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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

“ELT MATERIALS DEVELOPMENT IN ASIA
AND BEYOND: DIRECTIONS, ISSUES,
AND CHALLENGES”

**CAVINTON HOTEL YOGYAKARTA
SEPTEMBER 17 – 18, 2014**

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS AHMAD DAHLAN

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Preface

This volume contains the written versions of the contributions presented during the 3rd UAD TEFLIN International conference which took place at the Cavinton Hotel, Yogyakarta, on 17-18 September 2014. The conference provides a venue for the presentation and discussion of current development in the theory and practice of Teaching English as a foreign language with a particular emphasis on material development and design. As many as 298 registered participants from 50 universities and educational centers across Indonesia and worldwide attended the conference where they had many fruitful discussions and exchanges that contributed to the success of the conference. The keynote speaker and the 4 invited speakers from 5 different countries made the conference truly international in scope; Prof. Brian J. Tomlinson and Dr. Hitomi Masuhara from England, Dr. Tan Bee Tin from New Zealand, Dr. Dat Bao from Australia, Prof. Jayakaran Mukundan from Malaysia, and Prof. Bustami Subhan and Flora Debora Floris, M.A-ELT from Indonesia.

In the call for papers, in addition to material design and development, we specified 15 different areas of English language teaching to cater for a wider range of interests from the participants who wish to contribute to the conference. These areas include technology, method, strategy, curriculum, teacher professional development, assessment, multiculturalism, character building, linguistics and literature in ELT. We received 219 manuscripts for review and of those submissions, eventually 147 papers were accepted upon single blind reviewing process by two reviewers who are expert in the area. At the conference, the presentations and discussions were organized into 1 keynote speaker's presentation, 5 plenary sessions, 2 parallel sessions, and 2 roundtable discussions. All of these contributions can be found in the following contents of these proceedings which are arranged according to alphabetical order. The keynote speaker's speech and the presentations by the invited speakers highlighted the conference and were very much anticipated by the conference participants. The parallel sessions and roundtable discussions were equally engaging with presenters and participants enthusiastically exchanging and sharing ideas. The 2-day conference concluded with a panel discussion in which all of the invited speakers emphasized the importance of learners' exposure to rich language input in L2 acquisition and made a strong call to design learning materials which can foster learners engagement and authentic language production instead of contrived and mechanical use of language. They all also agreed to look at language as functioning within social contexts and being embedded in our social practices, rather than language as merely segmented, and simplified rules to be taught and memorized by learners. We hope the ideas and innovations generated through these proceedings can truly have pedagogical implications in our practices as English teachers.

The 3rd UAD TEFL International Conference 2014

We would like to thank all participants for their contributions to the Conference program and for their contributions to these Proceedings. Many thanks go as well to the Cavinton Hotel who has put their best effort into providing the conference participants with superb service during the conference.

It is our pleasant duty to acknowledge the financial support from the English Department of UAD, the rectorate of UAD, faculty of teacher training and education, and the sponsors. Finally, but not least, support from the students of UAD was absolutely essential to the conference. The organizing committee dispatched about 35 students to serve as LO and secretaries.

We are looking forward to seeing you again at the 4th UTIC in two years' time

Organizing Committee

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Developing EFL Teacher Education Curriculum: A Needs Analysis-based Study

At an Indonesian Private Teacher Training College

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Abstract. The present study reports on how an existing EFL Teacher Education curriculum of private Teacher Training College in Ciamis, West Java, Indonesia, is revised and developed through needs analysis. The newly-adapted quality standart, the Indonesian Qualification Framework (the so-called KKNI), and impetus of language teaching pedagogy promoting critical literacy have caused the necessity to change the curriculum. The students and alumni of the Department of English Education, considered as the ‘users’, participated in the survey. The subjects were approached to conveniently give inputs to the existing curriculum that had been established several years before. Their inputs covered not only the revisions if the content or substance of courses but also the suggested teaching strategies facilitated in the syllabi of the new curriculum. In the survey, new courses related to the current trends of critical thinking and English for global and intercultural communication were also offered to choose. The study suggests that the existing curriculum needs revising and developing with reference to its feasibility and the subjects’ needs.

Keywords: *EFL teacher training, Indonesian qualification framework, competent, needs analysis*

1. Introduction

The changes and reforms in EFL classroom practices to accommodate learners’ needs are very dependent on the teachers’ commitment to change the existing conditions. Teachers’ self-efficacy and beliefs as well as past experiences will determine their ways of making decisions to take any approach to their teaching pedagogy. Teacher education thus plays an important role in shaping their mind-sets through well-designed teacher preparation. In Indonesian context, the currently fast growing society demands to master English as a communication tool challenge the reform and refinement of EFL teacher education curriculum. English teacher in this era need to be competent in catering for their students need for the sake of their safe and successful future in situating themselves as a member of global community without ignoring their own local identity. The 21st century curriculum trend demands teacher to play their role as an agent of changes. Costa and Kallick (2010) argues tha curriculum should offer learners three tenets: creativity and innovation, critical thinking and problem

solving, and communication and collaborations. Costa and Kallick further assert that curriculum of for 21st century education should offer pedagogical implications that promote student-centered learning, process-based (and self-development) assessment, and life-skills. The Indonesian Qualification Framework, the so-called Kerangka Kualifikasi Nasional Indonesia/KKNI (PP No.8/2012) outlines the national qualification standard of implementing education to match education outputs with real workplace. The framework is referred to a process of realization of expected quality and nation identity. The Indonesian Government Law (UU RI No. 14/2005) for regulating the roles of teachers and higher education instructors/educators, has outlined four competencies: personal, social, pedagogical, and professional/academic competencies. The role of Teacher Education is then very important in training the pre-service teachers to get those required competencies. While the global community and the state are concerned with the high expectation of the high education quality, the existing curriculum still needs revising and adapting, as well as refining. In addition, as the body of literature suggest, there are still very limited studies in the area of curriculum development of EFL teacher education in Indonesian context. The study will try to provide the real efforts to give the accounts. The study is guided by two question:1. What do the stakeholders of EFL teacher education expect or demand with regard to the change and/or revision of the existing curriculum to meet their needs?, and 2. What changes of the curriculum will be evident? 2. Literature Review

The change of certain curriculum to cater for the learners' needs is generally elucidated by such philosophical bases (Ornstein, 2009). For example, reconstructionism, one of the trends of curricular philosophy, as Ornstein argues, promotes equality of education, cultural pluralism, international education, and futurism. In addition, based on this trend of philosophy, teachers serve as an agent of change and reform, acts as a project director and research leader, and helps students become aware of problems confronting humankind. Reconstructionism is pragmatically concerned with the improvements of society, and changes and social reforms.

The study is also underpinned by socio-constructivist views. It is assumed that knowledge and meanings are socially constructed. With regards to the study, constructivism views support both the infusion of the ideological tenets into the curricular substance and the process of negotiation in approaching to the methods used in the study in democratic ways. 'Democratic' in the sense that the change is desired by a majority of the group involved (Brown, 1995, p. 38). Johnston et al. (2005) suggest the study of developing professionalism in teaching be based on the consideration of sociopolitical and socio-cultural context accommodating teachers' life stories, professional development, teacher beliefs and knowledge, and teacher identity. To meet the students' needs in the curriculum development, Brown (1989, 1995) suggests a systematic approach normally comprising the evaluation of each step: needs analysis, the determining the objectives, testing the product, developing materials, and teaching process (application in classroom context). For Brown, systematic curriculum development refers to the process of

developing curriculum that can lead to the view of curriculum as "a process that can change and adapt to new conditions, whether those conditions be new types of student, changes in language theory, new political exigencies within the institution, or something else"(1995, p.24). It can be done through 'program evaluation'. It is, as Brown further argues, "the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively" (p. 24).

The study focuses on the procedural steps as suggested by Johnson (1989) comprising curriculum planning, ends/means specification, program implementation, and classroom implementation. Curriculum planning involves the policy makers after considering all the considerations as the rationale for revising the curriculum, which is supported by policy document. Specifying the ends/means refers to the process by which policy, and the means by which it is implemented, are operationally defined. This step involves needs analysts and methodologists and covers the syllabus development as the product. In program implementation materials writers and (teacher) trainers are involved to prepare teaching materials and teacher-training program respectively. The last step, classroom implementation, involves all the instructors, as academic staff members of the college, to design their own classroom practices representing the expected realities of both teachers' own creative efforts (teaching acts) and students' active roles in learning (learning acts).

The study is concerned with EFL teacher education curriculum development which is illuminated by constructivist views of learning. It is expected that on the process of socially constructing meanings and knowledge, learners will get more meaningful experiences for their recent and future lives for the sake of professional competence betterment. Roberts (1998, p. 25-26) promotes social constructivism views in teacher education by arguing, "A constructivist view makes sense of the way in which teachers can filter out training interventions, or interpret input so that it fits in with their framework of thinking about teaching, fitting them into their existing personal theories and prior experience".

The contents of EFL teacher education curriculum should be adjusted to the real needs of being professional in that the prospective teachers are competent in catering for their students' varied needs, interests, and potentials. Graves (2009) outlines the framework for curriculum planning focusing on the salient points: who will be taught, what will be taught, how it will be taught, and how what is learned will be evaluated. The flow of using the framework comprises at least five steps: a. understanding who teacher-learners are and what they know; b. determining goals, that is what teachers should know and be able to do; c. understanding context; d. designing a program, that is what they will be taught, including what and how to teach, and how they will be taught as experiences of instructional practices; and e. planning ways to evaluate how effectively (step d) achieves (step b). Roberts (1998) in Graves (2009) proposes six types of

language teacher knowledge to be included in the curriculum: a. content knowledge (of target language systems, text types), b. pedagogical content knowledge (how to teach/adapt content to learners), c. general pedagogic knowledge (classroom management, repertoire of ELT activities, assessment), d. curricular knowledge (of the official curriculum and resources), e. contextual knowledge (of learners, school, and community), and f. process knowledge (interpersonal and team skills, observation and inquiry skills, language analysis skills).

The prospective teachers are demanded to be competent in creating interactive classroom management that promotes student-centeredness. Richards (1990) recommends that the goal of teacher preparation be to impart strategies used in classroom interaction as "competencies to teachers-in-preparation", which is referred to as competency- or performance-based teacher education. Quoting Tikunoff (1983) Richards further argues that there are three kinds of competence needed in effective instruction, 1. participative competence, the ability to respond appropriately to class demands and to the procedural rules for accomplishing them; 2. interactional competence, the ability to respond both classroom rules of discourse and social rules of discourse, interacting appropriately with peers and adults while accomplishing class tasks; and 3. academic competence, the ability to acquire new skills, assimilate new information, and construct new concepts. Richards also introduces the notions micro and macro perspective. Micro perspective refers to the training view of teacher preparation: trainable skills such as setting up small-group activities, using strategies for correcting pronunciation errors, using referential questions, monitoring time-on-task, explaining meanings of new words, or organizing practice work. The trainings for the micro perspectives can be: teaching assistantships, simulations, tutorials, workshops and minicourses, microteaching, and case studies. Macro perspective refers to a view of teacher preparation as education and focus on clarifying and elucidating the concepts and thinking process that guide the effective second language teacher. The activities for improving them can be practice teaching, observation, self- and peer observation, and seminar and discussion activities.

The teacher education curriculum should train the candidates to be effective teachers. Hawley et al. (1984) in Lange (1990) proposes the conception of effective teachers. They should be competent to a. engage students with academic learning time; b. credit student learning that meets desired, c. outcomes engage students interactively; c. maintain and communicate high expectations for student performance; and d. maximize learning time by the use of instructional settings appropriate to the tasks being pursued. Parker (1991) offers a process-focused model of teacher preparation which is concerned with the teachers' important position as language teaching trainees and real good language learners. Parker further argues that "we equip our teachers to genuinely exploit their own presents and pasts in relatively continuous fashion so that they themselves can deal with their own futures". With regards to EFL professional teaching standards, TESOL guidelines (Kuhlman and Knezevic, 2013) outline them into at least five components: language (foundation domain), culture (foundation

domain), instruction (application domain), assessment (application domain), and professionalism (at the intersection of all the domains).

Recent reviews on EFL teacher training indicate very meaningful significances for the concern of present study. For example, Kleinsasser (2013) reports that the majority of remaining studies variously looked at pieces of practical and pedagogical content knowledges, teacher knowledges, school cultures, attitudes, perceptions, and materials, among other more global categories. He is concerned with the interplay among influencing factors in the context of language education where learners, teachers, teacher educators, and wider members of educational environments deal with language teaching, language learning and development, and learning to teach language(s).

The appropriate approach to curriculum development, as the literature suggests, is related to needs analysis. For example, Brown (1995, p. 38-39) proposes four philosophies of needs assessment: discrepancy, democratic, analytic, and diagnostic. Yet, the present study is more concerned with the democratic one. This philosophy leads to a needs analysis by gathering information about the learning most desired by the chosen groups. Berwick (1989) also argues that needs assessment is theoretically and practically meaningful in language programming. Relevant studies indicate the effectiveness of using needs analysis strategy. For example, Kusumoto (2008) used needs analysis by administering questionnaires to investigate needs and wants of Japanese elementary school teachers, aimed at developing a EFL teacher training program. The findings of his study provided valuable implications for curriculum development of the present study.

3. Method

The present study follows the suggested systematic procedures of needs analysis (Brown 1995). The study democratically involved focal groups of stakeholders: the students of the department, alumni, instructors, and 'users'. Questionnaires investigating their insights regarding curriculum revisions on existing courses and the new relevant expected ones (adapted from Nuraeni, in progress), were administered to the conveniently determined and selected samples of the subjects. The emerging data were then tabulated and interpreted in terms of revisions and development of the existing curriculum. The courses of the curriculum were established within six-month development process (July-December 2013), and program evaluation of newly-developed curriculum was carried out in January to April 2014. To evaluate the program, as Brown (1989, 1995) suggests, the salient steps consist of program description stage, program installation stage, treatment adjustment stage, goal achievement stage, and cost-benefit analysis. Within four months of try-out of the new curriculum, the evaluation of the program was based on the instructors' and students' evaluative comments on the offered/introduced new syllabi reflected from information crosschecking and generated from classroom dynamics.

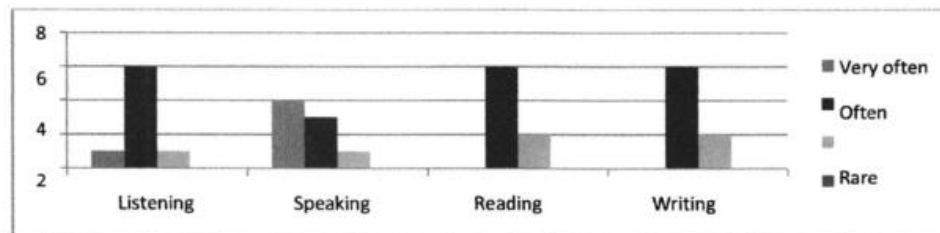
4. Findings and analysis

4.1 Inputs from the junior students of department of the college

The inputs for revision and development were due to ten determined components and one additional open response questionnaire. They include: 1.

The required four language skills, 2. difficulties of facing the language skills, 3. language skills required to support success in learning, 4. number of subjects supporting their success after graduation, 5. new courses offered, 6. compulsory subjects/courses to be taken by all students, 7. expected teaching strategies/methods chosen by teachers/instructors, 8. evaluation/assessment chosen by the instructors, 9. evaluation of instructors' performances in classroom teaching-learning, 10. the distribution of varied courses/subjects, and the last, 11. the open-ended question, to let the respondents propose their expectations about the Department service quality.

There were actually 10 questions to be answered by each participant based on her or his experience in learning English at English program of a private college in Ciamis. For the first question regarding the required four skills, the first chart figures out the summary of the first question to investigate which skill is the most required. It shows that four of eight students chose speaking skill to be the most required. It shows that four of eight students chose speaking skill to be the most required skill for their own sake. Moreover, the other skills such as listening, reading, and writing were often required in studying English at the English program. Then, one student claimed that listening and speaking had been rarely required during English learning processes. Furthermore, reading



and writing skills were considered by two students to be also rarely required in learning English. Lastly, none chose even single skill to be never required in learning English. Thus, those four skills were required to be mastered and actively used. However, those skills were found different from each other only in terms of the frequency to be required.

Figure 1 The most required language skill in learning English

NO 8

In the opposite, Pendidikan Pancasila (Pancasila Education), Etika Pengembangan Kepribadian Guru (Ethics and Personality Dev. of Teachers), Instructional Design, English for Specific Purposes, Listening Comprehension IV, Listening Comprehension III, Listening Comprehension II, Writing II were considered to be important since 7 students voted each of them. There was no single course considered to be unimportant. There were only 13 votes discovered to be unused in choosing the courses.

The fifth question let students choose 'Yes' or 'No' in considering some new nine courses of English program curriculum to be required as the obligatory courses. Actually, eight students thought that Functional Grammar, Interpreting,

and Academic Writing courses were necessary. Then, seven students voted for Pragmatics for Language Education, Qualitative Research, Second Language Acquisition, EBE and other ESP subjects, and Cross Cultural Understanding to be also some necessities in English program curriculum. Furthermore, the last course, Literature for education, was chosen by six students to be necessary and two others thought that course to be unnecessary. It was also found that one student give no choice in considering the necessity of five courses from nine of them.

The sixth question addressed the compulsory essential subjects to be taken by all students: "What are some new courses required to support students' success learning?" The offered courses include such subjects/courses like Listening for Specific Discourses, Speaking for Classroom Interaction and Creative Writing. They were voted by eight students and the subject Critical Discourse Analysis (Introduction) was considered by seven students to be highly required to support their English skills and capability in teaching English. Only one student gave no choice to the importance of Critical Discourse Analysis (Introduction) course. The seventh question asked the students about the quality of some methods used by the lecturers during teaching and learning processes. Three students considered 'Discussion' to be very well-conducted. Then, two students chose 'Presentation', 'Community Language Learning (CLL)', and "Teaching Practice' methods to be also very well-conducted. Afterwards, for the lower level of quality, well-conducted, 'Lecturing' was voted by seven students, 'Presentation' and 'Project-based' by six students, 'Discussion' and 'CLL' by four students, and "Teaching Practice' by 5 students. Moreover, one student thought that the quality of the methods used by the lecturers were quite good in 'Discussion' and 'Project-Based', and two others considered 'CLL' to be also quite good in the classroom service quality. Only one student missed three votes.

The eighth question examined the quality of learning evaluation conducted by the lecturers of English program. Firstly, regarding the final test implementation one student thought that it had been conducted very well, and seven others considered it well conducted. Secondly, in the middle test all students thought that the lecturers of English program had conducted the evaluation well. Thirdly, one student chose 'very well conducted' and seven others chose 'well managed' for the quality of performance test conducted by each lecturer. Next, for take home test, three students voted that it had been very well conducted, two students thought it well-conducted, and three students thought it well enough. Moreover, one student considered 'quiz' to be very well conducted by the lecturers, six others (three students of each quality) thought it well conducted, and one student gave no comment. Furthermore, for the portfolio evaluation, three students thought that it had been well conducted, four students voted for well enough, and one student gave no choice. Lastly, for the evaluation of the students' assignments, two students thought that it had been very well conducted and six others (three students of each quality) thought it had been well conducted and well enough.

Then, concerning the lecturers' attitude in communicating with the students,

two students voted "good" and six others voted "sufficient". The eighth point is about the lecturers' attitude to give the students' grades. One student thought that their lecturers were good at that point. However, three students thought it was sufficient and three others thought it was insufficient. One student gave no choice. In the last point, six students considered their lectures to be able to sufficiently accept/appreciate students' ideas and criticisms, and two others thought they had been insufficiently capable in doing that.

The ninth question is concerned with assessing lecturers' quality. In accordance with the questionnaire, seven students regarded the lecturers qualified and one student was absent to choose the options. Then, one student thought that the lecturers were excellent in presenting the teaching material; three students thought that they were good; two students thought it was 'sufficient'; and two others thought that it was not sufficient enough in giving the teaching material. Furthermore, concerning the English knowledge mastery and the ability in communicating English orally, one student thought that the lecturers were excellent in that point, and seven others thought that they were good at that point. The next point, about the ability to communicate English through writing, one student thought they were 'excellent', two students thought they were 'good', and five others chose 'sufficient'. In the last point of this question, two students considered their lecturers to be good, three students thought it was sufficient, and the three other students considered them to pay less attention to students' learning achievement and improvement.

The tenth questions in the questionnaire were open ended questions. The students were given a chance to give their opinions freely without any limits. The first question was a tool to investigate students' opinion about the effectiveness of the current curriculum of English program. Two students thought that the current curriculum is effective and eight others considered it to be quite effective. However, they suggested that some other factors such as the quality and the responsibility of the lecturers and the effectiveness of the learning process were also worthy of attention.

Lastly, the eleventh questions, deals with the question 'what are your hopes and dreams to make the curriculum of English program better?' It is likely that the students did not get sufficient understanding about the question itself. All of the students hoped that English program could produce the qualified outputs, could deserve A or B grade in the accreditation, and also could be fully accepted by the public as its reputation is trustworthy. Although their suggestions, hopes, and dreams did not even deal with the curriculum, they are still worthy of notice since their suggestions, hopes, and dreams were important to improve the quality of English program.

4.4 Inputs from the alumni of the department

As the previous section indicates, there were actually two types of questionnaires administered to the students and alumnae. The analysis of the answers from the students was discussed in the previous part. In this part, the

analysis from the alumni's questionnaires will be elaborated. A number of questionnaires were given to the alumni in both online and offline ways. The questionnaires contained 11 questions which asked alumni's opinions concerning the modification of the former curriculum. Despite hundreds of questionnaires were given to the alumni from different status, there were only 8 questionnaires answered.

The first of the eleventh questions in the questionnaire asked about the importance of the curriculum modification. From the eighth participants, 6 of them argued that it is very necessary to change the former curriculum. Two others thought that the curriculum was quite needed to be changed.

The second question sought the answer to the question about some values needed to be developed by English department to make the graduates get a proper occupation easily. The answers to the second question were found to be varied. Two participants thought that communication skill, behaviour, and knowledge and also horizons are the values needed to be evolved. Then, two other students regarded behaviour, knowledge (of language and general issues), and discipline as some values essentially preserved. Another participant added that besides behaviour, religious value and professionalism are also important for the teachers, since those good characters are good models for the students. The next participant mentioned skills, passions, responsibilities, and honesty as the things to be developed. Then, another argued that only the knowledge of the language, general knowledge, and also behaviour are three values needed to be developed by the English department. The last participant thought that well language skills, behaviour, and religion are the most important things to be preserved since it is a must for the teachers to build a good character to each student.

Furthermore, the third question asked a question: "what kind of language skills which are considerably necessary to be developed?". Four participants answered that four language skills (listening, speaking, reading, and writing) needs developing. For this opinion, one participant added that language skill is considered to be very crucial since the language skill usually becomes a standard to decide the other skills. Different from them, two participants thought that the language skills are not enough. The graduates also need to be capable in teaching the language they should master. Another argued that the skills to communicate fluently in both spoken and written language and also to teach the students how to communicate well are the important things (competences) to be developed. Then, the last one placed the skill to communicate in both written and spoken language as the only necessary thing to be preserved.

In the fourth question, the participants were bid to choose some courses that they thought support their job as a teacher or the other occupations in the real world. In the former curriculum, or the curriculum used during the alumni studied at the university, there were about 67 courses passed by the former students. All the participants had to do was just deciding whether each course was very important, important, quite important, less important, or not important to be offered in the curriculum.

The fifth question comprises two different sub-sections, each of which

consists of sub-questions for the graduates who become teachers and for those who chose other professions. Concerning the teachers' inputs, the questions were given to seek the answers about the knowledge (teacher's competence and other knowledge) of their instructors who taught at the English department when they were the students of the college. Concerning pedagogic competence, 5 participants voted that English department was sufficient in conducting the educating learning process, assessment and evaluation, and also the principal and theory of teaching and learning. Four others voted that the knowledge of students' characteristics, curriculum development, and reflective action to improve learning quality were also sufficiently conducted. Only 3 participants voted for the sufficient of using information and communication technology for learning purposes. Then, the things which were thought to be quite sufficient were the knowledge of the students' characteristics and reflective action to improve learning quality (voted by 2 participants), curriculum and material development (voted by 3 students), using information and communication technology (voted by 4 participants), and theory and principal of teaching and learning also assessment and evaluation (voted by one student each). Besides them, 2 participants also chose 'not sufficient' for conducting educating learning process and one participant voted 'not sufficient' for the knowledge of students' characteristics, theory and principal of teaching and learning, assessment and evaluation, and also reflective action to improve learning quality.

Then, regarding the professional competence, 5 participants voted for 'sufficient' to the sub of professional competence such as: material structure, concept, and knowledge mastery, standard competence and basic competence of the courses taught, developing teaching materials in a creative way, and developing professionalism continuously. For the last sub, using information and communication technology for self-development, the number of the participants who chose sufficient and quite sufficient was balance, 3 participants each. It can be concluded that most of the students thought that all subs, except using information and communication technology were considered to be sufficiently conducted by English department because only 1 to 2 participants voted that those professional competence were quite sufficient or insufficient.

The next competence evaluated was social competence. There were two categories of it. First was communicating effectively, emphatically, and politely to peers, students' parents, and society. The second one was communicating to the own profession community and other professions in a written and spoken or other way. For the first category, 5 votes went to 'sufficient' and one each to 'quite sufficient' and 'insufficient'. For the second category, 4 votes went to 'sufficient', 2 votes were for 'quite sufficient', and another vote was for 'insufficient'.

The last competence was about personal competence. The same as the previous competence, this competence also had 2 subs. The first showed oneself as an honest person with noble morals and good example to the students and society. Then, the second showed ethics in working, high responsibility, a pride to be a teacher, and self-confidence. Five participants voted that the first sub was sufficiently developed by English department while two others thought quite

sufficient. For the second sub, 4 participants chose 'sufficient', one chose 'quite sufficient', and 2 others chose 'insufficient'.

Moreover, for the question given to non-teachers, as it has been said before, only one participant answered the questionnaire. The same as the question for the teachers, the question for non-teachers also asked about non-teachers competence. He marked 'sufficient' for skill/knowledge to communicate orally in English, knowledge/skill to communicate English through writing, and knowledge about translating and interpreting. He thought that knowledge about information technology and knowledge about English for business, technology, and banking were quite sufficiently facilitated by English department. The sixth question asked about teaching methods or techniques used by the instructors/lecturers when the participants were still studying at the university. There were about 6 methods/techniques given, the participants had to decide the quality of the lecturers to apply them. The first technique was lecturing. One participant voted that the lecturers were 'excellent' in applying that technique. Five participants voted 'good', one voted 'average' and another voted 'very poor'. Then, for the second technique, discussion, one voted 'excellent', four voted 'good', one voted 'poor' and another voted 'very poor'. The third, presentation, was voted to be 'good' by 6 participants, and 'poor' also 'very poor' by one participant each. The next was CLL (Community Language Learning) and peer teaching, for this method and technique, 6 participants thought that the lecturers were 'good' in conducting those activities, one thought 'poor', and another chose 'very poor'. The last one, project-based teaching was voted by only one participant to be 'good', 'three' chose 'average', three others voted 'poor', and another voted 'very poor'. When they asked about what aspects of technique or method used by the lecturers needed to be improved, four participants mentioned that the lecturers need to be more innovative in the teaching and learning process. The others mentioned 'project-based', 'be more creative and innovative', and 'to be more creative in applying teaching techniques in the classroom'. One participant was absent in giving his opinion. The following table shows the results from this question:

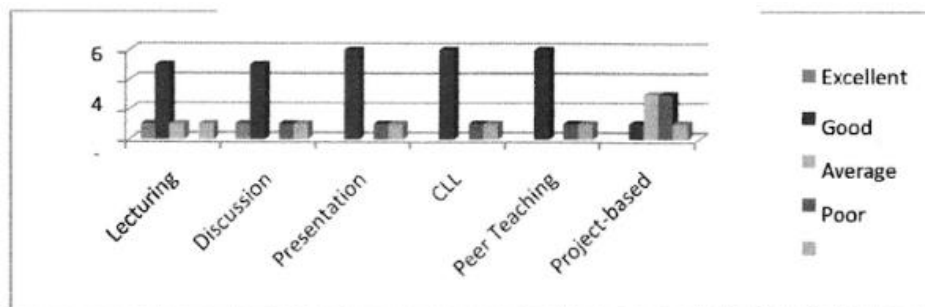


Figure 3. Teaching Techniques / Methods Quality

The seventh question was concerned with the evaluation/assessment conducted by the lecturers. The participants had to decide whether the quality of

such evaluation conducted by the lecturers as: Final test, Middle test, Performance test, Take home test, Quiz, Portfolio, Assignment were excellent, good, average, poor, or even very poor. The results show that only one participant chose 'excellent' for Take home test. Then, 7 participants thought that the lecturers were 'good' in conducting the Final test, Middle test, and Quiz. Six participants voted 'good' for the performance test. 5 participants also voted 'good' for take home test. Only two participants chose 'good' for Portfolio. Next, 4 participants chose 'average' for Portfolio and two others voted for Assignment. Lastly, for the 'poor' quality, two participants chose Performance test, Take home test, and Portfolio and one participant chose Final test, Middle test, Quiz, and Assignment. Moreover, 7 from 8 participants also gave their opinion concerning their suggestion to improve the evaluation quality. Four of them argued that evaluation innovation was required. One participant mentioned 'Portfolio' as the aspect needed to be improved, another suggested that the lecturers need to make the evaluation tool that can establish students' creativity. The last one wrote that sometimes the lecturers gave a test which had not been taught before. Thus, he suggested that the lecturers need to synchronize the evaluation to the material. The chart below shows the quality of evaluation conducted by the lectures:

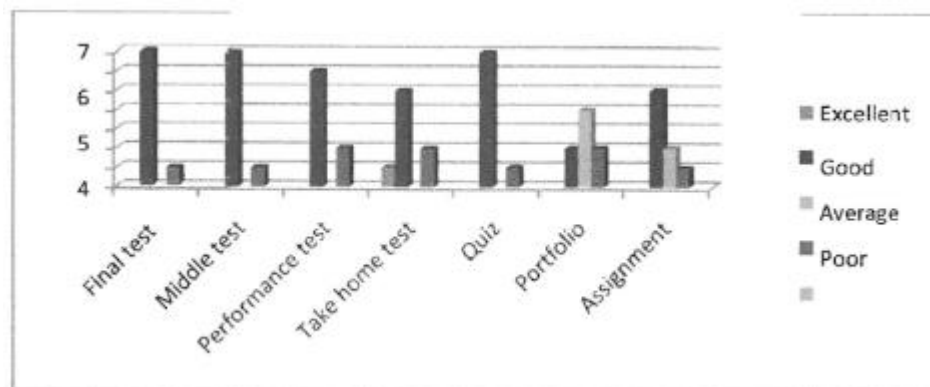


Figure 4. The quality of evaluation conducted by the lecturers

In the eighth question, the participants were asked about the lecturers' competence. Concerning lecturers' qualification, skill in transferring the materials, English knowledge mastery, the ability to communicate orally, and the ability to communicate in written English, 7 participants voted that the lecturers were 'good' in doing them, one voted 'average' for lecturers' qualification, and one 'poor' vote each for the rest competencies. Furthermore, for the lecturers' attitude in giving a mark to the students, 6 participants voted 'good' and two others voted 'poor'. Then, the last two competencies: the lecturers' attention to the students' progress, and their attitude in communicating with the students were considered to be conducted in a 'good' way by 5 participants, 'average' by 2 participants, and 'poor' by one participant. After giving their mark to each competence, 7 from 8 participants proposed their opinions. 6 participants suggested that the lecturers were required to be more innovative. One participant asked the lecturers to be

paying more attention to the students' progress.

The ninth question asked about the graduates' performance quality. The participants needed to choose 'strongly agree', 'agree', 'doubt', 'disagree' and 'strongly disagree'. For the first statement, 7 participants agreed that the graduates can get the jobs easily. Only one participant doubted this statement. The second statement was that the graduates have high integrity within their knowledge. The same as the previous one, 7 students agreed and another doubted it. For the third one, all participants agreed that the graduates have the ability to compete with the other universities' graduates. Then, the fourth statement which said that the graduates have better competence than the graduates from the other universities was agreed by 4 students while 4 others doubted that. Next, all participants agreed that the graduates of this university have ethical value and professionalism as the society always dream of. Lastly, 7 participants agreed and another doubted that the graduates have the four language skill: listening, speaking, reading, and writing).

The last question, the tenth, asked for the participants' hopes/expectations of how to make the English education program give better services. Concerning the course needed, 5 participants stated that they have to be improved. One said that the courses must be adjusted to the knowledge development and the requirements in the job field. Another said that the courses must support what job fields need. Second, about materials and sources for learning, the statements written by the participants were the same although they were delivered in a different way. They hoped that the materials and other sources could be more excessive and easier to access. Furthermore, regarding the teaching methods applied, the participants were hoping for the creativity and innovation from the lecturers to make the lesson more attractive. Then, concerning evaluation and assessment, the participants expected that the lecturers could improve the quality, be more creative and innovative, and also adjusted to the students' capacity. Lastly, one participant hoped that brief semester for the students could be more effective to make the students' years of study shorter. The 7 others said that regarding the finishing of the study were conducted well. They suggested nothing.

4.3 Inputs from the instructors of the department

Qualitative inputs from the lecturers/instructors also emerged from communicative sharing among them after the one-semester-try-out of the new curriculum of the department. Inputs from Lecture 1 were emphasized on the coverage of advanced speaking (Speaking VI) enhancing skills of using English for academic purposes such as oral exams and research presentation. The second lecturer suggests that subjects belonging to proficiency skills should be integrated into sequentially interconnected ones to avoid overlapping materials. The third lecturer is more concerned with the relevance between the developed syllabus and materials, and current trends of teaching methods (pedagogy) of teaching. The fourth lecturer suggests the department to reconsider the optional subjects relevant to the society's real needs. And, the fifth lecturer is concerned with the student teachers' sufficient knowledge of applied linguistics as to apply their

knowledge in the fields.

4.4 Discussion

The study has indicated the empirical evidence aimed to support the institutional decision to change the existing curriculum. Needs analysis of the study has led to more easily-identified emerging data. The present study has outlined two major phases in developing the curriculum of the department. The first took place in July-December- 2013-investigation to get inputs from the stakeholders to revise the existing curriculum and develop them based on the KKNI (Indonesian Qualification Framework) framework. The draft of new curriculum has been tried out within January to April 2014 to deserve inputs from the lecturers as they have involved in the curriculum development and experienced applying their own new syllabi. As the data of the questionnaires suggest, there have been inputs to change the old subjects with label I, or II, etc, for example, Speaking I, to 'Speaking for General Communication'. All subjects of speaking skill types enhance the students' communicative competences in the global networking as the 21st Curriculum suggests. Instead of being Listening I, the change is to Listening for Academic Discourse. Yet, the majority of the old subjects remain meaningful in terms of their substances. The offered new subjects tend to be needed by the respondents. The subjects include Critical Discourse Analysis, Functional Grammar, Intercultural Communication, and Literary Criticism, all of which enhance critical thinking and literacy. Relevant to Kusumoto's (2008) study need analysis plays an important role in an attempt to revise and develop EFL teacher training program/curriculum. The study also offers newly-redesigned format and sequence of the courses of a Bachelor Degree (Sarjana/S1) Degree of TEFL. Relevant to suggestions of Graves (2009), KKNI Guidelines, Indonesia Government Laws (UU No. 14/2005), the newly-revised curriculum promotes the four competences: personal, social, pedagogic, and academic/professional. The subjects/courses of study are designed on the basis of such groups of competences as subjects discussing what and how to teach, and to whom to teach (see Graves, 2009). In addition, socio-cultural theory or socio-constructivist views and student-centered and process-based teaching are infused to the new curriculum as the salient teaching pedagogy so as to offer pedagogical implications for the student teachers' future classroom practices.

5. Conclusion and Recommendation

The present study offers two major conclusions. Firstly, the study revealed that the stakeholders expect some changes in certain curricular domains: its philosophy, practical accounts, and future pedagogical implications. Secondly, the expected changes should match with the stakeholders' needs in terms of competitive graduates. Consequently, the designed curriculum should represent and reflect the competences expected by the society and 'markets', as users. The study also recommends further studies focusing more on the discussions of EFL teacher training at wider range of varied contexts of teaching training colleges with more complex issues such gender-based education and the use of sophisticated technology in language teacher education.

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