

A Qualitative Study Examining the Process of Course Design from the Perspectives of Teachers

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Abstract : Recently, English has become the language of globalization and technology. In turn, this has resulted in a seemingly bewildering array of influences and trends in the domain of TESOL curriculum. In light of these changes, higher education has to provide a new and more powerful kind of education. It should prepare students to be more engaged citizens, more capable to solve complex problems at work, and well prepared to lead a meaningful life. In response to this, universities, colleges, schools, and departments have to work out in light of the requirements and challenges of the global and technological era. Consequently, they have to focus on the adoption of contemporary curriculum which goes in line with the pedagogical shifts from teaching -centered approach to learning centered approach. Ideally, there has been noticeable emphasis on the crucial importance of developing and professionalizing teachers in order to engage them in the process of curriculum development and action research. This is a qualitative study that aims at understanding and exploring the process of designing EFL courses by teachers at the tertiary level from the perspectives of the participants in a professional context in TESOL, Department of English, a private college in Oman. It is a case study that stands on the philosophy of the qualitative approach. It employs multi-methods for collecting qualitative data: semi-structured interviews with teachers, focus group discussions with students, and document analysis. The collected data have been analyzed qualitatively by adopting Miles and Huberman's Approach using procedures of reduction, coding, displaying, and conclusion drawing and verification.

Keywords : course design, components of course design, case study, data analysis

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