

Book Review: Language Curriculum Design

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Abstract

Book reviews are designed to enlighten readers about the content and quality of the book being reviewed. The goal of this paper is to study and critically analyze I.S.P. Nation and John Macalister's Language Curriculum Design book, which is the most widely mentioned and used work in the area. This book was broken into fourteen chapters by the reviewer. The first chapter serves as an introduction to future chapters. The fundamental procedures in the language curriculum design process are explained in chapters two through eight. Chapter nine discusses various approaches to covering these steps. Chapters ten through fourteen cover various aspects of language curriculum design. The review will include an assessment of the author's visual approach as well as the substance.

Keywords: *Book Review, Language Curriculum, Curriculum Design.*

INTRODUCTION

Language Curriculum Design Book teaches how to create a language curriculum. This book expands the phases in the curriculum design process, justifies the procedures, and provides information on how to practice and implement the phases. Language Curriculum Design Book contains practical guides for creating a language curriculum. According to the authors, this book can be used as a guide to assist stakeholders in developing language curricula. This book was written by a superb team of authors. Professor of applied linguistics I.S.P. Nation and expert in linguistics education technique and curriculum development John Macalister.

The total number of chapters in this book is fourteen. The first chapter provides an overview of the subsequent chapters. Chapters two to eight explain the essential processes in the language curriculum design process. Chapter nine describes numerous methods for covering these steps. Chapters ten to fourteen discuss certain topics of language curriculum design. Each chapter focuses on a certain topic to help readers understand the process of developing language curricula. The information in each chapter is clear and simple to grasp and also includes a summary to assist readers to understand how each topic relates to the one before it.

At the end of each chapter, the authors provide commentary and tasks that relate the case study's content to the model or to general curriculum design ideas. These comments provide the additional purpose of preserving consistency across the volume between the many cases featured in the case studies, while the activities encourage readers to think critically and apply the theory.

DISCUSSIONS

Chapter One: Language Curriculum Design: An Overview

This book's introductory chapter outlines the key components of what the authors refer to as the curriculum design process starting from the basic to advanced analysis. The authors underline in the introduction that curriculum design can be viewed as a sort of writing and thus evaluated as a process. Moreover, a curriculum is a planned and systematic structure of competencies, which are the values-based knowledge, skills, and attitudes that students should acquire through formal and informal learning experiences.

The authors presented a brief introduction about how to begin the process of designing a curriculum for a language program. The essential role of environmental analysis is presented earlier before exploring the needs of the targeted language program. The authors also emphasize several theoretical principles, goals, and suggested processes before moving to another main part of the curriculum when it has been created: how to present the materials. They also pointed out the assessing process of the curriculum and how to evaluate it. To give more comprehensive and practical benefits to the readers, two tasks are introduced. Finally, related studies are presented to give the best references for the related issue of language curriculum design.

Chapter Two: Environment Analysis

This chapter offers the environmental analysis, also known as a situation analysis (Richards, 2001) or a constraints analysis, which may influence the course. In curriculum design, a limitation might be beneficial. For instance, a limitation could be that all teachers are competent and able to plan their own activities for the class. This would greatly affect curriculum design as teachers could be assigned a substantial amount of format and presentation work. A crucial component of curriculum development is environmental analysis since, at its most fundamental level, it ensures that the course can be applied.

Because mostly the format and presentation work might be delegated to the instructor, this would have a considerable impact on curriculum design. Environment analysis is used in several curriculum design methods as part of the needs analysis. It is also considered a crucial part of curriculum design because it makes sure that even the most basic parts of the course will be useful. The authors also provide an example of environmental analysis and restrictions.

Chapter Three: Needs Analysis

This chapter's main goal is to establish both what must be learned and what the learners have expressed an interest in learning. Need an analysis of a course's objectives and its curriculum are the primary focuses of a needs analysis. The requirements analysis ensures that the course provides learners with relevant and meaningful knowledge. A good needs analysis asks the appropriate questions to ask and identifies the best solutions. Needs analysis can be evaluated as a type of evaluation based on its reliability, validity, and practicability. Needs analysis concerns include common core and specialized language, narrow focus vs. broad focus, and critical needs analysis.

Necessities, lacks, and wants must be considered in analyzing the target needs. Necessities, including all things necessary for the use of the learner's language. Lacks involve the lack of learners. Wants, to pay attention to what the students want to learn. Another method for examining needs is to distinguish between current and required knowledge, as well as objective

and subjective needs. After determining a student's needs, the curriculum designer must also select the appropriate content and presentation method.

Chapter Four: Principles

This chapter provides twenty principles based on pedagogical views with an emphasis on curriculum design and teacher training. In addition to a brief explanation and reference to the published research and theory that support each principle, each is given a memorable moniker to aid readers in understanding and remembering them. Twenty principles for teaching and learning are proposed in this chapter as a foundation for curriculum design, evaluation, and the development of the teacher.

A methodical approach to designing a curriculum produces some fields in curriculum design that are well-considered and supported by the research, while the other parts are disregarded and poorly considered. Richards and Rodgers (1986) provided the clearest illustration of this point in their analysis of the Total Physical Response method and the Silent Way method. When such techniques are examined closely, some of them advise just minor changes in format and presentation, with no modifications to the selection of material to be taught or how it may be monitored and assessed.

Chapter Five: Goals, Content, and Sequencing

There are three main points explained in this chapter namely goals, content, and sequencing. The authors provide comprehensive explanations of each in clear language and then finish with examples. Typically, a curriculum designer considers the progression unit of a course to be vital for student learning. The progression units are the objects used to grade the course's progress such as vocabulary levels. In other words, it influences the types of activities utilized, which is a component of the format and presentation portion of curriculum design. The subsequent chapter examines the presentation and format.

Chapter Six: Format and Presentation

As part of the curriculum development technique, this portion of the book describes how to select the strategies for teaching and learning and build lesson plans. In the format and presentation of curriculum design, the data obtained from a needs and environment analysis and the selected principles to optimize learning are incorporated into student-centered activities. The format and presentation of the course must consider the intended environment, the needs of the students, and the teaching and learning principles.

Chapter Seven: Monitoring and Assessment

This chapter addresses monitoring and assessment to determine what and how to test. Monitoring and assessment can give teachers and students information on a student's current knowledge and progress while also encouraging involvement and participation. As part of a curriculum, many types of monitoring and evaluation can take places such as placement assessment, observation of learning, achievement assessment, diagnostic assessment, achievement assessment, and proficiency assessment. These assessments must be examined to verify that they are correctly carrying out their job and not generating unnecessary effort. Three factors were considered in a quality evaluation: reliability, validity, and applicability.

Chapter Eight: Evaluation

This portion of the curriculum design process seeks to establish methods for evaluating the course's success and identify areas where it might be enhanced. The most exhaustive evaluation covers all aspects of course design to see whether it is the best possible (therefore the outer circle of the model includes all the parts of the curriculum design process). Evaluation entails examining the course's outcomes and its preparation and implementation. This chapter explains what evaluation is, the procedures in evaluation, the objective and audience of the evaluation, the type and focus of the assessment, garnering support for the evaluation, gathering information, formative evaluation as a course component, and the outcome of an evaluation. Interviews, self-report scales, observation, and checklists are some of the information-gathering strategies.

Chapter Nine: Approaches to Curriculum Design

This chapter examines curriculum design methodologies, including a starting point for curriculum development and a method for covering the procedures. This book takes the stance that curriculum design is best understood as a process analogous to writing, with curriculum design beginning at any of several points, including needs analysis, materials writing, principle, objective selection, etc. Several models of curriculum design view it as a set of steps occurring in a fixed sequence.

This viewpoint is referred to as a "waterfall" model by Tessmer and Wedman (1990), in which one stage of curriculum design, such as environmental analysis, is accomplished comprehensively, followed by the next stage of needs analysis, and so on, in a manner analogous to how water flows from one container to the next. If this happens, it will most likely happen infrequently. The waterfall paradigm is problematic for most curriculum designs because of time constraints.

Chapter Ten: Negotiated Syllabuses

This chapter explains how to involve students in the design and course implementation. A negotiated syllabus involves the teacher and students working together to make decisions at various phases of the curriculum creation process. It is a strategy of paying close attention to the identification of learner needs inside a course as well as the need to constantly adapt courses to changing demands and situations while they are running. Negotiated curricula are sometimes known as "process curricula" (Breen, 1987) which suggests that the primary characteristic of this sort of syllabus is that it emphasizes how the syllabus is constructed rather than what should be included. In addition, this chapter also examines negotiated syllabus requirements, negotiated syllabuses, negotiating assessments, and the benefits and drawbacks of a negotiated syllabus.

Chapter Eleven: Adopting Adapting an Existing Course Book

This chapter investigates the relationship between teachers and the existing course book. This chapter is intended to aid teachers in understanding their duties, the function of the course book, and the students in the process of developing the curriculum, as well as to give teachers a practical method for implementing or making changes to a course book. Curriculum design involves the development of language courses and materials, as well as the selection of texts and other course materials, as well as the evolution and expansion of the existing curriculum.

Chapter Twelve: Introducing Change

This stage of curriculum development focuses on strategies for facilitating staff and student adaptation to new or revised course content. Curriculum design includes making language courses and course materials, as well as choosing texts and other materials for courses and changing how teachers teach and how course materials are used.

Chapter Thirteen: Planning an In-Service Course

This chapter talks about why in-service course planning is important. There are two core reasons to plan short in-service courses: They are a low-key method to practice designing a curriculum and they bring new ideas to the curriculum. This section also talks about the goals, content, and presentation of a helpful workshop. Methods and activities to achieve goals, understanding and remembering ideas, experiencing and evaluating, making materials, organizing lessons and units of work, solving problems, putting workshop parts in the right order, and reviewing workshops.

Chapter Fourteen: Teaching and Curriculum Design

This book's last chapter helps both teachers and students achieve the best result in a course. The process of making a curriculum doesn't have to be a big one. It involves putting together knowledge from different areas of applied linguistics, such as research on how people learn languages, methods of teaching, assessment, description of the language, and making materials. In many ways, curriculum design is an important part of the study of Applied Linguistics. Language curriculum design is useful for ESL and EFL language teachers in general because it combines strong research and theory with cutting-edge practice.

Strengths and Weakness

The reviewer highlights the book's qualities based on the content and the design of the book. In the aspect of the content, this book provides a clear explanation of all the chapters with diagrams and tables to assist the reader easy to understand the content. In the form of the design, this book displays attractive fonts for readers. Overall, this book is pretty good for students in the education field to help them design a language curriculum. The reviewer would suggest and highly recommend this book to anyone, especially the researchers.

Nevertheless, this book has weaknesses. The reviewer thinks that the cover design of the book must be upgraded. The content of the book also does not display color, it just provides monotonous colors and there are no pictures provided. In addition, there are no conclusions in each chapter, although each chapter does have an opening paragraph that describes the contents of the chapter.

CONCLUSIONS

The language curriculum design book walks you through the process of developing a language curriculum. It underlines the significance of the language curriculum development process. This book's content can be incredibly beneficial to undergraduates and recent graduates who desire to be educators or curriculum designers. This book not only explains how to create a curriculum but also how to use and adjust a course book when teaching a language. This book is presented in fourteen chapters in this review. The overview of language curriculum design is

presented briefly in chapter one, followed by a description of the important components of the language curriculum design process in the following chapter. Furthermore, in chapter nine, several strategies for covering these processes are outlined, and the remaining chapters covered specific themes of language curriculum design. Curriculum designers will make a substantial contribution to the learning and teaching process if they follow all the techniques. Each procedure in developing a language curriculum to meet the needs of pupils has its own aim.

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