

Course	: Critical Review on English Language Teaching Research
SKS	: 2
Instructor	Dr. Rohmani Nur Indah
Description	: This course develops student competencies in understanding the dynamics of the latest English learning research which includes a review of methods, objectives, findings and contributions to English learning research.
Aims	: Students will be able to (1.) explain the dynamics of the latest English learning research; (2) explore insights from the results of recent English learning research studies and (3) compile scientific works based on the results of critical studies in the field of English learning

Materials coverage:

- ▣ Learner's proficiency (skills & components)
- ▣ Classroom management & practices
- ▣ Instructional strategies
- ▣ Language assessment
- ▣ New technologies in language teaching
- ▣ Teacher training & professional development

Activities:

- Identify the growing issues on ELT in Asia and Indonesia
- Describe the state of the art of ELT topics
- Explore the empirical bases for future studies
- Constructing a review article potential for publication

Meeting 1.

ELT Today

What are the growing issues on ELT today (according to Kumaravadivelu, 1994)

- A. Changes in perspective --- World Englishes
- B. Changes in goals – critical thinker, social change agents
- C. Changes in approach – eclecticism
- D. Changes in content, curriculum, assessment – global issue
- E. Changes in dimension of communicative competence – interculturality

Further changes on:

- View of effective English educators – researching, multicultural perspective
- Start to learn – kindergarten
- Rapid development of IT – net geners
- Teacher responsibility – co-teach, team teach- collaborative

Instruction Write 1 prominent current issue in each of the following topics:

- A. **Teacher training & professional development**
- B. **Classroom management & practices**
- C. **Learner's proficiency (skills & components)**
- D. **Instructional strategies and assessment**
- E. **New technologies in language teaching**

Meeting 2.

HOW TO DO RESEARCH REVIEW

What to review:

- Articles' strengths, weakness and validity
- The content, its significance, author's approach to the subject and the conclusion
- Good review is to let readers get information to make a value judgment about the article
- Best review avoids a point-by-point listing of themes but a more integrated approach
- Clear review presents balanced analysis of the article strength and weakness, illustrate the points using example

Criteria of a good research review

- Begin with a full bibliographic citation
- Define the general problem area
- Does the author try to build on past research?
- Is the research objective clearly stated?
- Does s/he define any terms?
- What is the effect of the author's language? Is there any bias?
- Are reference used to support or rebuttal?

Area to focus:

- On a research report, does the author comment on the sample, method and expected result?
- Does the author suggest the implication of the study, areas for further reseach or discussion?

Instruction

1. In groups, examine the article
2. Identify the part of the article including the flow of ideas
3. Evaluate its strength
4. Find its weakness

Meeting 3.

Writing a meta analysis article

Stages:

- ① Develop a research question.
- ① Define inclusion and exclusion criteria.
- ① Locate studies.
- ① Select studies.
- ① Assess study quality.
- ① Extract data.
- ① Analyze and present results.
- ① Interpret results.

Practice on the stages of analysis:

1. Identify the information of this article publication, describe how the formulation of the title.



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A CRITICAL REVIEW OF RESEARCH ON CURRICULUM DEVELOPMENT AND EVALUATION IN ELT

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2. In the introduction below, find the way the author presents the known issue

In order to see the tendencies of the studies in a specific field, to organize the findings, and to see the points that have not been researched yet, researchers can make critical reviews on the general characteristics and findings of the studies on the same topic. This helps the researcher to examine the big picture of the field and see the tendencies of the studies in a specific field. Understanding the content of the studies of a specific topic in the field can guide researchers and accelerate the further studies.

3. How does the author show the importance of the issue?

Curriculum development and evaluation is one of the core topics in English language teaching. This issue is important and getting the attention of the researchers as it is directly related to the presentation of the language in a systematic way and teaching learning situations. Although the metaphor of manual can be used to describe the curriculum, designing a curriculum is not easy as just writing down what to teach and how to teach. Curriculum design and evaluation, as a part of the development process, is

at the center of English teaching and other matters as it contains the approaches, methods, techniques, activities followed to teach the language as well as the content and it is based on a policy (Brown, 1995).

4. Identify the way the author present the significance of the study

First of all, considering the fact that no critical analysis study has been encountered in English language teaching literature on curriculum design and evaluation, this study is supposed to be an important source of information. Second, the present study has a substantial value as it combines and evaluates both quantitative and qualitative findings in one analysis in order to support the statistical data driven from the findings of the quantitative studies with qualitative data to draw a clear picture of the issue. Finally, the study reveals the tendency of the research on English language curriculum development and evaluation in ESL/EFL context by not only documenting the general characteristics of the studies, presenting statistical information about the most frequently used data collection tools, sample types and research designs, but also by summarizing the common findings of the related studies.

5. What are the concept of understanding required in the study?

Curriculum refers to the specific blueprint for learning that is derived from desired results—that is, content and performance standards (be they state-determined or locally developed). Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of topics and lists of key facts and skills (the 'input'). It is a map of how to achieve the 'outputs' of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results (Wiggins & McTighe, 2006, pp. 5-6).

6. Identify how the author presents ideas from two different sides

Formative evaluation is in a way checking the quality in each stage of curriculum development and getting the feedback regularly and thus, it provides justification for the changes made by the staff during the process (Weir & Roberts, 1994). Summative evaluation is conducted at the end of the process and it helps to determine to what extent the curriculum or the course is successful, it deal with how effective the curriculum is (Weir & Roberts, 1994; Brown, 1995; Richards, 2001; Nation & Macalister, 2010). Brown (1995) criticizes summative evaluation as it ignores the fact of language program's being a continuing structure and suggests that the administrators of the program can stop the

process and ask the questions related to summative evaluation while the program is being applied. However, summative evaluation still has a crucial place as it helps to see the bigger picture, and gives information on what has been accomplished in a period of time. Together with formative evaluation, summative evaluation can save the school staff from the troubles and stress of being evaluated by an outsider (Brown, 1995).

7. How does the author present his own view to uncover the new topic?

In Turkey, the tendency is to evaluate the curriculum of English language courses from different levels along with the perspectives of teachers and students, and quite rarely the parents and inspectors. These are mainly about the evaluation of 2nd grade English curriculum (Kandemir, 2016; Küçüktepe, Küçüktepe, & Baykın, 2014; Maviş & Bedir, 2014; Aybek, 2015; Özüdoğru & Adıgüzel, 2015; Yıldırım & Tanrıseven, 2015), the evaluation of 3rd grade curriculum (Çankaya, 2015), the evaluation of 4th and 5th grade English curriculum (Er, 2006; Erkan, 2009; Güneş, 2009; Mersinligil, 2002; Seçkin, 2010), 6th, 7th, 8th grades (Çelen, 2011; Demirlier, 2010; Orakçı, 2012; Özer, 2012; Yanık, 2008; Yiğit, 2010; Yörü, 2012), the difficulties experienced by the teachers during the application of English curriculum (Arı, 2014), the evaluation of 9th grade curriculum (Karcı, 2012), CEFR-related curriculum (Zorba & Arıkan, 2016), and development of English curriculum in Gülhane Military Medical Academy (Sarı, 2003). Although there are several studies on the issue of curriculum development and evaluation in English language teaching, no critical analysis has been encountered in the literature.

8. How does the author show his inference?

As the reviewed literature suggests, there is a need to have a better understanding of the current studies and their findings to be able to conduct more effective studies in future. In revealing the neglected parts of the issue, this study has a significant role. Instead of evaluating a curriculum through a Likert-type scale form the perspectives of the teachers and students, which is the general tendency of the studies especially in Turkey, drawing a general picture of the related literature will help us to make sense of the findings and meet the needs of the field.

9. How does the author present the objective of his analysis?

This critical review investigated the studies on curriculum development and evaluation in ESL/EFL for their context, grade, publication date, research design, sample type and size, data collection tools, and data analysis techniques. The first finding is the

distribution of the studies based on the context that they had been conducted. As a result of the analysis, 19 different contexts were identified and their frequencies are presented in Table 2. As two different contexts were compared in some studies, the total number was found to be more than the number of the studies analyzed. It was revealed that nearly more than half of the studies analyzed were conducted in Turkey (51%) followed by Taiwan and USA (8%) and China (7 %). It would not be correct to interpret the high frequency of the studies of Turkey as a sign of leading the literature of curriculum development and evaluation. The present study mainly focused on the context of Turkey and Turkish key words were used during the literature search; therefore, the frequency of the studies conducted in Turkey outnumbered the ones in other contexts.

10. How does the author present his justification on the topic?

The underlying reason for the common findings obtained by the aforementioned studies might result from the fact that the policy of ESL/EFL contexts have changed through the time, mainly at the approach level. It is evident that findings are mainly on the practical issues as the policy and curriculum mainly do not deal with the practical sides such as the classroom size, the supportive materials, or the proficiency levels of the teachers. In other words, as the implementation challenges have remained and the curricula designed in ESL/EFL contexts do not pay attention to those challenges, it is not surprising that teachers, especially the ones in Turkey, are stating the same opinions again and again.

11. How is the sequence of the specific recommendation of the research?

Being the first of its kind, this study is able to provide future researchers with the following suggestions:

1. In any context, curriculum development studies should be increased.
2. The studies should not only deal with the opinions of the teachers or students, but also the opinions or experiences of the parents, program facilitators, academic staff, and officials. Teachers are not the only stakeholders of the curriculum design and evaluation process. In order to have detailed information on the design and implementation of English language curriculum, more studies are needed considering the opinions of the other stakeholders like students' parents, and educational administrators.
3. Researchers should pay attention to reliability and validity of the data collection instruments.
4. Researchers can also attend to the issue of in-service training on the

implementation of the curriculum.

5. Experimental studies can also be conducted in order to develop an English language curriculum and measure its efficacy.
6. Meta-analysis studies can be conducted in order to calculate the effect size of gender, experience, in-service training, and grades on the evaluation of the curriculum.
7. The number of critical analysis studies should be increased in the field of English language teaching.

12. How is the proportion of the references used?

1. Number of citation
2. Percentage of primary source
3. Percentage of current source (latest five years)