2018

Building a Curriculum for the English Language Learning Program at a New University

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Submitted in partial fulfillment of the requirements for the

Master of Arts in TESOL degree

at SIT Graduate Institute,

Brattleboro, Vermont.

May 1, 2018

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Abstract

Turkish learners entering university for the first time have high expectations that a university

education will be vastly different in its approach from their previous educational experiences.

The hope is that learners will learn the skills needed to become independent, lifelong learners.

While this may be true in their faculties, it is often not the case for learners attending English

language preparatory programs (ELPP) where the course content is often dictated by

textbooks. This use of the course books illustrates Krahnke's (1987) concern that while course

books are not intended to be syllabi, they often become so. Many current English language

course books take a structural approach to their design that does not meet the learning needs

of learners intending to study in an English language medium. This material development

project aims to investigate the various approaches to curriculum design and use the tools

found there to create the framework for an explicit four-module curriculum that provides

student-centered learning, fosters learner autonomy, develops communication skills and

prepares learners to study in their faculties in English. This project proposes to reach these

goals through a systems approach to curriculum design (Nation & Macalister, Graves, 2000)

utilizing the critical ideas of understanding by design (UbD) (Wiggins & McTighe, 2006) and

Bloom's Taxonomy.

ERIC Descriptors

Curriculum Development

Curriculum Planning

Curriculum Implementation

Curriculum Design

Common European Framework of Reference (CEFR)

Flipped Learning

Integrated Curriculum

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Introduction

Rationale

The goal of this project is to demonstrate how a new English Language Learning Program (ELPP) curriculum can be developed for MEF University utilizing critical ideas of Wiggins and McTighe's (2006) Understanding by Design (UbD) in conjunction with the systematic approaches advocated by Richards (2001), Nations and Macalister, (2010) and Graves (2000). A new curriculum is necessary because the MEF ELPP is currently operating on a collection of rough syllabi based on the current course books, Speak Out and New Cutting Edge. This situation illustrates Krahnke's (1987) concern that while course books are not intended to be syllabi, they often become so. The new curriculum will encompass all four levels of the program. The ELPP program will roll it out for the 2018-2019 academic year.

Background

MEF University, a private university established by Arıkanlı Holding A.Ş., opened its doors in the 2014-2015 academic year. Like a growing number of universities in Turkey, MEF uses English as its medium of instruction (EMI) (Coşkun, 2013; Kırkgöz, 2009; Macaro, Akincioglu, & Dearden, 2016). MEF University provides learners with a four-module English language preparatory program (ELPP) and a two-part English for academic purposes program (EAP) to prepare learners to study in their faculties. MEF University has adopted the flipped learning approach to teaching and learning school-wide. As a result, MEF learners expect a forward-looking curriculum that prepares them for faculty and their working lives. To provide this, we need to know where to begin.

Approaches to Curriculum Design

Introduction

Traditional curriculum design begins with content; what we are going to teach the learners (Nunan, 2007; Richards, 2013). As logical as this may seem, it is not the only place to start. Curriculum designers like Graves (2000), Nunan (2007), and Nation and Macalister (2010) share the belief that curriculum design is a cyclical process. As such, the process can begin at any stage, but where the designer chooses to start reveals different approaches to language learning (Richards, 2013). Richards (2013) breaks the process into the input, the content of the course or syllabus, process, the methodology or how the course is taught, and output, which are learning outcomes or what the learners can now do as a result of the course. The order in which input, process, and output are incorporated into the design process is referred to as forward, central, and backward approaches (Richards, 2013). To plan a curriculum, we first need to decide where to begin.

Forward Design

Forward design begins with content and moves in a straight line to the process and then the outcome (Richards, 2013). The audio-lingual method, communicative language teaching (CLT), and content-based instruction (CBI) typically take this approach (Richards, 2013). In the audio-lingual method, the teacher starts by presenting a situation, leads the learners in practice, and closes with production (Harmer, 2007). The key components are drilling, repetition and substitution to enact conversational proficiency (Griffiths & Parr, 2001). CLT is premised on spoken functions such as offering, suggesting and asking directions, etc. rather than language forms (Larsen-Freeman & Anderson, 2011). The root idea is that exposure to real language and opportunities to practice in a meaning-focused way aid language learning (Harmer, 2007). Munby, a leading advocate of CLT, believed that the content of the syllabus was paramount and the methodology needed to be designed around it (Richards, 2013). CBI

dominates in English language school systems and bilingual education. The content is not the English language but another typical academic subject like math in a classroom comprised of native and non-native speakers (Larsen-Freeman & Anderson, 2011). Though different in many ways, all three approaches start with content; audiolingualism with situations, CLT with language functions, and CoBI with an academic topic.

Central Design

Central design focuses on the process of what methodology is used and favored by many of the learner-centered approaches that developed in the 1970s and 80s (Richards, 2013). Learning in these methodologies revolves around learner interaction and is more concerned with participating in a context than mastering content (Richards, 2013). Three such methods are the task-based learning (TBLT), the Silent Way, and the natural approach. The central element of TBLT is that learners learn through the completion of real-world or pedagogical tasks that meet their communication needs (Nunan, 2011). Caleb Gattegno founded the Silent Way in the 1970s upon the idea that impetus for learning and desire to learn must arise from the student (Thornbury, 2006). Learning is strictly methodologically based as it relies on two tools: Fidel charts representing sounds and Cuisenaire rods, which are small wooden blocks that represent words and can aid in teaching sentence structure (Thornbury, 2006). The silent way builds upon the learners' previous knowledge and their needs (Larsen-Freeman & Anderson, 2011). The natural approach as developed by Krashen and Terrel is based on communicative classroom activities aimed involving the learners in meaningful interaction (Richards, 2013). Terrel (1982) breaks the method into three core beliefs: 1) classroom activities should focus on acquiring language; 2) learners should be directly corrected; and 3) learners may use their native language or the target language to respond. Outcomes are simple such as 'basic personal communication skills: oral' (Richards, 2013). In all three of the

methods, it is the process that matters and not the outcomes. The process revolves around what the learners want to communicate as Graves (2000, p. 73) observes:

"The paradoxes of teaching: it helps to have a clear idea of the territory to be covered-clear objectives-at the same time that it is important to follow the learners' lead as they move through the territory."

Backward Design

Backward design or Understanding by Design (UbD), as referred to by Wiggins and McTighe (2006), starts with the output, that is, what we want the learners to achieve by the end of the course (Richards, 2013).

"It is thus more than a list of topics and list of key facts and skills (the "input"). It is a map of how to achieve the "output" of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that learners achieve the desired results" (Wiggins & McTighe, 2006, p. 6).

Wiggins and McTighe (2006) further reiterate that the danger of other approaches lies in the use of activities in isolation that does not focus on goals. Unlike the different approaches, backward design is not contingent on the teaching method employed. Most can be used with backward design. Van den Branden (2012, in Richards, 2013) accomplishes this with task-based learning by sequencing the design approach by identifying the target tasks through needs analysis, then designing the classroom tasks, and then applying the methodology. While UbD is at the forefront these days, there are two other backward design approaches competency-based instruction (CpBI), and Standards and the Common European Framework of Reference (CEFR).

As with UbD, CpBI begins with stating the learning outcomes or competencies, defined as the knowledge and skills, tasks and activities that learners should know by the end of the

course (Richards, 2013). Van Merrienboer (2001) goes further in defining competence as "the ability to coordinate the constituent skills involved, and to continuously use knowledge to recombine skills and attitudes in such a way that they are most helpful in dealing with a new situation" (p. 3) Though not explicitly referring to second language acquisition, his definition illustrates the need in intensive language programs for the learners to be able to put their skills in knowledge together to accomplish more complex real-world tasks. Student learning is based on their ability to show mastery of desired skills and behaviors, much like UbD (Richards, 2013). CpBI is a more general approach that can be applied to any academic subject; similar but more specific to language learning is the approach of Standards and the Common European Framework of Reference (CEFR).

The Council for Cultural Cooperation of the Council of Europe developed the Common European Framework of Reference for Language to promote cooperation between member states with different native languages (Council of Europe, 2001). The CEFR attempts to "specify as full a range of language knowledge, skills and use as possible, and that all users should be able to describe their objectives, etc., by reference to it" (Council of Europe, 2001). The standards are not just intended for course book designers, curriculum developers, and instructors, but as way that learners can understand what they can do at the moment, and the objectives they need to meet to improve. This action-based approach embraces the user as part of the greater society. Standards and the CEFR fulfill many of MEF University's requirements by providing "validated, scientifically calibrated descriptors of the different aspects of its descriptive scheme" (British Council, and Eaquals, 2010).

MEF University has chosen to link its objectives to the CEFR for four reasons. First, learners need specific abilities to do well in EAP and their faculty classes. As the learners do not know what skills they need, the university needs objectives they can aim for and meet. Additionally, the 'can do' format of the CEFR allows the learners to check their progress

increasing their autonomy. This framework is not tied to any particular methodology, and so it gives the instructors the freedom to choose teaching methods that fit with their principles and teaching styles. Lastly, having standards aids the testing department in designing fair and accurate summative assessments. The choice of the standards and the CEFR approach provides a solid starting point for the ELPP's curriculum, but it is only a start.

Although the order may differ, Wiggins and McTighe (2006), Nation and Macalister (2010), and Graves (2000) layout similar frameworks for developing a curriculum (Table 1). All three place environment analysis, often as a subsection of needs analysis, as the starting point in designing the curriculum. It is difficult to decide upon outcomes if the designer does not know the institution and learners' needs. For this curriculum, we lean heavily on the work of Nation and Macalister (2010) by developing the curriculum through environment analysis, needs analysis, learning outcomes, principles, content, assessment, teacher training, and evaluation.

Table 1: Comparison of syllabus design frameworks

Wiggins and McTighe (2006)	Nation and Macalister (2010)	Graves (2000)
1. Identify desired results 2. Determine evidence of acceptable learning 3. Plan learning experiences and instruction	1. Environment Analysis 2. Needs Analysis 3. Principles 4. Goals, Content & Sequencing 5. Format and Presentation 6. Monitoring and Assessment 7. Evaluation 8. Adopting and Adapting an Existing Course book	1. Defining the context 2. Articulating Beliefs 3. Conceptualizing Content 4. Formulating Goals and Objectives 5. Assessing Needs 6. Organizing the Course 7. Developing Materials 8. Adapting a Textbook 9. Designing an Assessment Plan

Environment Analysis

To begin understanding what was possible for the curriculum, the designer needs to

evaluate the context (Graves, 2000). Nation and Macalister (2010) refer to this as

environment analysis and Richard (2001) as situational analysis. In their book *Language*

Curriculum Design, Nation and Macalister place importance in looking at both positive and

negative constraints, which they define as anything that might affect the design of the

curriculum. Nation and Macalister's framework focuses on general constraints, particular

constraints and how these affect the curriculum design. MEF University accomplishes this

through a set of questions that we have whittled down to those that are vital to the context

(Appendix 1). In this case, the designer chose the items, particular constraints, and effects on

curriculum design and then asked three coordinators and two instructors to anonymously rate

the factors from most important (1) to least important (8). These questions can be categorized

as the situation,[1] the instructors, and the learners.

Flipped Learning.

Flipped learning in its most basic form can be viewed as removing the presentation aspect

of a lesson from the classroom to home, so that in-class time can focus on applying the

concepts, creatively and in more depth (Flipped Learning Network, 2014). This concept is not

new to anyone who has taken a literature class. Often in a literature class, the student is

expected to read the material ahead of time and come prepared to discuss the reading. The

modern version of this often takes advantage of the latest technology. Learners watch a video

presentation, takes notes, do a practice to judge their understanding, and send any questions

they may have to the teacher before class. In-class time begins with a quick test, which could

be a paper-based quiz or a quiz on an application like Kahoot or Quizlet. A quick test permits

the teacher to see how much of the material the learners have absorbed so that they can adjust

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[1] Flipped learning and Eaquals accreditation was not included in the questionnaire as they are
policy constraints that are out of the hands of the instructors.

their classroom teaching accordingly. The teacher spends the classroom time guiding learners through activities intended to build more in-depth understanding, apply that knowledge, analyze the ideas, evaluate them, and finally, use that knowledge to create a product per Bloom's Taxonomy (Fell-Kurban, 2017). Post-class activities give learners the opportunity to share what they have learned and created through journals, blogs, and other creative mediums such as contributing a class-generated website.

As MEF University is billed as the world's first all flipped university ("Flipped Learning Global," 2018). This pedagogical approach defines the university and its intentions. Abbott (2014) in "Hidden Curriculum" warns that what happens in the classroom can either reinforce or contradict an institution's mission statement, so there is a strong mandate to ensure that the ELPP practices this approach in earnest. As ELPP is the first point of contact for the majority of learners, this requires that the curriculum include some training in using these technologies and adjusting to flipped learning's student-centered approach (Compton, 2016; Nunan, 2007).

Eaquals Accreditation.

MEF University's ELPP's intends to initiate the accreditation process with Evaluation and Accreditation of Quality Language Services (Eaquals) in the 2018-2019 academic year. Eaquals encourages candidate language programs to adopt the CEFR for their curriculum and syllabus documents (Matteidesz, and Heyworth, 2007). They also prefer that the instructors be involved in the process of designing the curriculum. Furthermore, there needs to be a curriculum statement that encompasses the university's beliefs about language learning and its approach (Matteidesz & Heyworth, 2007). Lastly, they prefer to have a curriculum of overall outcomes, a syllabus for specific ones in each level, a scheme of work detailing when content is taught, and lesson plans from individual instructors. Their standards necessitate a particular framework but do not dictate to the way that our instructors teach their lessons or which outcomes we choose.

The Learners

The adjustment from the more teacher-centered approach of the Turkish education system to the student-centered approach of flipped learning ranked high amongst the respondents to the constraints questionnaire administered for this project. However, Yildirim (2008) concluded that Turkish EFL learners were ready to take on more responsibility for their learning. The effect this has on the curriculum is that learners require some training in learner autonomy, but that it should not present an insurmountable challenge. Also, respondents question whether or not learners were ready to take on the challenge of studying at an English-medium institution. Since at least 2009, this seems to be the case, as more Turkish learners have preferred to attend an English-medium institution as a way of advancing their careers (Kirkgoz, 2009). However, the respondents felt the reality on the ground called for motivating activities to keep the learners' interest and constant recycling of language points and vocabulary. As ELPP is expected to prepare the learners for their English for Academic Purposes classes and their faculties, additional attention needs to be paid to functional language, academic language, and 21st-century skills.

The Instructors

Most survey respondents agreed that our most significant positive resource was our instructors. A large percentage of the staff have more than five years teaching experience, and many either hold or are in the process of obtaining DELTA level certification. The university considers continuous professional development as a keystone of the ELPP and EAP and requires job planning, workshop attendance, and four types of observation: formal, unannounced, pop-in, and peer-to-peer observations. The respondents felt that the instructors could be relied upon to develop student-centered lessons in line with the curriculum goals and objectives. Furthermore, they embraced the institution's principles and flipped approach.

Conclusion

The results of the environment analysis show that the curriculum needs to take into account that learners will shift from a teacher-centered environment to a student-centered one. Such a change requires that learners be trained in the flipped learning approach, computer apps and programs, and learner autonomy. Obtaining accreditation from Eaquals entails alignment with the CEFR, more teacher involvement in the curriculum design process, specific outcomes overall and for each level of the program. The transition into an English medium university requires that the curriculum be highly motivating and contain enough time to recycle, review, and practice. To that end, instructors believe the curriculum should state what is essential and what is extra so that instructors have the time to slow down the pace if necessary. Finally, the instructors' experience and skills permit a curriculum that specifies specific goals but does not dictate how those goals need to be accomplished.

Needs Analysis

Introduction

The intention of the "Preparatory Year Program" (PYP) in English-medium institutions is to prepare the learners to enter (1) the "English for Academic Purposes Program" (EAP), and (2) their faculties (Macaro, Akincioglu, & Dearden, 2016). Coşkun's (2013) and Kirkgöz (2009) noted that English prep year programs and EAPs in Turkey are not meeting the academic needs of learners. Hyland (2006) emphasized that learners entering an EAP program should have at least an intermediate level of English. Learners at MEF University join the EAP and their faculties after completing Level 4 (CEFR B2), so ELPP has two mandates; first, ELPP needs to provide a robust general base for learners to do well in EAP, and second to ensure that learners have the necessary survival skills for entering their faculties.

Table 2: MEF University Structure

MEF University		Center for Excellence in Learning and Teaching
Year		
4	Faculty	
3	Faculty	
2	Faculty + English for Academic Purposes Eng. 101 & Eng. 102	
1	English Language Preparatory Program (including LAPS)	

Note: Students with a B2 (CEFR) level of English move directly into year 2. The Center for Excellence in Learning and Teaching provides support, guidance and best practices for instructors and learners alike.

EAP Needs

Up to this point, there has been little effort to consciously link the prep program with the academic program on a management level as there have been more pressing matters to tend to. However, some of the instructors have taken the initiative to do just that. We received initial feedback on the needs of EAP early in the 2017-2018 academic year. During the first module of the academic year, EAP instructors teach both in the EAP and ELPP due to the high number of learners in ELPP and the low numbers in EAP. As part of the Learning and Professional Skills (LAPS)[2] course in Level 4, learners are required to write an essay and give a presentation. Two EAP instructors that taught the class believed that the LAPS Level 4 course presumed too much prior writing knowledge and focused too much on the presentation aspects of the course. Following their feedback, the LAPS team, consisting of the myself and two instructors, instituted changes in the LAPS program to include a step-by-step approach to essay writing and presentation skills as a stopgap measure to provide stronger writing base for learners entering EAP during the second semester of the 2017-2018 academic year. As part of

[2] LAPS is an eight-hour course embedded in each level of the ELPP.

the needs analysis for the new ELPP curriculum, we analyzed the current EAP content to

draw up the prerequisite skills learners would need to be successful there.

English 101 concentrates on the core academic skills from basic research: note-taking,

summarizing and paraphrasing, citing sources, writing an essay and giving a presentation. To

determine the prerequisites for the course, we directed our attention to the general and

specific abilities they need for each academic skill (Appendix 2). First, we looked at the

simplified versions of skills, for example, learners in the ELPP need to be able to take simple

key-word notes, which prepares them to learn the more advanced Cornell note taking system

taught in English 101. For skills that we do not teach at all in the ELPP, like paraphrasing, we

chose the general skills they need. Paraphrasing requires learners to be able to skim it to

understand the gist meaning, scan to find details, and take notes on a simple academic text.

The next step is to sit down with the EAP instructors to fill in any gaps and then incorporate

the information into teacher training.

Table 3: Comparison of ELPP and EAP Skills Focus

ELPP	EAP
Four Skills: Reading, Writing, Speaking, Listening	Academic Research: Evaluating and Citing Sources
Writing: From Sentence to Essay	Writing: Summarizing, Paraphrasing, and Synthesizing
Grammar & Vocabulary	For/Against Essay
Functional Language	Persuasion
Basic Presentation Skills	Presentation Skills

Faculty Needs

In the summer of 2016, ELPP received constructive criticism from some faculty

instructors that the learners' speaking fluency was not enough to contribute meaningfully to

classroom discussions. Three instructors and one coordinator met with one instructor each

from the Law, Engineering, English Language Teaching, and Finance faculties to pinpoint the learners' difficulties in communicating in class. The discussions took place as informal interviews ranging from fifteen minutes to thirty-five minutes (See Appendix 3). From the interviews, we understood that learners needed more training in functional language such as checking understanding, expressing opinions, expressing agreement and disagreement, generalizing and qualifying, expressing certainty, probability, and doubt, amongst others. As a result of the discussions, we built the first version of the LAPS program as a stopgap measure with the intent of looking at the issues more closely at a later date.

At the beginning of the 2017-2018 academic year, the EAP Coordinator and I intended to conduct a needs analysis with faculty members. Due to the faculty professors' schedules and prior commitment, we had just two volunteers, an engineering professor and a finance professor. We conducted interviews with both professors focusing on the learners' general speaking abilities, the types of speaking heard in the class, types, and quality of the learners' writing, and their ability to learn new terminology (Appendix 3). After the interviews, the EAP coordinator observed a two-hour engineering lesson, and I attended the finance learners' presentations.

In our interview with the engineering professor, he assured us that his learners were able to understand instructions and examples provided that they were accompanied with visuals either as diagrams, simple drawings or mathematical formulas. As the EAP coordinator noted, much of the class he attended on classical mechanics consisted of working through mathematical problems in small groups. As the professor had stated in the interview, the learners primarily asked clarification questions about the specific issue on the board. He felt that learning new terminology was not necessary for that class as all of the learners had prior experience with the language from their high school physics courses, and since many of the words are the same or similar in English and Turkish. He informed us that learners had more

difficulty with terminology in his materials class. The learners were able to identify many of the chemical terms, but much of the vocabulary on processes was new to them. Instead of attempting to teach every word, the professor located a Materials Science dictionary that had been prepared by another institution. The professor observed that most of the learners came to grips with the new terminology over time through dictionary use, at home reading assignments, and class work. Finally, writing did not present difficulties in the professor's classes, as very little writing was necessary due to the nature of the courses.

The finance professor, on the other hand, expressed some of the same concerns that we found in the informal interviews conducted in 2016. Compared to the engineering class, the finance class was required to spend more time discussing the concepts, asking questions, and giving opinions and answers. According to the finance professor, only a small group of learners were able to sustain a conversation on the topic points. As Macaro, Akincioglu, and Dearden (2016) found in their study, it was difficult for the professor to discern whether the learners were having difficulties with the course material or the English language. He conjectured that learners needed more help in giving and responding to opinions and arguments, checking information, and asking for clarification. He suspected that learners did not understand the material but were reluctant to ask questions. Writing in his finance class revolved around short answers on quizzes and tests and preparing drafts for their presentations. We evaluated one pop quiz that the professor had given the learners that morning. Although the instructions on the quiz stated that answers needed to be full sentences, we only noted that two out of fifteen quizzes met this requirement. Most responses were limited to a word or two; some answers were pictures. Lastly, I spent one-hour watching the finance learners pitch their new products ideas. Their presentation skills varied from reading directly from their notes or PowerPoint to not using any notes and minimal text in the presentation. It was clear which pairs had memorized their notes and practiced and which had

not. Learners who had not practiced stumbled over pronunciation and had flat intonation. The

learners who had practiced made fewer errors and sounded more natural. While it is

unfortunate that we did not have the opportunity to speak with more professors or observe

more classes, the information we received will inform future analysis.

Table 4: Engineer and Finance Survey Results

Engineering Students Needs	Finance Students Needs
Understanding Instructions	Asking Clarifying and Checking Questions
Asking Clarifying and Checking Questions	Giving Opinions
Vocabulary Learning Strategies	Agreeing and Disagreeing
	Responding to an Argument
	Writing Short Answers
	Presentation Skills

Learners Needs

To obtain student feedback at MEF University, the ELPP sends out a survey twice every

module, once at mid-module and the second at the end of the module. The survey uses a

Likert scale ranging from strongly agree to strongly disagree and asks learners to rate the

course book, in-class activities, materials, the instructor, skills taught, the classroom, technical

issues, assessment, the learning management system, video assignments, and post-class work

(Appendix 4). The majority of surveys indicate the learners want more speaking, writing and

grammar. This indicates that they are focused on the skills they need for their faculty classes.

The surveys work well in discovering how learners feel about the classroom, aspects of

flipped learning, and their instructor. Results show that they are positive when it comes to

their instructors, activities done in class and the online material that they work with. However,

it does not give the ELPP enough information on the students' personal feelings about what

and how they are learning. Formal surveys provide useful information, but the informal needs

assessment found in classroom chats also yield beneficial information and provide a basis for negotiating the focus of the class (Shaw & Dowsett, 1986, in Richards, 2013).

Prep is just an extension of high school. Most ELPP instructors have heard this remark and discussed amongst themselves and with their learners. Three key points have emerged from these conversations.

1. The new learners equate passing tests with learning; therefore, they believe attendance should not be required. (The main idea behind 'an extension of high school' is that they do not want to be told to come to class.)

2. These learners are expecting multiple-choice, gap-fill, and true/false questions on the exams to assess their learning, not class participation grades and presentations.

3. Learners view the prep year as a barrier to beginning their faculties and real lives as independent adults.

As mentioned before, the ELPP is many learners first contact with the university. Although our job is to teach the learners English, we also have the responsibility of initiating them into university life. Their initial needs are to understand what flipped learning is, what learning looks like in our context, and what we expect from them. While this is an on-going process, our present system offers orientation, reminders of our expectations, and walk-throughs of the rubrics we use to score class participation and use to give them performance feedback. The direct impact on the curriculum is that time and space needs to be set aside for orientation and allowing the learners get used to their surroundings. This also requires that learner-autonomy be a defining aspect of the curriculum. Typically, it takes one or two modules for the learners to settle into the new situation, which in turn changes the type of feedback that we receive.

Once adjusted to their surroundings, student feedback usually shifts from the course level to the activity level. Instead of asking why attendance is necessary, they may request a different type of task or to review specific grammatical or lexical items. While there is still an expectation that the teacher will lead, learners start to negotiate more; for example, they may ask to do a writing task for homework so that they can play a vocabulary game to review for the quiz in the last hour. Interaction patterns are negotiated when learners want to do a project individually or prefer to work in small groups instead of pairs. Even though these needs are on the class level of the program, they affect the syllabus level of the curriculum in that there must be sufficient time in the course for instructors to be able to adjust to their student's needs.

Conclusion

Several studies have been conducted over the past few years to determine Turkish learners' perceptions of the effectiveness of prep year programs in preparing them to study in their faculties in English. The general conclusion reached by the studies and our conversations with faculty members is that there is a gap between what learners learn in ELPP, EAP and the academic skills required in their faculties (Kırkgöz, 2009; Gerede, 2005; Özkanal and Hakan, 2010). Hyland (2006) recommends that prep year programs shift away from general English and towards a framework of English for General Academic Purposes (EGAP), but also recommends that learners have B1 proficiency according to the CEFR scale, which many do not. The ongoing problem is to provide learners the general English skills to fit into the global community and the specific needs to survive academically. While acknowledging that more complete needs analysis must be conducted, we have a better understanding of where to start. First, ELPP and EAP should become more aligned, and the learners' awareness of the transferability of skills needs to increase. Second, learners are not engaging as much as they could in their faculties. To enable them to become part of the conversation, we need to

increase the learners' speaking fluency and functional language so they may ask for

clarification, question what they don't know and take a chance on explaining what they do.

Finally, the ELPP curriculum needs to allow time, time for acclimating the learners and time

for the instructors to adjust their classes to their student's needs.

Synthesis of Environment Analysis and Needs Analysis

Eaquals accreditation requires that the curriculum have a clear sense of purpose as

reflected in its mission statement. It also wants the institution to align its objectives with the

CEFR, take a learner-centered approach, and involve the teaching staff in the curriculum

design process. Flipped learning shares Eaquals belief in learner-centered education in which

learners take responsibility for their learning and come to class prepared. Engaging in flipped

learning requires the learners to be trained in the use of the learning management system, and

different types of software and applications like Google Docs and Ed Puzzle. Learners in the

faculty classes need more functional language and speaking fluency to engage in classroom

discussion and take charge of their learning through asking for clarification and help, as well

as trying out ideas and testing their understanding. Additionally, they need to be able to write

clear sentence, and paragraph length answers on exams. They also need presentation skills

and the basics in creating a slide presentation. EAP learners need the ELPP and the English

101 classes to be more closely aligned, so they have the prerequisite writing, speaking, and

presentation skills to build on and apply their knowledge. Instructors can be trusted to meet

their student's needs and the needs of the faculties and EAP so long as they are provided with

a clear vision of the program and clear objectives to get the learners there. Learners can be

relied on to adjust to the different educational approach with guidance, training, clear

expectations and knowledge of how those expectations will better prepare them for their

future. With a clear idea of the institution's, instructors', and learners' needs, we can write the

outcomes to make it happen.

Outcomes

Goals and Objectives

Long-term goals (or overall aims) are the basis of the backward design approach to curriculum writing. Wiggins and McTighe (2005) stress that without clear, end-of-course objectives, it impossible to choose and justify what concepts are to be taught and which are not. Furthermore, they warn that without long-term goals, instructors will fall back into the habit of teaching short-term objectives only related to the course content (Wiggins & McTighe, 2005). Graves (2000) pictures goals and objectives as a map: a goal is your destination, and the objectives are the points that you pass along the way. In other words, the goals are what we intend the learners to be able to do at the end of the module and the objectives bring them there. MEF University uses the 'can do' statements of the Common European Framework of References for Languages (CEFR) as established by the Council of Europe, but with some modifications (See Appendix 5).

**Common European Framework of References for Languages**

"The CEFR has two main aims: to encourage reflection by users over the way their current practice meets the real world language needs of their learners and to provide a set of defined common reference levels (A1-C2) as points of reference to facilitate communication and comparisons." (British Council & Eaquals, 2010, p.6)

The CEFR breaks language proficiency into four categories: general competencies, communicative language competences, communicative language activities, and communicative language strategies. For designing the MEF curriculum, we are concerned with the last three and not general competencies, as they consist of categories like general knowledge which is something the learners bring to the class and not something that the instructors can provide. Communicative language competences describe linguistic,

sociolinguistic, and pragmatic standards. Communicative language activities and strategies describe reception, production, interaction, and mediation (Appendix 6). Each category has an overall descriptor and is then broken down into its components that have descriptors as well.

According to the Council of Europe's Companion Volume, the concept of competence has been derived from studies in applied linguistics, psychology and sociopolitical approaches (Council of Europe, 2017). As mentioned, the communicative language competencies are divided into linguistics, sociolinguistic, and pragmatic descriptors. Linguistic competence is subdivided into the learner's vocabulary range, grammatical accuracy, vocabulary control, grammatical accuracy, vocabulary control, phonological control, and orthographic control. Sociolinguistic has only one subcategory of sociolinguistic appropriateness whereas pragmatic competence is subdivided into flexibility, turn taking, thematic development, coherence, propositional precision and spoken fluency (Council of Europe, 2017).

Table 5: Communicative Language Competences (Council of Europe, 2017)
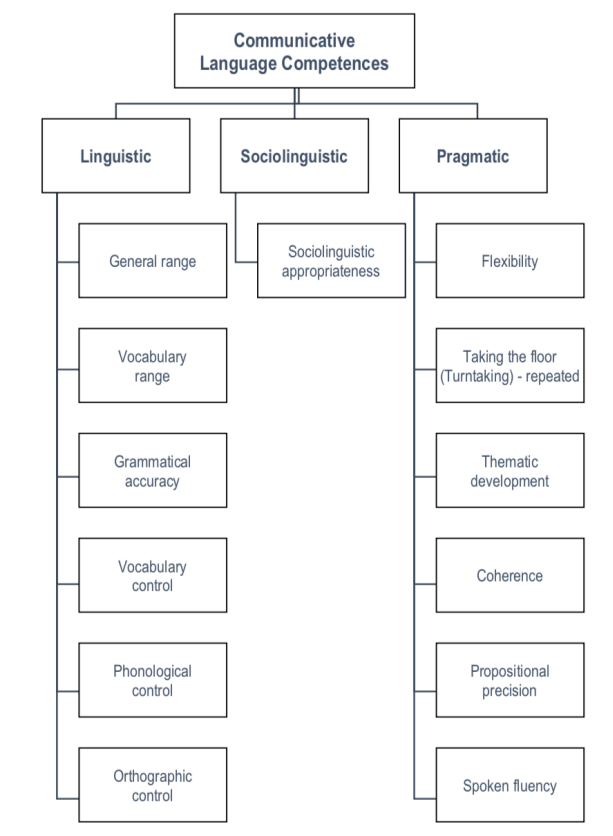
Communication language activities and communicative language strategies are similarly broken down into smaller units. Not all of the categories apply to the MEF curriculum, so the first step is choosing which to include based on the learners' needs. The CEFR descriptors offer the curriculum designer an overall picture of what a learner at each level needs to be able to do but do not provide specifics into what language points and topics are appropriate at each level. The British Council and Eaquals Core Inventory does just that.

British Council and Eaquals Core Inventory

In 2009, the British Council decided to revive their project of compiling a list of specific language points and lexis to help with course book development and lesson planning (British Council, and Eaquals, 2010). The core inventory, as seen in Appendix 7, maps written text types like signs, jokes, messages on postcards, narratives, etc., and spoken sources such as a TV news report or directions based on the CEFR level of learner that the text would be appropriate for. In ELPP this aids in choosing appropriate level texts for extra lesson material. Additionally, the inventory covers functions, discourse functions, discourse markers, grammar structures, lexis, and topics all with examples appropriate to each CEFR level. The CEFR gives us a descriptor of what a student should be able to do on a macro level and the British Council and Eaquals core inventory provides a more micro level list, for example, the CEFR describes what constitutes grammatical accuracy at the A2 level and the British Council and Equals inventory tells us which grammar. However, the inventory does not provide 'can do' objectives on these items, which is where Pearson's Global Scale of English (GSE) comes in.

Pearson's Global Scale of English

While the CEFR describes proficiency on a broad scale, the GSE identifies the learner's ability on an incremental one (Pearson English, 2016). It contains specific 'can do' statements for all fours skills, reading, writing, listening, and speaking as well as functions, lexis, and

grammar. The GSE contains many of the CEFR objectives, adapted CEFR objectives and

ones that they have written. The GSE provides a comparison scale with the CEFR. "Can ask

and talk about very basic symptoms and ailments (e.g., cold, flu)" (Pearson English, 2016) is

an example of GSE generated objective that is rated as A2+ on the CEFR and 36 on the GSE.

As both the CEFR and GSE scales appear in Pearson's course books, it is either for ELPP to

make more informed choices on what material fits ELPP's chosen outcomes and which do

not. Lastly, the GSE also contains descriptors for academic English, which ELPP wants to

bring into its program.

Table 6: Comparison of Levels

MEF University Levels	CEFR	GSE
Level 1	A1+-A2	21-38
Level 2	A2-B1	36-49
Level 3	B1-B1+	45-57
Level 4	B1+-B2	45-64

Deciding upon outcomes

   The process of deciding outcomes in the ELPP begins with systematically choosing which

competencies from the CEFR fit the university's learners' needs and checking if the

descriptors contain enough information for the instructors to work with or whether or not

micro level descriptors are called for. In that case, objectives are sourced from the GSE. The

British Council & Eaquals Core Inventory provides lists of linguistic items and texts that are

appropriate for each CEFR level. These are drawn upon to decide which items should be

included in the course. Objectives for those items are then sourced from GSE as seen in

Appendix 8. The objectives shape and are shaped by the principles of teaching and learning

held by MEF University.

Principles

Introduction

"All syllabuses, indeed, all aspects of the curriculum, including methodology and learner assessment and evaluation are underpinned by beliefs about the nature of language and language learning" (Nunan, 2007, p.21).

Establishing outcomes gives the instructors the destination (Graves, 2000), but to accomplish those outcomes the instructors require clear principles of teaching and learning. As a form of blended learning (Fell-Kurban, 2017), flipped learning addresses those principles through a macro level theoretical framework based on years of second language acquisition research. Nation and Macalister (2010) take advantage of the same research to lay out principles that work on a more micro level involving the day-to-day work of instructors.

Principles of Flipped Learning

Merrill (2008, 2009, in Fell-Kurban, 2017) describes five principles for learning that can be applied to course design.

"Learning is promoted when learners engage in task centered instructional strategy."

"Learning is promoted when learners observe a demonstration."

"Learning is promoted when learners apply new knowledge."

"Learning is promoted when learners activate prior knowledge or experience."

"Learning is promoted when learners integrate their new knowledge into their everyday world."

Flipped learning applies the same underlying theories, which are behaviorism, social learning theory, cognitivism, constructivism, connectivism, and mastery learning.

According to Fell-Kurban (2017, p. 14), behavior is controlled through positive

reinforcement and punishment while engaging in "task analysis; specific content objectives;

sequenced instruction; active responding; performance-related reinforcement." The videos at

the center of flipped learning supply all of these requirements. Learners watch the videos and

analyze, sequenced information while taking notes. The practice test positively enforces

correct answers and allows the learners an infinite number of times to go back and get it

correct.

Social learning theory is based on Bandura's (1971) observation that people learn through

seeing a behavior modeled by another, repeating it, attempting to replicate the other's

performance through practice reinforced, by praise and feedback (Fell-Kurban, 2017). In

flipped learning, this comes not just from observing the teacher's pre-class demonstration, but

also through watching and working with more skilled peers during classroom activities.

Cognitivism relates to the learner's thought processes as in how they remember/forget,

process information and gain knowledge based on their past experiences and using those

experiences to apply the new knowledge to new tasks (Fell-Kurban, 2017). In this case, it is

essential to assess the learners' prior knowledge through asking discussion questions,

administering a pop quiz, or finding out what vocabulary they know that is related to the

topic.

Constructivism is a learner-centered model of teaching/learning in which the student

builds knowledge by reflecting on and deciding the relevance of the experience (Boghossian,

2006; Fell-Kurban, 2017). At the start of the class, the instructor can quickly review the pre-

class video to understand how much the learners have understood and internalized the

material.

Mastery Learning follows Bloom's Taxonomy that outlines the progression from lower-level thinking to higher-level thinking (Fell-Kurban, 2017). The scale begins at remembering and understanding, which starts with the pre-class videos. Mid-level learning takes place in the classroom as learners are engaged in group-activities that let them apply and analyze the knowledge they are working on. Finally tasks give the learners the opportunity to explore the material more creatively and share their knowledge with peers. All in all, flipped learning provides a strong educational framework in which to apply Nation and Macalister's (2010) principles.

Principles of Learning and Teaching

Nation and Macalister (2010) firmly believe the foundation of curriculum design must rest the research and theory of learning and teaching, as illustrated in the previous section on the theoretical basis of flipped learning. They have laid down twenty guiding principles of curriculum design that relate to MEF's ELPP on the content and classroom level. Elements such as frequency, language system, and interference are built into the curriculum and syllabi, which make up ELPP's four levels. The other principles revolve around what individual instructors do in the classroom provided that the program gives them the space, time and training to do it. It is up to the instructors to provide the motivation, space, and guidance to create self-autonomous learners who can delve deep into their learning. The instructors manipulate the content based upon these principles.

Table 7: Twenty Principles of Language Teaching (Nation and Macalister, 2010)

Content and Sequencing
Frequency: A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort.
Strategies and autonomy: A language course should train learners in how to learn a language and how to monitor and be aware of their learning, so that they can become effective and independent language learners.

Spaced retrieval: Learners should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts.

Language system: The language focus of a course needs to be on the generalizable features of the language.

Keep moving forward: A language course should progressively cover useful language items, skills and strategies.

Teachability: The teaching of language items should take account of the most favorable sequencing of these items and should take account of when the learners are most ready to learn them.

Learning burden: The course should help learners make the most effective use of previous knowledge.

Interference: The items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning and so that interference effects are avoided.

Format and Presentation

Motivation: As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning.

Four strands: A course should include a roughly even balance of meaning-focused input, language-focused learning, meaning-focused output and fluency activities.

Comprehensible input: There should be substantial quantities of interesting comprehensible receptive activity in both listening and reading.

Fluency: A language course should provide activities aimed at increasing the fluency with which learners can use the language they already know, both receptively and productively.

Output: The learners should be pushed to produce the language in both speaking and writing over a range of discourse types.

Deliberate learning: The course should include language-focused learning on the sound system, spelling, vocabulary, grammar and discourse areas.

Time on task: As much time as possible should be spent using and focusing on the second language.

Depth of processing: Learners should process the items to be learned as deeply and as thoughtfully as possible.

Integrative motivation: A course should be presented so that the learners have the most favorable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language.

Learning style: There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style.

Monitoring and Assessment

Ongoing needs and environment analysis: The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful

consideration of the learners and their needs, the teaching conditions, and the time and resources available.

Feedback: Learners should receive helpful feedback which will allow them to improve the quality of their language use.

Content

Introduction

"A curriculum may specify on the goal, while the syllabus specifies the content of the lessons used to move the learners toward the goals." (Krahnke, 1987)

The content of the course is framed by the needs, outcomes, and principles of the curriculum. The British Council and Eaquals (2010) stress that the linguistic items and functions of the core inventory must be supplemented based on the context. As determined by our needs analysis, the learners at MEF University require integration of reading, writing, listening, and speaking skills along with grammar, vocabulary, functional language and discourse items. End of unit tasks will aid in the consolidation of the skills. They also need a separate intensive writing course to prepare them for encountering academic writing. Lastly, they require 21st-century skills found in our Learning and Professional Skills (LAPS) sequence that is embedded into the program.

Integrated Skills

The ELPP takes the view that even if the instructor is teaching a reading class, inevitably the students will need to take notes, discuss, listen to others and focus on linguistic structures. This communicative approach to the language views skills as integrated and inseparable and is reflected in the course books used in the ELPP. As Nunan suggests (2007), notice must be given not just to the skill itself but also the subordinate ones that permit the user to communicate. A typical strategy is to use vocabulary that leads to a reading text that generates writing, speaking, or language work. Work on functional language, like making offers, can

lead to the real world task of writing an email that uses the target language. Cotterall (2000)

insists that tasks that practice real world situations promote learner autonomy. The ELPP at

MEF University uses integrated skills as scaffolding to more complex tasks.

Tasks

A communicative task requires learners use meaning-focused language to achieve an

objective (Nation & Macalister, 2010; Nunan, 2011). Merrill Swain's 'output hypothesis'

argues that as important as input is, learners need the opportunity to use the language they

have acquired (as cited in Nunan, 2011). According to Thornbury (2006), those objectives

include problem-solving, coming up with a plan, designing something, reaching a consensus

or persuading. The ELPP takes the approach that tasks at the end of a unit consolidates

learning and allows learners the opportunity to engage in the higher cognitive functions of

creating and sharing as found in Bloom's Taxonomy (Fell-Kurban, 2017). Past experimental

work in the ELPP has revolved around problem-based learning and project-based learning, so

we believe that the instructors can create tasks that optimize learning. Tasks allow the learners

to process the material deeply, interact purposefully with their peers, and give instructors the

opportunity to build an engaging, learner-centered activity that meets the unit's objectives.

Writing

Table 8: Writing Objectives from the CEFR

Level	Overall Written Production
B1	"Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence." (Council of Europe, 2017, p. 75)
Level	Written Reports and Essay Objectives
B1	"Can write short, simple essays on topics of interest. Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion. Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with

	some confidence." (Council of Europe, 2017, p. 77)

Campbell & Kresyman's (2015) research shows that the ability to write well is one of the 21st-century skills needing the most improvement in university graduates. Our needs analysis conducted with EAP and faculty instructors has shown that our learners do not possess the writing skills necessary to be successful in their classes. The writing sections in the general English course books we use do not fit out context. The writing sections of the course books use tasks such as writing a blog, writing an email to a pen pal, writing an email of inquiry, writing an invitation and writing a letter or complaint. The ELPP has decided to write a supplementary writing workbook that focuses bringing the learners writing abilities from the sentence level through to paragraphs and onto essays. As seen in Appendix 9, the writing workbook contains grammar for writing sections, as the course books do not supply enough material that shows how speaking and writing differ in English, and how academic writing differs from more informal writing.

Learning and Professional Skills (LAPS)

The LAPS program developed directly from the meetings with faculty members in 2016. As the faculty professors we interviewed requested, the original plan focused functional language such as clarifying and persuading but also covered topics like body language, brainstorming, and teamwork. Based on student and instructor feedback, the course was changed to its current form in 2017. At the time, the instructors felt that the learners were disengaged from the class, as it was not assessed, ran two hours a week during their scheduled lesson hours, and didn't focus on language points. The new LAPS program was conceived and built in the summer of 2017. It was cut to one hour a week. The new program focuses more on academic skills needed to develop a presentation. The new program consists of seven scaffolded lessons that lead the learners to their final presentation and assessment. Each level

of the program builds upon the previous giving more practice in brainstorming, note-taking,

drafting and presentation skills. (See Appendix 10) The program's aim is to build a solid base

of skills that learners can draw upon during EAP, which assumes a basic knowledge of the

steps needed to generate and follow through on ideas. It is hoped that the stepped nature of

the program brings a better understanding of how previous knowledge is combined with new

knowledge to produce more complex thinking and products.

Assessment

"At the heart of learning a skill is to do it, get feedback on the effort, and then use that

feedback to improve performance." (Breslow, 2015)

While vital to the curriculum, the formative and summative assessments are the domain of

the testing department and ongoing feedback is that of the instructors. Learners are placed

into a level at the start of through a two-step process. First, learners take a MEF University

created Placement Test. Learners testing at Level 2 or higher take Pearson's Versant Exam to

determine whether they will be placed in level 2, 3, or 4 or go directly into their faculties. As

can be seen in Table 2, learners receive their grades based on fourteen assessments, online

work, class participation and the end of module exam. All assessments except for the EOM

have both formative and summative qualities. Instructors use the results of the exam to

understand the learners' weak areas, recycle and practice those errors and to give feedback on

how they can improve. They are also summative in that they cover specific material from

specific parts of the course and they are graded as well. As a formative assessment, the class

participation grade is rubric based so that learners may quickly see where the need to

improve, and there is ample space for the instructors to provide feedback. Even though the

assessments are set by the Testing Department, there is still space for the Curriculum and

Testing to work together.

Table 9: Formative and Summative Assessments (MEF University, 2017)

Ongoing assessment	%/ Item	Total %	Module total %
3 vocab quizzes (wks 2, 4, 6)	2.5%	7.5%	
3 grammar quizzes (wks 2, 4, 6)	2.5%	7.5%	
2 reading assessments (wks 3+5)	2.5%	5%	
2 writing assessments (wks 4+6)	2.5%	5%	35%
2 listening assessments (wks 3+5)	2.5%	5%	
2 speaking assessments (wks 3+7)	2.5%	5%	
Online work (To be completed on Blackboard & Pearson's MyEnglishLab)	Varies /level	15%	15%
Classroom participation (every two weeks)	2.5%	10%	10%
End of Module (EOM) exam		40%	40%

The introduction of objectives will help the testing department hone in on the more specific skills and knowledge that can be assessed. In the case of the speaking and writing assessments, the Testing department will align the rubric descriptors to match or complement the CEFR objectives. This direct correlation enables learners to know precisely what we are testing. Discussions with the Testing department and instructors have led to the idea that the syllabi for each level will specify which linguistic items are essential and which are supplementary. This procedure alleviates the instructors' doubt about whether or not they can skip something in the course book due to time concerns. A group of instructors will choose which linguistic features and vocabulary are most important for learning; the instructors will feel they are teaching what they decided is essential and not Testing. This system should also lower the number of complaints from the learners that they were not taught something that appears on the exam.

Teacher Training

To implement any curriculum, it is vital that the instructors be brought on board. If the instructors are not committed to making the curriculum successful, then it will not be. Four workshops will be held at the start of the 2018-2019 academic year: shared principles of teaching and learning, utilizing the CEFR, introducing the new writing stream, and providing updates on the LAPS program. All of the instructors at MEF University are CELTA trained and share common beliefs on teaching and learning. However, the instructors can get caught up in the day-to-day process that it is always valuable to step back, remind ourselves and discuss the ideas behind what we do. From previous continuing professional development (CPD) workshops, we know that instructors are familiar with the CEFR objectives. Therefore, CEFR training will revolve around seeing the big picture of objectives and the increments that meet those objectives and how the scenarios envisioned by the British Council and Eaquals (2010) can aid in task design. The writing component is an entirely new addition to our curriculum. The instructors have been asking for a writing stream since the founding of the university so a group of instructors will prepare the supplementary writing workbook during the summer. The writing group instructors will lead a workshop highlighting the program, giving tips on implementation, fielding questions and introducing the feedback mechanism that allows instructors to comment and suggest changes. Lastly, the continuing instructors are familiar with the LAPS programs, which will be updated based on instructors' comments that have been compiled during the year. The LAPS team will introduce the assessment aspect that will be added during the following academic year and update the instructors on changes.

Evaluation

"The curriculum has at least three phases: a planning phase, an implementation phase, and an evaluation phase" (Nunan, 2007, p.10).

Table 10: Grave's (2000) Framework of Course Development Processes (p. 3)

Figure 1.1: A Framework of Course Development Processes
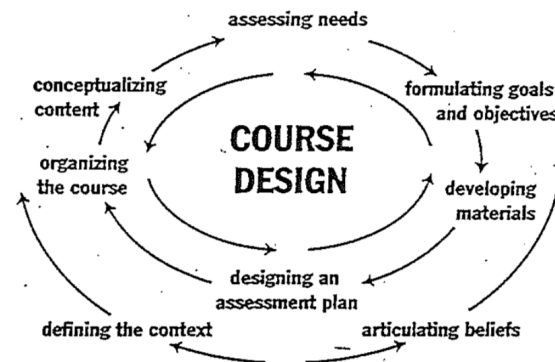
As seen in Grave's framework, curriculum design is a circular process; the needs of the instructors, faculty, and the learners change over time and strategies that did not work as expected can be revaluated. Experience shows that instructors start out well when given a form or document on which to record problems. As time goes by, however, instructors become busy, and the amount of feedback trickles off, which is unfortunate. The most difficult challenges usually do not emerge until the instructors have had time to work with the programs or material. We propose to have two meetings a year for targeted feedback. Instructors will work in groups, be asked to pinpoint the difficulties in the program and be asked to formulate solutions. By doing so, we assure that the instructors are heard, and a solution is devised and enacted. While there is a natural solution for the instructors, the faculty poses a tougher challenge, as requests for faculty feedback have garnered very few responses . It is critical that the ELPP program know the difficulties that our learners are facing in communicating and participating in faculty classes. The ELPP will need to work with the Center for Excellence in Learning and Teaching (CELT) to bridge the gap between the English program and the faculties. The CELT works directly with implementing flipped learning and aids faulty professors in building their courses. The proposal is to ask the CELT's help in finding at least one professor per faulty who will agree to be interviewed and permit the Curriculum Coordinator to observe classes. Ideally, we would like to pair the

ELPP and EAP instructors with faculty members to find ways of making the classes more accessible to language learners. But before this strategy can be implemented, the ELPP needs to gain the trust and cooperation of the faculty professors.

The most significant challenge in evaluating the curriculum is getting learners' feedback. Any focus group or interviews with the learners require pre-approval by the Ethics Committee. While this is a worthy goal, it is best delayed until the second semester of the 2019-2020 academic year to allow one full group of learners to experience the new curriculum and spend time in faculty classes. However, we still require on-going learner feedback to make adjustments to the curriculum in action. This will be accomplished through informal chats with learners after observing their faculty classes. Last year when the EAP Coordinator observed a faculty class, he requested feedback from the students. One learner's answer was 'Finally!' This is a clear indication that the learners want to be asked and heard. Post-class observation feedback with learners from faculty classes is an excellent opportunity to unobtrusively gain the data we need to improve the ELPP curriculum. Planning and implementing an evaluation of the new curriculum is crucial to the whole process.

Conclusion

Creating a curriculum from scratch in a new university is an immense challenge that can be overcome by clear design principles and steps. Choosing a backward design approach based on the CEFR is a logical decision for this institution because the objectives offer us a clear framework in which to build the program that fulfills Eaquals accreditation requirements and fits into the flipped learning approach espoused by the university. Stating clear outcomes based on our beliefs of teaching and learning ensure that the targets are reachable and content can be individually tailored to meet those outcomes. As the final keys, involving the instructors in content decisions provide a feeling of the ownership and the program and

allows the Testing office to focus on what they do best. Lastly, teacher training lets the ELPP

know that the curriculum is being implemented as intended, and evaluation of the program

sets the university up for future success.

Appendices

Appendix 1: Environment Analysis Constraints Questionnaire

General constraints	Particular constraints	Effects on a curriculum design
How old are they?	The learners are from 18 to 23 years old and are interested in many similar topics. The maturity level of learners can vary greatly.	Topics can be reused and recycled. Instructors need to start off with stricter classroom management.
What do they know?	The learners all speak Turkish. They have similar but varied exposure to English.	Some basic common knowledge of the language can be assumed in most cases – pure beginners are rare. Pronunciation can be keyed into particular sounds learners struggle with and intonation that proves difficult. Learners' K-12 education lacked academic writing, so care needs to be taken.
Do they need English for special purposes?	Most learners will learn their department content in English.	Set general purpose goals and include academic and 21st-century skills goals. Learners need functional language to allow full participation in classroom discussions.
Do they have preferred ways of learning?	Turkish learners are mostly teacher-centered, so they are accustomed to being led and told what to do. Some are not that interested in learning English and feel that they were pushed into by their parents.	They will need extensive training in Flipped Learning, taking notes, and keeping vocabulary notebooks. Language points and vocabulary need to be actively recycled. Learners need highly motivating activities that are quick and keep them interested.
Are instructors trained?	Many instructors are experienced with DELTA level experience. They can handle all forms of interaction patterns.	Instructors naturally develop and share their material. They can be counted on to stay in line with the university's principles.
Do they have time for preparation and marking?	Our university is officially teach-and-go.	The high number of quizzes and other marking make it challenging to assign more required work on top of their current workload. However, instructors voluntarily do more and spend more time on projects that interest them.
Is there enough time?	According to the texts we use, each course book is allotted 90-120 hours to complete. There are 143 classroom hours (after subtracting testing) yet; instructors still feel that they don't always have enough time.	The curriculum needs to specify what is essential and what is extra so that instructors can plan their time wisely with wiggle room.
Are resources enough?	We have more than enough resources but require learners to use technology that they haven't used before like Google suite, PowerPoint, etc.	The curriculum needs to take into account that there will be a learning curve when it comes to new tech.

Appendix 2: EAP Topics and Prerequisites

English 101 Topics	Require Prerequisite Competence	
	CEFR Level	'Can do' Objective
Note-taking	B1	Can take notes as a key list of points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech. (CEFR)
Plagiarism	B1	Can understand instructions delivered at normal speed and accompanied by visual support. (GSE-AL)
Paraphrasing	B1	Can take notes on a simple academic text. (GSE-AL) Can skim a simple text to identify key concepts. (GSE-AL) Can scan a simple academic text to find specific information. (GSE-AL) Can use a thesaurus to find synonyms and antonyms.
Summarizing	B1	Can write a basic summary of a simple text using the original wording and paragraph order. Can skim a simple text to identify key concepts. (GSE-AL) Can scan a simple academic text to find specific information. (GSE-AL)
Synthesizing	B1	Can identify similarities and differences between two short texts. (GSE) Can use limited discourse devices to link sentences smoothly into connected discourse.
Citation	B1	Can locate the title, author, and source on a simple written text.
Academic research	B1	Can skim a simple text to identify key concepts. (GSE-AL) Can scan a simple academic text to find specific information. (GSE-AL) Can take notes on a simple academic text. (GSE-AL)
Search for Sources	B1	Can search the internet for specific everyday or work-related information. (GSE)
For/Against Essay	B1	Can prepare a simple outline to organize ideas and information. (GSE-AL) Can use common discourse markers to show order of

		importance. (GSE-AL)
		Can write short, simple essays on topics of interest. (CEFR)
Introduction to Persuasion	A2+	Can give reasons using 'because' and 'so'.
Voice	B1	Can understanding of the basic differences between formal and informal language.
Thesis Statement		Can understand the purpose of a topic sentence.
Topic Sentence	B1	Can write short, simple essays on topics of interest. (CEFR)
Hooks & Conclusion		Can write a basic introductory and concluding paragraph.
Oral Presentations	B1	Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. (CEFR)

Appendix 3: Interview Questions for Faculty Members

1. How would you describe the overall language ability of your learners?

2. Generally speaking, with which language skill are they most competent and with which are they least competent.

3. When speaking in class, do the learners usually take the initiative?

4. When the learners are asked a question, do they give short answers? Directly answer the question? Or expand on the question?

5. How well and how often do learners ask questions in class?

6. What types of functional language do they need for speaking?

7. What types of functional language do they need for speaking? that they do not possess now?

8. Can you describe what the ideal lesson would look like from your point of view?

9. What types of writing do you require in your courses?

10. How do the learners learn the type of format you require? Do they adhere to the required format?

11. What aspect of writing do you think they need the most help with?

12. How often do your learners appear to be taking hand-written notes? Is there a particular format you would prefer them to use?

13. What percentage of exam questions require extensive writing? What kinds of writing?

14. How are learners expected to learn new terminology? Do you ever explicitly teach that vocabulary?

15. Have you ever suggested ways for them to learn the terminology?

16. Lastly, what is the very first thing about their language abilities that you would like to see improve?

Appendix 4: Mid-module and End-of-Module Survey Questions

Learners rated each statement from strongly agree to strongly disagree.

I liked the course book.

I benefitted from the activities we did in class.

We were given relevant and useful materials in class.

My instructor gave interesting and useful lessons.

My instructor helped me to learn new areas of language effectively.

My instructor gave us opportunities to practice the new language.

My instructor was available to give me extra support and advice if I needed it.

My instructor gave me useful feedback on my work and progress.

My instructor gave me clear guidelines on how to use digital materials.

The classrooms are comfortable.

I want more reading.

I want more writing.

I want more listening.

I want more speaking.

I want more grammar.

I want more vocabulary.

I got help if I had technical issues.

I understood clearly how I was being assessed on my course.

I was able to track my progress and attendance easily in Blackboard.

Communication between the Prep Admin office and learners is good.

The information sent to us is clear and easy to understand.

Blackboard is easy to use.

The videos in Blackboard are useful.

The practice activities in Blackboard are useful.

MyEnglishLab is easy to use.

MyEnglishLab is useful.

My English has improved this module.

Appendix 5: Common Reference Levels: global scale (Council of Europe, 2001)

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix 6: CEFR Breakdown of Language Proficiency (Council of Europe, 2001)
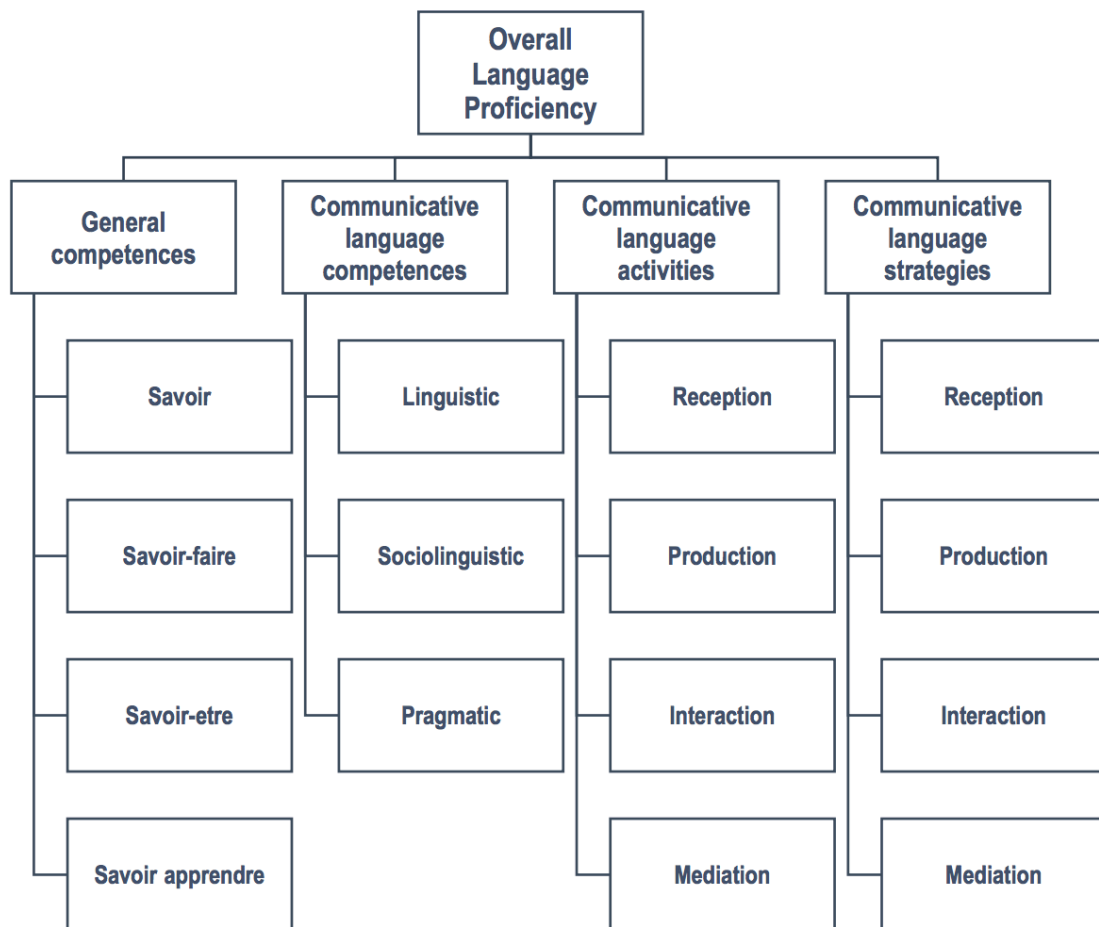
Figure 1 – The structure of the CEFR descriptive scheme[3].

Appendix 7: British Council and Eaquals Core Inventory Example (British Council, & Eaquals, 2010)

LEVEL A1

EAQUALS
EXCELLENCE IN LANGUAGE EDUCATION

GRAMMAR AND VOCABULARY OBJECTIVES

To learn how to use English in these situations,
you will need to know most of these language areas.

...phone number, nationality,
...ily.

...now and use them
...are pictures.
...yday signs (for example, "station",
...eft").
...o give basic personal details

...ple words and phrases

...at they said.

GRAMMAR

- Adjectives: common and demonstrative
- Adverbs of frequency
- Comparatives and superlatives
- Going to
- How much/how many and very common uncountable nouns
- I'd like
- Imperatives (+/-)
- Intensifiers - very basic
- Modals: can/can't/could/couldn't
- Past simple of "to be"
- Past Simple

- Possessive adjectives
- Possessive s
- Prepositions, common
- Prepositions of place
- Prepositions of time, including in/on/at
- Present continuous
- Present simple
- Pronouns: simple, personal
- Questions
- There is/are
- To be, including questions+negatives

VOCABULARY

- Food and drink
- Nationalities and countries
- Personal information
- Things in the town, shops and shopping
- Verbs – basic

LANGUAGE WORK

This is the type of language work you'll be studying with your teacher.
These phrases will be useful in the classroom and beyond.

- We have three cats and one dog.
- How much does the room cost? 45 Euros per night.
- What's the time? A quarter to seven.
- Where is the supermarket? It's straight ahead.
- This is Mary. Pleased to meet you.
- My name is Carlos.
- I am from the north of China.
- I get the bus to college every day.
- We are from South America.
- Are you French? No I'm not.
- Is she from Egypt?
- Do you like dancing?

- When did you arrive?
- She eats fruit every day.
- I lived in Paris for 6 months.
- I moved to Madrid when I was 15.
- Are you going to study this weekend?
- I'd like a cup of coffee.
- I like sitting in the sun and doing nothing.
- He can speak Spanish, French and Italian.
- Can/could I use your phone?
- There's a bank near the station.
- This is my laptop.
- Our shop is on the High Street.
- My sister is coming on Tuesday.

- She is wearing a red skirt.
- This pizza is really good.
- She's taller than Michelle.
- We always go shopping on Saturdays.
- Pedro is Spanish but he works in France.
- He's an engineer.
- I like fresh fruit for breakfast.
- Vegetables are good for you.
- What kind of coffee do you want?
- I have a cup of tea every morning.
- I don't like fish.
- Does this bus go to the town centre?

Appendix 8: From Broader Objectives to Specific Objectives

Communicative Language Competencies

General Linguistic Range
"A2 Has a repertoire of basic language, which enables him/her to deal with everyday situations with predictable content, though he/she will have to comprise the message and search for words" (Council of Europe, 2017, p. 130)

+

Grammatical Accuracy
"A2 Uses some simple structures correctly, but still systemically makes basic mistakes – for example, tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say." (Council of Europe, 2017, p. 132)

+

Present Simple
"Do you like British food?" (British Council, & Eaquals, 2010, p.48)
"The plane lands at six." (British Council, & Eaquals, 2010, p.48)
I don't play football.

=

Present Simple
"Can make affirmative statements using the present simple without a time reference." (GSE Teacher Toolkit)
"Can use the present simple to refer to daily routines." (GSE Teacher Toolkit)
"Can use the present simple to refer to likes, dislikes, and opinions." (GSE Teacher Toolkit)

Appendix 9: Writing Program Outline Example

Level	Topics
1	Understanding Sentence Basics • Grammar: Parts of a sentence • Grammar: Sentence fragments • Grammar: Verb be in writing Understanding Paragraph Basics • Grammar: Word order Adjective + Noun • Grammar: Linking verbs + adjectives • Grammar: Subject + object pronouns and possessive adjectives Writing about the Present • Grammar: Simple present statements • Grammar: Simple sentences • Grammar: Compound sentences • Grammar: Connecting words Writing about the Past • Grammar: Past tense • Grammar: Using 'but' correctly • Grammar: Sentence variety • Grammar: Time order Describing Actions • Grammar: Present Continuous • Grammar: Verbs in complex sentences • Grammar: Prepositional phrases of place Writing about the Future • Grammar: Future tenses • Grammar: Complex sentence with 'because' Writing Complex Sentences • Grammar: Sentence variety with adjective clauses • Grammar: Using modals to add meaning Pulling it All Together • Grammar: Verbs that express opinion • Grammar: Using should to soften your tone

Appendix 10: LAPS Topics

Level	Lessons
1	Lesson 1: Project overview and criteria
	Lesson 2: Brainstorming through mind mapping
	Lesson 3: Listening and taking notes
	Lesson 4: Writing a draft and checking it
	Lesson 5: Learning to give and receive peer feedback
	Lesson 6: Creating a watchable video
	Lesson 7: Personal tutorial
	Lesson 8: Pair video presentation – peer feedback –summative assessment through the video rubric
2	Lesson 1: Project overview and criteria
	Lesson 2: Writing instructions in the imperative form
	Lesson 3: Outlining your presentation
	Lesson 4: Giving an introduction and conclusion to your presentation
	Lesson 5: Using visuals in a presentation and creating a poster
	Lesson 6: The do's and don'ts of body language
	Lesson 7: Giving useful peer feedback
	Lesson 8: Individual presentation – peer feedback –summative assessment through the video rubric
3	Lesson 1: Project overview and criteria
	Lesson 2: Communicating with your team
	Lesson 3: Using mind maps effectively
	Lesson 4: Learning the difference between a product and a service
	Lesson 5: Using tone effectively depending on your audience
	Lesson 6: Deciding the look you want for your video
	Lesson 7: Practicing giving and receiving useful feedback
	Lesson 8: Group video presentation – peer feedback –summative assessment through the video rubric
4	Lesson 1: Project overview and criteria
	Lesson 2: Brainstorming through Venn diagrams
	Lesson 3: Free writing to generate ideas

	Lesson 4: Topic sentences
	Lesson 5: Body paragraph
	Lesson 6: Introductory and concluding paragraph
	Lesson 7: Peer feedback on essay/Components of a good slide presentation.
	Lesson 8: Pair presentation – peer feedback –summative assessment through the video rubric

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