

## CURRICULUM AND SYLLABUS

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### **Abstract:**

This article is about perspectives of curriculum, meaning of syllabus and difference between curriculum and syllabus. It is also about principles of curriculum construction. This is because these principles help you when you yourself are up to the task of curriculum development. From B.Ed. point of view this topic comes in the study of pedagogy of various subjects and under subject Knowledge and curriculum.

### **Keywords:**

curriculum, syllabus, construction, yourself, principles, perspectives, subject, development, knowledge, educational process, teaching and learning, learning outcomes, feedback, academic achievement, student-centered learning, evaluation methods, learner autonomy, critical thinking, educational quality, curriculum development, instructional strategies

## **INTRODUCTION**

A syllabus gives specific details about a course or subject while a curriculum is a broad framework that describes the objectives and organization of educational institutions and programs. In order to deliver high-quality instruction every school adheres to a curriculum and syllabus. Sometimes curriculum and syllabus are often used together to denote some educational programs that align with the educational institutes. In the era of globalization, English has become a key medium for academic, professional, and intercultural communication. However, the success of English language teaching depends not solely on teacher performance or learner motivation, but also on the quality of curriculum and syllabus design that systematically shapes learning outcomes. The curriculum and syllabus form the backbone of language education, determining objectives,

methods, materials, and assessments that guide learners toward measurable competence (Richards, 2015; Nation & Macalister, 2010). A well-designed curriculum provides strategic direction, while a coherent syllabus ensures operational clarity within each course. Together, they define what should be learned and how learning should progress effectively. Over the past decades, language education has experienced major paradigm shifts from structural and grammatical approaches in the mid-20th century, to communicative and functional approaches, and finally to competency-based models grounded in international proficiency standards such as the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001; North & Piccardo, 2019). CEFR has gained wide recognition for providing transparent benchmarks to assess language ability across contexts, making it a valuable reference for curriculum planning, syllabus development, and assessment design. Nevertheless, while many studies have explored CEFR implementation or curriculum reform independently. Addressing this gap, the present article seeks to synthesize theoretical perspectives on syllabus design and map their correspondence to CEFR proficiency levels (A1–C2). It particularly explores which types of syllabi are most appropriate for learners at different proficiency stages and how curriculum and syllabus can be integrated to align with international benchmarks while remaining responsive to local contexts. By clarifying these relationships, the study contributes to the theoretical understanding of curriculum–syllabus alignment and practical applications in English language teaching. This article, therefore, discusses how different syllabus types correspond to CEFR levels and the implications for curriculum design. The curriculum in the context of language learning has an extensive and comprehensive scope. The curriculum can be understood as a set of plans and arrangements regarding objectives, content, teaching materials, and methods to guide the learning process, so that specific educational goals can be achieved systematically. Tyler (1949) asserts that "The curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice" (Safrur Riza & Barrulwalidin, 2023, p. 123). Thus, the curriculum is not only an administrative document, but also serves as the main guideline

that directs teaching and learning activities to be in line with predetermined objectives, covering aspects of learning objectives, competency standards, materials, teaching strategies, media, and comprehensive evaluation (Primanita Sholihah Rosmana et al., 2022: 120). In language learning, the curriculum covers various fundamental components that interact with each other. First, learning objectives, which include long-term and short-term goals, competencies to be developed, and the vision and mission of the language program. These objectives serve as the primary foundation that guides the entire learning process. Second, the material or lesson content is designed according to the learners' needs, relevance, and characteristics to create a meaningful learning experience. Third, learning methods and strategies, which include pedagogical approaches, teaching techniques, and the flexible use of media, so that they can be adapted to the learning styles and conditions of students. Fourth, evaluation, which is not only in the form of learning assessment, but also includes feedback mechanisms, assessment rubrics, and measurement of the effectiveness of the teaching and learning process

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