

Book Review: Language Curriculum Design

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Abstract

This is a review of a book entitled Language Curriculum Design by I.S.P Nation & John Macalister. It provides analysis and criticism of the language curriculum design. The language curriculum design book describes the process of curriculum creation in detail and offers chances for practice and application. Since creating a curriculum or course is primarily a "how-to" activity, a significant portion of this book is devoted to describing the processes involved in the curriculum design process as well as elaborating on and justifying these procedures. The book also offers chances for practicing and putting the steps into practice. The key phases in the curriculum design process are covered in Chapters 2 to 8, which give a summary of those chapters. Numerous approaches to covering these tasks are described in Chapter 9. In chapters 10 through 14, The course covers important aspects of curriculum design, such as including students in the process, selecting and changing the course contents, innovation theory, retraining the instructors, and assisting teachers and students in using the course. Despite the fact that curriculum design is a "how-to-do-it" activity, the procedures must be explained in general terms so that they may be used in a variety of unique settings. Tasks that help readers to connect the stages to their own experiences are provided in each chapter, along with a case study and recommendations for more reading. When good theory and cutting-edge practice are combined, language learning may be Globally, ESL/EFL language instruction programs can use curriculum design in many different ways.

Keywords: Book Review, Language Curriculum, Curriculum Design.

INTRODUCTION

One of those topics where everything we know about teaching and studying languages comes together is language curriculum design. It is based on findings from studies on the learning of second languages, instructional design, the creation of instructional materials, evaluation, teacher preparation, and other relevant fields including educational policy, management, and even marketing. Learning about language curriculum design can sometimes be intimidating, infuriating, and difficult, but it will nearly always be fascinating, gratifying, and engaging, and it will provide possibilities for learning for everyone involved. Language Curriculum Design used to be frequently unnoticed as a separate field or even as a talent. Course planning, implementation, and monitoring were either assumed to be the domain of teachers, or the task was delegated to a curriculum expert who occasionally worked separately from the course's instructors and occasionally even worked from another school. Over the years, it has become increasingly clear that developing language curricula is a highly collaborative process in which many individuals are involved and share responsibilities. All of these individuals need to

actively collaborate for it to be successful. This includes educators, managers, experts, and obviously students themselves. It is now recognized that creating a new course is an ongoing process. It is a continuous and iterative discovery process. It is now understood that developing a new course is a continuous endeavor. It is a constant and iterative process of discovery, with the information that is shared growing as a result of the experiences of all parties involved and the curriculum being improved.

The language curriculum design by Paul Nation and John Macalister is written from this perspective; as a consequence, it offers and exemplifies best practice and current understanding of the language curriculum design process. One of this tutorial's key benefits is the way it was written, which is excellent. It is succinct and provides overviews that are later studied in more depth to help the reader get started. Too many publications use a linear approach, presenting each subtopic in its whole without establishing context or giving the required background information.

DISCUSSIONS

The book has 14 chapters in total. The primary phases in the curriculum design process are often covered in Chapters 2 to 8, which serve as an overview. Chapter 9 describes a variety of methods for completing these duties. Important topics in curriculum design are covered in Chapters 10 through 14, including students in the process, selecting and revising course materials, innovation theory, retraining instructors, and helping teachers and students get the most out of a course. The first chapter of this book, "Language Curriculum Design: An Overview," gives a brief overview of the key components of the curriculum design process. The early chapters concentrate on various aspects of the model, and the latter chapters will go into further depth on each of these aspects. Each chapter of this book includes examples, exercises, and case studies, as I previously said. I should also point out that this is quite beneficial for piquing readers' attention in and comprehension of the content. Since they are accompanied by appropriate theory, a strong argument, and helpful experience, the writers' descriptions of the phases in curriculum design in each subchapter are quite clear. The authors also distil their points into a clear, concluding statement. As we can see on page 11, a summary of the phases is as follows: consider the environment, analyse requirements, determine principles, establish goals, choose and arrange material, build lesson structure, include assessment methods, and assess the course. The main goal of this chapter was to provide a succinct description of the components of the curriculum design model. We'll examine each of the pieces in more detail in the chapters that follow. Additional subjects covered will be innovation, developing in-service courses, and reviewing course books. In its core, curriculum design is a practical endeavour. The exercises that follow each chapter serve as a key component of learning about curriculum design as a result.

This book's Chapter 2 (Environment Analysis) examines in-depth one of the stages of the curriculum design process, environmental analysis, by drawing on pertinent theory and research. Courses can be created without reference to pertinent study, theory, or experience. With the exception of a few fortunate instances, this leads to the repetition of typical mistakes in curriculum design. Here, Nation and Macalister provide insight into environment analysis through definitions from professionals, examples, the limits and how to cope with them, as well as the procedures. In this chapter, I've seen that the writers cope with the issues (constraints) by

helping the reader comprehend them. The reader can quickly understand the concept because it is provided in a table on page 16.

Discovering what must be learnt and what the learners desire to learn is the main goal of chapter 3 (Need Analysis). The objectives and substance of a course are the major focus of the need's analysis. The study looks at the students' existing knowledge and what they still need to acquire. The training will be relevant and valuable to learn about because of the need's analysis. The authors highlight the importance of need analysis in curriculum design by outlining certain features, such as the different needs analysis foci, techniques for finding needs, ways to evaluate needs analysis, and problems with needs analysis. By ensuring that the course will be relevant and enjoyable to the students, needs analysis ensures that the course will meet the students' needs. Environment analysis examines how the lesson must adapt to the environment in which it is taught. Examining the course's concepts ensures that it adheres to what is known about teaching and learning. The following chapter's topic is that.

The list of 20 principles in this book's chapter 4 is intended to serve as a framework for developing curricula. There are some items on the list that are biased since they are not all included and it is not a comprehensive list. The goal of this chapter is to demonstrate that adhering to certain principles provides a sound foundation for instructing and aids in course design. These guidelines must be supported by theory and research, and they must be broad enough to be used in a number of ways and in a variety of circumstances. The twenty principles were previously discussed in an effort to clarify them and show where they may be used in curriculum design. However, the list of principles has considerably more varied applications. Twenty teaching and learning principles have been proposed in this chapter as a foundation for teacher development, curriculum design, and evaluation. These principles were chosen and ranked according to a personal opinion on language teaching. By asking for ideas from colleagues, comparing their list to arguments made in publications published in scholarly journals, and consulting overviews of curriculum design and language teaching and learning, the authors have attempted to strike a balance. The ability to easily respond to changes in theory and research by amending, extending, removing, or adding a premise without changing all the other premises is one advantage of using a principle-based approach to teaching languages. By doing this, we may enhance our knowledge of how to teach languages without having to worry about our methods being widely embraced or derided. Choosing what goes into a course and establishing course objectives—the topic of the next chapter—requires critical input that is acquired through examining principles, conducting needs analyses, and analysing the environment.

The topics of goals, content, and sequencing are covered in chapter 5. Of course, they end with instances after giving in-depth explanations of each of them. Curriculum designers typically believe that the unit of progress in a course is crucial to learning. In other words, it influences the activities that are employed, which is a component of the format and presentation section of curriculum design. In the following chapter, presentation and format are discussed.

The format and presentation stage of the curriculum design process is covered in chapter 6 (Format and Presentation). The format and presentation phase—which they usually refer to as curriculum design—includes the creation of lessons in sets of units for people who are unfamiliar with the process of producing curricula. Total Physical Response (TPR) or the oral-aural method, for example, in language training, were mostly improvements in presentation and format, with

little to no impact on content and sequencing, monitoring, and evaluation. The outer rings of the curriculum design model, which provide useful data to direct the application of the procedures in the huge core circle, are all that are visible to us at this time. Additionally, the reader can examine the chapter's goals, content, and sequencing as well as its organization and presentation. We will finish off our examination of the huge inner circle in the upcoming chapter by looking at the strategies teachers use to keep tabs on their pupils' academic development and where they are in their learning.

Chapter 7 is about Monitoring and Assessment. An important source of data for evaluating a course and determining how it might be gradually improved is assessment. Assessment is crucial for motivation since it considerably increases both the teacher and students' sense of accomplishment in a course. It is frequently overlooked in curriculum design, which makes courses less successful. The creation of a well-thought-out program of various types of assessment should be a part of the curriculum design process.

Chapter 8 talks about Evaluation. The phases in the evaluation process, according to the authors, are: A strong curriculum design includes evaluation as a crucial component. It makes sure that flaws in curriculum design are identified and fixed. It enables a course to be adjusted to a changing environment and shifting demands. If assessment is carefully designed, it may aid in instructors' professional growth and make them feel as though they are genuinely the ones teaching the course. All eight components of the curriculum design model have now been addressed. We examine several methods for carrying out the entire curriculum design process in the next chapter.

The author of *Approaches to Curriculum Design's* chapter 9 wants the readers to be able to choose a flowchart for the processes and a starting point when creating a curriculum. This chapter examined the tension between the theoretical underpinnings of curriculum design and its operational difficulties. The methods described here provide a variety of ways to consider the limitations of curriculum design, notably those related to time, competency, and the need for course adaptability. It is crucial to make sure that each of the multiple components of the curriculum design process is appropriately taken into account at some point throughout the curriculum design activity given all the required trade-offs. The major goal of this work is to define those components as well as the steps needed to take into account and use them. Regardless of how little, the curriculum should always be designed with a knowledge of the students themselves. We'll examine the relationships between curriculum design and tasks like selecting a course text, including students in curriculum design, and teacher preparation in the chapters that follow.

Chapter 10 deals with Negotiated Syllabuses. This chapter explains how students may participate in the creation of the curriculum. The authors discuss a negotiated syllabus example, requirements, negotiated syllabuses with specific aspects, and benefits and drawbacks of negotiated syllabuses. The evaluation of a course book is a specific type of evaluation that is covered in the following chapter.

Many instructors prioritize course book evaluation above course design since their job as a teacher requires them to work from a course book. It should be clear from this chapter 11's title, "Adopting and Adapting an Existing Course Book," that the same materials and procedures that are used while developing a course are also utilized when examining and modifying a course book. Reviewing a text book is a straightforward but important step in curriculum development.

The following chapter discusses how to convince individuals to accept change. Let's look at some strategies for resisting change as we wrap up this chapter 12 (Introducing Change). Many of these subversive tactics could be recognizable based on your personal observations of political discussions and working in teacher groups.

- Accept everything but take no action.
- Accuse the change proponent of wanting to benefit themselves. Dispute that despite the ideas being excellent, the environment dictates that they be ineffective.
- The change advocates' qualifications should be questioned. Find instances of failed transformation occurring in various settings or at different periods.

Positively, by taking into consideration the specific phases in the change process indicated at the beginning of this chapter, each of these methods of resistance to change may be overcome. The following chapter will examine one method that change might happen—through in-service training.

We examine short-term courses in chapter 13 (Preparation an In-Service Course), as well as the planning required for their effectiveness. This book discusses the design of brief in-service training for two key purposes. First off, quick in-service courses are a scaled-down kind of curriculum design. In other words, the considerations involved in designing a short in-service course are quite similar to those involved in designing a language course, hence the curriculum design methodology presented in this book is applicable. Second, one important method for implementing creative curricular reform is through in-service training. In the next and last chapter, we will review the material covered in this work by highlighting the ways in which the various stages of the curriculum design process relate to teachers' everyday work.

The final chapter of this book, Chapter 14, "Teaching and Curriculum Design," draws a line under curriculum design as a process with a variety of beginning places and with ongoing opportunities to revisit specific elements of the model for revision, reconsideration, and re-evaluation. It has also been demonstrated that creating curricula does not need a massive enterprise. Even anything as simple as an activity in a class might be subject to the entire curriculum design process. Alternately, one aspect of the curriculum design process might be the only one that receives emphasis.

Strengths and Weaknesses

The reviewer presents the strengths of this book. With all the history taught in school, learning English as a simple foreign language, and comprehensives, this book is ideal for connecting to the state of the nation. By giving straightforward examples while still keeping up with recent advancements in curricula, particularly in Indonesia, the author is also quite inspirational. Tables make it simple to grasp the discussion of the book's topic. Each chapter provides a completely impartial description. Overall, the reviewer thinks this book is excellent for college students and would suggest it to researchers looking for a theoretical overview.

This book still has some weaknesses, especially that the visuals included in each chapter do not accurately reflect the information of those chapters and are not supported by image sources. Although each chapter contains an introductory paragraph that summarizes its contents, there are no conclusions in any of the chapters.

CONCLUSIONS

The study of curriculum design necessitates the synthesis of information from several disciplines. First, the development of language instruction curricula is a subset of the larger topic of curriculum design in education. This broader topic is the source of a lot of the research and theory used in this book. Second, curriculum design necessarily incorporates assessment and evaluation, both of which are a part of a larger discipline and are fast expanding fields of expertise in the teaching of second languages. Third, taking into account how to teach and learn as well as the guiding concepts for such activities is part of curriculum design. Fourth, teacher education, creativity, and teachers' ongoing professional development are all part of curriculum design. This essay's goal was to outline the concerns and curriculum-related choices, design and assistance in fostering a knowledge of its fundamental ideas both for specialists and instructors; as a result, they are able to identify issues and have conversations concerning curriculum design. By doing this, even inexperienced teachers are able to at least impart important material to the curriculum rather than being a resigned "victim" of an imperfect system, designers and education system that is ineffective.

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