Course Specification
— (Postgraduate)

Course Title: Curriculum and Material Design

Course Code: 7512 ENG-3

Program: Doctor of Philosophy in Applied Linguistics

Department: Department of English

College: Faculty of Languages and Translation

Institution: King Khalid University

Version: 1

Last Revision Date: 10 March 2025

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A. General information about the course:

1. Course Identification:

1. Credit Hours: (3)

2. Course Type

A.	☐University	☐College	☒ Department	☐Track	
B.	☐ Required		☒ Elective		

3. Level/year at which this course is offered: (Semester 4/Year 2)

4. Course General Description

The Curriculum and Material Design course provides an in-depth exploration of theoretical and empirical research on language curriculum design, emphasizing how curricular and instructional materials design promotes learning in L2 settings. It critically examines various curriculum development models, research methodologies, and contemporary trends in curriculum innovation. The course also includes an analytical approach to evaluating policies, frameworks, and challenges in language education, with a strong emphasis on research-based curriculum design tailored to local and global contexts. Students will engage in hands-on research projects, meta-analyses, and policy evaluations.

5. Pre-requirements for this course (if any)

N/A

6. Co-requirements for this course (if any)

N/A

7. Course Main Objective(s)

The primary objectives of this course are as follows:
To develop a comprehensive understanding of key theories, principles, and trends in curriculum design and material development for language education.

- To equip students with the skills to design, evaluate, and adapt research-informed language curricula and instructional materials for diverse linguistic and educational contexts.
- To analyze sociocultural, cognitive, and pedagogical factors influencing language curriculum and material design, including the integration of digital tools and technology.
- To introduce methods for assessing the effectiveness of language curricula and instructional materials, considering ethical considerations and policy frameworks.
- To foster collaboration with educators, policymakers, and stakeholders, encouraging contributions to applied linguistics through innovative curriculum and material design research.

2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		
2	E-learning		
3	Hybrid • Traditional classroom • E-learning	36 9	80%-20%
4	Distance learning	-	-

3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	36
2.	Research Seminars	
3.	Field Studies	
4.	**Tutorial**	9
5.	**Others (specify)**	-
	Total	45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**			
1.1	Demonstrate a critical understanding of key theories, principles, and historical and contemporary trends in curriculum design and material development for language education.	K1	Lectures, Research Discussions	Critical analysis of papers on curriculum theories. Or, Comparative essays of two curriculum design approaches. + Final Exam
1.2	Critically explain the sociocultural, cognitive, and pedagogical factors that influence curriculum and	K2	Case Study Analysis	Syllabus evaluation report applying SLA research. OR Case study analysis of EFL

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
	material design, including the role of digital tools and technology in language learning.			Curriculum design + Final Exam
1.3	Critically describe methods for evaluating the effectiveness of language curricula and instructional materials, considering theoretical foundations, ethical considerations, and policy frameworks.	K3	Lectures, group discussions	Empirical research project (proposal) evaluating cultural and technological influences on an EFL curriculum. + Final exam
2.0	**Skills**			
2.1	Conduct needs analyses using research-based instruments (e.g., surveys, interviews, corpora) to design EFL curricula tailored to learner demographics	S1	Lectures, group discussions	Research-based needs analysis project. OR Data-driven curriculum adaptation report.
2.2	Analyze the sociocultural, cognitive, and pedagogical factors influencing curriculum and material design, including the role of digital tools and technology in language learning.	S2, S3	Fieldwork, Data Analysis Workshops	Submission of an original research-based curriculum design proposal.

Code	Course Learning Outcomes	Aligned PLO	Teaching Strategies	Assessment Methods
2.3	Critically evaluate language curricula and instructional materials using theoretical and empirical research, considering effectiveness, ethical considerations, and policy frameworks.		Lectures, Research Discussions	
2.4	Develop an evidence-based curriculum innovation project.	S4	Group Discussions, Peer Review	Research Project, Presentation
3.0	Values, Autonomy, and Responsibility			
3.1	Demonstrate ethical responsibility in curriculum research.	V1	Ethical Review Discussions	Research integrity self- or peer-assessment.
3.2	Uphold ethical principles in EFL curriculum research, including considerations of plagiarism, data integrity, and copyright laws in material design.	V2	Discuss ethical and responsible research practices in applied linguistics.	Research Proposal, Exams, Self-assessment
3.3	Apply ethical and culturally responsive practices to create inclusive and supportive instructional materials		Research project	Analyze the impact of the research outputs on the ability to design instructional materials.

C. Course Content:

No	List of Topics	Contact Hours
1.	• Overview of curriculum design in language education • Key principles of curriculum development • The role of materials in language learning	3
2.	• Historical and contemporary theories of curriculum design • Language learning theories and their influence on curriculum • Needs analysis in curriculum development	3
3.	• Structural, functional, and communicative models • Competency-based and task-based language teaching (TBLT) • Comparison of curriculum design approaches	3
4.	• Methods of conducting needs analysis (surveys, interviews, corpora) • Identifying learner profiles and educational contexts • Case studies of needs analysis in different EFL/ESL settings	3
5.	• Key principles of instructional material design • Authentic vs. adapted materials • The role of textbooks, teacher-made materials, and digital resources	3
6.	• The influence of sociocultural contexts on language curriculum • Cognitive theories of language learning and their implications • Pedagogical considerations in designing curricula and materials	3
7.	• The impact of digital tools on language learning • Developing e-learning and hybrid learning materials • Evaluating technology-enhanced language instruction	3
8.	• Principles of curriculum evaluation • Formative and summative assessment in curriculum design • The role of feedback in instructional material evaluation	3
9.	• Research ethics in language curriculum design • Plagiarism, copyright, and fair use in material development • Ethical considerations in digital curriculum design	3
10.	• National and international language education policies • CEFR, ACTFL, and other global frameworks • Policy implications for curriculum and material development	3
11.	• Designing data-driven and research-informed curricula • Case studies of curriculum innovation in different contexts • Developing a research-based curriculum proposal	3

12.	• Conducting curriculum evaluations in real-world settings • Field studies on instructional material effectiveness • Reporting findings and making data-driven recommendations	3
13.	• Emerging trends in curriculum design (e.g., AI in language education) • Innovations in material development (e.g., gamification, VR) • Preparing for future challenges in language education	3
14.	• Research project presentations on curriculum and material design • Reflecting on key learnings from the course • Final discussion on career applications and professional development	6
Total		**45**

D. Students Assessment Activities:

No	Assessment Activities	Assessment Timing (in week no)	Percentage of Total Assessment Score
1.	Various written assignments- reports	3-10	20%
2.	Research Proposal	6	10%
3.	Mid-term Exam	7	20%
4.	Capstone Project	11	20%
5.	Final Exam	12-14	30%

E. Learning Resources and Facilities:

1. References and Learning Resources

Essential References	• Nation, I.S.P. & Macalister, J. (2020). *Language Curriculum Design*. Routledge. • Richards, J. C. (2013). *Curriculum Approaches in Language Teaching*. Cambridge University Press. • Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.
Supportive References	• Nunan, D. (1988). *Syllabus Design*. Oxford University Press. • Tomlinson, B. (2013). *Applied Linguistics and Materials Development*. Bloomsbury.

	• Van den Akker, J. (2010). *Curriculum Design Research*. Taylor & Francis.
Electronic Materials	• *International Journal of Educational Research* • *TESOL Quarterly* • *Curriculum Journal*
Other Learning Materials	1. **"Curriculum Development in Language Teaching" by Jack C. Richards** • Offers insights into the systematic development of language teaching curricula, useful for teachers in any educational setting. 2. **"Understanding by Design" by Grant Wiggins and Jay McTighe** • Focuses on the 'backward design' approach to curriculum development, starting from the desired results and working backward. 3. **"Designing Language Courses: A Guide for Teachers" by Kathleen Graves** • A step-by-step guide to course design, from needs analysis to assessment criteria. 4. **"Materials Development in Language Teaching" edited by Brian Tomlinson** • Addresses practical issues and principles in materials design for language teaching. 5. **Association for Supervision and Curriculum Development (ASCD) Resources** • Provides books, newsletters, and other resources focused on curriculum development and educational leadership. • [Website](#)

2. Educational and Research Facilities and Equipment Required:

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	• Classrooms equipped with audio-visual aids to facilitate lectures and presentations. • Library facilities • Computer laboratories • Language laboratories • E-learning and virtual classrooms
Technology equipment (Projector, smart board, software)	• Projector for displaying presentations, video analyses, and case studies.

Items	Resources
	• Smart Board for engaging students in collaborative analysis.
Other equipment (Depending on the nature of the specialty)	Conference rooms

F. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.
Other	Assessed by a combination of students, faculty, program leaders, peer reviewers, and external evaluators using surveys, feedback forms, and reflective essays.	Assessed using qualitative feedback, focus groups, external reviews, and additional surveys tailored to specific concerns.

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	**8-17-46**
DATE	**16 MARCH 2025**