

Language Curriculum and Material Development: A Book Review

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Abstract

A book review is a type of literary criticism in which the merit, style, and content of a book are evaluated. Language curriculum design is becoming increasingly important these days. This is supported by a number of authors who have written books on language curriculum design, one of which is "Language Curriculum Design" by I.S.P. Nation and John Macalister, which serves as a primer for all students to teach them about the best practices in language curriculum design. This book consists of fourteen chapters. Among these chapters, there are two chapters that explain the language curriculum design generally, while the rest of the chapters explained specifically. Moreover, all the chapters provide some aspects that occur in language curriculum design. Every point successfully guide the readers to understand the process of designing language curriculum. It helps the teachers and lecturers to design the curriculum that suits with the students needs. The presentation of each chapter is clear yet the content is easy to understand. The summary is given in every chapter even successfully becomes a guideline for teachers and students to understand how each topic relates with the previous chapter. Overall, this book is helpful for people who want to teach their students in creative methods and transition their classroom to a more student-centered environment.

Keyword: *language curriculum, material development, book review*

1. INTRODUCTION

Books are windows to the world. Despite the age of technology, some people still read books that add insight. Since then, the books so far are still being published. Every day, books on various topics are printed and distributed. Readers need up-to-date reviews of their books to help them find the right reading. It would be incorrect to assume that curriculum creation is just the domain of specialists who possess insider information. Each teacher in a classroom who decides what to teach when, how to conduct class activities, or what to test on is essentially constructing a curriculum.

Teaching is one of many things that affects a teacher's decisions regarding what takes place in the classroom. The teacher takes an active role in curriculum design by making these informed choices.

As the curriculum develops, many teachers find it difficult to adapt to the implementation of the existing curriculum. Feeling that they do not quite understand the applicable curriculum, but the government makes a new policy by renewing the curriculum. This makes the teachers feel overwhelmed to keep adjusting to curriculum developments. Many books and researches have discussed language curriculum design, but usually these studies do not discuss in detail the needs of students and what analysis is needed to design a curriculum.

This book is here to answer what the teachers need to know before and after designing a curriculum. Additionally, it seems to be aimed at practice instructors who participate in the local curriculum development and includes some worthwhile and practical assignments for them to complete independently. This book is meant to be a highly useful resource for professionals and students who are new to curriculum development. The method used in each chapter is to introduce the reader to a particular aspect of curriculum development, then give them practical tasks to complete, and finally, in the majority of chapters, either create a mini-case study for them to complete or provide examples of how similar case studies have been completed. Tables, figures, lists, and models are commonly used by authors to demonstrate their points, and they strive to construct assignments and case studies that are realistic and achievable.

2. RESULT AND DISCUSSION

3. Chapter One

4. Language Curriculum Design: An Overview

5. This chapter opens by explaining that curriculum design is part of writing skills that involve the ability to collect ideas, write ideas, review and edit ideas. In support of this, the author gives Figure 1.1, which is made up of a divided inner circle and three outer circles. The theoretical and practical elements in the outer circles (principles, environment, needs) will have a considerable impact on how the course production process is actually carried out. There are numerous factors to consider when developing a course. These include the knowledge that the students now possess and any gaps in their

knowledge, the resources available, including time, the teachers' level of skill, the strengths and limitations of the curriculum designer, and the fundamental ideas that underpin both teaching and learning. If factors like these are ignored, the course may not be appropriate for the audience and learners it is designed for, making it ineffective as a tool for fostering learning. The three distinct stages of the curriculum design process—environment analysis, needs analysis, and the application of principles—all take these factors into consideration. Environment analysis is followed by the prioritization of a list of criteria, which has an impact on the design.

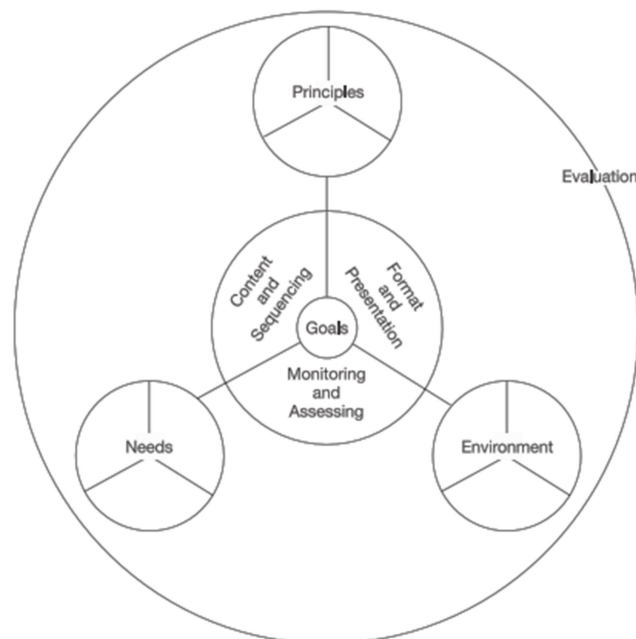


Figure 1.1 A model of the parts of the curriculum design process.

Here is a summary of some of the other elements that teachers thought were most crucial.

- a. The following factors contribute to the short course duration
- b. the number of classes;
- c. the wide range of proficiency in the class;
- d. the learners' immediate need for survival.
- e. the absence of suitable reading materials

- f. the inexperience and lack of training of the teachers
- g. the students' use of their first language in the classroom
- h. the requirements for the students to be more independent

The authors claim that Making the connection between the research and theory of language learning and the practice of constructing lessons and courses is another crucial aspect of curriculum design.

Taking into account the environment, recognizing needs, adhering to rules, goals, and content and sequencing, choosing a format and delivery method, monitoring and evaluating student progress, and reviewing a course are further themes discussed in the sub-chapters of this chapter. A case study example is also provided in this chapter.

Chapter Two

Environment Analysis

Finding the contextual elements that will have a significant impact on the course is the goal of this chapter in the curriculum design process.

The steps in environmental analysis can be: brainstorming systematically considering the various environmental factors that will affect the course, selecting the most important factors and ranking them in order of placing the most important first, deciding what information you need to fully account for those factors, and consider the effect of each factor on the design of the course then go through steps 1, 2, 3, and 4 again.

Tessmer (1990) defined environment analysis as the process of looking at the factors that have a significant impact on decisions about the course's goals, what to cover, and how to teach and evaluate it. These elements may be influenced by the students, the instructors, and the teaching and learning environment. Situation analysis and constraints analysis are other names for environment analysis (Richards, 2001). Constrictions might be advantageous when designing a curriculum. One restriction might be that all of the teachers have extensive training and are capable of, and ready to create their own lesson plans. Since the teachers could handle a lot of the format and presentation work, this would have a significant impact on curriculum design. Environment analysis is combined with needs analysis in several curriculum design frameworks.

Chapter Three

Needs Analysis

Find out what students want to learn and what needs to be studied at this phase of curriculum design.

The writers explain to students what they ought to learn and what they should learn in the third chapter. Some factors must be taken into account while doing a need analysis to assess the needs of students. They are prerequisites (which include those things that are necessary for learners to use the language), disadvantages (which include seeing where students are or seeing students' strengths and weaknesses), and desires (these refer to what students want to learn). After identifying the needs, the curriculum developer must also determine the content and presentation functionality of the that can meet the needs of the students.

Chapter Four

Principles

Choosing how to promote learning is the goal of this stage of the curriculum design process. Twenty teaching and learning concepts are presented in this chapter, and they can serve as a basis for curriculum development, teacher professional development, and evaluation. The principle selected reveals the character of education. The information gleaned from reviewing the principles provides important input for determining course objectives and deciding what should include in the course. Therefore, it is crucial to choose teaching and learning principles and choose how to apply them in the course.

Chapter Five

Goal, Content and Sequencing

Making a list of the topics to teach in the order they will be presented is the goal of this chapter in the curriculum design process. The steps in this process are: (1) Defining the objectives of the course. Regarding objectives, Nation and Macalister note that the objectives of a language course may focus on one or more of the following: language, ideas, skills , or text (discourse) . (2) Decide on the progress unit for the course. Course Progress Units are items used to assess course progress. Units of progression are, for example, vocabulary levels and those that represent an area of knowledge that can be dealt with in any order, such as topics. (3) Selection and course content.

Lessons or course units can be combined in a variety of ways. Therefore, more attention should be paid to the following command . The authors estimate that most language courses involve linear progressions, starting with simple items and then more complex items. In addition, (4) Adapting the content to the list of other articles to ensure coverage of . To make sure that other facets of linguistic knowledge are adequately covered, it is crucial to compare the course material with other units of analysis.

Chapter Six

Format and Presentation

The objectives of this chapter of the curriculum design process are the selection of teaching and learning strategies and the preparation of lesson plans.

In the previous chapter, tasks were covered as one of the syllabus's units of development. The arguments made by proponents of task-based learning versus other curricula, such Long and Crookes (1992), place more of an emphasis on how the material is presented than on the content itself. A task-supported or a task-based syllabus may contain tasks, as was discussed in the chapter above. In a task-supported syllabus, the task is most frequently the last phase of a typical Present-Practise-Produce unit of work; the task may be tailored to concentrate on the language structure that has been introduced. But in a task-based curriculum, the task is probably the unit. A framework for task-based learning that consists of three phases—the pre-task, the task period, and the linguistic focus—is described by Willis (1996). This framework allows for a great deal of variety and variation, and the goal need not be focused on any particular linguistic structure.

Chapter Seven

Monitoring and Assesment

The decision of what to test and how to test it is the goal of this stage of the curriculum design process. When creating the tests, consider the types of assessments that are required as well as their timing. You should also consider the tests' validity, reliability, and usability. Assessments turn into a significant supply of data for a course's evaluation and even progressive development. However, it is important to determine whether the assessment was valid, reliable, and practicable. When a test yields the same or nearly the same score for the same person on multiple occasions, it is considered trustworthy. Therefore, the term "reliable test" refers to a test that is trustworthy. A

proper test should also be able to record the necessary information. Monitoring and assessment should make sure that students get the most out of the course.

Chapter Eight

Evaluation

Choosing how to determine whether a course is successful and where it needs improvement is the goal of this stage of the curriculum design process. The authors further claim that evaluation necessitates examining both the course's outcomes and its design and administration. Finding the goals and type of evaluation, estimating the time and resources required, reviewing the information gathered, garnering support, presenting findings, putting evaluation results into practice, and finally undertaking follow-up evaluation are some processes that should be taken. Evaluation becomes an essential part of good curriculum design. It measures the weakness in curriculum design are found and fixed. The evaluation will also affect the change of environment and the needs found.

Chapter Nine

Approaches to Curriculum Design

After reading this chapter, you should be able to decide on a place to start when designing a curriculum and how to teach the processes. This chapter looked at how the idea of curriculum design and the problems of actually implementing it meet in practice. Here are several strategies for taking into account curriculum design constraints, particularly those related to time, expertise, and the requirement for flexibility in a course. Consequently, figuring out the starting point and choosing the type of path to go via the curriculum design process.

Chapter Ten

Negotiated Syllabuses

How students can be involved in curriculum creation has been discussed in this chapter. The evaluation of a course book is a specific type of evaluation that is covered in the following chapter. The authors of this syllabus claim that many aspects of the curriculum design process will be decided in collaboration between the teacher and the students. However, the negotiation strategy should be carefully studied. The authors describe how students can be involved in curriculum design in this chapter.

Chapter Eleven

Adopting and Adapting an Existing Course Book

The production of language courses and their associated materials falls under the category of curriculum design, but it also covers the selection of texts and other course materials as well as the modifying and expansion of already existing courses. This chapter examines the partnership between the instructor and current text books. This chapter intends to give teachers a rational strategy to use when selecting whether to accept or change a course book and to assist teachers in clarifying the responsibilities that they, the course book, and the students play in the curriculum design process. The interaction between the teacher and the current course book is highlighted in this chapter. In order to suit the demands of the students, teachers should assess a course book's content before employing it. The method used to utilise the course book should then also be taken into account. Knowing why to use the course book and how to customize it for teaching and learning processes is crucial for teachers.

Chapter Twelve

Introducing Change

This chapter of curriculum design aims to persuade instructors and learners to adopt new courses or changes to current ones. Oftentimes, when a new course replaces an older one, change is a necessary component of curriculum design. Consideration must be given to this modification or innovation (White, 2006) so that the planning and designing of the course will be rewarded by its acceptability and effective utilization. We'll see how accomplishing this successfully involves giving the course's users as much input as possible during the course's design and development.

This chapter outlines how an teacher and students may react to a new course or course modifications. A system of education can alter in a number of ways. To ensure that the change is indeed necessary, it must be explained to the teachers and pupils. But every reform must be grounded in reality. Any significant curriculum reform must consider both the change in the curriculum itself and the change that must take place in the minds of all those who will be impacted by it.

Chapter Thirteen

Planning an In-Service Course

You ought to be able to design a teacher in-service course after finishing this chapter. The authors discuss the significance of in-service course planning. Because in-service training for teachers may include teacher development after basic training and after they have some classroom experience. Short-term in-service training will be referred to as workshops in this chapter. Here, the educators will take part. The objectives, the types, and the sources of inputs should all be carefully examined while conducting a workshop. Additionally, the activity and the participant recruitment strategy should be carefully designed. Even the planning and carrying out of the workshop evaluation are crucial.

Chapter Fourteen

Planning an In-Service Course

The authors have summarized the material in this book in this final chapter by explaining how the steps in the curriculum design process relate to teachers' day-to-day work. The authors added that curriculum design wasn't just for big operations. It can even be used in a simple instructional activity. The main elements of language curriculum design are environment analysis, need analysis, establishing principles and goals, content and sequencing, format and presentation, monitoring and assessment, and conducting evaluation.

The focus of this book has been on viewing curriculum development as a process with a number of starting points and frequent opportunities to go back and revise, reconsider, and re-evaluate specific elements of the curriculum design model. Additionally, it has been demonstrated that developing curricula does not require a sizable operation. Even a simple class activity can be subject to the entire curriculum design process. As an alternative, simply one step in the curriculum design process can be highlighted.

Strengths and Weaknesses

Overall, this book contains all the things needed to explore material about language curriculum and material development. The author explains in detail the existing material so that the reader will easily understand the contents of the book. This book is also contained with examples and case studies to make it easier for readers. However, where there are strengths there is

weakness. In my opinion, the cover design of this book is less attractive. But overall, I appreciate the hard work of the writers. The writers did a very good job.

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