

## **Book Review: Language Curriculum Design (Monitoring, Assesment and Evaluation)**

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### **Abstract**

*The goal of a book review is to inform and assess the quality and content of a book. It offers reviews and critiques of the I. S. P. Nation and John Macalister work on language curriculum design. Chapters seven (7) of Monitoring and Assessment and chapter eight (8) of Evaluation were divided by the reviewer into two primary portions. To get things started, the monitoring and assessment chapter is informatively introduced in language and expanded upon in straightforward words similar to those found in every single subtopic. Second, chapter eight discusses evaluation, which provides professors and students with important and helpful information to enhance the course or to help them decide whether to keep the course or toss it. The critique of this part will include an assessment of the writer's visual style and content.*

**Keywords:** *Book Review, Language Curriculum Design, Monitoring & Assessment, Evaluation.*

### **INTRODUCTION**

Two language experts collaborated on a work titled Language Curriculum Design. They are John Macalister and I.S.P. Nation. This book is part of a professional series on applied linguistics and ESL. The Taylor & Francis e-Library first published this edition of the book in 2009, and Routledge first published the book in 2010. In this book, the authors specifically address language instructors or other stakeholders by outlining the phases required inside the curriculum design phase, discussing and justifying those steps, and offering chances for practice and application.

This book provides a wealth of examples of real applications from the phases, with descriptions of each example from the authors' personal experiences and from published research in each chapter. The second type of assignment invites readers to connect the instructions to their own experiences. Finally, case studies and recommendations for more reading are offered to help readers connect with others' own experiences.

The authors demonstrate how curriculum, or course, design is primarily a "how-to-do-it" activity that entails the integration of information from many of the disciplines in the field of Applied Linguistics, including language acquisition research, teaching methodology, assessment,

language description, and materials creation. Language Curriculum Design, which combines strong research/theory with cutting-edge practice, is generally applicable for ESL/EFL language education courses all over the world, especially for those who actively participate in language teaching.

With the heading "Language Curriculum Design," this book's fourteen chapters usually cover that topic. The overview, theory, and steps are covered at the beginning of each chapter. Furthermore, it is said that the curriculum design book can be thought of as a type of writing exercise and that, as such, it is important to study it as a process. The standard writing process's sub-processes (collecting ideas, arranging ideas, putting ideas to text, reviewing, and editing) can be applied to curriculum design, but it is simpler to draw on the most recent theory and practice in this area if an alternative set of components is employed. Simply put, each chapter will provide a description of the theory as well as several types of elaboration, exercises, and case studies that will help and direct the reader in understanding and applying the theory.

Interestingly, the authors provide some useful figures and tables to help the reader comprehend each chapter and its sub comfortably. The use of comparisons and valuable information brings the reader enjoy how the text describes the topics. Afterwards, each chapter contains the learning goals, summary, and beneficial steps to learn the content as well as several questions as the triggers to catch the authors' points in this book.

The chapters of this book indicate the language curriculum design: an overview; Environment analysis; Need analysis; Principles, Goals, content & sequencing; Format and presentation; Monitoring and assessment; Evaluation; Approaches to Curriculum design; Negotiated Syllabus; Adopting and adapting an existing course book; Introducing change; Planning an In-Service Course; Teaching and Curriculum Design. In the end, the book provides a useful appendix particularly a verb-form frequency count which the reviewer thinks really nice to read.

However, in this section, the reviewer will focus on discussing two important chapters in this book. They are chapter seven (7): Monitoring and Assessment and chapter eight (8): Evaluation. The reviewer considers that these chapters are inevitable for language teachers to apply. Still, it is found that some teachers are tricky to monitor and assess the learners' activity and make an evaluation of the course. Chapter 7 about Monitoring and Assessment serves nine valuable sub topics. They are guidelines for monitoring and assessment; types of monitoring and assessment; placement assessment; observation of learning; Short-term achievement assessment; diagnostic assessment; achievement assessment; proficiency assessment; Good Assessment: reliability, validity, and practicality. Those subs that the reviewer thinks will be beneficial in case all teachers gradually apply them in their language teaching as one of vital parts in language curriculum goals.

The sequence of monitoring and assessment is the evaluation. This chapter 8 absolutely means everything in language curriculum design book. This chapter resembles to the definition and steps of evaluation; purpose and audience of the evaluation; the type and focus of the evaluation; gaining support for the evaluation; gathering the information; formative evaluation as a part of a course; and the results of an evaluation. The reviewer could not agree anymore with these well-structured sub topics proposed by the authors. It will be well reviewed in the next part of discussion.

## **DISCUSSIONS**

### **Section One**

#### **Chapter Seven (7): Monitoring and Assessment**

The author of the book's chapter seven introduces the supporting subtopics for the monitoring and evaluation elaborations in the first section of the chapter. The guidelines for monitoring and assessment, various monitoring and assessment methods, placement assessment, learning observation, short-term achievement assessment, diagnostic assessment, achievement assessment, proficiency assessment, and good assessment—reliability, validity, and practicality—are all included in this section. There are then three tasks to complete. They are creating placement tests, assessing tests, and organizing assessments for courses. The case studies that address monitoring and assessment serve as its conclusion. The reviewer does consider that these elements are sufficient to discuss in detail the methods used to keep track of and evaluate the learners' progress.

When the reader goes to this chapter at the first stare, it will be shown the aim of this section as well as the apperception regarding the previous topics. The guidelines for monitoring and assessment are directed to the table guidelines that certainly helpful for the readers. It is also found the overview of the types monitoring and assessments before elaborating them in the different sections ahead. The author mentions six types of monitoring and assessments which are similar terms used by Kizlik, B. (2012). He defines the kinds of assessment as follows; formative vs. summative assessment, informal vs. informal assessment, continuous vs. final assessment, Process vs. Product Assessment, Divergent vs. Convergent Assessment. These terms have the similar procedures and impacts but slightly different definitions used in terms of where, who, when to use them. However, it does propose the same goals of assessments. Thus, the reviewer guesses the assessment types provided by author are absolutely enough for the teachers or educator to implement.

Mohan, R. (2016) states diagnostic test, achievement test and some test likely a monitoring which are best described by the authors as well about these tests. These tests are so important as the authors mentions in the book to be performed in the class to see how the learning process goes by. The observation of learning is also done like Mohan elaborates in his book from some chapters i.e., portfolio assessment, performance test, and aptitude test. This means to see if it is necessary to make changes to the learning activities in order to motivate the learners. To sum up, learner diaries or logbooks like a portfolio written by the teachers are a beneficial source of information.

The reviewer appreciates greatly to this section that is vital for the readers to catch. It is about reliability, validity and practicality in assessment. The authors remain the same with the ideas of Carmines, E. G., & Zeller, R. A. (1979) about validity and reliability assessment. Reliability and validity are concepts used to evaluate the quality of research. Both terms indicate how well a method, technique or test measure something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure. Finally, the last part of this book, the author presents summary of the chapter and useful tasks to encourage the readers recall the knowledge that they have after reading this book.

## **Section Two**

### **Chapter Eight (8): Evaluation**

Similar to the previous chapter, this part is begun by the purpose of curriculum design part as it is a process to decide how to check if the course is successful and where it needs to be increased. The reviewer praises the definition of evaluation written by authors clearer and more informative. The previous chapter is something to do with this chapter because monitoring and assessment will be controlled in an evaluation. This chapter is well structured with some interesting topics given. The topics are what is evaluation?; steps in evaluation; purpose and audience of the evaluation; the type and focus of the evaluation; gaining support for the evaluation; gathering the information; formative evaluation as a part of a course; and the results of evaluation. These are totally solid explanation dealing with what to know or how to do in evaluation as one of cores in language curriculum design.

The most important part of this chapter is the steps in an evaluation which best described by authors. There are nine useful points in this book which are a must to note down by the teachers in their teaching-learning activities. Another key point is the kinds of information will be gathered in evaluation provided by the writers. They are amount of leaning, quality of leaning, quality of teaching, quality of curriculum design, quality of course administration, quality of support services, teacher satisfaction, learners satisfaction, sponsor satisfaction, later success of graduate of the course, and financial profitability of the course. Such informative items are very grateful to know in order to ease the evaluation process in the teacher's course.

Popham, W. J. (1974) states that evaluation is needed in education to measure and to investigate what the teacher have done with his class and his students. This agrees the author about the urgency of evaluation in language teaching. Gathering information due to evaluation performance requires instruments such as: interviews, self-report scales, observation, and checklists. These tools also described by Fink, A. (1995) in his book entitled *Evaluation for education & psychology* as the prominent parts to run the evaluation in an institution or current organization. The importance and the stages of evaluation are described clearly as the author provides in this book in terms of education need. It is also presenting in Heimlich, J. E. (2010) on *Environmental education evaluation: Reinterpreting education as a strategy for meeting mission* and Mertens, D. M. (2019) on his book "*Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*". These discuss evaluation as an essential part for the adjustments of course or condition based on changing needs.

### **Strengths and Weaknesses**

The critic divides the book's strengths into two areas. The first concern is the design and content categories for the books. The font size in this book is superb, and the design of it makes the layout helpful for readers. Anyone who can read it at first glance will have a positive first impression. The style of writing utilized makes it easy for the reader to comprehend the book's contents. Then, if the book were to be judged solely on the basis of its content, it would be utterly ideal in its ability to relate directly towards the curriculum circumstance with all classroom teachers (educators, keynotes, and instructors) in the deployment of teaching English as a simple foreign language and in its thorough explanation.

Additionally, the author is incredibly inspirational by learning from useful examples while keeping up with recent curriculum advances, particularly the needs of teachers and students. With the aid of several helpful tables, the explanation of the book's contents is simple to understand. Each chapter includes a description of the goal. Overall, this book offers excellent advice for educators, college students, and anybody interested in the advancement of education. Last but not least, the evaluator would suggest this book to anyone, but especially to researchers around the globe as a theoretical review.

However, despite offering the reader certain advantages, this book also has significant drawbacks. The book's cover does not adequately depict its contents. With the elaborate curriculum design, the hardbound book is far too casual. There are a few figures in the book without captions that the reviewer believes are less important to include. Each chapter's visuals accurately represent its contents. To draw the readers' attention more carefully, it should be bolder and more colorful. Additionally, several figures have missing sources. Every chapter has conclusions, but the reviewer feels that the exposition remained insufficient given the book's strong contents.

## **CONCLUSIONS**

The book entitled language curriculum design is a book written by two language experts; they are I.S.P. Nation and John Macalister. It is found that this book is an ESL and applied linguistics professional series. The book was first published 2010 by Routledge and this edition was issued in the Taylor & Francis e-Library in 2009. The authors describe the steps involved in the curriculum design process, discusses and justifies those steps as well as provides opportunities for practicing and applying them in this book particularly for the language educators or stakeholders.

Since each chapter includes descriptions of examples from the authors' experience and from published research, the writers provide a wealth of examples of actual applications from the many stages. The second type of assignment invites readers to connect the instructions to their own experiences. Finally, case studies and recommendations for more reading are offered to help readers connect with others' own experiences. The author shows how coursework, or course, design is primarily a "how-to-do-it" activity that entails the integration of information from many of the fields in the field of Language Studies, including language learning, teaching method, assessment, language description, and materials creation. Language Curriculum is extensively relevant for English teaching language education courses worldwide, especially for those who completely engage in language instruction. It combines strong research/theory with cutting-edge practice.

The languages curriculum design is mainly covered in the fourteen chapters that make up this book. Beginning with an overview, theory, and steps, the chapters explore. Additionally, it is said that the curriculum design book can be viewed as a form of writing exercise and that, as such; it is advantageous to examine it as a process. Although the standard writing sub-processes (collecting ideas, organizing ideas, putting ideas on text, reviewing, and editing) could be extended to curriculum design, it is simpler to draw on existing theory and practice in curriculum design if a unique set of elements is employed. Put bluntly, each chapter will provide a clarification of the theory in addition to several types of elaboration, activities, and case studies that will help and direct the reader in comprehending and putting the theory. Essentially, the

reviewer promotes this book to anyone and everyone, but especially to researchers as a theoretical literature by pointing out a few minor flaws that, in his opinion, do not detract from the main ideas the writers of all this book on language curriculum design present.

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