



## The Efficacy and Implementation of Negotiated Syllabi in EFL and ESP Contexts: A Qualitative Systematic Review

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Systematic Review

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### Abstract

This systematic review compiles recent empirical studies to evaluate the effects of negotiated syllabi on learning outcomes, specifically language skills, motivation, autonomy, self-efficacy, self-esteem, and anxiety in English as a Foreign Language (EFL) and English for Specific Purposes (ESP) environments. Following the structure of the PRISMA guidelines, 21 sources were considered, with 19 meeting the inclusion criteria. Thematic analysis was used to interpret the findings. Results showed that negotiated syllabi significantly boost learners' motivation, participation, autonomy, and self-efficacy, for the most part. Regarding language skills, findings were mixed; while writing, speaking, and overall language performance tend to improve, reading comprehension results vary depending on the level of negotiation. Students generally view the process positively; however, challenges exist in implementation due to institutional constraints and a lack of actively interested students. The negotiated syllabus is a valuable educational tool for fostering a user- and learner-centered approach. It, however, requires a step-by-step negotiation process, teacher openness, and adaptation of negotiation mechanisms tailored to the learner's alertness level.

**Keywords:** academic achievement, language skills, learner outcomes, negotiated syllabi, systematic review

### 1. Introduction

In the changing environment of English Language Teaching (ELT), a paradigm shift has been observed from teacher-centered and transmission-based approaches to a more learner-centered, constructivist approach (Richards & Rodgers, 2014; Williams & Burden, 1997). This reflects the realization that learners are not passive objects of knowledge, but are actively engaged with in educational processes (Bruner, 1986). The most fundamental element of this educational shift is that of the negotiated syllabus (also known as the process syllabus). Unlike the product-oriented syllabus, which is fixed in advance from outside, a negotiated syllabus, also known as "the process syllabus" (Breen, 1984), is described as "the practice of agreeing on the content, goals, methodology, and

assessment terms, which are all negotiated.” The negotiated syllabus, most commonly known as the "Process Syllabus" (Breen, 1984), is a fundamental element in moving English language teaching from a rigid syllabus to a "more humanistic and responsive to the needs, interests, and backgrounds of the learners" (Breen, 1984). This reflects a shift consistent with the movement initiated by scholars such as Nunan (1988), who argue that educational practices should ideally be adjusted according to the needs and conditions of the learners, among others.

Theoretical underpinnings for such a practice are sound, mainly grounded on the principles of Self-Determination Theory (SDT) and social constructivism (Deci & Ryan, 2000; Vygotsky, 1978). The SDT theory states that individuals' inner motivations can be supported when the following three fundamental psychological needs are satisfied: autonomy (the need for a sense of volition), competence (the need for a sense of control), and relatedness (the need for a sense of association with others) (Deci & Ryan, 2000). Through involving students in a negotiation process, a sense of autonomy is explicitly satisfied through a negotiated syllabus, thus creating a learning environment that is far more stimulating and motivational for a larger number of people involved (Reeve, 2012). In addition, constructivist theory supports the notion that knowledge is actively generated within a student, rather than existing within a teacher waiting to be transferred (Fosnot, 2013). This means that, for a learning process to be considered significant, the students need to be actively involved in designing the learning path, associating the newly generated knowledge with past experiences, as well as current needs (Jonassen, 1999). The theoretical guidelines on how such a learning practice, essentially involving negotiation within a learning environment, has been formulated and implemented are offered by Breen & Littlejohn (2000), developing what is known as a 'collaborative learning contract' to facilitate the application of such a learning process from theoretical idealistic thought to a more pragmatic learning practice.

The negotiated syllabus remains highly relevant within the realm of English for Specific Purposes (ESP), English for Academic Purposes (EAP), and similar environments (Dudley-Evans & St John, 1998). In such environments, students typically have different needs that a pre-fabricated syllabus might not serve to address (Hutchinson & Waters, 1987). This has been evident, as experts within the discipline argue that pre-fabricated syllabi tend to effectively isolate students, who thus remain irrelevant within the disciplines' context since such syllabi disregard individuals' background experiences, interests, and professional needs (Long, 2005). White (1988) played a significant role in identifying the different types of syllabi; however, pre-fabricated a priori syllabus types tend to inadequately serve the different, highly specialized requirements of students within ESP programs (Basturkmen, 2010). The negotiated syllabus provides a "loosely structured infrastructure" that is highly dynamic in nature. It thus changes in accordance with the changing needs of the students, which is characteristic within the discipline of educational fields that aim to democratize the environment (Breen & Littlejohn, 2000). In such environments, power is shared, transforming the teacher from an authoritarian figure to a partner within the learning environment (Freire, 1970), which is highly necessary because, within adult learning environments, a significant goal remains the empowerment of the student towards attaining high-level metacognitive skills that are requisite for a student's entire life-long learning adventures (Knowles et al., 2015).

Despite the robust theoretical background and the apparent attractiveness of democratization in the classroom, the application of negotiated syllabi has generally proven to be a complicated terrain,

with conflicting findings that assert either positive effects on motivational relevance, but unclear, even contradictory results on the impact of such negotiation on particular cognitive skills such as reading, writing, and speaking competence (Ellis, 2003; Littlewood, 2014). For example, although specific research has revealed noticeable improvements in the use of writing and speaking skills because of the increased level of engagement, little effect has been shown on other skills, such as reading comprehension, which seems to indicate that the positive effects of negotiation need not necessarily apply across the board (Carless, 2007).

Additionally, there exists a gap between the promise of "student voice" and what is actually practiced within the classroom (Cook-Sather, 2006). There is a suggestion, supported by research, that students, especially in environments that are high on power distance, believe themselves to be marginalized with regard to taking on the responsibility for designing a syllabus, that is, a pre-determined structure, because a lack of structure is a lack of teacher competence, a lack of teacher authority (Hofstede, 2001). This is a significant part of the problem of implementation, namely that the negotiation process is an acquired skill, one that needs to be learned by teachers and students alike (Breen & Littlejohn, 2000; Bovill, 2020). Breen & Littlejohn (2000) described how difficult a lesson in meeting different student needs is, how the teacher has to navigate the context to reach a positive learning outcome. Also, research is typically confined to affective concerns individually, such as anxiety, motivation, or merely proficiency, leaving us with the tangible need of how these interact within a negotiation setting (Dörnyei, 2005).

This systematic review fills a void by integrating a particular set of research findings that vary in context, from university-based EAP programs in Iran to vocational education in the UAE, to English in hospitality in Taiwan, to identify not only whether the negotiation syllabus is efficacious, but how it affects different types of learners with different learning styles, as well as what might prevent it from being efficiently implemented. The sum of qualitative and quantitative results from this set of research is meant to add depth to how the instructional potential of negotiation syllabus implementation is significant, going past anecdotal evidence to a research-informed assessment.

## 2. Research Questions

The primary objective of this study is to systematically review and synthesize empirical research on the negotiated syllabus to evaluate its impact on learner outcomes. Unlike general reviews of communicative language teaching, this study focuses specifically on the mechanism of syllabus negotiation—the collaborative determination of course content and assessment. This review aims to answer the following research questions:

How does a negotiated syllabus affect academic achievement in specific language skills?

What is the effect of syllabus negotiation on affective variables, including motivation, autonomy, self-efficacy, self-esteem, and anxiety?

How do stakeholders (teachers and students) perceive the feasibility and effectiveness of negotiated syllabi, and what implementation challenges are reported?

## 2. Methodology

Following PRISMA standards for systematic review reporting, the study selection process details the screening and synthesis of the provided sources.

### 2.1 Search Strategy

The data source for this review consisted of a closed dataset of 19 full-text documents provided directly by the researcher for analysis. These sources included peer-reviewed journal articles and master's theses published between 2009 and 2025. The collection focused on studies conducted in EFL and ESP contexts, primarily in the Middle East and Asia (e.g., Iran, the UAE, Taiwan, China), offering a concentrated look at the implementation of learner-centered pedagogies in regions where teaching and learning perspectives may converge and diverge.

### 2.2 Inclusion and Exclusion Criteria

To ensure the relevance and quality of the synthesis, studies were selected based on the following criteria:

#### Inclusion Criteria:

**Topic:** The study must explicitly investigate "negotiated syllabus," "process-oriented syllabus," or "participatory curriculum design" as the primary intervention or subject of inquiry.

**Context:** The study must be situated within a language learning context, specifically English as a Foreign Language (EFL) or English for Specific Purposes (ESP).

**Outcome Measures:** The study must report on either cognitive outcomes (language proficiency across skills) or affective outcomes (motivation, autonomy, anxiety, self-efficacy, self-esteem).

**Methodology:** The dataset included quantitative, qualitative, and mixed-methods designs to provide a comprehensive overview of the phenomenon.

#### Exclusion Criteria:

Studies that did not involve syllabus negotiation as an intervention or central theme were excluded. Based on this, one study, *The Effect of Input-based and Output-based Instruction on EFL Learners' Autonomy in Writing* (Salimi & Shams, 2016), was excluded from the primary synthesis. Upon detailed review, it was determined that the intervention focused on input/output-based instruction techniques rather than the negotiation of the syllabus itself.

Another source, *Investigating the relationship between EFL learners' engagement and their achievement emotions* (Shakki, 2023), was excluded from the intervention synthesis as it was a correlational study on emotions and engagement without a specific negotiated syllabus intervention, though it was retained as supporting background literature.

### 2.3 Coding Scheme

Following the methodological structure for quantitative reviews, data were extracted and coded into specific categories. A coding sheet was developed to capture the following variables from each included study:

**Descriptive Features:** Author(s), year of publication, context (country, educational level), and participant demographics.

**Intervention Details:** Type of negotiation (content, assessment, methodology), duration of the course, and comparison group details (if applicable).

**Outcome Variables:** Specific skills measured (except for listening, which was not the focus of the studies used for the present review) and affective variables assessed (motivation, autonomy, anxiety, self-efficacy, and self-esteem).

**Key Findings:** Statistical significance of results (for quantitative studies) and major themes (for qualitative studies).

## 2.4 Data Analysis

A qualitative thematic synthesis was conducted to analyze the extracted data. Findings were categorized into three main themes corresponding to the research questions: (1) Impact on Language Skills, (2) Impact on Affective Variables, and (3) Perceptions and Implementation Challenges. Within each theme, results were compared and contrasted to identify patterns, discrepancies, and contextual factors influencing the outcomes.

## 3. Results

This section highlights the results obtained by the systematic review, which synthesized findings from the total of 19 studies reviewed. These findings are linked to the three questions asked in the investigation and focus on the effects that negotiated syllabi have on language skills, affective variables, and perceptions related to implementation. Through the reviewed literature, patterns and inconsistencies were identified.

In terms of language skills, writing skills received the strongest and most consistent evidence. Various quasi-experiments revealed that syllabus negotiation participants outperformed those in control conditions. Baghbaderani and Afghari (2015) found that a process syllabus led to a significant improvement in writing skills for both young and adult intermediate-level learners; however, their findings suggested that increased maturity enhances learners' capacity to benefit from negotiated learning opportunities. Moreover, a post-writing test revealed that participants with negotiated syllabuses scored significantly higher on their writing skills compared with those with traditional syllabuses (Abbasian & Malardi, 2013). Similarly, findings by Saleh and Maleki (2016) supported these results and suggested that increased learner engagement due to writing tasks written according to their negotiated goals and interests was responsible for improved writing skills.

Speaking abilities also reflected increasing levels of proficiency in studies utilizing negotiated syllabuses. The effectiveness of negotiation in class syllabuses in increasing the fluency rates associated with Iranian EFL students was shown in the findings by Sadeqi and Sarvi (2013), utilizing the time series method, in which the group under negotiation showed significantly higher rates. The results by Abbasian and Seyed-Handi (2011) showed an increase in the speaking abilities of the participants through negotiation in the class. The ESP setting was utilized by Su (2009), in which the

findings showed the effectiveness of negotiation in increasing the speaking and presentation abilities in professional speeches by the hospitality students.

By contrast, the findings based on reading comprehension tasks were somewhat inconsistent. Peyvandi et al. (2019) found that ESP learners who co-designed their course content outperformed the control groups on reading comprehension post-tests. In this study, negotiation was extended beyond topics and encompassed tasks and assessment approaches. By contrast, Khademi (2022) found that there were no statistically significant differences between negotiated and non-negotiated groups when negotiation mainly focused on topics. The author argued that it may be inadequate to negotiate only topics in reading proficiency unless it is accompanied by negotiation on other approaches.

Concerning affective variables, the existing body of research confirms and endorses the positive impact of negotiated syllabuses. In all studies, an apparent rise in learners' levels of motivation and engagement was reported. Karimi et al. (2025) and Liang and Bautista (2025) confirmed that the use of negotiated syllabuses had a profound effect on learners' intrinsic motivation and behavior engagement due to learners' feelings of ownership of the process. Pakdaman et al. (2022) also proved that foreign language learners' negotiation of syllabuses helps overcome foreign language anxiety and raises learners' levels of motivation, and both results can be explained by learners' participation in pacing and content decision-making.

Autonomy of learners was another domain for which there were significant benefits of negotiated curricula in terms of positively impacting learner autonomy. According to Peyvandi et al. (2021), ESP students achieved increased autonomy in relation to goal-setting, self-evaluation, and shared responsibility for learning. There was also reduced academic procrastination as noted in Liang and Bautista (2025), as students became more responsible towards deadlines they participated in setting.

On the other hand, findings on self-efficacy/self-esteem were more intricate. Saleh & Maleki (2016) showed a substantial increase in learners' self-esteem, explaining it by the fact that the voice of the learner has been respected in the syllabus-design decision. Sadeqi & Sarvi (2013) showed improvement in speaking fluency as well as enhanced self-efficacy. However, Abbasian & Malardi (2013) showed that though there had been substantial improvement in writing, there was no statistically significant gain in writing-self-efficacy.

Findings from stakeholder perceptions indicated both support and challenges in the application of negotiated syllabi. According to Ahmadi and Hasani (2018), Iranian MA TEFL learners perceived a marginalization approach in the syllabus development process, while lecturers took precedence in favor of their desires, and on the other side, learners demanded a high degree of participation as co-curriculum developers. Assaf et al. (2022) indicated mixed readiness among vocational learners and teachers toward the negotiated syllabus approach in the UAE context; learners and teachers recognized the motivational value but lacked readiness owing to a lack of skills and inflexible structures.

In pedagogical terms, Kaplan and Renard (2015) underlined the need for a new role for the teacher, from authoritarian to partner, through a contract based on a partnership, with the curriculum as a starting point and not a dogma. Ghazali et al. (2021) remarked how teachers and students preferred negotiated instruction regarding contents, approaches, and grades, while leaving error correction to the teacher.

#### 4. Discussion

The synthesis of these 18 studies confirms that the negotiated syllabus is, in fact, a powerful pedagogical tool, especially for improving the affective conditions of learning. Fulfilling the learners' need for autonomy, it reliably enhances motivation, participation, and self-respect. The resonance with Self-Determination Theory is radically theoretical: when students perceive a sense of ownership, engagement deepens, and anxiety decreases. Breen's (1984) original proposal of the process syllabus focused precisely on the dynamic, interactive execution of learning tasks in the classroom, a framework intrinsically supporting this affective involvement by making the process of learning itself the curriculum.

From the point of view of cognitive outcomes, the approach seems most effective in the case of productive skills: writing and speaking. Probably, such skills, by their nature, allow more creative expression and personal agency, which negotiation can facilitate. On topics that students care about, they write and speak more fluently and complexly. The inconsistency in reading results underlines an important nuance: negotiation needs to go beyond superficial choices (such as topics) to deeper pedagogical decisions (such as tasks and assessment) if receptive skills proficiency is going to be affected. Because merely reading interesting texts does not necessarily make good reading strategies, negotiating methods of reading instruction may. The differentiation is important, underlining the necessity of the comprehensive view of syllabus design endorsed by White (1988), who identified the necessary components-objectives, content, methodology, and evaluation-all of which should be potential sites for negotiation, not just the content.

##### 4.1 Contextual Factors

Success for a negotiated syllabus looks pretty context-dependent. Clearly, the adult learners, especially in professional contexts such as ESP in the military or vocational training, profit the most from it. This may be so because they can specify more clearly and immediately their needs in the language, making the negotiation process more authentic and pressing. Nunan (1988) explained that a learner-centered curriculum should start with a thorough needs analysis; for him, the negotiation process becomes a real-time, continuous needs analysis. However, cultural expectations associated with teacher authority may create an initial resistance. In the Iranian context, it was noted that students habituated to teacher-centered models may initially see the negotiation as a lack of expertise on the part of the teachers. This calls for a gradual and scaffolded introduction of negotiation, beginning with low-stakes elements-for example, homework, activity types-before high-stakes elements, such as assessment and significant content. Such scaffolding would handle the initial student hesitation and build the necessary "negotiation literacy" on both sides, thus bringing the students from being passive recipients to active, responsible participants.

## 4.2 Implementation Challenges

The process of transition to a negotiated syllabus is never frictionless. Teachers may be afraid of losing their authority or not covering the required content, whereas students are often reluctant due to years of passivity. Further, institutional rigidity, in the form of standardized exams and top-down curricula, also stands in the way of flexibility. The findings reinforce the fact that successful operation calls for a deep-seated change in the teacher's role from controller to facilitator-cum-collaborator. This conceptual change is not merely an abstract philosophy but a principle based on concrete conflict management, mediation, and dynamic modification of curriculum. Moreover, the concept of selective negotiation, the teachers and students decide on the negotiable boundary, for instance, while the assessment remains in the teacher's discretion, the methodology is negotiated and emerges as a practical way to overcome the institutional rigidities and student unease. This middle-way approach provides the benefits of autonomy and relevance without the perceived chaos of a totally fluid curriculum. So, the challenge is not whether to negotiate but how to negotiate within the institutional and cultural constraints. The rather detailed models of Classroom Decision Making that Breen and Littlejohn (2000) discuss give the critical direction to the teachers to set off on the torturous yet promising road of pedagogic democratization.

## 4.3 Comparison to Studies without Interventions

The studies reviewed in this article show that the process of negotiation can be more valuable than the product. For example, even when an intervention did not significantly increase reading scores, the accompanying affective benefits reported across other studies, such as motivation and anxiety reduction, suggest that negotiation serves an important psychological function. This is supported by the correlational study of Shakki (2023), which found a relationship between engagement and achievement emotions, reinforcing that view with regard to a negotiated syllabus as providing the optimal emotional state for learning. The practical implication is that educators should not abandon negotiation based on mixed cognitive results but refine the process so that the negotiated content and tasks will be maximally effective for skill development, moving beyond simple topic interest to engaging with the inherent complexities of language acquisition.

## 4.4 Implications of the study

These are the findings of this systematic review, carrying immense pedagogical and practical importance for educators, curriculum designers, and institutional policymakers in EFL and ESP contexts. First and foremost, the robust and unanimous positive influence of negotiated syllabi on affective variables such as motivation, autonomy, and engagement underlines the imperative to integrate learner-centered practices into language education. That this is possible through strategic, scaffolded negotiation even in traditionally rigid educational systems means that students' emotional and psychological investment in learning can be elevated, which is surely the foundation for sustained academic effort and lifelong language development. The mixed results with respect to cognitive outcomes, however, especially reading comprehension, suggest that negotiation needs to go beyond superficial topic selection into deeper pedagogical aspects like task design, skill strategies, and assessment methods. For this reason, educators should consider a differentiated negotiation approach wherein, while content and methodology might be co-constructed with learners, elements such as

assessment criteria or error correction may remain under teacher guidance to ensure academic rigor and development of specific skills. The recurring challenges related to cultural expectations, institutional constraints, and student readiness in this study suggest the need for systemic support in the form of teacher training programs emphasizing mediation, adaptive curriculum design, and negotiation literacy. Allow the institutions to foster an environment that allows flexibility and experimentation, say, through pilot programs or models of selective negotiation, that strike a balance between autonomy and accountability. This review, in the final analysis, supports the negotiated syllabus not as an all-or-nothing paradigm but as a scalable, context-sensitive tool that can democratize the classroom, enhance relevance, and develop more autonomous, motivated, and proficient language learners when done thoughtfully.

### 5. Conclusion

This systematic review aimed to synthesize recent empirical research related to the effectiveness of negotiated syllabi concerning learner outcomes in EFL and ESP contexts by addressing three key research questions. With regard to academic achievement in language skills, results show that there is a strong positive effect on productive skills like writing and speaking, but the impacts on receptive skills, like reading comprehension, are mixed and contingent. Additionally, findings offer clear evidence that negotiated syllabi significantly enhance affective variables like motivation, autonomy, self-esteem, and engagement while reducing anxiety. These reviewed studies also identify key stakeholder perceptions and implementation challenges, showing that success depends upon teacher flexibility, students being ready for it, and institutional support, with selective negotiation emerging as a pragmatic approach.

First, the intervention duration in most reviewed studies was short, for example, one semester or even less, which can explain the lack of significant change in deeply rooted traits such as self-efficacy. Second, there is a strong geographical concentration; most of the reviewed studies were from Iran. Although this gives depth for that particular context, it limits generalizing findings to other cultural contexts with different dynamics of power in education. Lastly, methodological measurement limitations include the fact that many of the affective outcomes were measured by self-report questionnaires that are prone to social desirability bias, and the general absence of delayed post-tests does not allow conclusions on long-term retention of skills and autonomous learning behaviors.

Future research needs to be done on those aspects that this study has pointed out as gaps. Longitudinal studies over several semesters are required to document long-term retention of autonomy and language gains. Research also needs to be expanded to diverse geographical and cultural contexts to establish whether the negotiated syllabus holds good cross-culturally and how dimensions such as power distance bear upon the reception and effectiveness of the approach. Studies should also examine teacher training, looking into programs of preparation for instructors in the unique negotiation, mediation, and dynamic curriculum adjustment skills required here. Finally, there is a need for component analysis of negotiation, in which specific elements—assessment versus content versus deadlines, for instance—are isolated to determine which bears most effectively and efficiently on which learning outcomes with a view of fine-tuning pedagogic practice.

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### Authors' Contributions

All authors have conducted the study, collected data, analyzed and interpreted the data, and written up the manuscript.

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### Conflict of Interest

The authors declare that there is no conflict of interest.

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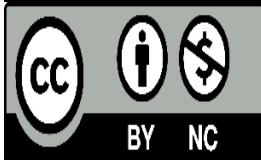
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### Appendix: List of Provided Sources

No.	Article Title	Author(s)	Year	Objective of the Study
1	The Effect of Explicit Negotiated Syllabus on Developing Speaking Ability and Affective Variables	Abbasian, G. R., & Seyed-Hendi, N.	2011	To explore the correlation between the application of a negotiated syllabus, the development of learners' speaking ability, and changes in their attitudes and motivation.
2	The Effect of Negotiated Syllabus on EFL Learners' Writing Ability and Self-efficacy	Abbasian, G. R., & Malardi, P.	2013	To investigate the effects of a negotiated syllabus on EFL learners' skill acquisition (writing ability) and affective traits (writing self-efficacy).
3	Capturing Student Voice on TEFL Syllabus Design: Agenticity of Pedagogical Dialogue Negotiation	Ahmadi, R., & Hasani, M.	2018	To capture how Iranian MA TEFL students' voices are realized in syllabus development and to explore their attitudes toward the concept of student voice.
4	An Investigation Into the Appropriateness of a Procedural Negotiated Syllabus for Adult Vocational Learners	Assaf, M. A., Zabadi, M. I., & Abu-Ayyash, E. A. S.	2022	To investigate the readiness of teachers and adult learners at a vocational center to implement a negotiated syllabus and its effect on motivation.
5	The Impact of Process-Oriented Syllabus on L2 Writing Ability: Focusing on Young and Adult Iranian Intermediate EFL Learners	Baghbaderani, A. B., & Afghari, A.	2015	To investigate the effect of a process (negotiated) syllabus on meaning-focused L2 writing in adult and young intermediate EFL learners.
6	Exploring Teachers and Students' Perspectives Toward Negotiated Syllabus in English Learning for Senior High School	Ghozali, I., Khosiyono, B. H. C., & Abror, M. U.	2021	To find teachers' and students' perspectives to determine which aspects of the syllabus (e.g., content, aims, evaluation) may be negotiable.
7	Negotiating Your Syllabus: Building a Collaborative Contract	Kaplan, D. M., & Renard, M. K.	2015	To provide instruction for engaging students in negotiating their course syllabus and to discuss the facilitation of this collaborative contract activity.
8	Negotiated Syllabus and EFL Learners' Engagement, Motivation, and Autonomy: Exploring Teachers and Learners' Perceptions	Karimi, A. R., Farahani, A. A. K., & Nejati, R.	2025	To investigate the impact of negotiated syllabi on EFL learners' motivation, engagement, and autonomy, and to explore stakeholder perceptions.

9	Effectiveness of a Negotiated Syllabus on the Reading Achievement of Intermediate-Level EFL Learners	Khademi, A.	2022	To establish if a negotiated syllabus has any significant effect on the reading achievement of female EFL learners at the intermediate level.
10	Student Negotiated Syllabus and Students' Engagement and Academic Procrastination: A Mixed-Method Study	Liang, X., & Bautista, O. O.	2025	To investigate the impact of a negotiated syllabus on EAP learners' engagement and procrastination in a higher education context.
11	Negotiated Syllabus and Undergraduate Students Reading Comprehension and Oral Production Ability: Teachers' and Learners' Perspectives	Pakdaman, A., Alibakhshi, G., & Baradaran, A.	2021	To delve into the impacts of a negotiated syllabus on undergraduate students' reading comprehension and oral production, and to explore their perspectives.
12	The Impact of Negotiated Syllabus on Foreign Language Learners' Language Anxiety and Learning Motivation	Pakdaman, A., Alibakhshi, G., & Baradaran, A.	2022	To investigate the impact of a negotiated syllabus on foreign language learners' language anxiety and learning motivation.
13	The Effect of Negotiated Syllabus on the Reading Comprehension of ESP Students	Peyvandi, G., Azarnoosh, M., & Siyyari, M.	2019	To examine if a negotiated syllabus has any significant effect on developing the reading comprehension of English for Specific Purposes (ESP) students.
14	The Effect of Negotiated Syllabus on Autonomy of ESP Students: A Mixed Methods Study	Peyvandi, G., Azarnoosh, M., & Siyyari, M.	2021	To investigate the effects of a negotiated syllabus on Iranian ESP learners' autonomy using a mixed-methods design.
15	The Effects of Negotiated Syllabus on Iranian EFL Learners' Speaking Fluency and Self-efficacy	Sadeqi, B., & Sarvi, J.	2013	To investigate the possible correlation between a negotiated syllabus, learners' speaking fluency, and their self-efficacy.
16	The Impact of Negotiated Syllabus on the EFL Learners' Writing Ability and Self-Esteem	Saleh, S. F., & Maleki, R.	2016	To investigate the impact of a negotiated syllabus on developing EFL learners' writing ability and self-esteem.
17	Bringing Critical Literacy Into Tertiary EFL Reading Class	Setyaningsih, E.	2019	To explore the implementation of Critical Literacy using a prototype model (combining FRF and SQ3R) involving syllabus modification and student development.
18	Designing and Delivering an English for Hospitality Syllabus: A Taiwanese Case Study	Su, S.-W.	2009	To illustrate an ESP design for hospitality English and inquire into its implementation, effectiveness, and accountability to course takers.
19	A Suggested Negotiated ESP Syllabus for Multinational Peacekeeping Operations Within a Constructivist Perspective	Yaşar, N.	2015	To determine the language needs of military personnel and suggest a negotiated ESP syllabus for multinational peacekeeping operations.



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