

## **Book Review: Language Curriculum Design**

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### **Abstract**

*Today we can see that curriculum design is very important. because this is based on evidence by researchers in his book the curriculum in language teaching is based on Jack C. Richard (2001) while the development of this material for teaching materials is written by Tomlinson (2003). Based on the two books, explains how the curriculum is designed for language learning or education. Thus, this book review is carried out to provide information, and evaluate the contents of the book and also as an opinion on the quality of the book. the presentation of this critical review of the book Nation is to serve as input for readers to provide them with information related to the design of a curriculum. The reviewer classifies into three sessions of fourteen chapters based on the book: two chapters explain the language curriculum design generally that's chapter one and chapter fourteen, in chapter two until chapter ten, the authors explain the processes of language curriculum design specifically and syllabus and the rest of the chapters provide some aspects that occur in language curriculum design. The sub-points provided in every chapter successfully guide the readers to understand the process of designing a language curriculum. The presentation of every chapter is clear and the content is easy to understand. The summary is given in every chapter successfully becomes a guideline for readers to understand how each topic relates to the previous chapter.*

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

### **INTRODUCTION**

Curriculum design is very important in learning because it has to do with language learning and the practice of designing a lesson or course. The Language Curriculum Design book discusses the scope of education related to all curriculum components and aspects of curriculum design. This is very relevant and related to development studies because it can highlight how to support an education policy for all materials based on the wishes, situations, and conditions needed by the students. The book on language curriculum design, authors of this book have succeeded in designing the book very carefully so that it is easy to understand and apply in designing the curriculum. As for the very bright writers who contributed to this book, they are Nation and John Macalister.

Guidelines for designing curriculum can be found in the book *Language Curriculum Design*. Based on the author of this book if the process of curriculum design, syllabus, and aspects of the curriculum can help teach and learn students even what students need or want based on the existing curriculum. In more detail that the book has fourteen chapters and consists of three major parts to discuss, the first is two chapters explain the language curriculum design generally that's chapter one and chapter fourteen. From chapter two until chapter ten, the authors explain the processes of language curriculum design specifically and also the syllabus and then the rest of the chapters provide some aspects that occur in language curriculum design.

In the first session, chapters one and fourteen explain about explaining curriculum design in general as chapter one discusses: In this part of chapter one, we will explain the parts of a curriculum design process, then consider the environment based on the situations and conditions needed by students, then find the needs needed by students, when the curriculum design process must follow the principles, then find out how the goals from a curriculum design, what is the sequence in the curriculum design process that will be carried out, after that we will get or find a format that will be done when designing the curriculum, presenting the material when we already know what is needed, then evaluating the results of the presentation. material and the last is to give value to the presentation of material, want to evaluate the course, while chapter fourteen discusses: environment analysis, needs analysis, and principles, this discussion also explains the goals of designing the curriculum, the content, and the sequencing of this curriculum design, how to know the format and the presentation in teaching, to monitor the assessment of the students, evaluation, curriculum design, and learner autonomy.

In the second session, namely, in chapter two until chapter ten, the authors explain the processes of language curriculum design specifically and syllabus. As for the discussion, namely: Chapter two: The example in this chapter that is discussed is that the first thing to do is analyze the existing environment, we must know the constraints that occur, then before that, we must know what the constraints themselves are, whether the constraints are regarding the time after that are the steps when you want to do an environmental analysis. Chapter three: the various focuses of needs analysis, discovering needs, needs analysis tools, evaluating needs analysis, and issues in needs analysis. Chapter four: chapter four explains how the methods and principles are in curriculum planning, how a teacher is in training with the twenty principles, content, and order in student learning, and how to format and presentation so that students are more interested in learning, monitoring and assess student learning, and when in the application do not forget to use the twenty principles as described earlier. Then chapter five: explaining about the guidelines used in making decisions or checking content and series, which have a purpose, this chapter describes the existence of a good desire in learning to know the progress of what is used in learning vocabulary, what is used in grammar, how it functions, discourse and skills, strategies in the teaching and learning process, how the order is appropriate or not, then whether this is linear learning with a modular approach to sequencing. Chapter six: As what is discussed in this chapter, it is about the format and other parts of a curriculum design process then guidelines in deciding which format to use, must follow the format that has been set such as blocks, threads, and also techniques in an activity such as assignments. and also, a presentation. Chapter seven: This section explains how to find out and monitor and then give grades to students by using the type of assessment of students, assessing student placement, observing students, and also lessons, providing outstanding grades, assessing in terms of skills in skills, and also providing a good

assessment of students based on the skills of the students themselves, the validation must be following existing provisions and also in practicality. Chapter eight focuses on an evaluation which must know what an evaluation is and then we also have to know from the core or focus on the evaluation itself such as what is the purpose of an evaluation, what are the steps or types of an evaluation, and how to collect an evaluation when it has been completed. finish it. After that comes the results of why the evaluation was done. Chapter nine: then in this section explains a curriculum design model of a lesson, how to do a curriculum design, then how the process of designing a learning curriculum, and also explains deciding on an approach to curriculum design for a lesson. Chapter ten: negotiated syllabuses, an example of an in the negotiation syllabus, some things must be considered, such as how the terms of a syllabus negotiation are, what elements must be considered, and what in the syllabus negotiation has advantages or disadvantages when conducting syllabus negotiations.

In the last session, the rest of the chapters provide some aspects that occur in language curriculum design that chapters eleven, twelve, and thirteen. Chapter eleven: In negotiating the syllabus several things need to be done, such as making a textbook that will be used in the syllabus, how a student and teacher choose a subject matter in a textbook that will propose a desired to make a syllabus, and after getting the results, there will be someone who wants to make a syllabus. The name is the presentation of the evaluation results. Chapter Twelve: It is different in this chapter which explains how the steps in a change are in the way we have to see the need for the change so that we can decide on the size of the change and also with a real change in the belief of a teacher in making a change or different innovation. in a management that is supported by the long term. Chapter thirteen: this discussion will explain how to provide an activity such as a workshop in planning a lesson were conducting a workshop has a purpose and will result from the results of the workshop that has been carried out such as how to solve problems in the classroom, to find out how to solve a problem, order a component of a workshop so that it can evaluate what has been obtained from the workshop.

Finally, after reading this book, the reviewer believes that this book is very good and worth a read, and this review is the personal opinion of the reviewer of this book. To provide various information about the book “Language Curriculum Design” and provide an evaluation that gives an assessment of the quality of the book and that is the purpose of this book review.

## **DISCUSSIONS**

### **SESSION 1: Two Chapters Explain the Language Curriculum Design Generally That’s Chapter One and Chapter Fourteen**

#### **Chapter one: Language Curriculum Design: An Overview**

In chapter one, the authors summarize the process of designing a language curriculum. The chapter has many language curriculums steps and, the steps are: examining the environment, assessing needs, deciding on principles, setting goals and selecting and sequencing content, designing lesson formats, including assessment procedures, and evaluating courses. The first step is following what has been explained by the author that analyzing an environment will involve and consider the situation based on the factors where thin is used or determined how the course takes into account (p. 2). As for the second step, namely the initial process that this is very important because it requires various things such as needs, deficiencies, and desires that are closely related to the learning objectives of the course. The author states that curriculum design

is also very important to link research and the theory of language learning and the practice of designing lessons and courses (pp. 5-6). While the goal is the focus on why a course is taught and what students need to get from it. Language course content consists of language items, ideas, skills, and strategies that meet the course objectives. A checklist can be used as a way of checking or determining the content of a course, but this does not mean that the lesson should consist of point-by-point teaching. In assisting student learning in class, the material must be prepared according to the needs of students in the class based on their situation and condition, this is because they also state that this is not only about selection, such as the time sequence allocated, so the time must be following the material provided. will be brought in class so that it will make the learning process smooth (p.9).

### **Chapter Fourteen: Teaching and Curriculum Design**

This last chapter it means in chapter fourteen, this section discusses the curriculum design process which has been applied by teachers in their daily lives and their work as a teacher in the classroom. on (p. 197) the author argues that curriculum design is not only on a large scale but can also be applied in small-scale activities in the teaching and learning process or focus on the obvious. In this case, a teacher must be brave in giving a decision related to the curriculum design of each lesson, for example, whether this material is suitable for teaching materials, how a teacher presents the material in class, what teachers should test when in class or the teaching and learning process takes place. In designing the curriculum design there are several very important aspects to do and pay attention to, such as the needs needed in curriculum design, objectives in curriculum design, and how to evaluate after presenting the results of the assessment that has been obtained from the evaluation of the activity workshop.

## **SESSION 2: Nine Chapters Explain About the Processes of Language Curriculum Design Specifically and Syllabus That's Chapter Two Until Nine**

### **Chapter two: Environment Analysis**

Chapter two, in this section, find the situational factors that greatly affect the course of an activity. Based on this book the authors explain that environmental analysis is very influential on curriculum design, environmental analysis ensures that the course will be used (p14). Based (Richards, 2001) argues that environmental analysis is the same as "situation analysis or constraint analysis" where a constraint has a positive impact. For example, a teacher must be able to do everything in the classroom to make the teaching and learning process run smoothly. In this case, there must be several things that must be considered, such as the steps in analyzing the environment in the form of brainstorming and finding existing environmental factors, so the teacher can consider this based on the situation and conditions that occur based on the existing factors.

### **Chapter three: Needs Analysis**

In chapter three, the authors discuss what needs to be learned and what needs to be learned students want to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way (p. 24). In analyzing needs, several cases should be considered: discovering the needs of students. They are (1) Needs, which include what is required in the use of language by learners. (2) Disadvantages, this involves seeing where

students are at the moment or seeing the strengths and weaknesses of students. The way to investigate deficiencies is to focus on tasks. In collecting data based on the level of students' ability, we can start by interviewing them, giving them tests, both vocabulary tests and speaking listening, and reading tests, or students' understanding. We can also make checklist observations for students. (3) Want, concerns what the learner wants to learn. After discovering needs, curriculum designers must also decide on the content and presentation features that can meet the needs of students.

#### **Chapter four: Principles**

In chapter four, the authors aim at how learning can be encouraged according to some principles given. This chapter has a goal whose aim is to show that a sound basis will guide and also teach how to help in the design of the curriculum based on existing principles. The principles are based on research as well as general theory to allow for variations in flexibility in application. In its application, it must also be in a wide area even though the conditions are different as long as it is following the conditions in which the language will be taught (pp. 37-38). This chapter describes the existence of twenty principles in classroom learning, these are useful for providing the basics in designing, and evaluating curriculum and also in teacher development when teaching in the classroom. The existence of these principles reflects that teaching and personal views about learning. Then the information drawn from considering these principles will provide important input in determining the objectives of a course and how to decide what to include in the course. Then the selection and deciding of the principles that have been chosen in the teaching principles and also learning how to incorporate them into this course is very important.

#### **Chapter five: This Chapter Will Discussed Goals, Content, and Sequencing in the Course**

This chapter discusses the list of items that will be taught in the correct order that they will be taught in class. As for the steps that must be considered, namely (1) We must describe the purpose and objectives of doing a course. Talking about goals, Nation and Macalister argue that learning objectives can focus on many things such as an idea, a skill possessed, or a discourse text (p. 71). (2) Decide on the unit of progress, which means the items that will be used in the progress of a course, for example, the vocabulary that students learn, where with the presence of vocabulary something will appear in the course. The topic of conversation. (3) Select and sort by a unit of study. So, the order should pay more attention. Based on this book, the author assumes that most language courses involve a linear progression in curriculum design, starting with simple items and then getting more complex items (p. 82). Additionally (4) Checking content against other list items to ensure coverage. The material to be used in the course should be checked by the unit of analysis to ensure that the coverage that comes from this other aspect makes sense to form language knowledge.

#### **Chapter six: Format and Presentation**

Chapter six in this case to focus more on the selection of learning techniques and also on lesson planning. (p. 88). To carry out the nation's goals and Macalister takes these steps. First, decide on the main teaching technique and activities. It can be divided into four main types, experience, sharing, guided, and independent. Each type has its activity cycle, preferred learning

objectives, and learning principles. The types can be combined as one activity. Second, plan the lesson format. In discussing the format and presentation of the subject I consider the environment in which the course is conducted. In the third part are the steps to be taken which have a strong contribution to how the format and presentation are based on the curriculum design that has been made. When the teaching and learning process must apply proven learning principles that have been used by teachers in the classroom. And the fourth is about writing lessons where when the three steps have been supported then there is a path that must be taken, namely the best guide in the teaching and learning process in the classroom.

### **Chapter seven: How to Monitoring and Assessment the Students**

The discussion in the purpose of this chapter is to decide how to test what will be tested later on in the classroom (p.107). As for the goal, namely monitoring and penalizing students, this is part of the curriculum design which is to ensure that students benefit from the learning or course. Based on this leads to careful observation of students who suggest a change and how to make or implement that change. Assessment is the main source of information for course evaluation and even gradual improvement. However, the assessment used must be checked whether it is reliable and valid and whether it can be used or not. The test is said to be reliable if the results are the same or almost the same score for the same person on the same test. Therefore, the reliable test means that reliable test. In addition, a valid test is a test that can measure what must be measured. Therefore, monitoring and assessment should ensure that students will get the maximum benefit from the course that has been done.

### **Chapter eight: Evaluation**

In chapter eight, the authors discuss evaluation which can explain This is useful to see or know or even check whether the course that was carried out was successful or whether there are very important things that you want to develop or improve so that it becomes better. The authors also stated that evaluation requires a good look at course outcomes, and course planning and implementation (p. 123). In conducting a course evaluation there are several things or steps that must be considered. First, we must know the purpose and type of evaluation that was carried out, must pay attention to the time and funds spent in conducting the evaluation, get support in conducting the evaluation, and that present the evaluation that has been carried out meaning what can be obtained from the evaluation, and then apply the results of the evaluation that has been done. This evaluation is also very important in curriculum design because it can affect the environment and needs.

### **Chapter nine: Will Explain the Approaches to Curriculum Design**

In this chapter, we discuss the approach. The approach in question is the curriculum design approach. The purpose of this chapter is how to inform the reader about the starting point of the flexible curriculum design needed in a course. And how to solve it. In this chapter, some theories discuss curriculum design as well as practical issues in implementing or using curriculum design. Several approaches are suggested and presented in different ways and also by considering the limitations in designing a curriculum, especially the very important ones about time, skills, and also flexibility needed in a course. With this, decide what path to follow and use in making or in the process of designing a curriculum.

### **Chapter ten: Negotiated Syllabuses**

In chapter ten, in this discussion, readers are expected to provide arguments to students in planning and implementing courses, in other words, in the teaching and learning process. When the syllabus is negotiated then it involves teachers and students, they must cooperate to decide the curriculum design process. It is also called the “syllabus process” according to (Breen 1987) (p.145). Another hand according to the author, in deciding curriculum design, the teachers and students must intervene and work together where they will decide many things in the curriculum design process (p.147). However, in this case, one must be very careful because of the intervention of students in deciding this matter.

### **SESSION 3: Three Chapters Explain About the Rest of the Chapters Provide Some Aspects that Occur in Language Curriculum Design that Chapters Eleven, Twelve, And Thirteen**

#### **Chapter eleven: Adopting and Adapting an Existing Course Book**

Chapter 11 deals with adopting and adapting the existing course books. This chapter outlines the relationship between teachers and existing textbooks based on Prabu’s (1989) argument that teaching in the classroom it must be following the level of student knowledge because existing books or textbooks will not be effective for student knowledge so a teacher must align textbooks with student knowledge. Then as for the others, Allwright (1981) textbooks used in a teaching and learning process will eliminate students in this is how to negotiate in a process of designing a curriculum for teaching materials in the classroom. With this, these points underline that the selection of books must be flexible which is easy to use in the teaching process and also easy for students to understand (p.159). Before using course books, teachers must disclose their contents to meet the needs of students. After that, the approach used in using the course books must also be considered. Adopting a book is where important for a teacher in this regard because in adopting a textbook, in this case, the teacher must pay attention and adjust the books that will be used in teaching in the classroom.

#### **Chapter twelve: Introducing Change**

Describing the changes discussed in chapter twelve. This chapter explains how teachers and students accept new courses or changes to existing courses. Many kinds of changes can occur in an education system. In a change that is needed for students and also a teacher, two aspects must be considered which are closely related to every curriculum change. The aspect that is meant is the changes that occur in the curriculum and also changes that occur in a thought that will have an impact on the curriculum later (p. 172).

#### **Chapter thirteen: Planning an In-Service Course**

In chapter thirteen, the writers explain how important planning an in-service course is. The first thing that must be considered in planning in-service courses is that there are small exercises in the design curriculum field, which means that planning a short course or short learning is a bit similar to planning a language course, and in planning it must have a relevant design curriculum model. The second thing that must be considered is that planning a service course can involve the development of a teacher which will become teacher training after the teacher has the experience, they can make workshops in the short term. The teachers will be participants here. In

doing a workshop, the goals, the types and the sources of input also should be considered well. In addition, the activity, and the way of getting participants should be planned well. To find out an evaluation needs to be done which is called a workshop activity.

## **Strengths and Weaknesses**

### **Strengths**

According to reviewers of the book *Language Curriculum and Design*, this book is very good because the explanations are easy to understand and are given examples that commonly occur following the curriculum design language. The reviewers also want to share the book with those in need, especially teachers and lecturers, so that it is easy to make a good curriculum design that will be used later in the teaching and learning process in the classroom.

### **Weaknesses**

Pictures, diagrams, and tables are not colored so that the reader will be a little bored while reading, the conclusion in each chapter is not found, while each chapter already has an opening paragraph to explain the contents of the chapters.

## **CONCLUSIONS**

This book on *Language Curriculum Design* makes us aware of how important the process of designing a language curriculum is. This review shows that the reviewer categorized fourteen chapters into three main categories: two chapters explain the language curriculum design generally that's chapter one and chapter fourteen, in chapter two until chapter ten, the authors explain the processes of language curriculum design specifically and syllabus and the rest of the chapters provide some aspects that occur in language curriculum design. When the curriculum designer follows all the important processes, they will make a great contribution to practicing the teaching and learning process. Each process has its purpose in designing a language curriculum that meets the needs of students. To provide the best language curriculum needs analysis and evaluation is the most important process to improve the teaching and learning process provided by the language curriculum.

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