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CURRICULUM DESIGN AND DEVELOPMENT IN ENGLISH LANGUAGE TEACHING

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Abstract: *Designing an English language curriculum is about creating, implementing and evaluating a curriculum that meets the specific needs of students. It is a flexible process, evolving over time and shaped by student needs, collective contributions and past experiences. Curriculum design is no longer a one-size-fits-all approach, and teachers now have the freedom to design programs that meet the specific needs of their students. Teachers work together to develop a program that meets the needs of their students. The goal is to design a program that meets the needs of the students, not the teacher. Teachers now have access to a wealth of research on language learning and teaching that can inform curriculum development. Through a combination of in-depth research and cutting-edge practice, curriculum design is now used extensively in ESL/EFL language courses around the world. In curriculum design, there is now more emphasis on developing a model over time, and teachers are now more focused on designing a curriculum that builds students' knowledge and skills over time, rather than just them involve in activities. Curriculum design is an important part of teaching English as it directly impacts teaching and learning and influences student success..*

Keywords: *curriculum design, curriculum development, curriculum in english language teaching.*

Abstrak: Merancang kurikulum bahasa Inggris adalah tentang menciptakan, mengimplementasikan, dan mengevaluasi kurikulum yang memenuhi kebutuhan spesifik siswa. Ini adalah proses yang fleksibel, berkembang dari waktu ke waktu dan dibentuk oleh kebutuhan siswa, kontribusi kolektif, dan pengalaman masa lalu. Desain kurikulum tidak lagi merupakan pendekatan satu ukuran untuk semua, dan guru sekarang memiliki kebebasan untuk merancang program yang memenuhi kebutuhan spesifik siswa mereka. Para guru bekerja sama untuk mengembangkan program yang memenuhi kebutuhan siswa mereka. Tujuannya adalah untuk merancang program yang memenuhi kebutuhan siswa, bukan guru, dan guru sekarang memiliki akses ke banyak penelitian tentang pembelajaran dan pengajaran bahasa yang dapat menginformasikan pengembangan kurikulum. Melalui kombinasi penelitian mendalam dan praktik mutakhir, desain kurikulum sekarang digunakan secara luas dalam kursus bahasa ESL/EFL di seluruh dunia. Dalam desain kurikulum, sekarang ada lebih banyak penekanan pada pengembangan model dari waktu ke waktu, dan guru sekarang lebih fokus pada desain kurikulum yang membangun pengetahuan dan keterampilan siswa dari waktu ke waktu, daripada hanya melibatkan siswa dalam kegiatan. Desain kurikulum merupakan bagian penting dalam pengajaran bahasa Inggris karena secara langsung berdampak pada proses belajar mengajar dan mempengaruhi keberhasilan siswa.

Kata Kunci: *kurikulum desain, pengembangan kurikulum, kurikulum dalam pengajaran bahasa inggris.*

INTRODUCTION

The word of "curriculum" comes from the Latin "currere" which means *running field*. In Education, the curriculum is one of the tools used to achieve educational goals and becomes a guideline in the implementation of learning at all types and levels of education. The curriculum must be in accordance with the philosophy and foundation of the state, namely Pancasila and the 1945 Constitution which describes the view of life of a nation.

Designing an English language curriculum is about creating, implementing and evaluating a curriculum that meets the specific needs of students. Curriculum design does not have a single best approach, but

evolves over time and is shaped by student needs, community contributions and past experiences. A well-designed curriculum has a direct impact on how the teacher teaches and how the student learns. Because curriculum design has a direct impact on teaching and learning and influences student outcomes, it is an important part of teaching English. Many English teachers have been involved in curriculum development in one way or another throughout their careers and can therefore benefit from an understanding of the processes involved. Simply put, curriculum design is the process of creating a curriculum and learning plan that achieves the desired learning outcomes.

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Curriculum refers to the overall plan or design for a course and how the content of a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved (Richards, 2013, p 363). Curriculum design refers to the ways in which we position the curriculum components. Regardless of the supporting curriculum model, all curriculum designs endeavour to address four curriculum components why do we initiate instruction or aims What should we teach to realize our set aims and objectives. How can we interconnect target learning experiences. What have we realized and what actions should we take accordingly in relation to the instructional program, learners, and teachers Although most, if not all, curriculum designs include these four components, they significantly differ in how they address these elements, because of the curriculum philosophy and model on which a design is based. For example, subject-matter-based designs, which overplaying the logical organization of content, and the learner-centered ones, which focus on the learners and their needs, entail different treatments of the four curriculum components. The following sections very briefly highlight the process of curriculum design. This will involve general overviews of major related sources, curriculum conceptualization and curriculum design stages, in addition to modern issues of classroom-level teacher curriculum design and classroom-level teacher professional development.

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Curriculum development is as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to address to society's needs. Curriculum development is an essentially practical activity to improve the quality of language teaching through the use of systematic planning, development, and review practices in all aspects of a language program. update them to address the society's needs.

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Given the importance of curriculum development in formal education, the curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the "total learning experiences of individuals not only in school but society as well" (Bilbao *et al.*, 2008). The process of curriculum development covers determining learners' needs, developing aims or objectives to address the needs, determining an appropriate syllabus, course structure, teaching methods, and materials, and carrying out an evaluation of the language program that results from these activities.

RESEARCH METHODOLOGY

This study uses a qualitative approach method. Researches use this method because the qualitative approach method is a method the focuses on in depth observation. Therefore, the use of a qualitative approach in research can produce a more compeherensive study of ap phenomenon. Because this research aims to analyze Curicullum Design and Development in English language Teaching.

RESULTS AND DISCUSSION

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There is no single best approach to designing English language teaching programs, rather it evolves over time and is shaped by student needs, collaboration and past experience. "A well-designed program has a direct impact on how the teacher teaches and how the student learns. Because the curriculum." Design has a direct impact on teaching and learning and shapes student performance. It is an important part of teaching English. Very English teachers are involved in some way in curriculum development during their teaching career, so they can benefit from understanding the processes involved.

Curriculum design is about the creation, implementation and evaluation of a syllabus, which is the master plan or blueprint for a course, and the manner in which course content is translated into a teaching and learning plan. Learning that achieves desired learning outcomes. English curriculum design is a flexible process, evolving over time and shaped by student needs, contributions to teamwork and past experience.

The language program combines in-depth research and theory with cutting-edge practice and is widely used in ESL/EFL language teaching around the world.

Simply defined, curriculum design is the process of working on an informed plan for teaching and learning, and it is an essential undertaking wherever English is taught and learned in an organized setting. These settings might include an intensive English program, a primary or secondary school, a university pathway program, or an adult education program, among others. During the curriculum design process, instructors, administrators, and stakeholders work together to identify their particular program's mission and goals and learners' needs. They can then develop a framework for what will be the focus and organization, or scope and sequence, of teaching and learning. In this way, they situate their curriculum design in the local context in which learning is taking place. Once they implement the new curriculum, they can begin evaluating it and making adjustments if necessary. The stages in the curriculum design process that we describe are illustrated in figure. The starting point is a clear curriculum assignment or question to answer, but as you can see, there is no clear end point

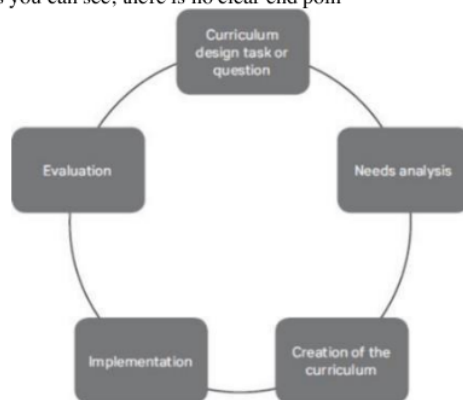


Figure 1. The Process of Curriculum Design Outline

Hilda Taba was an Estonian-American educator who developed the curriculum development model that is widely used in education today. Taba's model is an interactive model that emphasizes the importance of student involvement in the curriculum development process. Taba emphasized that the curriculum should be student-centred and based on the needs and interests of the students. He said the program should be dynamic and responsive to the changing needs and contexts of students and the general public and be developed through a participatory and democratic process involving all stakeholders.

The Taba model includes the following steps:

1. Diagnosing student needs
2. goal Formulation
3. selection of content
4. organize content
5. A selection of learning experiences
6. organization of learning experiences
7. Determine what will be assessed and how it will be conducted

Highlights of using the Taba model in the classroom include:

- Encourage students to participate in the curriculum development process
- Emphasize the importance of student-centred learning.
- The program is dynamic and responsive to the changing needs and contexts of students and society. The curriculum is developed in a participatory and democratic process involving all stakeholders.

Limitations of using the Taba model in the classroom include:

- This may not be appealing to program designers who prefer to consider the more global aspects of the program before going into detail

- The model can be felt to be stiff
- The Taba model restricted curriculum development or planning to teachers only and not to higher authorities

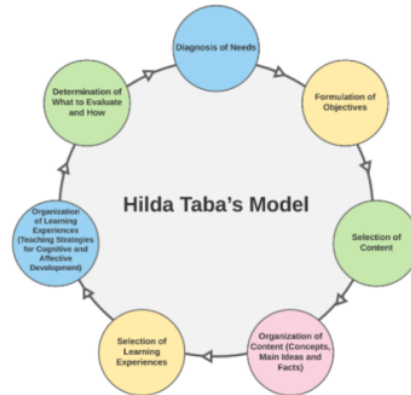


Figure 2. Hilda Taba's Curriculum Model

CONCLUSION

Designing English language programs is a flexible process that evolves over time and is shaped by student needs, contributions to teamwork and past experiences. There is no one-size-fits-all approach to curriculum design, and teachers now have the freedom to design programs that meet the specific needs of their students. Curriculum design is now more collaborative, student-centric, inquiry-oriented, and focused on developing models over time. Based on research, it is recommended that the layout of an English language CV is as follows:

1. Flexible and adaptable to specific student needs.
2. collaboration, in which teachers work together to develop a program that meets the needs of their students.
3. Student-centric with an emphasis on designing a program that meets the needs of the student, not the teacher.
4. Research-based, where teachers draw on sound research and leading practice to design their curriculum.
5. focuses on the development of the outline over time, with teachers developing a curriculum that develops students' knowledge and skills over time, rather than just engaging them in activities.

In summary, curriculum design is an important part of teaching English as it directly affects teaching and learning and influences student achievement. By following the above recommendations, teachers can design a program that meets students' needs and helps them achieve their language learning goals.

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