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"Golden Curriculum" Instructional Design Competency Framework based on College English Award-Winning Instructional Design

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Abstract
The importance of instructional design competency for university lecturers of English as a Foreign Language in delivering Higher-ordered, Innovative, and Challenging courses within the Golden Curriculum context in China cannot be underestimated. However, research in this area is limited, posing the need for teachers to reskill and upskill themselves to improve their teaching competencies. Therefore, this study aims to develop an instructional design competency framework based on a content analysis of 18 national award-winning instructional designs from the *Star Teacher Contest* between 2020 and 2022, using NVivo12 software. The framework encompasses four key elements: learning and learners, learning objectives, learning activities, and learning assessment. The findings emphasize the importance of understanding learning theories, employing scaffolding techniques, and catering to learners' characteristics to support their academic progress. Moreover, the framework highlights the significance of fostering critical thinking and cross-cultural communication competencies, creating challenging yet feasible tasks, and using various assessment tools that incorporate real-life learning outcomes. By using this instructional design competency framework, teachers can enhance their teaching competencies and effectively implement the Golden Curriculum. Furthermore, educational institutions can use the framework to provide targeted support and training to teachers, enabling a successful integration of the Golden Curriculum into their English teaching programs.

Keywords: award-winning, college English, golden curriculum, higher ordered-innovative-challenging, instructional design

Introduction

Since the Ministry of Education (MOE) of China initiated a call for "Developing Golden Curriculum (i.e., quality courses) and eliminating Water Curriculum (i.e., poor-quality courses)" in 2018, "Golden Curriculum" has become an issue under discussion among universities and colleges. It challenges university lecturers of English as a Foreign Language (ULEFL) to reskill and upskill themselves to enhance their teaching competency.

Moreover, the COVID-19 pandemic has changed how education is delivered (UNESCO, 2021), leading to online teaching mode due to school closures. During the pandemic, ICT-based (Information and Communication Technology) online teaching was not a choice to provide excellent instruction, but rather a "necessity"(Gao et al., 2022). The clusters of ICT innovations worldwide have brought new opportunities for foreign language teaching in universities and colleges in the post-pandemic era. This unique online-onsite integrated teaching ecology has also put forward new requirements for ULEFL (Xu, Li, & Liu, 2021).

Undoubtedly, the enhancement of ULEFL's instructional design competencies in the new context is crucial, as it directly addresses the importance of equipping ULEFL with the necessary skills to develop the Golden Curriculum. Therefore, this study aims to develop the Golden Curriculum for UELFL, focusing on crucial aspects of instructional design competency. Its significance lies in equipping UELFL with practical strategies and tools to enhance student engagement and learning outcomes. The research objectives include exploring of the instructional design competency elements regarding learning and learners, learning objectives, learning activities, and assessment.

Previous studies have indicated that the component of instructional design forms one of the essential professional assessments, which serve as the evidence benchmark for quality language teaching(Pang, 2016). According to Branch &Kopcha (2004) this "instructional design is intended to be an iterative process of planning outcomes, selecting effective strategies for teaching and learning, choosing relevant technologies, identifying educational media and measuring performance" (p.77). A good instructional design maximizes the effectiveness and efficiency of teaching and learning, which requires the ULEFL to demonstrate an ability to design the instruction to meet the needs of students better.

Although the critical role instructional design plays in ULEFL's teaching competencies, exploring of this essential pedagogical competency seems scarce in language teachers' professional development (Pang, 2016). Moreover, the new characteristics of the Golden Curriculum, with an emphasis on Higher-ordered, Innovation, and Challenging (HIC) courses, pose an urgent need for practical course design to meet the requirement for quality blended teaching in the new era. Since the innovative instructional design program has become the assessment tool for ULEFL to be eligible for national teaching contests(Shu, 2017), the national award-winning instructional design programs are the ideal publicly accessible documents for teachers to stay current with the latest instructional design strategies and improve their teaching competency.

Therefore, to help ULEFL bridge the gap between the Golden Curriculum requirement for HIC courses and ULEFL's inadequacy of instructional design competency, this paper aims to explore ULEFL's Golden Curriculum instructional design competency based on the national award-winning instructional design programs between 2020 and 2022 adopting the Cambridge

English Teaching Competency Framework as the theoretical framework for a qualitative content analysis using NVivo12. Developing of the Golden Curriculum instructional design competency framework is significant as it provides valuable insights into effective teaching methods to promote best practices and foster innovation in college English instruction. Furthermore, it allows the ULFEL to learn from successful instructional models and adapt them to enhance student learning outcomes in college English courses.

Hence, the research questions of the study are as follows:

RQ1: What is the Golden Curriculum Instructional Design competency element regarding Learner and Learning?

RQ2: What is the Golden Curriculum Instructional Design competency element regarding Learning Objectives?

RQ3: What is the Golden Curriculum Instructional Design competency element regarding Learning Activities?

RQ4: What is the Golden Curriculum Instructional Design competency element regarding the Learning Assessment?

RQ5: What is the Golden Curriculum Instructional Design competency framework for ULEFL?

RQ6: To what extent does the Cambridge English Teaching Framework help university English lecturers improve their Instructional Design Competency?

By exploring the Golden Curriculum instructional design competency elements regarding learner and Learning, Learning Objectives, Learning Activities, and Assessment, the overall competency framework of Golden Curriculum instructional design is developed first. After that, the study investigates the extent to which the Cambridge English Teaching Competency Framework contributes to improving of ULEFL's instructional design competency, addressing the gap between Golden Curriculum requirements and ULEFL's skills in the post-pandemic era.

Literature Review
Instructional Design Competency for ULEFL

The goal of instructional design is to facilitate learning and improve performance (Branch & Stefaniak, 2019). It can be defined as the practice of creating instructional experiences to help facilitate learning most effectively (Kurt, 2015), which is "a complex process that promotes creativity during development and results in instruction that is both effective and appealing to students" (Branch & Stefaniak, 2019, p. 88).

The term "instructional design" and "learning design" are often used interchangeably to refer to the application of theories of learning and instruction to the creation of learning material and the design of learning experiences (MacLean & Scott, 2011). Since the focus of the present study is to analyze the award-winning instructional design from the ULEFL's perspective of designing teaching and learning to compete in national teaching contests, therefore, the term "instructional design" is adopted.

The quality of instructional design has been a significant concern for the reform of higher education, and instructional design competency played an essential role in improving teaching efficiency and students' learning outcomes. Designing multimedia materials and instructional methods for learners to understand them is required for teachers (Vijayakumar, Arasan, &

Venkateswara, 2023), especially for ULEFL in developing the Golden Curriculum. However, the overall level of university teachers' instructional design competency is unsatisfactory, and the assessment tool for instructional design competency is yet to be developed (Sheng, Zhong,& Zhang, 2015).

Despite numerous instructional design models, i.e., the Analysis, Design, Develop, Implement, and Evaluation (ADDIE) model as a gold standard framework for creating course content (Keating, Vetter, &Klar, et al., 2022), Dick and Cary's Systems Approach Model, ASSURE (Analyze learner characteristics, State objectives, Select/modify/design materials, Utilize materials, Require learner response, and Evaluation), and Backward Design (Kurt, 2015), they share the following several characteristics: learner-centered, goal-oriented, real-world performance, measurable learning outcomes, valid measurement instruments, and a teamwork design(Gustafson & Branch, 2002).

However, many teaching methods or strategies "rarely integrate an instructional design model to facilitate the delivery of a course" (Naidoo et al., 2021, p.3). These shared characteristics of the instructional design models were reflected in the award-winning instructional design for the national teaching contest, which focuses on learning and learner analysis, the use of textbooks and materials, and the instructional design (i.e., defining learning objectives, teaching process, and evaluation). Therefore, by analyzing the award-winning instructional design, this study aims to bridge the gap and provide ULEFL with an ideal reference to enhance their instructional design skills and effectively develop Golden Curriculum courses.

The College English Teaching Contests

The college English teaching contests improve not only quality teaching but also the overall academic performance of the students (Wang, 2010). There are influential national teaching contests in China, i.e., FLTRP "Star Teacher" Contest, "SFLEP" National College English Teaching Contest, Foreign Language Golden Curriculum Team-teaching Contest by HEP, etc. The integration of competition and teaching practice has become one of the crucial ways to enhance ULEFL's teaching competencies(Liu & Li, 2021). In addition, the theoretical framework for analyzing the award-winning instructional design will provide an effective instrument to interpret and evaluate to reskill and upskill ULEFL's instructional design competency.

Cambridge English Teaching Framework

The Cambridge English Teaching Framework (CETF) aims to identify language teachers' skills, plan for developing areas, and identify ways to achieve them. There are five categories for teaching the English language and skills with crucial competencies for effective teaching(UCLES, 2019). The framework helps identify the instructional design elements of the award-winning design, since this framework covers the aspects of the Award-Winning Instructional Design (AWID) with detailed and indicative of the critical principle and concepts relevant to each teaching competency component (See Table one).

Table 1. *The Link between the Cambridge English Teaching Framework (CETF) and the AWID*

No.	CETF Category	CETF Components	Link to the AWID
1	Learning and the Learner	*Learning theories; FLA and SLA; Language-Teaching methodologies; Understanding learners.*	Learner and Learning Analysis
2	Teaching, Learning, and Assessment	Planning language learning: *lesson planning and course planning*; Using language-learning resources and materials: *using teaching aids, digital resources, etc.*; Managing language learning: *responding to learners, managing classroom activities, etc.*; Teaching language systems: *vocabulary, grammar, etc.*; Teaching language skills: *listening, speaking, reading, writing*; Assessing language learning: *inform learning, etc.*	Teaching and Learning goals; Teaching Process: *content, instructional design concept; language-learning sources and materials with reasons for their selection; managing language learning with steps and activities.*
3	Language Ability	*Classroom language; Language models; Recognising learner errors; Communicating with other professionals.*	Integrated into Teaching Process
4	Language Knowledge and Awareness for Teaching	*Language awareness; Terminology for describing language; Reference materials.*	Integrated into Teaching Process
5	Professional Development and Values.	*Classroom observation; Reflecting on teaching and learning; Planning development; Teacher research; Teamwork and collaboration; Professional roles and responsibilities.*	Integrated into Teaching Process *Ideological-Political elements integrated into the teaching process*

Therefore, CETF was used as an analytical framework to identify the characteristics of a good instructional design, refine it from a more comprehensive perspective, and help university English lecturers improve their instructional design competency.

Method

A qualitative content analysis using NVivo12 software was conducted to develop an instructional design competency framework for university lecturers of English as a Foreign Language (ULEFL) within the context of Golden Curriculum development.

The study explored instructional design competency elements based on the Cambridge English Teaching Framework (CETF).To improve the reliability of the content analysis, the present study mainly followed the checklist for researchers attempting to improve the trustworthiness of the study from the perspective of data collection method, sampling strategy, selecting the unit of analysis, categorization and abstraction, interpretation, representativeness, reporting results, and reporting analysis process (Elo, Kääriäinen, & Kanste, 2014).

Participants

A purposeful sampling technique was employed to select the unit of analysis in this study. As the most common form of qualitative sampling technique(Merriam, 2009), the criteria for selection of AWID are as follows: (1) top-level instructional design submitted to the national level teaching contests; (2) representative and exemplary for college English teaching in the context of Golden Curriculum; (3) easy to get access; and (4) free of charge. There are a handful of meaningful teaching contests for language teachers. Still, FLTRP's Star Teacher Contest is one of the most significant events nationwide involving virtually ULEFL in every province to

participate with an instructional design template to follow as one of the requirements for selecting the final contestants. A total of 18 AWID was from the Official Account of Wechat posted by FLTRP, a leading foreign language publishing house organizing the national teaching contest—Star Teacher Contest. Therefore, choosing the AWID from the FLTRP Star Teacher Contest is appropriate for the study. In addition, based on the inductive analysis of the AWID, the data were saturated by analyzing 18 AWID between the years 2020 and 2022, while the focus of the contest is to develop quality teaching in the context of theGolden Curriculum.

A total of 18 award-winning instructional designs from 2020 to 2022, which met the selection criteria, are included in the study as presented in Table Two.

Table 2. *The Number and Codes of the Award-Winning Instructional Design (2020-2022)*

No.	Champion	Runner-up	Second Runner-up	Total Number
1	2020A1	2020B1, 2020B	2020C1, 2020C2, 2020C3	6
1	2021A1	2021B1, 2021B2	2021C1, 2021C2, 2021C3	6
3	2022A1	2022B1, 2022B2	2022C1, 2022C2, 2022C3	6
Total	3	6	9	18

Research Instruments

For qualitative research on the content analysis of the documents, the researcher is the primary instrument for gathering data and data analysis. The first step was to find the relevant materials in the process, as mentioned above. The authenticity and accuracy of the data were also accessed. There are studies advocating the teaching contest as a means for the development of teachers (Shu, 2017; Wang, 2010), and integrating the competition and teaching practice is an effective method to improve the teaching competencies of university teachers(Li, Long, & Li, 2020).

Moreover, the researchers critically reflected on their values, assumptions, and experiences that could have influenced the research process. It allows the researchers to acknowledge the bias and minimize the impact on the study. As for credibility in terms of methods of data collection, a systematic literature review on instructional design and a case study on instructional design documents can reduce the influence of the bias on the study. Peer review was to validate the data analysis process and findings to ensure that the coding and themes that emerged from the content analysis accurately represented AWID's content. In terms of transferability, a detailed description of the AWID and *the Star Teacher Contest* and *the Cambridge English Teaching Framework*, Golden Curriculum context, data collection method, and sampling techniques allows readers to judge the transferability of the present study to other contexts.

Research Procedures

The 18 AWID documents were imported to NVivo12 for coding. Initial codes based on the Cambridge English Teaching Framework (CETF) were created for the deductive study, while the inductive study also started for open coding. Themes were developed by axial coding by comparing, modifying, deleting, or merging the open coding. A matrix was generated and exported to Excel for data analysis. During the data analysis process, four components were examined according to the Cambridge English Teaching Framework (CETF): Learning and learners, Learning objectives, Learning activities, and Assessment. A discussion was then conducted to

identify the alignment between the CETF and the instructional design competencies revealed in the award-winning instructional designs (AWID). Additionally, potential areas for improvement were identified based on the CETF to enhance the instructional design competencies in future.

Results
Learning and Learner
The themes grouped under the heading "Learning and the Learner" provide a conceptual and theoretical basis for university English lecturers to develop their instructional design competency.
Learning Theories, Language-TeachingTheories, and Methodologies

Table 3. *The Learning Analysis in AWID*

Category	Descriptions	Freq.
Learning Theories	Scaffolding (2020C2, 2020C3, 2020B1, 2021A1, 2021C3, 2021B1, 2021B2), Inquiry learning (2021B1, 2021B2, 2022B1, 2022C2), Deep Learning (2020C3, 2021B2), Stages of Cognitive Development (2022A1)	14
Language-TeachingTheories	TERRIFIC (2020B2), ACTIVE (2021C2), READ (2021C2)	3
Language-teaching Methodologies	POA (2020C1, 2020C3, 2021A1, 2021B1, 2021B2, 2022A1, 2022B1, 2022B2, 2022C1, 2022C2), Blended learning (2021C1, 2022C2), Communicative Approach (2020C3, 2021B1), PBL (2021C1, 2021C3), OBE (2020A1), Bloom's Taxonomy (2020C2), Think-Pair-Share (2021B1), Learning and Using Integration (2022A1)	20

As shown in Table three, the AWID mainly focuses on the Learning theories such as scaffolding, inquiry learning, deep learning, and stages of cognitive development; Language-teaching approaches, such as TERRIFIC(Target, Evaluate, Routinize, Reflect, Inquire, Fulfil, Integrate, Content) for critical English teaching integrating language ability, cross-cultural ability and critical thinking ability in foreign language teaching and learning, ACTIVE foreign language teaching concepts (Achieve Culture-and-Thought-Integrate Value Education), and READ critical reading strategy (Recognizing language, Exploring premise, Assessing Values, and Drawing conclusions); and language-teaching methodologies, namely, POA (Production-Oriented Approach), blended learning, communicative approach, PBL (Project-Based Learning), OBE (Outcome-Based Education), Bloom's Taxonomy on teaching objectives, Think-Pair-Share, Learning and Using Integration.

Most of the AWID adopted POA in university English instruction advocated by Wen Qiufang, the developer of POA in China (Wen, 2018; Zeng, 2019). There is a three-phase teaching process: motivating, enabling, and assessing. The three principles underpin the teaching hypothesis, while the three-phase teaching process reflects the principles by testing the hypothesis.

It is worth noting that there is a tendency to develop language teaching principles by participants with their teaching team, such as ACTIVE and READ teaching principles, adapted TERRIFIC aiming at the development of critical thinking in language teaching (Jiao, 2022; Sun, 2019).

Understanding Learners
There is a wide variety of learners regarding their academic backgrounds, mindsets, interests, and motivations. They have shown a relatively sufficient foundation for vocabulary and

grammar with good listening and reading ability, but they need to develop their discourse analysis to understand complex meanings. Meanwhile, there is a shared view on the weakness of their language skills in speaking and writing (See Table 4 in Appendix A).

Moreover, the AWID also pays attention to learning and innovation, such as higher-order thinking skills and cross-cultural communication skills, and information literacy, such as searching for information and forming 21st-century skills(Walser, 2021).

Learning Objectives
Integration of Global, Educational, and Instructional Objectives

The learning objectives of the AWID emphasize integration of global, educational, and instructional objectives for the award-winning instruction design. Adopting the three levels of objectives categorized by Anderson et al. (2001), the learning objectives of AWID, which emphasize language objectives and goals of educating students, can be interpreted as instructional level, educational level, and global level. For language goals, the objective scope is narrow, and the purpose is to prepare lesson plans and unit plans, i.e., planning learning activities based on the passage in one unit of the coursebook. The goals of educating students are relatively broad to provide vision, i.e., nurturing virtue for the future global citizens. Most AWID emphasizes the language goals to develop learning objectives as 2021B1, with only a few AWID (i.e., 2020B1) integrating learning objectives with emotional and spiritual goals. However, most learning objectives fall into the above three levels of objectives.

Measurable Action Verbs for Learning Objectives

There are measurable action verbs in describing the learning objectives, such as apply, analyze, and publish, most of which belong to the higher-order learning objectives of Bloom's taxonomy (Anderson et al., 2001).

Table 5. *Measurable action verbs based on the revised Bloom's Taxonomy Table*

Level	Measurable Action Verbs and Frequencies	Source Codes
Remember	recognize (4), remember, familiar	2021A1, 2021C1, 2021B2, 2022A1, 2022C1, 2022B1
Understand	understand (7), master (4), interpret (4), explain (3), exemplify (2), integrate (2), discuss, classify, describe, read	2020A1, 2020C1, 2020C2, 2020C3, 2020B1, 2021C1, 2021C2, 2022A1, 2022C1, 2022C3, 2022B1, 2022B2
Apply	use (10), apply (8), tell (3), quote (2), solve, deal with, talk about, express, choose, take notes, introduce	2020C3 excluded
Analyze	analyze (8), synthesize (2), distinguish (2), compare, contrast, differentiate, reflect	2020C1, 2020C2, 2020B2, 2021C1, 2021C3, 2022C2, 2022B1 excluded
Evaluate	evaluate (6), re-examine, develop, check (2), critique (3), adjust, argument	2020C1, 2020B1, 2021A1, 2021C1, 2022C1, 2022C2 excluded
Create	Publish (2), design, and produce	2022A1, 2022B1, 2022C3

Real-world Performance

The learning outcomes developed based on the learning objectives are relevant to students' real life, such as an interview on "How to make it in college" (2020A1), speeches on China Dream as a College Student Sees it (2020C1) and Success as I see (2020C3). According to Lima, Prasetyo, and Muda (2019), it is essential to combine rigorous content with real-world relevance to provide quality teaching and learning,. As a result, ULEFL (presumably an educational framework or approach) should design learning objectives that consider real-world performance.

Integrating Ideological-political Content into Learning Objectives

    The ideological-political content integration into the learning objectives shown in Table five reveals the focus of the implicit value and moral education for EFL teaching and learning. It highlights the importance of integrating individual needs into the bigger picture of national development. Moreover, national and global citizenship focus on cultural confidence, and open, inclusive, and respectful citizenship is encouraged. Cultural belief is stressed through the introduction and discussion of Chinese philosophy, and cross-cultural communication is crucial for language class in terms of critical thinking and compelling global communication.

Table 6. *Ideological-political content integration into learning objectives*

Category	Ideopolitical Content	Sources of Data
Individualism and Collectivism Integration	individual dream integrated intoBelt and Road Initiative; integration of career goals and innovation to serve the China Dream; professional identity; incorporate individual development into national development	2020C1, 2020B2,
National and Global citizenship	China dream; identification emotionally with the country; cultural confidence; China wisdom, emotionally identified with Chinese culture; patriotism; multiculturalism; openness, inclusiveness, cultural self-awareness, and cultural confidence; respect; patriotic sentiment; community of shared future for humanity; cultural ambassador; firm believer and ambassador for Chinese culture; identify and transmit Chinese culture; introduce the world to China; introduce China to the world; tell the story of China well; national spirit; harmony in diversity, benevolence, righteousness, propriety, wisdom, and faith, being friendly to neighbors	2020C1, 2020C2, 2020C3, 2020B1, 2020B2, 2021C2, 2021C3, 2021B2, 2022A1, 2022C1, 2022C2, 2022C3, 2022B1,
Critical thinking	success;information literacy;rational use of technology;critical thinking;data literacy;critical thinker	2020A1, 2020C3, 2020C1,2021C3, 2021B1, 2021B2, 2022C1,
Spirit	"dedication" in socialist core values; seek for a better self; standing firm in support of one's ideal and principle; the spirit of striving; the spirit of seeking truth from facts and the rigorous academic attitude; a spirit of scientific exploration; discovery	2020C2, 2020C3, 2020B1, 2021B1, 2022B2
Emotion	humanistic care;sense of happiness;emotional character shaping	2020B2, 2021C2, 2022C1
Attitude	healthy life;positive life attitude;balance study and life;time management	2020A1, 2020C3, 2021B1,
Morality	moral education; ethical speaker	2020C1, 2021B2,

Learning Activities

    The AWID keeps an activity format for starting lessons, i.e., brainstorming (2020C3) and questionnaire (2022C2), and follows the chronological sequence for organizing and maintaining learning activities.

Using Language-learning Online Resources and Materials

    Apart from adapting coursebooks to increase difficulty levels to challenge learners based on their cognitive level and language proficiency level, such as changing after-class exercises into teaching content in 2022A1 to achieve learning objectives, online supplementary materials are often selected to deepen the understanding of the coursebook content. Moreover, online learning platforms are widely used for pre-class task assignment submission and assessment, and discussion activity, i.e., *Unipus*, *i*Write, *i*Test, *Pigai.org*, Mini Teaching Assistant Platform, MOOC, Quizlet, live streaming platform, and online questionnaire platform.

Focusing on Improving Speaking and Writing Skills

There are 58 items generated regarding teaching language systems, i.e., teaching vocabulary and grammar (9), discourse (2); as well as teaching language skills, i.e., teaching listening (4), speaking (16), reading (10), writing (16), and translating (1).

Out of the 18 AWID, 16 of them primarily emphasize the enhancement of speaking and writing abilities rather than focusing on reading and listening skills.

The focus is not on improving reading skills in the end, but instead on the means to enhance speaking and writing, which is responding to the student's needs, as shown in Appendix A. Based on the analysis of students, the assumption is that their reading proficiency level is better than speaking and writing. Therefore, articles in the coursebook are sometimes adopted as the medium to improve writing and speaking skills. This also explains the purpose of vocabulary and grammar study is to use diverse verbs (i.e., 2021C1) to improve speaking and writing skills.

Responding to Learners

There are 10 AWID emphasizing the interaction with students by offering oral feedback, i.e., evaluating sample speeches (2021A1), summarizing errors for explanation (2021C1, 2021B1); adjusting the pace of learning activities based on learner response (2020A1); using radar chart to provide feedback of learner experience.

Learning Assessment

All Award-winning instruction designs emphasize the importance of formative assessment, indicating that ULEFL needs to understand key concepts and principles for evaluation, such as formative vs. summative assessment, stressing the creation of formative assessment throughout the whole learning activity. There is a familiarity with assessment types, such as progress assessment (2020A1), and achievement assessment (2021B1, 2021C1, 2021C2, and2022B1), such as using essays, e-portfolios, and before or after class quizzes.

There are 11 designs emphasizing the importance of using assessment to inform learning, which could help learners become more autonomous and develop better language learning strategies, i.e., recognize learner difficulties (2020C2 and 2021C2), present exemplary assignments (2022A1 and 2022B1), comment speech drafts (2020C30 and 2022A1) to help learners become more aware of the speech writing. There is a tendency to adopt lecturer-learner assessment shown in 8 plans (2020B1, 2020B2, 2020C2, 2021A1, 2021B1, 2022A1, 2022B1, and 2022B2), online-offline blended dynamic assessment (2020B1, 2020C1, 2021C1 and 2022B1) adopting online learning platforms such as *Unipus*.

To sum up, the results of the AWID (Award-winning Instructional Design) analysis reveal several key themes. The AWID focuses on learning and language-teaching theories such as scaffolding, inquiry learning, and the communicative approach. While emphasizing the development of learners' speaking and writing skills, integrating of ideological-political content into learning objectives highlights the importance of cultural confidence and cross-cultural communication. The AWID incorporates real-world performance and uses measurable action verbs in learning objectives. It also emphasizes formative assessment and interaction with learners. Overall, the findings provide valuable insights for instructional design in university English education.

Discussion

Previous studies on instructional design mainly focused on the specific teaching methods applied in EFL teaching, such as a corpus-based pronunciation teaching model(Qian & Deris, 2023), or a pedagogical approach to the instruction of listening skills (Robillos, 2023). There is a lack of adopting an established teaching competency framework, such as the Cambridge English Teaching Framework, as the baseline model to examine the required instructional design competency for ULEFL to improve their overall teaching performance. Therefore, using the Cambridge English Teaching Framework, we can analyze the Award-Winning Instructional Design to uncover instructional design competencies related to learners, learning objectives, activities, and assessment. Moreover, a framework of the Golden Curriculum instructional design is to respond to the need for higher-ordered, innovative, and challenging college English courses. The following section is to answer the research questions.

RQ1. What is the Golden Curriculum Instruction Design element regarding Learner and Learning?

Five perspectives are related to learner and learning: (1) The ability to apply constructivism theory for learners to construct knowledge; (2) The ability to be skillful in practicing scaffolding concepts, communicative approach, PBL, and OBE to emphasize learner-centered teaching; (3) The ability to engage learners in active learning to build new knowledge based on their prior knowledge and understanding; (4) The ability to enhance learners' critical thinking ability and cross-cultural communication competence in language teaching; and (5) A mind shift from surface to deep approaches to learning, such as deep learning, higher stages of cognitive development.

Nevertheless, ULEFL must conduct a more comprehensive review of learning theories and second language acquisition (SLA) theories to effectively incorporate them into an instructional design that aligns with the specific learning activities. Areas of the improvement of instructional design are as follows: awareness of humanism, social-constructivism, multiple intelligences, noticing, interlanguage, implicit/explicit learning, and discovery learning based on the framework.

RQ2: What is the Golden Curriculum Instruction Design element regarding Learning objectives?

It requires the ability to (1) develop learning objectives based on an understanding of learning and learners to scaffold them to improve to a higher level of learning; (2) develop learning objectives in a holistic mindset by integrating global, educational, and instructional learning objectives with measurable action verbs; (3) develop measurable learning objectives for ideopolitical content exploited in the coursebook; and (4) the awareness of integrating examples and case studies in real life into performance-based learning outcomes when developing learning objectives.

However, there seem to be insufficient measurable action verbs based on Bloom's taxonomy or other instructional models for describing learning objectives in some of the AWIDs, which may lead to unfulfilled learning objectives, if not invalid ones. Therefore, the knowledge and competencies in developing learning objectives are based on needs analysis, measurable and observable performance, and a holistic mindset of integrating ideopolitical, educational, and instructional learning objectives to plan the lesson creatively.

RQ3: What is the Golden Curriculum Instruction Design element regarding Learning activities?

It requires the ability to (1) select, adapt, and supplement learning materials and online resources; (2) teach language skills effectively, primarily through reading to improve writing and speaking skills consistent with the learner's needs and difficulty; and (3) create a positive and supportive learning environment by responding to learners with mixed abilities in large classes. By adopting various online resources, multimedia-assisted instruction has become a standard method of teaching English(Hu & Yao, 2021).

However, most AWID focus on supplementing online resources to provide learners with information-rich materials for learning, and there seems to be little attention on the justification of omitting those materials in the coursebook. One possible reason might be the decision of team teaching to focus solely on Passage A from the selected units for in-class instruction. This represents a shift in mindset from teaching the coursebook itself to viewing coursebooks as tools for teaching, emphasizing incorporating of innovative and new teaching content from various online resources into the learning activities.

Moreover, applications of a product-oriented approach in creating and maintaining a constructive learning environment are common. As learners were chosen mainly from the relatively higher English proficiency level of the respective universities, it is worth noticing those lower-level English learners in terms of the suitability of the learning activities. It remains a question whether these learning activities in AWID are applicable to students with mixed abilities in large classes.

RQ4: What is the Golden Curriculum Instruction Design element regarding assessment?

It requires the ability to (1) choose practical assessment from a wide range of assessment types based on the principles of the assessment and the learning objectives; (2) give immediate formative assessment throughout the whole learning activity and timely summative assessment after class; (3) The awareness of using assessment to inform learning based on online-learning data and feedback to help learners become more autonomous and develop better language learning strategies; (4) the awareness of using assessment to reflect and improve teaching and learning for future instruction and (5) using online assessment tools for learner-learner, lecturer-learner assessment in a dynamic manner.

However, as most AWID emphasize the importance of using online assessment and lecturer-learner assessment, there seems to be cautious about the authenticity of the online learning data when implementing the evidence-based evaluation. Whether learners have watched the online micro lecturer effectively still requires the ULEFL to be competent to distinguish and assess appropriately with sufficient information literacy.

RQ5: What is the Golden Curriculum Instructional Design competency framework for ULEFL?

Based on the content analysis of the AWID, the framework of the Golden Curriculum Instructional Design Competency incorporates four perspectives:

a. Learning and Learner

To develop Golden Curriculum, it is recommended to UELFL be familiar with learning theories, such as constructivism, and practice the scaffolding approach in teaching. Secondly, it's

critical to engage learners based on their characteristics. Thirdly, higher-order thinking skills, such as critical thinking skills should be developed with cross-cultural communication competencies to design better and implement Golden Curriculum. In addition, it requires a mind shift from surface learning to a deep approach to learning to create challenging yet feasible tasks tailed to learners' characteristics.

b. Learning Objectives

Regarding learning objectives, there are four competencies required for ULEFL. Firstly, develop learning objectives based on need analysis. Secondly, develop a holistic mindset to integrate global, educational, and instructional goals into the teaching syllabus. Thirdly, adopt measurable action verbs for developing learning objectives, as Table four listed for learners to achieve. In addition, the ability to integrate real-life learning outcomes into learning objectives is also a unique feature of the innovative Golden Curriculum.

c. Learning Activities

ULEFL requires management competence to organize and maintain classroom activities as well as online ones. Firstly, using materials and online resources wisely and creatively is critical since the learning objectives are not solely based on the coursebook. Therefore, the ability to choose and adapt learning materials to fulfill the goals cannot be underestimated. Secondly, the ability to improve English speaking and writing skills based on reading activities is also a benchmark for ULEFL to update. Thirdly, creating a positive and supportive learning environment is crucial for the success of learning activities.

d. Learning Assessment

Among various assessment tools, the Golden Curriculum requires the ULEFL to be capable of choosing appropriate assessment types and giving immediate formative assessment and timely summative assessments to facilitate learning. One crucial aspect is the ability to inform learning based on online learning data, such as the learning data in the online learning platform Xuexitong. In addition, ULEFL needs to reflect on teaching for improvement in the next round of teaching, and improving information literacy, when using online assessment tools.

RQ6: To what extent do the Cambridge English Teaching Framework help university English teachers improve their Instructional Design Competency?

ULEFL may need to review more learning theories and second language learning theories for an instructional design suitable for the learning activities. More good measurable action verbs based on Bloom's taxonomy or other instruction models for describing learning objectives, such as *understanding* and *awareness*, are relatively ambitious compared with analyzing and evaluating, and more teamwork and collaboration for team teaching.

Conclusion

This paper aims to develop the framework of Golden Curriculum instructional design competencies by analyzing the award-winning instructional design of the national English teaching contest. The instructional design competency framework can be an essential tool that provides a comprehensive and dynamic approach to instructional design for ULEFL. The framework is developed by a content analysis of award-winning instructional design using NVivo12 and the analytical tool of the Cambridge English Teaching Framework. It emphasizes the significance of

instructional design competency, which involves integrating learning and language-teaching theories, engaging learners, creating measurable learning objectives, utilizing coursebooks and online resources, being responsive to learners, and using assessment to enhance teaching and learning.

This framework serves as a reference for ULEFL to assess their current level of instructional design competency and identify areas for professional development. It also provides a checklist for teacher evaluation, which will enhance students' academic achievement. However, future research is needed to evaluate the consistency and applicability of the instructional design in actual teaching scenarios. In conclusion, this instructional design competency framework is a valuable tool for ULEFL teachers, which will facilitate the development of the higher-ordered, innovative, and challenging Golden Curriculum to meet the needs of today's learners. The framework can potentially enhance teacher development and student achievement. It could be an essential component of ULEFL teacher training programs for developing the Golden Curriculum in China.

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Appendices

Appendix A Table 4 *Analysis of the Award-Winning INstructioanl Design Regarding Understanding Learners*

Category		Elaborations	Freq.
Types of Learners and teaching contexts		Beginners and advanced learners in large classes, a gap between positive learners and passive learners (2021C3)	1
Characteristics		Understand learner characteristics to creative activities (2020C1), Generation Z, interest-driven, multi-task taker, higher learning expectations (2020B1) Exam-oriented (2021B1),	3
Learning preferences, difficulties, and needs		Elaborations	Freq
Learning System	Vocabulary	Sufficient foundation in vocabulary (2020B2)	1
	Grammar	Sufficient foundation in grammar (2020B2)	1
	Discourse	Lack of discourse concepts (2020B2), lack of the ability to read between the lines, insufficient textual analysis (2022A1),	1
Language Skills	Listening	Good listening ability (2021A1, 2021C3, 2022B1)	3
	Reading	Good reading ability (2021A1, 2021C3, 2022A1, 2022C2)	4
	Speaking	Lack of speaking ability (2020B1, 2021A1, 2021C1, 2021C3,2022B1, 2022C2), Unable to tell a good China story using English (2022B1)	7
	Writing	Lack of writing ability (2020B1, 2020C2, 2021A1,2021C1, 2021C2, 2022A1, 2022C1); Good writing ability but weak argumentation (2022A1)	8
Higher-order Thinking Skills		Lack of Critical thinking skills, synthesizing, reasoning (2020C3, 2021A1, 2021B1, 2021C1, 2022A1, 2022B1) Lack of summarizing, analysis, and creative thinking ability (2020C3),	6
CCC		Need to improve (2021A1, 2021C1, 2022B1)	3
ICT Literacy		Recognize information searching skills (2020C3),	1