

# Research

## IMPLEMENTING A TEACHER EDUCATION PROGRAM IN EDUCATION CONTEXT: FROM THEORY TO PRACTICE

*Debora Tri Ragawanti*

Satya Wacana School of Foreign languages.  
Indonesia  
dera03@yahoo.com

### Abstract

The need for education, more specifically English, inevitably has increased the demand for language teachers. To provide a better quality of education, these teachers then are called to exercise their professionalism. In Indonesia, the call for implementing teacher's professional development has become primary attention of the Government. In response to the issue, it is mandatory for teachers in various teacher-education institutions in Indonesia to upgrade their existing knowledge and skills in teaching as well as those who are still preparing themselves to be teachers. In this context, teachers in this country can further develop and/or continue their professional development as language teachers. This paper attempts to build a teacher-education program based on a preliminary need analysis on skills that the teachers expect to have. Samples of activities in the teacher-education program are also presented.

**Key words:** Teacher training, teacher's professional development, second-language teacher education.

The ever-increasing need for the use of English in the global economy, politics and society unavoidably results in the increased demand of the services of the English language teaching institutions and more skilled teachers. To fulfill the demand, high quality English teaching institutions are very much needed so that they can produce good English learners who are competent in the English language and are able to participate significantly in the global community. Considering the important role of teachers, the Indonesian government has given their primary attention to teacher professional development (as stated in Law no. 15/2004 on Teachers and Lecturers, chapter 60), such as through the idea of issuing teaching certification for teachers and the accreditation of teacher training education institutions.

In Indonesia, teacher education program has existed for more than five decades. It was started during the period between 1951-1960 when the rate of illiteracy in Indonesia was tremendously high. This condition led the government to open several kinds of teacher training schools and crash programs to produce senior high school graduates to become primary and secondary school teachers. In the early 1970s, a one-year diploma program (D1 program) was established to produce junior high school teachers and a two-year diploma program (D2 program) to produce senior high school teachers. To improve teachers' quality, however, in 1989 the government changed the policy. Primary school teachers had to graduate from the two-year diploma (D2) program, junior high school teachers from the three-year (D3) diploma program, and Senior high school teachers from four to five-year (D4/S1) program. Until now teacher education programs in Indonesia have undergone continual improvement either in the form of regular or irregular courses (Jalal: 2009: 9).

Such regular or irregular teacher education programs have been believed to be effective in equipping teachers to be more competent. Grossman (1990) in Tanase and Leavitt studied the link between subject matter knowledge had by six English high school teachers, the strategies adopted by them and the impact that the teacher education classes have on classroom teachers. The study reveals that beliefs about subject matters developed and reinforced by teacher education classes were transferred into the teaching context. These teachers relied on the teaching approaches they experienced during the

teacher education programs, and applied them into their classrooms (2011: 186).

Tenanse and Leavit also present another study conducted by Cheng and Wang (2004) showing the impact of teacher education programs on prospective teachers in China. They researched forty seven (47) in-service secondary teachers of English within the context of a summer professional development program in EFL College in the Northeast of China. The results indicated that their apprenticeship of observation and experience in the teacher education programs gave an impact on the way these teachers were conducting their classroom practice.

Such a vital role of teacher education in improving the quality of teaching and education motivates the writer to do a preliminary investigation toward the teacher-learners at the Satya Wacana School of Foreign Languages (STiBA Satya Wacana), Indonesia to find out what they need in a teacher education program. For this purpose, questionnaires were analyzed and the result was used to develop a teacher-education program.

## ORIGIN OF SECOND LANGUAGE TEACHER EDUCATION (SLTE) AND EDUCATIONAL THINKING UNDERLYING THE CONCEPT.

Second Language Teacher Education (SLTE), as narrated by Burns and Richards, had developed simultaneously with the growth of TESOL field in 1960s. According to them, particular approaches to teacher training at that time were originally begun with giving training programs and certificate dating. As for the aim, it was aimed at equipping potential teachers with the practical classroom skills required to teach new methods like Audio-lingualism. Then in the same period, a body of specialized academic knowledge and theory—came with the discipline of applied Linguistics—offered the foundation of the new discipline providing courses in language analysis, learning theory, methodology, and sometimes a teaching practicum. The emerge of practical teaching skills and the specialized academic knowledge and their presentation in SLTE programs has led into an ongoing debate until 1990s when the practice and the theory difference was resolved

by differentiating teacher education/ training from teacher development (2009:2).

As regard to the distinction, Burns and Richards (2009: 2); Richard and Farrel (2005:3) and Spratt (2005: 54) describe it as a short-term training (has a definite term) and the content of training is usually determined by experts and is often available in standard training formats or through prescriptions in methodology books. In another word, the agenda is fixed. Furthermore, a teacher education deals with entry-level teaching skills related to a specific teaching context. It involves understanding basic concepts and principles of teaching, performing the ability to demonstrate the practices in the classroom, and trying out new strategies in the classroom.

Teacher development, on the other hand, refers to longer-term development of the individual teacher over time. The development can be in the form of mastering the discipline of applied linguistics and search for building up teachers' understanding of teaching and of themselves as teachers. Therefore, it is related to needs of individual and continual intellectual, experiential, and attitudinal growth of teachers. The practice, however, can be generated in pre-professional and professional in-service programs (Burns and Richards, 2009; Richards and Farell, 2005; Large in Richards and Nunan, 1990). From the description above, it is clear that teacher development is a sort of a long-life learning which relies more on the individual teacher's desire and effort to develop their professionalism as a teacher. A teacher education/training, on the other hand, is more dependent on certain parties (e.g. institution) to develop individual teachers' professionalism.

For me, a teacher should undergo such development, since they will put continuing efforts to develop their intellect, experience, and attitude as an individual teacher. Subsequently, they will get into deeper understanding on her/his teaching profession both theoretically and practically, will improve the way of teaching and educating students and subsequently, and will improve the quality of education in Indonesia. To achieve such a professional development, teacher education is requisite since it equips teachers with both theories and practices which are valuable for developing intellectual, experiential, and attitudinal growth of the individual teacher.

## THE CURRICULUM OF SLTE

Curriculum of SLTE is designed to provide lessons and activities for an educational program for teachers (e.g. Zhan, 1990, cited in Graves (2009). In this study, the curriculum used is the one focusing on the knowledge base of teaching.

### **SLTE Curriculum and Knowledge Base of Language Teaching**

Burns and Richards (2009: 117) state that SLTE curriculum planning needs to start with defining the knowledge base of language teaching. It is what language teaching involves and what language teachers need to know and be able to do in order to educate language learners effectively. Historically, the conceptions of the knowledge base of language teaching have separated two components—language on the one hand, and teaching on the other—into familiar dichotomies: content/pedagogy, theory/practice, and knowledge/skills. Knowledge of language involves both proficiency in the target language and knowledge about its structure, phonology, and so on. Knowledge about teaching was gained through study of language teaching methods and/or training in discrete teaching skills. Until 1970s, knowledge of language was sufficient for teaching.

The knowledge base of teaching was thus conceptualized as a content component and a methods/skills component. The role of teacher-education programs was to transmit the two-part knowledge base—knowledge about language, learning theories, the target culture and knowledge about methodology—and to train teachers to use skills. With the growth and diversification of language teaching as a profession, the content component of the knowledge base expanded beyond linguistic and cultural knowledge to include a variety of subject areas such as discourse analysis, second language acquisition, language testing, and so on (Richards, 1998). The expansion, however, did not substantially affect how teachers were taught or how teacher-learners were understood.

In response to the idea of the conceptualized knowledge base of teaching—a content component and a methods/skills component—Richards (1998) and

Tenase and Leavit (2011) summarize the knowledge base of SLTE into 4 (four) components:

The first component is content knowledge, i.e. subject, concepts, theories, and disciplinary knowledge that represent the theoretical basis for the field of second language teaching, for example, Phonetic and Phonology, English Syntax, Sociolinguistics and Grammar. It also includes content knowledge of Second language Learning (SLA) such as student's learning styles, motivation in English learning. Furthermore, it discusses ~~about~~ the analysis of TESOL method and material, testing and evaluation.

The second component is pedagogical knowledge. It is based on the idea that teachers need to understand how children learn and how to teach children with a variety of needs. The knowledge includes how to design syllabus and lesson plan; how to design testing and evaluation; and how to use approaches and methods in language teaching and ELT material development.

The third component is pedagogical skill which refers to being able to do it. This skill includes General teaching skills such as presenting clear explanations, asking questions, giving feedback for language learning, selecting learning activities, and preparation of communicative interaction activities (e.g. group work, games, role play). In addition, this skill may also include language proficiency, for example, skill of performing certain set of functions in teaching language such as giving instruction, giving and refusing permission, warning and giving advice, and giving reason and explaining. Moreover, this skill includes communication skill—an excellent verbal ability and communication skills, for example, voice, speed, clarity, diction, voice-audibility, ability to project, modulation, ability to establish/maintain relationship.

The last component is attitude. This refers to attitudes necessarily possessed by teacher-learners to be successful teachers, such as fairness, enthusiasm and respect for students, motivation, and dedication for teaching.

### Framework for curriculum planning

The framework for planning curriculum of SLTE presented by Burns and Richards (2009) as follows:

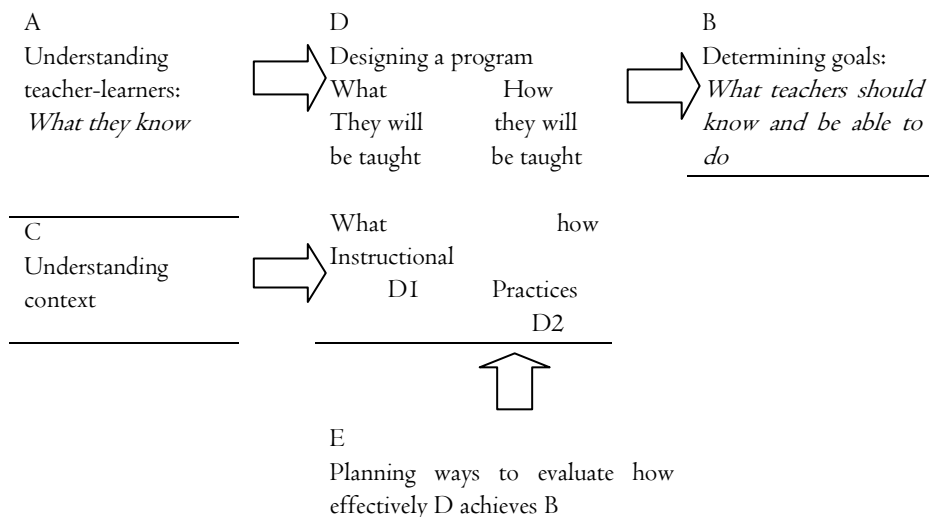


Figure 1. A framework for planning a curriculum

SLTE curriculum planning is done through series of phases. First of all is analyzing needs. The need analysis is started by collecting 2 (two) kinds of information. The first (one) (A) is about the learners (i.e. the teacher-learners), such as who they are, what they know and know how to do, their expectations. Another important thing to be analyzed is the context analysis (C). This is to collect information about the available resources and existing constraints in the delivery of the experience. Besides, the curriculum context (e.g. educational institution, local community, state, and nation) also needs to consider since its importance cannot be underestimated in curriculum design (Graves, 2008).

The second phase is designing program (D). The program is designed to bridge the gap between what the teacher-learners know when they enter the program and what they should know when they complete it. The program includes two components. The first one is what teacher-learners will be taught (DI) (which is directly linked to the goals of the program). The

second one is how teacher-learners will be taught (DI), i.e. the instructional practices through which teachers learn the content (Richard, 1998).

The third phase is determining goals of the program (B). This step is to determine what the teacher-learner should know and able to do as a result of the educational experience. And the last phase is evaluation planning (E). The curriculum planning also involves determining ways to evaluate the effectiveness of the program, that is, how well the teacher-learners are able to reach the goals.

In response to this need analysis, I would say my strong agreement, since in practice this need analysis is often neglected due to practicality reasons. Sometimes, it is done but very superficial. As a result, the goal of the training does not match to what the teacher-learners *need* for their professional development.

## **DEVELOPING SLTE PROGRAM IN INDONESIAN CONTEXT**

This section presents an example of an SLTE program in Indonesian context. The illustrated program is designed on the basis of the need analysis done toward a group of 7 students taking Teaching Major at Satya Wacana School of Foreign Languages, (STiBA Satya Wacana), Jawa Tengah, Indonesia.

The instrument used to obtain the teacher-learners need is a questionnaire presenting 4 knowledge base of SLTE (content knowledge, pedagogical knowledge, pedagogical skill, and attitude). The content knowledge consists of subjects, concepts, theories, and disciplinary knowledge that represent the theoretical basis for the field of second language teaching. Pedagogical knowledge includes how to design syllabus and lesson plan, how to design testing and evaluation and how to use methods and approaches in ELT. Pedagogical skill includes general teaching skill, language proficiency and communication skill. As for attitude, it is about attitudes necessarily had by teacher-learners to be successful teachers. The respondents are required to mention what they have known best among the four components and what they need to learn most if they have an opportunity to take a teacher education program.



From the need analysis, it is known that the learner is a group of teacher-learners at STiBA Satya Wacana. What they know is more about theories of SLA, principles of language testing, material development, approaches and methods in English Teaching. What they expect to know is more on the pedagogical skills: general teaching skill (how to present clear explanation, to ask question, and to give feedback); Language proficiency (giving instruction, giving and refusing permission, warning and giving advice, and giving reason and explaining); and Communication skill (voice, speed, clarity, diction, voice-audibility, ability to project, modulation, ability to establish/maintain relationship). As for the context, it is Indonesian context and they are prepared for teaching Indonesian students, whose English is their foreign language.

From the need analysis, a training program can be designed. The program will also reflect what and how they will be taught. Here is the example of the teacher education program:

The goals include to equip the teacher-learners with knowledge of presenting a lesson, giving instructions, giving feedback and questions. Also, it is aimed at raising awareness on how to present effective lesson, instruction, feedback and question.

Day 1: General teaching skills and strategies

08.00-10.00 Presenting a lesson

10.00-12.00 Giving instruction

Day 2: the language

08.00-10.00 Teacher feedback

10.00-12.00 Teacher question

#### I. Presenting a lesson:

The objective is to raise the awareness of a well-organized presentation and of important key components of presentation.

Procedures:

The first step is providing two video recordings on presenting a lesson in a classroom. It can be obtained either from her/his own teaching context or from the internet (e.g. Youtube). During video viewing, the teacher-learners should record the chronological events of presenting lesson. For

example, what the teacher does first and next and what the students do in response to the teacher's presentation (see resource 1).

The second step is watching the video again to value various components of a presentation in the video. For example, the phases of a lesson (the main phases, transition from and to the next phase, the organization of the lesson presentation in relation to the lesson objectives) and the key components of a lesson presentation (see resource 2). After video viewing, teacher-learners discuss what they have noted down on phases of the lesson presentation and the key components. In this discussion, they have to discuss how those components are covered in the video recording that they observed and most importantly how the students react on the use of the key components. Finally, they will come up with their own opinion on the principles of a good lesson presentation regarding with phases and key components of lesson presentation.

## 2. Giving instruction

The objectives are to equip the teacher-learners with the knowledge on the language of instruction and to raise awareness on how to give clear instructions so that the lesson can run smoothly and effectively.

Procedures:

Firstly, the teacher-learners are grouped up into a group of 3 (three). Each group gets one lesson plan and the lesson plan for each group will be different one another. They have to do a short mini teaching based on the lesson plan. Therefore, they need to read through the activities in the lesson plan, especially the transition period between one activity and another.

After the mini teaching from each group, the language of instructions used by each group will be discussed together. The discussion includes finding the correct way to give certain instructions or, it can be about feedback to produce better instruction. After the discussion, all language instructions are wrapped up into a sort of teacher-instruction collection (see Resource 3).

### 3. Teacher Feedback

The objectives are to equip the teacher learners with variety of feedback in response to students' error and to raise awareness on how certain feedback can facilitate or hinder learning.

Procedures:

Firstly, teacher-learners are given a list of utterances representing examples of teacher feedback (see Resource 4). Then, they pre-service teachers, assuming to be learners, are asked to choose which type of teacher feedback they prefer. Alternatively, a small survey on the most and the least preferred feedback can be done in the group.

The next step is grouping up the pre-service teachers to discuss how each feedback facilitate and hinders learning from the perspective of learner and to what extent the teacher's role, in response to feedback, has a motivational function. As the last step, each group to share their discussion result.

### 4. Teacher Question

The objectives are to equip the teacher-learners with the knowledge of how to give questions and to raise awareness on how certain kind of teacher question works in the classroom interaction.

Procedures:

First of all, the teacher-learners are assigned to observe a class and note the teacher-student interaction in regarding with teacher questions and the students' responses (see Resource 5).

After the observation, they are grouped up to classify the questions into the same category of question (see Resource 6). In this step, the name of the question can be presented. For example, Yes/no question: Have you ever read the *Shakespeare's* Hamlet? And knowledge question : "*Where is the Eiffel Tower?*"

The third step is to analyze patterns, if any, emerging from the classification of questions. For example, certain type of question promotes more responses from the students. Finally, a summary whether

there is a correlation between the type of question and the complexity of response elicited is made up.

## Conclusion

Such a teacher education program, which is based on the participants' need, can become a pathway for the individual teacher to develop their profession. As illustrated above, the pedagogical skills obtained from the training can be useful to equip teachers with the knowledge and skill of presenting a lesson, giving instruction, giving feedback and question. These valuable knowledge and skills can help develop the teacher's intellectual, experiential, and attitudinal growth in teaching field. The more training programs taken by individual teachers, the more knowledge and experience the teacher will get in order to be professionally developed, especially to understand how teaching profession is.

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Appendixes:

Resource I

What the teacher does	What learners do
Greet/chat with SS Warm SS up by reminding them of yesterday’s lesson	Greet/respond to T Recall yesterday’s lesson

Resource 2

Component of presentation	
Position: Teacher’s class Teacher’s voice: <ul style="list-style-type: none"><li>- Audibility</li><li>- Speed</li><li>- Clarity</li><li>- Lack of distortion</li><li>- Projection</li></ul>	In front most of the time Circle  Too soft Too slow Clear enough

Resource 3

Language of instruction

Activity	Instruction
Ask the student to make a group	Can you make groups of four?

Resource 4

Types of Feedback

I. S: the dog run fastly

T: “fastly” doesn’t exist. “Fast” does not take –ly. That’s why I picked “quickly.”

2. S: I eat *nasi goreng* (fried rice) yesterday.

T: which one is yesterday telling for, a past or present event?

S: past

T: so what is the past form of eat?

S: ate

3. T: How often do you wash the dishes?

S: fourteen

T: *excuse me*

4. T: Who wrote "Waiting for Godot"?

S: Shakespeare..

T: *shaking head (frown)*

5. S: He can speak the German.

T: He can speak **German**, and how about the girl?

S: the girl can also speak German, yes.

#### Resource 5

#### Teacher question

No	Teacher question	Students' response	Quantity of response
1	Here is Shakespeare's Hamlet. Have you ever read the drama?	Yes	Almost a half of the class
2	Where is Eiffel Tower?	France	2 students
3	Do you think that the man in the text is a wise man?	Yes, he is	Almost all students
4	Who is The president of Russia?	Vladimir Putin	2 students

Resource 6

Teacher question

No	Teacher question	Students' response	Quantity of response	Type of question
1	Here is Shakespeare's Hamlet. Have you ever read the drama?	Yes	Almost a half of the class	Yes/no question
2	Do you think that the man in the text is a wise man?	yes	Almost all students	

Teacher question

no	Teacher question	Students' response	Quantity of response	Type of question
1	Where is Eiffel Tower?	France	2 students	Knowledge question
2	Who is the president of Russia	Vladimir Putin	2 students	