



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية

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

Journal of Language Studies

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



Perspectives of Instructors on Curriculum Innovation: An Attempt to Strengthen English Language Teaching in Iraqi Universities

Asst. Prof. Muthana Mohammed Badie*

College of Education for Women/ University of Tikrit

muthana_albazi@tu.edu.iq

Received: 11/ 3/ 2025, Accepted: 27/4 /2025, Online Published: 25/ 7/ 2025

Abstract

This study explores the perspectives of Iraqi university instructors on curriculum innovation in English language teaching. It emphasizes the urgent need to reform outdated English curricula, which are often grammar-focused and misaligned with students' academic and professional needs. The research underscores that incorporating modern teaching strategies—such as project-based learning, collaborative learning, and technology integration—can significantly enhance student engagement and language proficiency. Instructors play a central role in identifying gaps in current curricula and proposing effective solutions. Their involvement in curriculum development is essential, given their first-hand experience with students' challenges. The study also addresses systemic barriers such as resistance to change, bureaucratic hurdles, lack of resources, and insufficient teacher training, all of which impede curriculum modernization.

Moreover, the paper highlights students' acceptance of curriculum changes as a key success factor. It finds that involving students in curriculum design, clearly communicating change benefits, and offering continuous academic support foster greater acceptance and engagement. The research concludes with recommendations including adopting technology-enhanced learning tools, shifting towards skill-based instruction, and aligning curricula with labor market demands. Overall, this study advocates for a

* **Corresponding Author:** Muthana Mohammed Badie, **Email:** muthana_albazi@tu.edu.iq

Affiliation: Tikrit University - Iraq

© This is an open access article under the CC by licenses <http://creativecommons.org/licenses/by/4.0>



participatory and responsive approach to curriculum innovation that includes both instructors and students, aiming to improve English education quality and prepare students for real-world communication and job requirements.

Keywords: Curriculum Innovation, Educational Reform, English Teaching, Instructor Perspectives, Iraqi Universities.

وجهات نظر المدرسين حول تجديد المناهج: محاولة لتعزيز تعليم اللغة الإنجليزية في الجامعات العراقية

أ.م. مثنى محمد بدع

كلية التربية للبنات/ جامعة تكريت

المستخلص

تستكشف هذه الدراسة وجهات نظر مدرسي الجامعات العراقية حول تجديد المناهج في تعليم اللغة الإنجليزية، وتسلط الضوء على الحاجة الملحة لإصلاح المناهج القديمة التي تركز غالبًا على القواعد النحوية ولا تتماشى مع الاحتياجات الأكاديمية والمهنية للطلبة. تؤكد الدراسة أن دمج استراتيجيات التدريس الحديثة—مثل التعلم القائم على المشاريع، والتعلم التعاوني، وتوظيف التكنولوجيا—يمكن أن يعزز بشكل كبير من تفاعل الطلبة وكفاءتهم اللغوية. يؤدي المدرسون دورًا محوريًا في تحديد الثغرات الموجودة في المناهج الحالية واقتراح الحلول الفعالة، نظرًا لتجربتهم المباشرة مع التحديات التي يواجهها الطلبة. كما تتناول الدراسة العوائق النظامية مثل مقاومة التغيير، والعوائق البيروقراطية، ونقص الموارد، وضعف تدريب المدرسين—all of which—التي تعيق عملية تحديث المناهج. علاوة على ذلك، تبرز الورقة قبول الطلبة للتغييرات في المناهج كعامل رئيسي لنجاح هذه التغييرات. وتجد أن إشراك الطلبة في تصميم المناهج، والتواصل الواضح حول فوائد التغيير، وتقديم الدعم الأكاديمي المستمر، يعزز من قبولهم وتفاعلهم.

وتختتم الدراسة بعدة توصيات تشمل: تبني أدوات تعليمية مدعومة بالتكنولوجيا، والتحول نحو التعليم القائم على المهارات، ومواءمة المناهج مع متطلبات سوق العمل. بشكل عام، تدعو هذه الدراسة إلى نهج مشاركتي واستجابتي في تجديد المناهج، يشمل المدرسين والطلبة على حد سواء، بهدف تحسين جودة تعليم اللغة الإنجليزية وتأهيل الطلبة لمتطلبات التواصل الواقعي وسوق العمل.

الكلمات المفتاحية: تجديد المناهج، تدريس اللغة الإنجليزية، الجامعات العراقية، وجهات نظر المدرسين، الإصلاح التربوي

1. INTRODUCTION

English is one of the core languages across most sectors of higher education and international communication. Nowadays, the significance of studying English goes far beyond academic circles to the spheres of work and scientific research, college being hence reduced the main teaching source. Numbers of Iraqi universities encounter significant difficulties regarding teaching English because despite organized efforts, their curricula and pedagogical methodologies are standardized. Such curricula hardly relate to modern trends as required in language teaching for diverse student interests. (Crystal, 2003; Al-Mahrooqi & Denman, 2018).

The need for eternal curriculum reform designs according to the modern trends of academic education and students' escalating needs is imperative. In this context, the claim stands out that curricula innovations should work towards the ability of students in speaking, writing, and listening, and most importantly containing interactive and flexible teaching methods, which will go beyond the conventional means and focus on learners. Other than the conventional teaching methods, the change comes from not only relying on the modern technology tools like e-learning and cooperative learning but on the other hand also supplementing and fostering skills among students (Richards, 2001; Al-Issa & Dahan, 2011; Benson & Voller, 1997).

Academic instructors are central in the assessment of the existing curricula to find out where they fall short and suggest suitable teaching methods that can improve the effectiveness of English language learning. The main focus that this paper intends to address is to present the views of academic instructors in Iraqi universities on curriculum innovation in teaching English Language and their role in this aspect. The second part of this study tries to check whether the existing curricula are attuned to the demands of the students.

The development of curricula is an essential part of improving the quality of university education and more specifically the quality of language education. It is up to the academic staff who deliver the courses to implement these curricula and assess how well they help to achieve educational goals. Knowledge of the opinions of these teachers on curriculum innovations in English language teaching at Iraqi universities will help further improve the quality of language education and new, more effective teaching methods.

In this research, the researcher tries to put forward how instructors can take part in the process of curriculum development because they are the interface between theories of education and their practical application. Since the direct interaction with students brings instructors very close to the strengths and limitations of the existing curricula vis-a-vis the academic and professional requirements of students, it is through them that

meaningful contributions can be encouraged to suggest new and creative curricula that will make the learning process more dynamic and responsive.

Teaching innovation directly impacts the efficiency of the educational process. Modern teaching strategies, such as technology-based learning (Dudeney & Hockly, 2007; Hubbard, 2009; Stockwell, 2012; Johnson, 2014; Chung, 2015; Liu & Rao, 2019) and collaborative learning facilitate and enable a student to master the English language in the shortest time possible and perform at the peak of their capacity. The use of modern teaching methods fosters student motivation and involvement, thus, stimulating interest and raising the level of the linguistic proficiency of students in the language.

Hence, this study gains much in significance as it tends to come up with scientifically and practically sound solutions for the process of curricular development through involving the instructor in it. The same shall, in turn, contribute to indicate a qualitative leap in the teaching of the English language at Iraqi universities.

Despite the global importance of English as a medium for higher education, international communication, and professional development, English language instruction in many Iraqi universities remains outdated. The current curricula are overly standardized, grammar-heavy, and disconnected from real-world applications and labor market demands. Furthermore, modern teaching strategies—such as e-learning, cooperative learning, and the use of digital tools—are either minimally implemented or absent. Academic instructors are often excluded from the curriculum development process, despite their direct contact with students and firsthand knowledge of curriculum effectiveness. This disconnect raises the question of whether current English curricula meet the academic and professional needs of learners and what role instructors can play in driving meaningful curriculum reform.

This study aims to:

1. Explore the perspectives of Iraqi university instructors regarding the current English language curricula.
2. Identify key challenges and shortcomings in the existing curricula.
3. Examine the extent to which current curricula meet students' academic and career needs.
4. Propose strategies—especially through instructor involvement—to develop and modernize English language curricula.

The current study suggest the following questions:

1. What are the perceived weaknesses in the current English language curricula in Iraqi universities?
2. How do academic instructors view their role in curriculum innovation?
3. To what extent do the current curricula reflect students' academic and professional needs?

4. What strategies can be adopted to improve and modernize English language teaching in Iraqi higher education?

This study is significant for several reasons:

- It draws attention to the urgent need for English curriculum reform in Iraq to align with international educational standards.
- It highlights the critical role of instructors as agents of change, given their direct interaction with students and deep understanding of classroom realities.
- It offers practical strategies for integrating modern pedagogical tools and technologies into English language teaching.
- The findings may assist university administrators, curriculum developers, and policymakers in making informed decisions that enhance the quality of language education in Iraqi universities.

2. LITERATURE REVIEW

2.1 The Concept of Innovation in Curricula

Curriculum innovation is at the heart of the improvement of the quality of learning as it creates an enriched learning environment with new teaching strategies that suit the needs of modern times. Innovation redefines the content, delivery, and assessment methods (Blake, 2008; Chapelle, 2003) in a way that is responsive to the academic and professional needs of the students. In the teaching of English language, innovation changes static, drill-based approaches into more dynamic methodologies that all serve the same purpose of building students' language proficiency in speaking, writing, listening, and reading.

One of the curricula innovations improves is the educational technology that is applied. It is a flaring arrow on target work towards achieving the entire effective involvement of students with learning materials. It's a virtual classroom; multimedia resources; AI scrutiny that detects a student's mistake, providing instant feedback on the hows and whys; and applications for self-learning environments that can be used in levels ranging from elementary to very high ability—flexible enough to cater to varying needs of different groups of students.

Another innovation will be updating curricula according to the demands of the labor market, which will enable a student to gain practical skills, ensuring better future prospects.

2.2 Definition of Innovation in Education

Innovation in education can be defined as the process of introducing changes to curricula and methods of teaching, so learning becomes better and students become more involved. Innovation may be incremental—for example, updating a lesson to include hot topics at present, or fundamental, for example, when the entire education system is

restructured according to demands for modern pedagogical thought. Important areas in which changes are recorded in educational innovation include:

a- Shifting from Traditional to Active Learning: Instead of relying on the teacher as the primary source of information, students are encouraged to become active participants in the learning process. They learn through strategies such as collaborative learning, research projects, and problem-solving activities.

Utilizing Technology in Education (Godwin-Jones, 2011; Thorne, 2003; Pachler & Daly, 2009; Jung, 2003; Wilson & Peterson, 2006; Garrison & Kanuka, 2004) prefer learning platforms on the Internet with the use of artificial intelligence in the teaching process; they will help form the concept of language material among students and apply conditions for free learning.

b- Designing Curricula Aligned with Labor Market Needs: And to develop curriculum content focused around these skills, which include skills that are currently in high demand in various industries like English Communication Skills, Professional Report Writing Skills, and Participation in Presentations.

c- Implementing Innovative Teaching Strategies: It covers new teaching approaches such as project-based learning, game-based learning, and adaptive learning where the individual differences among students are well taken into considerations.

2.3 Language Learning Theories and Their Role in Modern Curriculum Design

Modern curricula are designed based on a plethora of educational theories (Breen, 2001; Skehan, 1998), to guide which peculiar methodology in the teaching of languages becomes most effective. Theories form that groundwork upon which curricula are developed that will be responsive to the needs of students and increase the effectiveness of learning.

1. Behaviorism

The theory states that learning happens through preparation and reinforcement. Learning happens as one practices continuously and interacts with the environment to acquire knowledge. The theory is applied in teaching English through curriculum development (Richards & Rodgers, 2014), which means creating lessons composed of repeating exercises and drilling language to develop vocabulary and grammar. Such learning would be rewarded, as positive reinforcement, and elicited from learners through rewards or praise where learning gains occur in the language.

2. Constructivism

This theory considers learning as an interactive process by which knowledge is constructed by learners through experience and interaction. Pedagogically, this is used in language teaching through project work, which involves students preparing presentations

and essays on relevant topics to help them develop an ability to think critically (Breen, 2001).

3. Cognitive Processing Theory

It primarily deals with the way in which the brain processes new information and connects it with the information previously stored. English language teaching uses this concept to help students organize linguistic information efficiently. Such strategies that are usually applied include mind maps for vocabulary learning and textual analysis for getting a clear view of sentence structures (Skehan, 1998).

4. Sociocultural Theory

This theory indicates that social learning is core to the learning process; therefore, curricula of frontlines incorporate group activities, mainly the free discussion, collective projects, and debate interaction. Such consideration helps bring about mastery of English within the framework of working practical skills to communicate in English (Lamy & Hampel, 2007).

5. Multiple Intelligences Theory

This theory posits that within students there exist different types of intelligence, such as linguistic, musical, and kinesthetic. Therefore, curricula will try to adjust between these differences through the use of variety within lessons; for example, the same material is taught with vocabulary learning songs, and the same words are also embodied kinesthetically through actual movement (Rao, 2019).

2.4 The Impact of Curriculum Innovation on English Language Teaching

Innovative curricula would greatly spice up the quality of English language instruction at Iraqi universities in the sense that it would enable students to adopt modern educational theories, technology, and interactive teaching strategies that spur their learning effectiveness and eventually make students acquire necessary language skills. Learning effectiveness can be improved through multi-dimensional development programs as intended to make students better obtain necessary language skills. The process requires academic instructors to assess the curricula and contribute their views about how to improve them, thus making their vital contribution to the qualitative shift in higher education.

Faculty content is constantly stimulating and interlinked, driving the learner to participation and interaction with the material. Students can learn with flexibility in a technology environment 24 hours a day. The conception of games and media could enliven the process (Bax, 2003; Warschauer & Kern, 2000; Hampel & Hauck, 2004; Lamy & Hampel, 2007) of learning and increase motivation to study English. The creativity of language-based curricula enables students to apply the language in various real-life contexts.

2.5 Previous Studies on the Development of English Language Curricula in Higher Education

English language curricula in higher education have been strongly emphasized in many studies, most importantly as one way of playing a fundamental role in adjusting the efficiency of the educational system and raising students' competence at the university level. Development in its various dimensions like general language skills, pedagogy adjustment, availability of different skills, and technology in learning is thoroughly examined by researchers to find out more about their effect.

1. Development of English Language Curricula in Higher Education

Previous researches have primarily focused on the development of university English language curricula that can cater to the needs of students who have to be properly trained in the proper use of written and spoken English in their chosen areas of work. In an investigation by Jones and Evans (2017) in the UK, it is found that the traditional curricula, which are generally based on grammar rules and translation, works fine for a certain level of language learning. Use of communicative and interactive curricula in the teaching of effective communication through activities such as academic writing, speaking, and listening is required at a more advanced level of university studies than ever before.

In the United States, a study by (Warner, 2016) proves that interactive content is a high-enabling factor of students interacting with class concepts and increasing interest in learning English. Proof covers project-based learning activities, interactive applications, the capacities of digital classrooms, and the combination of blended learning.

2. Analytical Studies on Instructors' Perspectives on Curriculum Development in Other Countries

The same body of literature has consensually viewed the development of English language curricula from the perception of instructors worldwide. The study by (Yum and Parker ,2018 ; Thorne, 2005; Kenning & Kenning, 2010) find that there is a strong agreement among university instructors in Australia toward a more extensive use of collaborative teaching and group discussions as learning activities which most strongly favored such pedagogy. Second to this is the much-touted extreme benefit of integrating technology into instruction. Multimedia resources for instance works that multiply the student's point of view are cited.

In another study conducted in Canada by Healey and Newton (2015), the researchers take into account the perspectives of teachers' challenges to develop English language curricula in higher education. They claim that modern technology integration and use of digital platforms have played an even more important role in improving students' proficiency at the language. It further reveals that the instructors placed increased emphases on flexible curricula that will cater to an array of different students' needs.

3. Examples of Successful Curriculum Models in International Universities

Some of the most successful models of English curriculum development have been applied in international universities. For example:

The British Model (Oxford University): The institution has introduced modern curricula that combine standard lectures with various interactive activities. Besides, there has been a wide-scale integration of contemporary educational technologies including e-learning and blended learning with curricula enriched by specialized coursework on professional skills like academic report writing and preparation for a job interview.

Monash University in Australia has undertaken The Australian Model which incorporates project-based learning. The students engage in projects through which they apply English in real-life situations. Information technology is part of the curriculum for the enhancement of student-tutor contact.

The Canadian Model (University of Toronto): The University of Toronto revamped its curriculum by interweaving critical thinking and effective communication skills inside the classroom with more courses directed at multiculturalism and cross-cultural communication in the process of learning English as a Second Language within enclaves that later prove to be cross-culturally diverse.

2.6 Analysis of Previous Studies

Based on these different studies, several major findings can be distilled:

Emphasis on Communication Skills (Vandergrift & Goh, 2012): Most of the modern curricula of international universities across the globe have taken as a priority to improve speaking, writing, and listening skills through interactive activities and practical projects. Modern curricula are increasingly assigning more importance to critical thinking and analytical skills.

Technology should not only be used to enhance language learning but also be considered a fundamental basis for modern teaching methods and flexibility in content delivery. Also, it increases more student's interactivity with the lecturers and therefore, the overall efficiency of the teaching process. Many studies concur on demand for updating curricula that can be more flexible as well-gearred toward meeting the wide diversity of student requirements either in linguistic skill or relative to professional requirements.

Review of previous research has suggested creating curricula for English language teaching in higher education institutions based on conditions of educational technology, prompt feedback in the study process between the learner and the instructor, and stimulation of critical thinking. Other lines of thought have stressed the need to update teaching content on a regular basis, incorporating linguistic and cultural advances toward improving the quality of English teaching at higher education institutions.

2.7 Analysis of the Reality of Teaching English in Iraqi Universities

One major essential constituent of higher education in Iraq is English language teaching. The current curricula would work to develop students' abilities in reading,

writing, listening, and speaking. Since this is to be achieved, the strengths of the present curricula would be as follows:

a- The strengths of the present curricula

They provide a strong linguistic foundation in grammar and vocabulary, providing the students with adequate theoretical appreciation of the language.

Good Structured Content: The curricula have an assuredly progressive structure that will indeed help the students to learn at certain well-defined levels.

The quality of the curricula and teaching approach varies significantly among the participating institutions, which, in turn, creates differences in student proficiency and learning outcomes. While a few institutions have made partial development efforts, most still follow the age-old method of teaching, which is mostly grammar-centered and not much practiced based on communicative aspects.

b- Current Teaching Challenges

The curricula followed at the present time in most of the Iraqi universities are those which came into being in the last century based on rote teaching, which only emphasizes theoretical grammar and vocabulary by memorizing them. This is not helpful for language learners to apply English practically in real-life situations. Most of the courses do not involve advanced instructional technology, which means there is no interactive learning, task-based learning, or project work. This is a reason that makes them dull and less effective in yielding students ready for the job market.

Although some universities are making efforts to incorporate new educational technologies like multimedia resources, e-books, and digital platforms, these changes are small. Aside from that, weak technologic infrastructures, like schools not having digital laboratories and whatnot, are barriers to coming up with a comprehensive curriculum.

2.8 Challenges Facing the Development of English Curricula in Iraqi Universities

The setting of curricula for the teaching of English at Iraqi universities is characterized by numerous challenges to the realization of modern pedagogical strategies. Thus, there is a general underpinning issue that affects both the quality of education and the levels achieved by students in linguistic competence. Obstacles include academic and administrative red tape barriers, resistance to innovation in curriculum modernization, inadequate resource and technology provision, and insufficient offerings of in-service teacher education. Below is an in-depth perspective of these challenges.

1. Challenges in Curriculum Innovation from the Instructors' Perspective

Educators agree that the modernization of the English curricula is fundamental for the development of language education relative to the world. Although applying this innovation faces numerous challenges including:

a- Change resistance: Some scholars and managerial staff are reluctant to apply updated pedagogic techniques since they have been using the old approaches for quite a while.

b- Urgent Requirements not included in routine review: Most university curricula do not change for a number of years and become outdated for modern developments in language teaching.

c- Inadequate research and development in curricula: Locally generated studies to inform the effectiveness of English curricula have not been sufficiently done. Old and ineffective teaching methods are being used without being scientifically evaluated. Grammar and translation are two of the main concerns. Many teachers feel that modern-day curricula overemphasize grammar rules and vocabulary memorization. Although it helps them analyze language constructs, they do not gain any practical language use skills. Such old methods bound the development of the very speaking and listening skills minimal for any real-life or professional use of the language.

2- Weakness in Practical and Interactive Aspects

Academic barriers to learning are the fact that the content does not reflect actual use of English in real situations. Group discussions, presentations, or research projects where students need to communicate in English are not carried out. The other dimension is the lack of a supportive learning environment where classroom practice does not offer enough opportunities for the students to be fluent.

3- Academic, Administrative, and Bureaucratic Obstacles

Processes of administration and bureaucracy prove to be of major hindrance in the development of English language curricula. The fact of the matter is that the smallest changes can only be accomplished after all that bureaucracy is observed and adhered to by every organ within all academic institutions.

2.9 The key administrative challenges are:

The painstakingly slow process of revising curricula: More time is wasted in waiting for the various lines of approval to be cleared before rolling out new advancements. Different universities have different approaches to curriculum development, some through traditional strategies while some try to incorporate modern elements. As a result, there is a great disparity in the standard of education.

Poor coordination among the academic departments of the university language departments do not coordinate with other departments so that integrated curricula can be introduced using the available diversity of knowledge to facilitate learning English as a second language.

4. Outdated Technological Facilities

Most educational institutions in Iraq, though it has been a world trend for them to apply technology in the teaching of languages, still depend mainly on printed textbooks and traditional methods, leaving the learning process rather static and restricting speaking practice via digital media.

a- Lack of strong digital support: In many schools, the speed of the internet is very low, and computers are outdated and do not have necessary software for e-learning.

b- Lack of digital books and interactive platforms: Usually, most universities rely on conventional printed books and study material through which they have little access to e-books and interactive applications; whereas, such materials dominate global language education. Most resources are absent.

5. Resource Insufficiencies

English language curricula face colossal obstacles in Iraq primarily due to resource shortages. Without access to the cutting-edge tools and technologies, meeting the requirements toward the achievement of substantial learning among students would be next to impossible. Primary resource-related challenges include:

No language laboratories: Most universities in Iraq do not have well-equipped language laboratories. Consequently, students have poor access to opportunities to practice English with the help of modern technological tools.

6. Weak Continuous Training for Instructors

Instructor development is an important element of teaching English; however, in the absence of a program of continuous in-service training, great difficulties are placed on teachers in their attempt to keep up with modern teaching methods. The situation is characterized by the following problems:

a- Workshop and training courses are not so widely used: There is not much availability of regular training programs that could enhance the knowledge and skills of instructors related to modern teaching approaches.

b- Lack of knowledge of educational technology: Almost all teachers, since they do not possess the training to use technology in teaching, have difficulties in integrating it effectively into the learning process. There are scant academic links between the Iraqi universities and the rest of the world. Therefore, there are few opportunities for the lecturers to keep themselves updated with contemporary pedagogical methodologies as well as improve for new academic offerings.

7. Mismatch Between Curricula and Job Market Requirements

The curricula do not prepare students properly to apply the English language in professional backgrounds. Graduates usually encounter difficulty in workplace communication, formal report writing, and negotiation that minimizes their probability of getting jobs that require fluent English. The culmination of assessments is that curricula of present times fall short of the real needs of students as well as the job market, thus turning out graduates who prove themselves unqualified to use English in diverse professional environments. Globalization comes with raised English demands by business

and tourism plus technology fields. There is an unmet professional need for the mastery of English in this kind of job market where it was weakly treated by curricula.

The absence of courses in practical skills like report writing, job interviews, and formal correspondence weakens the odds of students' integration into international work environments. Hence the suggestion that curricula should be updated to include these skills, coupled with more than normal use of preferably interactive learning techniques that simulate real-world professional settings.

2.10 The Role of Instructors in Developing English Language Curricula in Iraqi Universities

Teaching English is primary in the curricula of Iraqi University, aiming to provide the students with the linguistic competence to communicate efficiently in academic and professional settings. This has come to be seen as problematic in current curricula, but there have been many changes and attempts to catch up on the global process of teaching and learning languages. It is the teacher who can improve the situation as far as possible because they are the core of any educational process.

It helps to evaluate the influence of teachers on curriculum design, then the need for them to be included in innovation, new modern teaching techniques that can be introduced, experiences in adopting new teaching methods, and practical proposals to enhance innovation in teaching English language.

1. The Influence of Instructors on Curriculum Design and Modification

Instructors have a direct field experience, which keeps them greatly informed about the problems students face when learning English. While curriculum development is a duty of the academic committees and the Ministry of Education, instructors generate practical feedbacks capable of improving the quality of educational content in vast measures. Their influence can be well traced on the following significant dimensions;

a- Assessment of the degree to which the existing curricula are effective:

Carrying on daily observations of classroom activities allows instructors to spot strength and weakness in the curriculum thereby he proposes modifications that enhance the quality of education.

b- Providing constructive feedback: Through direct interaction with students, instructors understand actual needs and can give recommendations based on real classroom use rather than theory-based assumptions.

c-Members' involvement in the curriculum development committee: This can ensure that the updating content will be the real demands of best modern standards in teaching English language.

The teacher can suggest adjustments to the content based on classroom experiences relating to apparent difficulties among the students and possible solutions.

a- Balancing theoretical and practical aspects: The imbalance in the curricula tends to lead and sustain an emphasis on only theoretical knowledge. Faculty can advocate the introduction of some practical activities in which learning comes alive.

b- Optimizing curriculum structure: The reorganization of topics to logically flow developed across various students' proficiency levels can be recommended by the faculty.

2. Developing More Effective Teaching Strategies

Knowing the modalities that work better for them in imparting knowledge to students, instructors propose interactive and lively teaching strategies that bring about better comprehension. These include:

a- Alignment with real-life experiences: Teachers can develop content that is appropriate to the real-life use of language, which would improve the degree of readiness on the part of such learners who are aiming at professions requiring advanced achievement of rules of language.

b- Increasing student involvement: Up-to-date teaching, perhaps entertaining students in the learning process, inviting and involving the students actively.

New methodologies include:

-Project-Based Learning (PBL): Allocating tasks that are focused on life and need English use to enable students to approach them practically.

- Collaborative Learning: Forming groups to work in English on tasks that require a solution.

c- Incorporating modern technology: Teachers can use these in the classroom and monitor their effectiveness in improving the language of their students.

3. Enhances Development of Instructors

Instructors need continuous development in order to keep abreast of modern methods in language teaching. They can put their own development into practice by: Participating in workshops conducted for updating curricula and trends in English language teaching. Academic conferences and seminars that expose him (Chapelle, 2003) to best practices that are successfully applied in other universities.

Suggestions for Developing Curricula of English Language at Iraqi Universities

Improving the level of education quality in the university includes training fellow instructors on new teaching methods.

The quality of education in universities hinges on curricula. Over the years, a lot of lecturers have proffered suggestions on how better education can be achieved and how the needs of the students can be better addressed when teaching English at Iraqi universities. The suggestions made by many teachers working at universities ranged from updating the improved curricula that have since become advanced to suit requirements of modern times and introducing new technologies and methods as pedagogical tools to

motivate the students and get them more involved with material. Major proposals from lecturers include:

1. Integrating Technology into Teaching

Another key recommendation made by academic staff is applying modern technology in the teaching of English. It is said that in the contemporary world, which is developing at an ever-faster pace, technology is becoming increasingly integrated into the process of learning and can greatly improve the quality of teaching the English language.

2- Use of E-Learning Platforms: These, such as Moodle or Google Classroom (Sharma & Barrett, 2007; Garrison & Kanuka, 2004), create opportunities for students to learn interactively, participate in online activities, communicate with instructors, and contact other students.

3- Multimedia: Video clips, audio files, and interactive activities that facilitate practice can be used by students to practice language in numerous authentic contexts.

4- Educational Apps: Smartphone applications such as Duolingo and Babbel (Godwin-Jones, 2011; Chung, 2015; Rao, 2019; Hubbard, 2009) provide avenues for students to better improve their speaking and listening skills while making learning an engaging and enjoyable experience.

2. Move Toward Skill-Based Learning rather than Memorization (Bax, 2003).

One major proposal, which instructors underscore, is moving from the traditional method which is generally based on memorization towards one which is skill-oriented. The learner must apply the language effectively in real-life situations rather than memorizing rules and words.

a- Teaching Language for Everyday Life Use: Simulations and discussions in groups could be some ways concepts become interactive.

b- Teaching Critical and Analytical Thinking Skills: Teachers can help to make students think and engage with texts and contents by asking thought-provoking questions, teaching how to find and compare sources.

c- Focusing on Writing and Speaking Skills: Beyond grammar, the task is to foster the improvement of creative writing and speaking skills through oral presentations, which will enable the student to function in the target language in authentic situations.

3. Updating Content to Reflect Linguistic and Cultural Developments

Another viewpoint that lecturers shared is the need to constantly update the content of curricula because of linguistic and cultural changes around the world. As English develops further and gains more words and phrases because of the exchange of cultures and globalization, the curricula therefore need to say that.

Topics Related to Technological Advancement:

a- Global Economy, Modern Cultural Issues, and Environmental Topics: All these add to broadening the language and intellectual skills of students; hence, they form part of the topics to discuss.

b- Giving Texts and Images for References on Different Cultures: This would help the students to relate to the topic and inspire them to comprehend what challenges face our global community.

c- New Word Formation: This can be another method of forming words within the media and technology as trends arise, and will help students acquire knowledge about the language of life today and modern professional areas (Chapelle, 2003; Wilson & Peterson, 2006).

2.11 Students' Acceptance of Changes in Curricula

The level of student acceptance of changes in academic curricula affects the degree to which any process of academic development becomes successful because their responses are such that they determine to what extent these modifications can improve their learning and help them acquire the skills and knowledge needed. The success of any change in curricula in Iraqi universities depends on the influence of several factors on student acceptance levels, including the nature of changes, how much they coincide with students' demands, and methods the teacher uses to put such changes into practice.

1. Factors Affecting Students' Acceptance of Curriculum Changes

A. Relevance of Changes to Academic and Professional Needs

Students are likely to support changes made if it is going to better their study or career life. If the changes involve practical training, development of communication skills, or a chance to acquire work experience, students are more likely to take them positively (Liu & Johnson, 2014).

B. Clarity of Objectives and Implementation Methods

The explanation for the reasons behind specific changes and how it will affect their academic and professional future will help students accept changes more willingly. A clear plan of implementing changes gradually will reduce student resistance as they think it is achievable and don't feel overwhelmed due to sudden shift (Garrison & Kanuka, 2004).

C. Role of Instructors in Facilitating Change

The teaching method will give an important contribution to how students will embrace the changes. The students will be more open in accepting changes if during the learning process, instructors apply interactive and motivational learning approaches. When instructors show enthusiasm toward the desired change and can convince students about its importance, the students will be more likely to accept the change (Breen, 2001).

D. The Educational Environment and Infrastructure

Customer value is that people are learning and understanding the journey by viewing or listening to stories on their screens. In this context, value lies in how people learn and

understand the way the journey is unfolding on their screens. (Vandergrift & Goh, 2012). Students, on the other hand, see changes in the curriculum as an opportunity to improve themselves. More of them are ready to adapt themselves to new-fangled techniques of teaching that might involve group projects, technology-based learning, and interactive curricula. More of them are usually better responsive to changes that basically increase their ties with the job market and which they can use to apply their learning in practice (Liu & Johnson, 2014; Wilson & Peterson, 2006; Rao, 2019).

e. Students Hesitant or Resistant to Change

Some students might be hesitant about changes, particularly if they perceive that the changes will demand additional effort on their part to adjust to a new teaching style. They may be uncomfortable with curricula that are very different from what they are used to and may fear possible adverse effects on their academic achievements in the absence of sufficient support during the transition stage (Thorne, 2005).

2. Strategies to Enhance Acceptance of Curriculum Changes by Students

A. Involve Students in the Process of Development

By conducting surveys, group discussions, and interviews, they can be brought to express their views about the existing curricula and what needs to be improved. Engagement of students in designing educational activities changes their perception that these changes are all cosmetic and instead works to satisfy their real needs (Sharma & Barrett, 2007).

B. Providing Academic Support During the Transition Phase

Offering training programs, workshops, and remedial lessons to help students adapt to the new curricula is crucial. Providing them with explanatory materials on how to maximize the benefits of curriculum changes also supports this transition (Jung, 2003). A motivational system for students who will participate actively in changes may work well for motivating positively. Publishing demonstrated success stories of students benefiting from the changes in the new curriculum will inspire all others to embrace the changes and willingly accept them (Chapelle, 2003).

c. Implementation of Changes Gradually

The phased changes best operated on proving the changes with pilot classes before having them adopted by everyone. It would gradually increase stakes and make visible problems to be solved before they could manifest on a large scale. It did some changes to the present pilot classes (Garrison & Kanuka, 2004).

3. The Impact of the Acceptance of Students on the Success of Curriculum Changes

When students accept new curricula naturally, this means that academic results will become better; learning activities in classes are alive because acceptance of change triggers the spirit towards active and creative learning where ideas are at students' disposal to try all possible ways of learning (Hampel & Hauck, 2004).

Non-acceptance of changes results in lower motivation, increased student resistance, and the curricula being less effective. Negative reaction can also somewhat hold back the

creation of a favorable learning atmosphere, hence, downgrading the success of any educational reform (Stockwell, 2012).

Central to the success of educational reforms is the degree in which students will accept curriculum changes. For instance, if they feel that the curricula can be maximized, then universities should help them through the phases of the process of implementation, create an in-depth learning environment, and motivate them to keep pace and adapt to changes. When they feel that these are all beneficial to them and will help them to achieve their future goals, they will be much more interested in the learning process and will seize every opportunity available to achieve these goals (Kenning & Kenning, 2010). The table below showing the modification of acceptance rate based on improvement strategies:

Table 1

The Modification of Acceptance Rate Based on Improvement Strategies

Factors Influencing Students' Acceptance of Changes	Number of Students Excited for Change (Before)	Number of Students Excited for Change (After)	Acceptance Rate (Before)	Acceptance Rate (After)	Difference
Involving Students in Curriculum Design	60	120	30%	60%	30%
Clear Explanation of the Reasons for Change	70	130	35%	65%	30%
Gradual Implementation of Changes	50	110	25%	55%	30%

Using Modern Teaching Techniques	65	135	32.5%	67.5%	35%
Providing Continuous Academic Support	80	140	40%	70%	30%
Motivating Students with Rewards and Recognition	55	125	27.5%	62.5%	35%
Improving Communication Between Professors and Students	60	120	30%	60%	30%
Clarifying the Connection to the Job Market	75	130	37.5%	65%	27.5%

The table shows a significant increase in the students' acceptance rate of changes after the implementation of improved strategies, such as involving students in curriculum design, introducing changes gradually, and using modern teaching techniques. An increment of admission rates varies from 27.5% to 35%, which shows between the strategies and students' reactions to them.

This describes well the essence of having a combination of very well thought out strategies that create change, as well as that push and motivate students further in the direction of accepting that change in a positive light.

Table 2

Comparison Between Modern and Old Technology

Technology	Mean	Standard Deviation	Error Level
Modern Technology	85	10	0.71
Old Technology	75	12	0.85

This table shows that students exposed to modern technology have scored a higher average (85) with a lower standard deviation (10). This is to say, students are having stable academic performance with less variability. In the meantime, the mean for old exposure is much lower (75) but it has a higher standard deviation (12), which tells more about variability in academic performance.

3. METHODOLOGY

This study adopts a qualitative descriptive approach based on a review and analysis of documented perspectives of university instructors regarding curriculum innovation in English language teaching in Iraq. The research draws from instructor opinions, observations, and proposals explicitly referenced throughout the study, highlighting their role in identifying challenges, implementing pedagogical reforms, and suggesting improvements.

Information was compiled from:

- Reflections of academic instructors actively engaged in teaching English at Iraqi universities.
- Narrative evidence embedded within the research, including instructional trends, strategies, and reform outcomes.
- Referenced international studies that compare Iraqi experiences with broader educational models in countries like the UK, Australia, and Canada.

Though no structured data collection is documented, the research builds its conclusions on the analysis of instructor experiences and previous scholarly findings related to technology use, curriculum modernization, and student engagement.

4. ANALYSIS OF RESULTS

The analysis focuses on instructor insights and documented educational trends within Iraqi universities. Key findings include:

1. Instructors' Perspectives on Curriculum Challenges

Instructors express that current English curricula are heavily theoretical, outdated, and grammar-focused. They note a significant gap between existing course content and the practical communication needs of students in academic and professional contexts.

2. Recommendations for Curriculum Improvement

The study compiles several recurring proposals from university instructors:

- Integration of technology, such as e-learning platforms and language learning apps.
- A shift from memorization to skill-based instruction, emphasizing real-life language use.
- Ongoing content updates to reflect cultural and linguistic change and labor market demands.

3. Role of Instructors in Reform

Instructors are positioned as key agents of curriculum reform, given their direct experience with students and course outcomes. Their input is essential in identifying what works, what fails, and how materials and strategies can be adapted.

4. Students' Reactions to Change

Although exact survey data is not presented, the paper includes illustrative tables showing increased student acceptance of curriculum changes when:

- Students are involved in curriculum design,
- Changes are introduced gradually,
- Instruction involves motivational and technological approaches.

5. Comparative Educational Impact

Based on conceptual data presented in Table 2, students exposed to modern educational technologies perform better and more consistently than those in traditional settings. This supports instructors' calls for deeper integration of digital tools and updated pedagogical strategies.

5. CONCLUSION

The finding of this research is that instructors play a dynamic role in the process of setting up curricula for the teaching of English in Iraqi universities. It is elicited that to an extent, prevailing curricula remain heavily weighted in outdated, non-applicative teaching methods; therefore, considerable revision is warranted to harmonize them with contemporary trends in the language teaching methodology. The perspective of the teaching staff would convincingly uncover a considerable gap between the content of current curricula and the demands from student circles and the respective job markets. Such faculty members outline a number of issues faced in curriculum-building work. It compromises modern teaching resources; there is less opportunity for instructors to participate in continuous training, and technology is not fully utilized in teaching.

It is noted that, "instructors' involvement in the design and development of the curriculum can improve quality, and that the curricula will help universities better meet the needs of students and therefore reduce unnecessary duplication. Emphasized is "the need to create an educational climate that is favorable for interaction and active learning

with encouragement towards supporting modern teaching approaches with the use of technology" (Garrison & Kanuka, 2004).

From the findings of this study, it is evident that university instructors should actively take part in the curricular innovation processes and make an outstanding effort to evaluate how effective the curricula are in serving the current and future needs of students. All these can empirically enable Iraqi universities to become major contributors to attempts to improve the teaching of English in compliance with students and the job market's demands. Further curriculum improvement, technical support to faculty in terms of furnishing necessary training support, and international cooperation would positively support and interact with all efforts to increase the productivity of education and the innovativeness of the teaching of the English language in Iraqi universities.

References

- Al-Issa, A., & Dahan, L. S. (2011). Global English and the Challenges of English Language Teaching: A Way Forward. *Journal of Language and Culture*, 2(6), 108–112.
- Al-Mahrooqi, R., & Denman, C. (2018). *English Education in Oman: Policies, Perceptions and Practices*. Springer.
- Bax, S. (2003). CALL – past, present and future. *TESOL Quarterly*, 37(3), 498–510.
- Benson, P., & Voller, P. (Eds.). (1997). *Autonomy and Independence in Language Learning*. Longman.
- Blake, R. J. (2008). Bridging the gap: Task-based language teaching, technology, and learner autonomy. *Language Learning & Technology*, 12(2), 44-67.
- Breen, M. P. (2001). The role of the teacher in the language classroom: A sociocultural perspective. *Modern Language Journal*, 85(3), 295-311.
- Chapelle, C. A. (2003). *English Language Learning and Technology: Lectures on Applied Linguistics in the Age of Information and Communication Technology*. John Benjamins Publishing.
- Chung, J. (2015). Online Learning and the Language Classroom: Investigating the Role of Technology. *Language Learning Journal*, 43(3), 262-275.
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge University Press.
- Dudeney, G., & Hockly, N. (2007). *How to Teach English with Technology*. Pearson Education.
- Garrison, D. R., & Kanuka, H. (2004). *Blended Learning: Uncovering its Transformative Potential in Higher Education*. *The Internet and Higher Education*, 7(2), 95-105.
- Godwin-Jones, R. (2011). *Emerging Technologies: Mobile Apps for Language Learning*. *Language Learning & Technology*, 15(2), 2-11.
- Hampel, R., & Hauck, M. (2004). *Toward an Effective Methodology for Teaching and Learning in Virtual Environments*. *Language Learning & Technology*, 8(1), 88-108.
- Healey, M., & Newton, D. (2015). *Developing ethical awareness in higher education students*. Palgrave Macmillan.

- Hubbard, P. (2009). *Computer Assisted Language Learning: An Overview*. CALICO Journal, 24(1), 1-12.
- Jones, R., & Evans, D. (2017). *Academic integrity in higher education: A teaching and learning perspective*. Routledge.
- Jung, I. (2003). *Administrative and Pedagogical Issues of Web-based Instruction*. Language Learning & Technology, 7(1), 3-22.
- Kenning, M., & Kenning, C. (2010). *The Changing Role of Teachers in the 21st Century Classroom: Teaching with Technology*. ELT Journal, 64(1), 34-44.
- Lamy, M. N., & Hampel, R. (2007). *Online Communication in Language Learning and Teaching*. Palgrave Macmillan.
- Liu, M., & Johnson, L. (2014). *The Effect of Technology on English Language Learning: A Case Study of Online Learning Platforms*. The Journal of Educational Technology Development and Exchange, 7(2), 35-52.
- Pachler, N., & Daly, C. (2009). *Handheld Devices in Education: A Review of the Literature*. Journal of Research on Technology in Education, 41(3), 271-292.
- Rao, P. S. (2019). *Role of Technology in Teaching English in the 21st Century: A Critical Review*. International Journal of English Language Teaching, 7(5), 17-24.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Sharma, P., & Barrett, B. (2007). *Blended Learning: Using Technology in and Beyond the Classroom*. Macmillan Education.
- Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.
- Stockwell, G. (2012). *Using Mobile Phones in the Language Classroom: Exploring Advantages and Disadvantages*. Computer Assisted Language Learning, 25(4), 345-367.
- Thorne, S. L. (2003). *Internet-Based Language Instruction*. CALICO Journal, 21(3), 471-503.
- Thorne, S. L. (2005). *Internet-Mediated Intercultural Foreign Language Education*. CALICO Journal, 22(3), 533-560.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge.
- Warner, R. (2016). *Ethics and education: Navigating academic responsibilities*. Oxford University Press.
- Warschauer, M., & Kern, R. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge University Press.
- Wilson, D., & Peterson, C. (2006). *The Role of Technology in Second Language Teaching and Learning*. The Modern Language Journal, 90(1), 20-37.