



Gülçin Mutlu
Ali Yıldırım

Research-driven Curriculum Design

Developing a Language Course

Verlag Barbara Budrich



Gülçin Mutlu • Ali Yıldırım
Research-driven Curriculum Design

Gülçin Mutlu
Ali Yıldırım

Research-driven Curriculum Design

Developing a Language Course

Verlag Barbara Budrich
Opladen • Berlin • Toronto 2021

All rights reserved. No part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, or by any means (electronic, mechanical, photocopying, recording or otherwise) without the prior written permission of Barbara Budrich Publishers. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer.

A CIP catalogue record for this book is available from
Die Deutsche Bibliothek (The German Library)

© 2021 by Verlag Barbara Budrich GmbH, Opladen, Berlin & Toronto
www.budrich.eu

ISBN 978-3-8474-2426-0

eISBN 978-3-8474-1563-3

DOI 10.3224/84742426

Das Werk einschließlich aller seiner Teile ist urheberrechtlich geschützt. Jede Verwertung außerhalb der engen Grenzen des Urheberrechtsgesetzes ist ohne Zustimmung des Verlages unzulässig und strafbar. Das gilt insbesondere für Vervielfältigungen, Übersetzungen, Mikroverfilmungen und die Einspeicherung und Verarbeitung in elektronischen Systemen.

Die Deutsche Bibliothek – CIP-Einheitsaufnahme
Ein Titeldatensatz für die Publikation ist bei der Deutschen Bibliothek erhältlich.

Verlag Barbara Budrich GmbH
Stauffenbergstr. 7. D-51379 Leverkusen Opladen, Germany

86 Delma Drive. Toronto, ON M8W 4P6 Canada
www.budrich.eu

Jacket illustration by Bettina Lehfelddt, Kleinmachnow, Germany –
www.lehfelddtgraphic.de

Typesetting by Anja Borkam, Jena, Germany – kontakt@lektorat-borkam.de
Printed in Europe on acid-free paper by paper & tinta, Warschau

Preface

This book is a study on curriculum design that includes the practices in relation to needs assessment, course development and testing. The aim of the book is to provide the reader with a systematic and research-wise course design primarily in languages and also in other discipline areas. The course design process is a type of research that is to be conducted in several stages by following the academic guidelines in curriculum theory and then reflecting on all this theory during the research-oriented practices. Thus, course design appears to be a process in which curriculum theory is linked to educational research and practice. However, given the currently available books on the market, it appears that there is a need for a source that would include or synthesize theory and practice. That is, there is a lack of available sources that include practical applications of theoretical information on curriculum development in combination with a concrete curriculum and course design process. As most books on course or curriculum design lack a concrete example with all the necessary steps of curriculum design, we believe that this book will fill this gap with its full and detailed explanations as to the necessary steps for course design. Furthermore, this book will meet the above need by emphasizing the course design process as a very important research-driven practice. To serve these ends, we believe that this book will be beneficial for researchers working on educational sciences and foreign languages, as well as for those working as professionals (teachers, lecturers etc.) in the teaching of languages and other discipline areas.

This book is composed of 7 chapters. Chapter 1 serves as an introductory part to the study and to all of the other parts of the book. Chapter 2 provides the literature review for language courses and curriculum design and this part centers around three main dimensions: a) conceptual, b) procedural and c) research-wise background to the language curriculum development. Chapter 3 gives information about the needs assessment, which is the first step in the curriculum design process. Chapter 4 discusses the curriculum design model used in the study and its relevant procedures and more specifically the end product of each particular process determined on the curriculum design model. Chapter 5 provides a unit and a sample lesson plan generated as a result of the curriculum development process told in the previous chapters. Chapter 6 gives information about the field testing of the sample lesson plan provided and mentioned in the previous chapter. Chapter 7 concludes the book with a discussion of final comments on the curriculum development process and with the inclusion of some recommendations for future developmental studies in this area. We believe that the procedures and tactics related to course design and development given in this source will be beneficial for those aiming to design their

own courses by utilizing the theoretical and practical information provided in this book.

Dr. Gülçin Mutlu & Dr. Ali Yıldırım

* Preliminary results of the study reported in this book was presented at the European Research Conference (EERA- *ECER 2017 Copenhagen: Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research*) in 2017 in Copenhagen, Denmark.

Table of Contents

1. Introduction	11
2. Review of Literature	13
2.1 Conceptual Background: Theoretical Influence on the Basis of Language Curriculum	13
2.1.1 Acquisition-learning distinction	14
2.1.2 Comprehensible input	15
2.1.3 Affective filter	16
2.1.4 Competence and performance in language	17
2.1.5 Nature of linguistic communication	18
2.2 Design and Procedural Background: Communicative Curriculum in Theory and Practice	18
2.2.1 Nature of language	18
2.2.2 Nature of language learning	19
2.2.3 Nature of educational-cultural philosophy	20
2.3 Research-wise Background: Studies in relation to English Speaking Skills	20
2.4 Authentic Materials and Communicative Competence	23
3. Needs Assessment	25
3.1 A Snapshot of the Needs Assessment	25
3.1.1 Who Were Involved in the Needs Assessment?	25
3.1.2 What Types of Information Was Gathered? (Present Situation Analysis and Target Situation Analyses)	26
3.1.3 How Was This Information Gathered?	26
3.2 Needs Assessment Plan for the Further Speaking Course	27
3.2.1 Data collection procedures	27
3.2.2 Data analysis procedures	29
3.2.3 Results of the needs assessment	29
3.3 Reflections from the Needs Assessment to Use in the Design of the Further Speaking Skills Curriculum	38

4.	Curriculum Design	41
4.1	Description and Components of the Curriculum Design Model Used	41
4.2	Application of the Model to the Further Speaking Course	46
4.2.1	Articulating beliefs	46
4.2.2	Defining the context and needs assessment	47
4.2.3	Formulating goals and rationale	48
4.2.4	Conceptualizing content and course grid	49
4.2.5	Organizing the course and course syllabus	52
4.2.6	Refined course goals and intended learning outcomes	53
4.2.7	Instructional planning and an instructional plan for the FSC	59
4.2.8	Methods (teaching) strategies	59
4.2.9	Planning Evaluation and an Evaluation Plan for the FSC	62
5.	Unit and Lesson Plan	65
5.1	Unit Plan	65
5.1.1	Rationale	65
5.1.2	Introduction	65
5.1.3	Sequence	66
5.1.4	Instructional foci	66
5.1.5	ILOs	66
5.1.6	General teaching strategies	67
5.1.7	Unintended learning outcomes	67
5.1.8	Evaluation	68
5.2	Lesson Plan	68
6.	Field Testing of the Unit Plan	71
7.	Discussion	76
7.1	Comments on the Process and Design	76
7.2	Suggestions for Further Course Design Work	79
	References	81

Appendices 83

 Appendix A 83

 Appendix B 84

 Appendix C 85

 Appendix D 86

 Appendix E 87

 Appendix F 88

 Appendix G 92

 Appendix H 93

 Appendix I 94

 Appendix J 95

Index 99