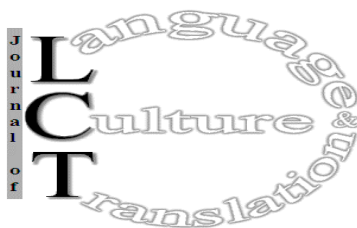




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Book Review

Review of “*Curriculum development in English for academic purposes: A guide to practice (Guardado & Light, 2020)*”

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1. Introduction

When developing the English for Academic Purposes (EAP) curriculum, there is a deep dive into the intricacies of effectively organizing teaching and learning in various academic environments. One of the topics covered in the *Curriculum development in English for academic purposes: A guide to practice* is the exploration of various curriculum design models, including forward, central, and backward design. The connection between curriculum frameworks and instructional methodologies is highlighted by it, emphasizing its complexity. Through an examination of the guiding principles that form the foundation of EAP curriculum design, this book provides a comprehensive and detailed insight into the complex nature of curriculum development in EAP contexts. In order to provide a comprehensive understanding of EAP curriculum development, this book is divided into several chapters. Each chapter explores different aspects, such as philosophical underpinnings, curriculum models, outcomes-based approaches, program-wide implementation strategies, and evaluation frameworks. Through its exploration of multiple domains, the book provides a comprehensive viewpoint on the crucial obstacles and intricacies involved in crafting and executing successful EAP curricula.

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2. Chapters review

In Chapter One of the book, the authors provide a detailed and comprehensive overview of English for Academic Purposes (EAP) curriculum development. The chapter specifically focuses on the challenges that arise when organizing teaching and learning within EAP settings. The discussion of curriculum design models includes an examination of forward, central, and backward design, with a specific focus on the connection between backward design and Task-Based Language Teaching (TBLT). In addition to providing valuable insights into the complexities of EAP settings, the chapter also outlines guiding principles for EAP curriculum design, which can be practically applied.

Chapter two delves into the importance of examining philosophical approaches and learning principles in EAP programs. It emphasizes the need for a shared understanding of these philosophies among teachers, the role of strategic plans in curriculum renewal, and the compatibility of task-based methodology within proposed philosophical approaches. The chapter discusses the shift from a teaching-focused to a learning-centered paradigm, as Barr and Tagg (1995) advocated, and provides a process for reframing program philosophies to prioritize learner-centered curriculum decisions.

Chapter three offers a detailed examination of the environment for an EAP program, covering aspects such as stakeholder engagement, environmental scans, learner needs analysis, and pedagogical priorities for curriculum development. It discusses consultation processes, data collection methods, and curriculum planning strategies within the context of EAP programs, emphasizing the importance of aligning teaching practices with program goals and engaging stakeholders effectively.

Chapter four comprehensively describes curriculum content structure in an outcomes-based approach for EAP programs. It explores elements such as general and specific learning outcomes, performance conditions, indicators, sample tasks, and assessment items, highlighting their interconnectedness in curriculum development and assessment planning. The chapter underscores the significance of these elements in guiding teachers, aligning assessments with objectives, and promoting shared understanding among stakeholders.

Chapter five focuses on implementing and evaluating curriculum plans in educational contexts, stressing the importance of teacher engagement, phased rollout, and ongoing monitoring for curriculum effectiveness. It addresses curriculum development challenges, the role of teachers in shaping the curriculum, and strategies for successful curriculum launch. The chapter provides insights into curriculum planning, implementation,

and evaluation, emphasizing the significance of teacher involvement and stakeholder communication.

Chapter six offers a comprehensive insight into the evaluation process of curriculum plans in EAP contexts, highlighting the cyclical nature of curriculum evaluation and the importance of ongoing assessment for continuous improvement. It discusses practical tools, stakeholder consultation, direct and indirect impact measures, and challenges faced during evaluation. The chapter emphasizes the role of teachers in bridging the gap between curriculum plans and implementation, advocating for professional development and adaptive curriculum planning.

3. Evaluation of the Book

The book *Curriculum Development in English for Academic Purposes: A Guide to Practice* offers a detailed exploration of curriculum design within EAP contexts, covering key areas such as philosophical approaches, learning paradigms, and curriculum content structure.

Chapter 2 underscores the significance of scrutinizing philosophical approaches and learning principles in the development of the EAP curriculum. Although the text offers practical guidance for educators transitioning to a learning-centered approach, it fails to critically assess the potential challenges involved in paradigm shifts, thus limiting its perspective. Further examination of practical strategies for implementing these concepts could enhance the book's practicality.

Chapter 3 thoroughly examines the EAP program environment, encompassing discussions on stakeholders, objectives, data collection methods, and curriculum planning strategies. The text, which is well-structured, provides distinct sections that cover various elements of the EAP program setting, thus ensuring ease of comprehension. Nevertheless, the intricate content of the text might overwhelm certain readers, necessitating more concise summarization to ensure reader engagement. To improve the text's readability, it is recommended to address any repetition of information or examples.

The book dedicates Chapter 4 to offering a comprehensive explanation of the curriculum content structure in EAP programs, which will prove invaluable to educators and curriculum developers. Although the text adequately addresses the different components and their interactions, a more comprehensive examination of the potential obstacles in implementing the proposed curriculum structure could offer a more impartial viewpoint. By addressing the constraints encountered during curriculum implementation, the book can provide a more nuanced understanding of curriculum development in EAP settings.

In Chapter 5, the benefits and drawbacks of implementing and evaluating curriculum in EAP contexts are outlined. Although the text highlights the importance of active teacher involvement and effective launch strategies, it also recognizes the difficulties in implementing new curricula and the necessity of continuous monitoring. By thoroughly addressing these challenges, the book has the potential to offer educators a more realistic understanding of the complexities associated with curriculum implementation and evaluation.

Chapter 6 effectively illustrates the challenges and strategies for improvement in curriculum evaluation through its detailed examples and scenarios. While the emphasis on seeking feedback from various stakeholders is praiseworthy, the text primarily centers its attention on EAP contexts. By incorporating a range of examples from different educational settings, the book's appeal can be enhanced. Furthermore, the inclusion of tangible methodologies for implementing alterations based on evaluation feedback could enhance the depth of the content.

All things considered, the book proves to be an invaluable resource for individuals who are interested in gaining a deeper understanding of EAP curriculum development. Including practical strategies, and diverse examples, and addressing potential challenges could significantly enhance the book's impact and relevance in the EAP curriculum development field.

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Reference

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