

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigates English teachers' perceptions and practices related to the implementation of the emancipated curriculum, focusing on aspects such as teaching syllabi, pedagogical competence, teaching materials, and assessment. The findings provide comprehensive insights into the complexities of both teachers' conceptual understandings and their practical approaches to this innovative curriculum, including:

1. Perceptions of the Emancipated Curriculum

English teachers see the emancipated curriculum as a progressive approach that promotes flexible teaching strategies and addresses the diverse needs of students. They value its emphasis on fostering learner autonomy and creating engaging, student-centered classrooms. However, challenges in its implementation exist, such as a lack of clear guidance for syllabus design, varying levels of teacher readiness, and the need for institutional support to effectively utilize teaching materials and assessment methods.

2. Implementation of the Emancipated Curriculum

The implementation of the emancipated curriculum differs significantly depending on teachers' pedagogical competence and the resources available to them. Teachers with strong training and experience are able to align their teaching practices effectively with the curriculum's objectives. They use interactive

methods, a variety of materials, and formative assessments to engage students and monitor their progress. On the other hand, less experienced teachers or those working in resource-poor environments often face difficulties in designing syllabi, rely on traditional materials, and focus mainly on summative assessments, which limits the full potential of the curriculum. To address these challenges, systemic support is needed, including targeted professional development, clear instructional guidelines, equal access to resources, and ongoing mentorship. These measures will help empower teachers and improve English language instruction.

5.2 Suggestions

To improve the implementation of the emancipated curriculum, institutional support must focus on providing standardized syllabus templates, resource banks, and opportunities for collaborative planning. Equal access to teaching materials, technology, and resources is especially important for schools with fewer resources. Clear guidelines for formative assessments, along with practical examples and feedback systems, will assist teachers in creating evaluations that promote ongoing learning. Targeted professional development programs should provide teachers with the skills to understand the curriculum, apply innovative strategies, and incorporate culturally responsive practices.

In addition, fostering collaboration through networking platforms and knowledge-sharing communities can encourage the exchange of ideas, strengthen peer support, and promote innovative practices. These strategies will collectively lead to successful curriculum implementation and positive educational outcomes.