
An analysis of International Baccalaureate – English language curriculum for middle year program

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ABSTRACT

The IB Curriculum, which was initially founded in Switzerland, is used globally. Many schools in Indonesia also apply this curriculum, and the number keeps growing. This paper will present the results of a study aiming to investigate the ideology, model, and elements of the International Baccalaureate (IB) curriculum, specifically the English (Language Acquisition) curriculum for the Middle Year Program (secondary school). The study has been given shape by the theory of curriculum development. The study employed a case study research design, especially text analysis. The results show that the English IB curriculum applies a learner-centered ideology with collaborative learning to build students' communicative skills. It also has been influenced by a deductive model proposed by Tyler. Moreover, the elements also confirm Tyler's rationale, consisting of objectives, the content, learning activities or learning experiences designed to achieve the objectives various types of assessments and evaluations.

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1. Introduction

International Baccalaureate Curriculum (IB Curriculum), which was founded in Geneva, Switzerland, is one of the curricula used in many countries, including Indonesia. One of the reasons for the increasing number of IB schools is that the interest in international education programs that provide students the foundations and essential skills for a globalized world has also been increased (Lalwani & Fox, 2020). IB curriculum began its program from the Diploma Program (DP) for students ranging from 16-18 years old in 1968. After achieving its success, the Middle Years Program (MYP) was introduced in 1994 for students ranging from 11-16 years old, and the Primary Years Program (PYP) was introduced in 1997 for students ranging from 3-12 years old. In 2020, there are 58 registered IB schools in Indonesia (IB World Schools Yearbook, 2020). For language teaching, IB has a Language Acquisition curriculum used as the guidance to conduct the second language lesson. This study will focus on English as a second language in IB schools.

Although the number of IB schools keeps increasing, research concerning IB curriculum is still relatively limited. According to Lalwani & Fox (2020), there are only around 200 journal articles covering the IB curriculum issues from 2009-2019, and most of the studies explored IB curriculum from an international education context. They also added that the number of research is worrisome comparing to the increase of IB schools every year worldwide.

Curriculum analysis, as Posner (2004) states is essential to examine the curriculum selection and curriculum adaptation performed by teachers and administrators. To Posner the analysis involves an examination to determine how far the assumptions underpinning the curriculum fit the particular class, school, or district. This also involves investigating each curriculum element into the theoretical framework (Sholihah, 2017). Due to the importance of curriculum analysis and the scarcity of research exploring the IB curriculum, this study tries to fill the gap by investigating the English curriculum in IB schools from its ideology, model, and curriculum elements. Theoretically, the results of the analysis are expected to bring insights in the issue of International Curriculum implementation in Indonesian context and in the discussion of how IB curriculum is developed. Practically, the results of the analysis are expected to give guidance on how IB schools can integrate IB curriculum in educational context in Indonesia. By policy, the results of the analysis are expected to be the

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lessons for the policy makers on how IB curriculum as one of the international curricula is developed. Therefore, the national curriculum development in Indonesia can gain benefit from the IB curriculum ideology, model, and elements.

This study attempted to address two research questions:

- Which ideology and model of curriculum underpin the IB English curriculum?
- To what extent are the elements of the IB English curriculum related to each other?

1.1 *Informing Theories*

As mentioned above, this study drew on the theory of curriculum development in general, especially that was developed by Tyler (1949) and his followers and English as a second or foreign language curriculum development in particular (Richards, 2001; Nation & Macalister, 2010). In line with the research questions addressed in this paper, the theory will cover the definition of curriculum, the ideology, model of curriculum, especially that developed by Tyler, known as Tyler's rationale.

1.1.1 *Definition of curriculum*

A curriculum is all the learning experiences planned and directed by the school to attain its educational goals (Tyler, 1957, p. 367). The concept of 'curro' (I run) is of Latin origin and refers to a race, a track, or a race track (see Pinar et al, 1995). Bobbitt (1918, p. 43) defined curriculum as entire range of experiences, directed and undirected, concerned in unfolding the abilities of the individual. On the other hand, Caswell & Campbell (1935, p. 66) stated that curriculum is composed of all experienced children have under teachers' guidance. Silva (2009) mentioned that curriculum needs to emphasize on what students' knowledge can do as the most important thing in 21st century skills. It can be synthesized that curriculum is a plan for teaching and learning process with particular objectives to help students succeed as students and as individuals in their society. The practical implications from the definitions show that establishing a curriculum is not an easy task because it requires long processes, considerations, and observations of the elements. A curriculum must be designed by the authorized institution with the expertise and capability to develop the curriculum.

1.1.2 *Types of curriculum*

Curriculum also has many types. Eisner (1979) mentioned three types of curriculum: explicit, hidden, and null curriculum. An explicit curriculum, just like its name, includes and writes everything explicitly in the curriculum, starting from the objectives, steps of implementation, supplemental activities, amount of time, and evaluation procedures. Wilson (1990) added that the explicit curriculum is written, discussed, and reviewed formally by educational institutions, including administrators, curriculum directors, and teachers. The next type is the hidden curriculum, known as implicit norms and behaviours existing in the educational setting (Alsubaie, 2015). The hidden curriculum intends to let the students naturally learn from what happens around them. Cornbleth (1984) mentioned several elements that shape the hidden curriculum, such as teachers, students, society, knowledge, and awareness. The last type of curriculum is the null curriculum which focuses on what is missing from teaching and learning at school. Eisner posited what we exclude from education might be equally important to what we include. What we include and exclude from the curriculum needs to bring progress to students both academically or behaviourally.

1.1.3 *Ideology of Curriculum*

Every curriculum is designed based on an ideology. Schiro (2008), in his books, mentioned four ideologies of the curriculum: scholar academic, social efficiency, learner-cantered, and social reconstruction. Derived from the ideologies of the curriculum in general, Richards (2001) mentioned and explained five ideologies for language curriculum context. First, academic rationalism focuses on language teaching to develop 'students' intellect, humanistic values, and rationality.' Second, social-economic efficiency believes that language is meant for practical use and functional skills to make students' lives better. Third, learner-centeredness values different individual needs, experience, awareness, and thinking, inspired by progressive education by Dewey. Tyler (1949) wrote that learner-cantered emphasized what students do as they learn, not what the teachers do. Fourth, social reconstructionism focuses on social injustice eradication based on Freire's Critical Pedagogy (Freire, 1970). Fifth, cultural pluralism focuses on minorities, tries to raise the self-esteem of minority and redress racial issues.

1.1.4 Model of Curriculum

In the literature there are two models of curriculum that will be discussed which were proposed by Tyler (1949) and Taba (1962). The first model of the curriculum, proposed by Tyler, is known as the deductive model because he suggested the curriculum development from general scope to a smaller scope. His rationale model starts from 4 questions discussing what educational purposes are, what educational learning experiences are, how learning experiences are organized, and how to achieve the goals (Tyler, 1949). Tyler's rationale highlighted the set of curriculum objectives as the beginning of curriculum development. He suggested that there need to be at least three factors counted into consideration, namely the values of the society, the nature of the learner, and the worth of the subject matter. Tyler's rationale is prominent because of its highlights on the conception of education as an experience, the approach to assessment as an evaluation, the development of curriculum as a problem-solving process, and the participation of teachers in curriculum development and instruction (Wraga, 2017). Hlebowitsh (1992, 1995) advocated the wide use of Tyler's model due to its focus on behaviour, its linearity, and its neutrality.

Tyler's curriculum development has been focusing on changing students' behaviour, known as the learner-centered approach. Evaluating the result of the curriculum and seeing if the students have changed their behaviour throughout their study process is the curriculum evaluation he proposed (Tyler, 1975). Changing behaviour refers to the behaviour that school aims to achieve in their objective, which means changing students from not knowing to know.

Hilda Taba proposed another model of curriculum development called the grass-roots approach. Taba altered Tyler's approach with its linear process from objectives, learning process, to evaluation (Läänemets & Kalamees-Ruubel, 2013). She conceptualized the process as circular with the new purposes invented along the learning process (Pinar et al, 1995). Curriculum development is circular because school, a miniature of societies and communities, involves social processes where human interaction happens in a more complex pattern (Krull & Kurm in Krull, 2003).

Taba's approach also believes that teachers need to participate in curriculum development because they understand students the most and apply curriculum into practice (Taba, 1962). Taba's model is inductive because it starts the curriculum design from specific to general scope. Her approach goes from the social studies curriculum to projects that can develop students' critical thinking and learning skills. Her curriculum model has seven major steps: the diagnosis of needs, formulation of objectives, selection of content, organization of content, selection of learning process, organization of learning activities, and evaluation.

1.1.5 Elements of Curriculum

A curriculum comprises five elements; specific objectives, selection of content, organization of content, patterns of the learning process, and evaluation of the outcome (Taba in Krull, 2003). In Tyler's rationale, there are four elements need to be present in the curriculum; objectives, learning activities, learning organization, and evaluation. Each of the element mentioned by Tyler will be explained in the following paragraphs.

An objective is the most crucial element that will always be found in every curriculum. Without objectives, the educational institution will not know where to go and what to achieve. Language elements and skills that students will learn during the program must be clearly stated and explain the curriculum objectives (Brown, 1995). Therefore, it can be concluded that objectives are a guide that will shape the learning activities. Tyler (1957) explained that objectives need to focus on behavioural changes that can be assessed more objectively. Another focus of objectives is its coverage of social demands, because schools need to prepare students to solve real problems in the society. Objectives in the curriculum also need to be holistic with the inclusion of developing basic attitudes, values, skills, interests, and habits that will be relevant to home life, personal-social relations, civic life, occupations, and so on (Tyler, 1957, p. 367).

Dewey clarified that learning activities refer to what students do with teachers' help in stimulating, guiding, and rewarding students' behaviour to attain curriculum objectives. Learning activities also need to focus on student-centered learning to activate knowledge, critical and creative thinking (Yen in Ghonoodi & Salimi, 2011). Tyler (1957) explained that learning activities are linked to the objectives, students' interests, and previous experiences. He further explained that the activities also need to be set based on the real situation which allow students to respond mentally, emotionally, and in action. As every student is different, learning activities need to respect every individual. Providing adaptation for learning activities completion and

adaptation of learning activities based on students' ability are two things that teachers can do. In curriculum development and implementation, teachers have important roles because students' full potential can only be achieved with teachers' active participation and empowerment (Carl, 1995). Wilson (1990) also included everyone at school, including staff and peers, as contributors to students' learnings from both social and emotional aspects.

Learning activities need to be organized in sequence and integrated between lessons and grades. Tyler (1957) called three criteria of well-organized activities; continuity, sequence, and integration. Continuity refers to various learning experience to reaffirm expected behaviour. Sequence refers to gradation of learning which involves higher levels of skills and understanding from previous learning activities. Integration refers to relating what students learn in one field with other fields.

According to Tyler, curriculum evaluation is a process to suit the curriculum expectations with the change of behavior achieved by students. Hoover (2010) stated that progressive curriculum evaluation aims to assess how far learners have grown to achieve the benchmarks or objectives and see if there needs to be adjustment in the curriculum implementation. In the end, all evaluations and adjustments have to be intended to help the students to succeed in learning.

2. Methods

This study employed a qualitative case study approach. This approach was chosen for several reasons. First, like a case study, which studies things in their natural settings to interpret the phenomena (Denzin & Lincoln, 2018), this study also studied things, in this case, a curriculum in its natural setting. Second, this study also used a text analysis or a content analysis design involving interpretation and coding of raw data from documents' content, which is also a characteristic of a case study (see Merriam, 2009, p.43). Analysing documents is one of the data collection methods that is often used in qualitative research, especially case study (Creswell, 2007, 2014; Yin, 2018). This study attempted to describe and translate the meaning behind written documents of language acquisition in IB curriculum. Third, this study is qualitative because the data are all qualitative, that is richly descriptive with words to convey what the researcher has learned about the phenomenon, as described by Merriam (2009, p.16).

The study analysed two IB curriculum documents, namely MYP from Principles to Practice (MYP implementation guideline) and MYP Language Acquisition Curriculum 2020-2021 as the primary data in this study. The curriculum documents were then analyzed based on the ideology, the model, and the four elements of the curriculum; objectives, contents, learning activities, and evaluation.

The steps of the analysis procedures below were adapted from general steps of document analysis in qualitative research proposed by Mayring (2000) which had been also applied in the previous curriculum analysis research by Sholihah (2017). The steps are as follows:

- a) Selecting the available curricula, and it was decided that the IB curriculum needs to be analyzed further for third reasons. First, the numbers of IB schools keep growing in Indonesia. However, there is a lack of research analysing IB curriculum based on curriculum development theories proposed by the experts. The second reason is to understand IB curriculum, specifically its English curriculum, as an international education program from Indonesia's educational context. Third, by understanding the IB English curriculum better, IB schools can use the results of this study to further evaluate IB English curriculum from its ideology, model, and elements to its implementations in English classrooms.
- b) Identifying the ideology of the curriculum referring to Richards (2001), who mentioned and explained five ideologies of the curriculum. As will be discussed later in the discussion section, it was found that IB curriculum was derived from social reconstructionism and cultural pluralism ideologies with a learner-centered approach.
- c) Identifying the curriculum elements to follow Tyler's (1949) rationale of the curriculum includes; objectives, learning activities, content, and evaluation.
- d) Comparing the data (MYP from Principles to Practice and MYP Language Acquisition Curriculum) with the abovementioned theories and previous research based on the central themes (curriculum ideology, curriculum model, and curriculum elements).
- e) Discuss the data, relating them to the theory underpinning the study.

3. Results and Discussion

The findings will be presented in several subheadings below, in line with the foci of the study, to do with the ideology, the model, and the elements of curriculum; objectives, content, learning activities, and evaluation.

3.1 *The Ideology*

The ideology of the curriculum was analyzed based on the ideology of the curriculum from Richards (2001), Schiro (2008), and Eisner (1979). Although the ideology of the curriculum is not explicitly mentioned in the document, it can be assumed that the IB curriculum is designed based on the social reconstructionism ideology. This can be seen from several aspects below. First, it can be seen from the statement in the document that states:

“Along with cognitive development, IB programs and qualifications address students’ social, emotional and physical well-being. They value and offer opportunities for students to become active and caring members of local, national and global communities.”

The curriculum explicitly mentioned that students are expected and taught to be active members in the society. Richards (2001) explained that social reconstructionism emphasizes the roles of schools where learners can address social injustice and inequality.

Second, the IB curriculum emphasizes its learner profile as ‘balanced,’ ‘open-minded,’ and ‘communicators,’ as mentioned in the Middle Year Program curriculum. To achieve the learner profiles, one of the five areas of interaction taught in IB schools is a community service where students are required to create social projects (International Baccalaureate Organization, 2002). The IB curriculum empowers the students to be active and care about the issues in their society, which is appropriate to what Schiro (2008) mentioned. He also mentioned that social reconstructionism has faith in education to understand society, develop the vision of a better society, and put an act to accomplish the vision.

On the other hand, the language curriculum in Middle Year Program can be assumed to be based on cultural pluralism ideology due to several reasons. First, the language curriculum emphasizes the mastery of more than one language. The IB curriculum believes that it is essential for student to be multilingual person in 21st century era because multilingualism builds sensitivity to cultural meaning and social conventions, resulting in cultural sensitivity and cultural knowledge, empathy, and openness between cultures (Savignon, 2002).

Second, the purpose of language learning is not only for communication but also for the understanding of diverse culture, as it is stated in the document:

“...communicating in more than one language provides excellent opportunities to develop intercultural understanding and respect”.

According to Eisner (1979), in cultural pluralism, language is seen as a symbol with powerful cultural resources employed in any area of human life. Curriculum and materials need to concern intergroup relations, and school needs to be the miniature of societies and communities (Taba & Wilson, 1946). The language curriculum is projecting and preparing students to be aware of diverse cultures in the society.

The ideologies indicate that the curriculum prepares the students to be active members of society and to be sensitive of cultural diversity. In Tyler’s rationale, he explained that the curriculum needs to be designed based on the students’ needs, social demands, and subject matter. From the documents and from the ideologies, the IB curriculum is considered to be relevant to Tyler’s rationale in the current globalization era. First, the curriculum prepares students to be competent multilingual persons. It is relevant to the goal of language teaching mentioned by Richards and Rodgers (2001); a) to build communicative competence, and b) to develop four language skills that interdependent of language and communication. Second, the curriculum integrated the demands and situation in society in their language teaching. It is relevant to the statement that language is a product of social process (Halliday, 1978), and discourse is socially constructed with contexts (Kress & Leeuwen, 2001).

3.2 *Model*

The model of IB curriculum is not explicitly stated in the documents. However, it can be assumed that the IB curriculum reflects Tyler’s deductive model (1949, 2013). This can be seen from several aspects below. First, at the beginning of the document, IB curriculum stated the general objectives for all Primary Year

Program, Middle Year Program, and Diploma Program. The curriculum is designed from the general scope by setting the objectives for all levels. Then, the teaching and curriculum elements such as instruction organization, learning, and evaluation are designed based on the objectives. This step of curriculum development reflects the criteria of the deductive model. Besides that, because of its deductive model, the objectives in the English curriculum are integrated with the general aim of the IB curriculum to help students understand the nature of language that integrates linguistic, cultural, and social components.

The second aspect that reflects another criterion of Tyler's deductive model is the continuous evaluation and feedback to better the teaching and learning process. Tyler's model uses the term evaluation to determine whether students have achieved the objectives or not and identify the curriculum's strengths and weaknesses (Tyler, 1949). The IB curriculum statement stated the curriculum's philosophy is to stay open for reflection, review, critical engagement, and innovation. This philosophy is in accordance with Tyler's definition of evaluation in the curriculum context. Hoover (2010) also explained progressive evaluation aims to assess how far learners have achieved the benchmarks or objectives of the curriculum. In its practice, the IB curriculum applies self-reflection, where students reflect on how far they think they have achieved IB learner profiles within themselves (Carber & Reis, 2004). Besides that, IB also conducts a visit to schools every five years to confirm that IB philosophy and parameters are appropriately applied (Wells, 2011). The IB curriculum has applied the deductive model as it follows Tyler's guidelines in developing the curriculum from setting its objectives to setting its evaluation.

3.3 *Elements*

In terms of elements, the curriculum will be analyzed in terms of several aspects, again to follow Tyler (1949, 1975), Taba (1962), Richards (2001), Wraga (2017), Nation & Macalister (2010).

3.3.1 *Objectives*

As a part of international education, IB curriculum also has a similar purpose to prepare students to be critical, communicative, multi-literate, and intercultural empathic. This purpose is reflected in the document of Language Acquisition Guide as

“The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guard ship of the planet, help to create a better and more peaceful world.”

From these objectives, the cultural pluralism ideology is well-reflected by aiming to develop internationally minded people as what Richards (2001) mentioned that students need to develop cross-cultural competency. This concept is in accordance with Richards (2001), who mentioned that ideology in curriculum needs to be reflected in the aim and objectives. However, the social reconstructionism ideology seems not to be reflected in the objectives although it keeps mentioning the social change. The curriculum fails to design objectives where students need to actively contribute to society.

One of the objectives mentioned in the IB curriculum document is:

“...to enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components.”

The objectives in IB language curriculum are explained in fourteen objectives based on four communicative processes: listening, reading, speaking, and writing. That the IB curriculum explicitly states the objectives coincides with the point from Nation and Macalister (2010) that mentioning the objectives is essential to determine the content, decide the presentation's focus, and guide the assessment (Nation & Macalister, 2010). Regarding this, Tyler argued that the clarity of objectives is crucial as it leads to the relevance of teaching realities (Tyler, 1949, 2013, see also Wraga, 2017). From all the objectives mentioned, the objectives in the IB language curriculum focus on building students' multiliteracy skills and developing intercultural understanding through language learning and language use.

The objectives of IB curriculum and IB English curriculum are in accordance with national education objectives in Indonesia. Based on Undang-Undang Republik Indonesia No. 20 Tahun 2003, national education aims to develop students' potential to be pious, honorable, knowledgeable, skilful, creative, independent, democratic, and accountable. Chambers (2003) mentioned that identity and nationalism must be addressed directly in curriculum by investing them with emotion and passion. All IB programs, including Middle Year

Program, aim to make students recognize their humanity and become knowledgeable, inquirers, thinkers, communicators, open-minded, caring, balanced, and principled. It can be concluded that IB curriculum shares similar objectives with the national education in Indonesia to make a better world through a quality future generation.

However, the increase of IB schools in Indonesia might indicate the increasing demand of international education in this globalization era. Although the IB curriculum and National Curriculum 2013 have the similar focus, but the teaching and learning process in National Curriculum 2013 is conducted in Indonesian as national language of Indonesia. Therefore, more parents enrol their children to schools with international curriculum to increase children's bilingual and multilingual skills. This claim seems to corroborate Lee, Kim and Wright's research (2021) which mentioned that the use of English as the main medium language in IB schools has become one of the main selling points of the IB curriculum.

3.3.2 Content

The *content* relates closely to the learning objectives the curriculum wants to achieve. The materials in IB curriculum emphasize communication within the global context. Therefore, the use of multimodality is encouraged as the document states,

“Language acquisition teachers are encouraged to collaboratively inquire into these fundamental understandings, to help them determine the purpose of a particular text before they use it for teaching and learning. This inquiry process can also be enhanced by asking key questions for engaging with the multimodal texts that can be used in discussions between teachers, teachers with the students and by the students themselves. This use of dialogic talk enhances the teaching and learning with multiliteracies and multimodality.”

The statement above is supported by Jewitt (2008) who pointed out that developments in information and multimedia technologies shape communication practices. The use of multimodal text is also appropriate for technology development. That IB curriculum focuses on the multimodal literacy is relevant to the development of subject matter, as stated by Tyler (1949). And multimodality has been discussed by Kress and Leeuwen (2001, p. 20) as a part of communication process because communication articulates and interprets semiotic product or event. Besides that, the content and material are presented in various ways, as Figure 1 shows, to respect and give students an equal chance to utilize their learning styles in perceiving information (Cohen & Henry, 2020).

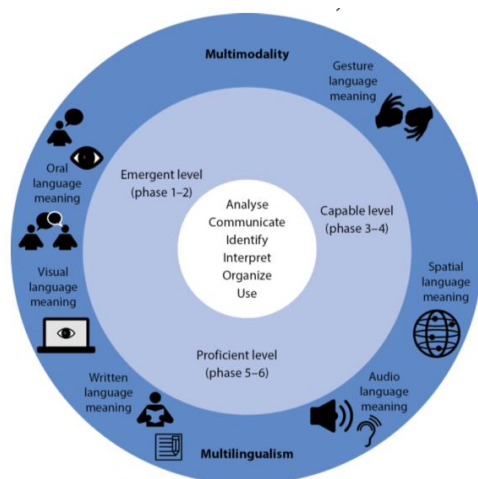


Figure 1. Multiliteracies and multimodality (The IB Curriculum - Language Acquisition Guide, p.13)

As what has been mentioned, the content in the IB curriculum underpins the use of multimodal texts to develop students' multi-literacy skills. The curriculum quoted Siegel (2012) that multimodality surrounds everyone in the conversation, television program, internet, and books. As for material organizations, they are structured based on the unit planner consists of three steps; inquiry, action, and reflection. The content and materials of each unit can be accessed by the teachers through IB World Schools.

The use of multimodal text has also been a focus in English curriculum in Indonesia. As it is stated in the Permendikbud No. 37 Tahun 2018, the focus of English learning is to achieve communicative competence based

on the social functions (interpersonal, transactional, and functional) through the use of various text forms and media.

3.3.3 Learning Activities

Learning activities in the IB curriculum are based on the learner-centered approach and constructivist approach. The learner-centered approach is reflected in several aspects below. First, learner centered approach means that learning takes place based on the learner's experience through the interaction which students make with their environment (Tyler, 1949, p. 63). The document stated that IB schools respect each student's learning styles, strengths, and limitations. This principle is relevant to Tyler's value, where education has to be responsive to the nature of learning, such as students' developmental factors, interests, needs, and life experiences (Tyler, 1949). The learner-centered approach also has foci on building and developing students' skills (Benson, 2001). Nguyen & Gu (2013) concluded that the learner-centered approach attempts to equip students with the skills and strategies to take up learning opportunities. Therefore, the teaching in IB schools emphasizes building students' skills to learn and students' learning autonomy.

Many people misunderstand the concept of the learner-centered approach as the dismissal of teacher's roles in learning, and learners have complete control of their learning. Learner centered approach is often defined as favouring independent learning by allowing students to 'construct' their own understanding. In IB curriculum, the explanation of how the teachers play their roles in this learner-centered is not explicitly stated. This is also pointed out by Wells (2001) that teacher training programs in IB are problematic because they fail to define and prepare 'right' teachers to teach IB curriculum.

Second, the document also encouraged the teachers to design learning activities that allow each student to meet the objectives as the document states:

"As schools implement the MYP, teachers must design learning experiences that allow students with a range of needs to meet the subject-group aims and objectives."

"..enables the teacher to identify current levels and plan learning experiences leading on to subsequent phases."

The statements above go well with Tyler's (1957) criteria of well-organized learning experience namely; continuity, sequence, and integration. The continuity is well reflected in the various learning practices as the sources of students' learning experiences. The sequence is well reflected in the subsequent phases to acquire higher skills and understanding levels. The integration is also well-reflected in the integrated learning where students are given learning experience that integrate several study disciplines and subjects.

The curriculum also explicitly explains that teaching and learning in IB are based on a constructivist approach. First, in the IB curriculum, every student with their background knowledge and culture is respected as the beginning of collaborative learning to bring critical analysis and solutions for the problem existing in society, as Posner (2004) explained. The constructivist theorist (Resnick, 1983) concluded that learning starts from constructing understanding, interpreting new information, and relating new information with existing information. Second, in the IB curriculum, there is a program called interdisciplinary learning in the IB language curriculum where learning requires integrating knowledge across subjects. The students work with their peers, and they are also required to use language across disciplines, which will help them apply language for communication. Through collaboration, students exchange information, be responsible of their learning and motivate each other as what Olsen and Kagan (1992) mentioned to be one of the characteristics in constructivist approach.

Apart from all the advantages of the constructivist approach, some disadvantages might also emerge. In collaborative learning, where the students have to work in groups, all learners may not participate equally in learning (Thornton, 1999) and the low achiever students might be left even further and create an even greater gap among students (Rose & Martin, 2012). Besides that, Pica (1994, as cited in Çelik et al., 2013) mentioned that in language learning, the students might ignore language structure when their teacher is not around.

3.3.4 Evaluation

Evaluation is the revolution in assessment, which goes beyond measurement. Echols (1973, as cited in Wraga, 2017) defined evaluation as the use of multiple valid information sources (not only standardized tests) about students' learning. Evaluations seek to determine behaviours manifested in educational objectives in local situations, while measurements seek standardization and comparability by establishing the tests on the local

situation (Wraga, 2017). An evaluation aims to determine whether the teachers succeeded in bringing behavioural changes reflected in the objectives (Smith, Tyler, & Staff, 1942). The evaluation process in IB curriculum reflects the conception from Taba (1962) that conceived evaluation as a circular process with the emergence of new purposes during the evaluation process. IB curriculum states:

“Expectations for IB World Schools and the IB in the formal reflection process that supports ongoing development of the program.”

From the statement above, the ongoing development with any necessary adjustments is expected.

To evaluate students’ progress, the IB curriculum uses various types of assessment, such as formal and informal assessment, formative and summative assessment, internal and external assessment, self-assessment, and peer assessment as it is stated in the document:

“In IB programs, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students benefit from assessing their own work and the work of others. IB students demonstrate their learning through a variety of assessments and consolidations of learning, culminating in the MYP with the community project or the personal project.”

Students’ progress is monitored not only through the paper-based test, but there are many forms of evaluations. Formative assessment focuses on the students’ progress, development, and improvement throughout the program (Richards, 2001). While summative assessment focuses on deciding the program’s validity to classify, identify, and evaluate learning progress at the end of the term or teaching period (Bloom in Qu & Zhang, 2013). In the IB language curriculum, each skill has criteria the students have to achieve. These criteria are used as the guideline to evaluate students’ performance. The language curriculum also provides the external assessment with the internationally standardized benchmark. Weir & Roberts (1994) supported the use of external assessment as both inside and outside involvements provide an adequate evaluation. Various assessment forms provide an equal chance for students to perform and use their preferred ways to attain information and process the knowledge (Nel, 2008).

4. Conclusion

This paper has presented the results of an analysis of an IB curriculum, especially in terms of its ideology, model, and elements of the curriculum. The paper has shown that the IB curriculum is designed based on social reconstructionism ideology, while the English curriculum is designed based on cultural pluralism ideology. The model of the IB curriculum shows to be based on Tyler’s deductive model. The paper also shows that curriculum objectives in the IB English curriculum reflect the cultural pluralism well as its ideology. The content in the curriculum is closely related to the curriculum objectives with highlight on multimodality. The learning activities in the curriculum are well designed based on three criteria of well-organized learning experience. For the evaluation, the IB curriculum uses various forms of assessments. Each curriculum has different objectives to achieve that will influence teaching and learning implications in the class. It can be concluded that IB curriculum focuses on the character development of the students with the objectives to create learners to be balanced, open-minded, and communicators. The learning activities and assessments are designed to achieve the objectives. The objective of the English curriculum is to build students’ communicative skills with the implementation of a constructivist and learner-centered approach. Collaborative learning is also the main feature in this curriculum where students are expected to collaborate to learn.

The result of this analysis can be used for the reference in the issue of International Curriculum implementation in Indonesian context and in the discussion of how IB curriculum is developed. The results of the analysis can also be used as a guidance on how IB schools can integrate IB curriculum in educational context in Indonesia. Lastly, the results of the analysis can be used as reference for the policy makers on how IB curriculum as one of the international curricula is developed. Therefore, the national curriculum development in Indonesia can gain benefit from the IB curriculum ideology, model, and elements.

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