Review of "*Curriculum design in English language teaching (Kostka & Bunning, 2018)*"

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1. Overview

Curriculum design in English language teaching refers to the systematic process of creating an organized plan for teaching and learning the English language. *Curriculum Design in English Language Teaching* by Kostka and Bunning includes six chapters that deal with the topic of curriculum and examine it from different aspects. It gives some explanations about the definition of curriculum design, its different approaches, its effects on language teaching, who is involved in it, and its stages. Each chapter consists of numerously reflective questions that inspire readers to consider and talk with colleagues.

The first chapter of this book provides an introduction to the topic of curriculum design and the purpose of the book which is to provide readers with an introduction to curriculum design. Also, the authors explained information about the process of curriculum design and its steps which include different parts. One of the strengths of this chapter is that it provides some reflective questions for readers to become more familiar with the curriculum design.

The second chapter focuses on key components involved in designing a curriculum. It defines curriculum design which is a process of working on an informed plan for teaching and learning. In this chapter the reader

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knows about the different stages of curriculum design which include its tasks or questions, needs analysis, evaluation, implementation, and creation of curriculum design. One of the strengths of this chapter is that it gives a clear overview of the topic which is useful for readers; the existence of figures to illustrate the process of curriculum design can be another strength. As a weakness, it could have been more engaging if the authors had included some examples to illustrate key concepts.

In chapter three the readers are confronted with the process of needs analysis, highlighting the work involved in using needs analysis data to design a curriculum. The authors define the needs analysis as a "procedure used to collect information about learners' needs". (Richard, 2001, p. 51). Then the authors argue about the importance of needs analysis which is practicable. One of the strengths of this chapter is that the authors effectively communicate the useful details of the stages of curriculum design, such as providing comprehensive reflective questions, giving examples, utilizing tables, and offering clear explanations of each part. One of the weaknesses, however, is that the authors do not provide methods and questions to use when collecting data in the needs analysis stage.

The fourth chapter focuses on implementation, focusing on the factors and decisions involved in teaching and administrating a curriculum. In this chapter, the authors discuss that in the implementation stage of curriculum design, maintaining a balance between the overall curriculum organization and day-to-day activities is crucial. Then the ways that are important in the design are described. These parts consist of effective communication, teaching and learning in the new curriculum, textbook selection, assessment, teacher development, and managing change which have been explained in detail. The chapter's strength lies in its brevity and clarity. However, it could be improved by incorporating checklist examples for better comprehension and application, as well as a table outlining different needs analysis methods to boost its overall comprehensiveness.

Chapter five consists of a description of how to evaluate and implement curriculum and uses the results to install future changes. First, the reader became familiar with the definition of curriculum evaluation which is defined as an informative component of curriculum. It involves asking questions, collecting data, and analysis analyzing data to find the strengths and areas of improvement. The authors explain that evaluation can offer perception into how the curriculum is operating and efficiently achieving its objectives. Four models that can be used to guide educational

evaluation are offered by Merton and Wilson (2012) which consist of post-positivist, constructivist, pragmatic, and transformative which are discussed in detail in the shape of the table. Then the authors talk about the steps involved in curriculum evaluation. The dialogue of the assessment results highlights the significance of direction goals to be shared among all the teachers. This chapter effectively presents a concise summary of the connection between teaching and curriculum design, showcasing its strengths. However, it also has some weaknesses: a lack of comprehensive discussion on essential factors for book selection and insufficient analysis of evaluation types in language curriculum design, including formative and summative assessments.

The book comes to an end with chapter six reflecting on the authors' review of the curriculum layout to provide suggestions for embarking on the process. Each suggestion consists of numerous reflective questions that the authors inspire readers to consider and talk with colleagues. While acknowledging that there is no singular, superior approach to curriculum design, the book condensed guide strives to provide readers with an overview of the most significant strategies that underpin this multifaceted process. The authors offer a few recommendations based on what the reader has learned in their experiences. The chapter has notable strengths, such as effectively synthesizing key points and recommendations from previous chapters. It also offers a valuable table illustrating four paradigms applicable to English language learning and approaches to analysis. Despite these positive aspects, the chapter is not without its weaknesses; it presents limited new information and potentially lacks specificity in addressing all relevant contexts.

2. General Evaluation

Curriculum Design in English Language Teaching offers a detailed analysis of curriculum design in the context of English language teaching. It covers various aspects of the design process, including its stages, effectiveness, and practical applications. Each chapter is well-organized, with clear explanations and supporting tables that help readers grasp the content more easily. One of the book's strengths is the inclusion of reflective questions at the end of each chapter. These thought-provoking questions encourage readers to reflect on their understanding of the material, fostering self-evaluation and personal growth. As such, this book serves as an excellent resource for beginners seeking a solid foundation in curriculum design. Despite its merits, the book falls short in addressing certain key components of curriculum design, such as environment analysis, goal setting, content sequencing, and essential principles. Additionally, the lack

of figures and visual aids may limit the book's effectiveness in engaging readers and helping them visualize complex concepts. Consequently, experienced researchers may find the book less useful as a comprehensive resource. Overall, Curriculum Design in English Language Teaching is well-suited for readers looking for an accessible introduction to the subject matter. However, more advanced readers may find its omissions and limited visual content inadequate for their research needs.

Conflicts of Interest: The authors declare no conflict of interest.

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