are interested in developing a curriculum, there can be well trained professional specifically hired by the departments who can train the faculty. Additionally, attractive parks should also be stocked to attract more teachers. Moreover, future studies may use other research tools to have an in-depth analysis. The proposed framework can also be implemented and data can be collected from students as well.

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ISSN E: 2709-8273
ISSN P:2709-8265
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