Examining an English as a Foreign Language Teacher Education Program (EFLTEP)'s Curriculum: A Case Study in an Indonesian University

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Abstract: This study aims to examine the English as A Foreign Language Teacher Education Program (EFLTEP)'s curriculum of one state university in Jambi Province, Indonesia. This research employed a qualitative research design with case study involving 8 participants comprising of 4 beginner teachers and 4 teacher educators. This study used document analysis and interview as its instruments of data collection. The data revealed that beginner teachers perceived they need more practical aspects of pedagogical-related courses than theoretical aspects of teaching. Furthermore, a number of courses were overlapped and need to be redesigned, teaching and learning in large classes seems to be a crucial barrier to the effective implementation of the curriculum in the classroom, and the duration of the EFLTEP to completion is considerably longer than other pre-service teacher education programs. Based on the research findings, several recommendations have been provided. A curriculum should be able to balance the theory and pedagogical skill practice. Teachers, administrative, and other relevant stakeholders should deliberate and design the curriculum together considering other courses or credits to avoid overlapping subjects, eliciting the subjects, and integrated the similar subjects into one would be best choice to optimize the teacher education program, teachers and other stakeholders should allocate much time on Teaching English as Foreign Language (TEFL) practice and classroom management courses. At last, the curriculum should be in line with pre-service teachers' needs to better prepare them with knowledge and skills for their teaching career in the future.

Keywords: *Curriculum, EFL teacher education, pedagogical content knowledge.*

Introduction

Education leads us to a matter of fact concerning with who educates and to whom the education is provided. In addition, teaching profession closely relates to social and political contexts (Kadioglu & Kadioglu, 2018). Meanwhile, the classroom is the place where teachers could develop students' potential social and political knowledge, hence, an instructor or teacher should be able giving the energy to the classroom, communicating very well with all students, having discipline class management, and experiencing in teaching different characteristics of students (Filiz & Durnali, 2019). Thus, a qualified teacher education program should pay full attention and consider two main elements involving the required qualification to be a teacher after accomplishing their teacher education program, and the program design or curriculum.

A qualification to be a teacher model for the students is one important product after completing all required subject to graduate. There are a number of characteristics of teachers including warm, reliable, knowledgeable, creative, supportive, and professional (Celik, 2011; Kadioglu & Kadioglu, 2018; Sanal & Ozen, 2018). Besides, they also have to master their content knowledge as well as pedagogical knowledge. Thus, being a teacher is not only academically smart and ready but also socially matures since they are interacting with students, parents, and other school stakeholders. Moreover, they need to take the students' characteristics and condition into account to help them recognize each learner and control the classroom environment. Based on the study conducted by Tican and Deniz (2019), pre-service teachers need to be ready for using 21st century learner skills (i.e., cognitive skills, autonomous skills, collaboration flexibility skills, and innovativeness skills) and teacher skills (i.e., administrative skills, techno pedagogical skills, affirmative skills, flexible teaching skills, and generative skills).

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Meanwhile, each teacher education employs and designs their own curriculum in which teaching and learning process can refer to. According to Nguyen (2013), structure and contextual factors are significantly affecting a curriculum. In addition, a curriculum design should involve teachers -in each decision-making step, require how its real connections across the subject and balance the contextual knowledge, pedagogical skills, pedagogical knowledge, English proficiency, and subject matter (Moss, Godinho & Chao, 2019; Nguyen, 2013). In certain cases, reformation curriculum is important to improve and raise students' involvement into a topic and sharpen their understanding on complex issues, concepts or ideas as well as enhancing learning process in the classroom, and improving students' capacity (Moss & Chao, 2019; Tadesse & Melesse, 2016). Therefore, teachers are one of the stakeholders while the curriculum is their product. Through close and intimacy between teachers and students during teaching and learning process, teachers are expected to be able to analyze the needs of their students, and help them decide the content or pedagogical knowledge within the curriculum which suit their students the most.

Furthermore, Yasar (2019) revealed that mostly positive or negative attitudes of pre-service teachers toward their teacher education program as a reaction to the teachers' attitudes and classroom condition. In addition, he proposed three types of negative attitudes toward the program, they are student – student, student – teacher, and student – classroom. Student – student issue might come because of several reasons including their perspective on the courses they are enrolling in, family backgrounds, their genuine characters and their current psychological status. Meanwhile, student-teacher might be resulted from an old but nature feeling that beloved and respected teachers can motivate and influence their participation in the classroom. Furthermore, student-classroom is another element since classroom is a place where students work together, collaborate and mingle with, interact and grow mutual interest among them.

On the other hand, a curriculum of language teacher education should focus on both linguistics and pedagogical practice (Coskun & Daloglu, 2010; Martinez, 2017; Moradkhani et al., 2013). They investigated that a teacher education program which its curriculum can't accommodate and balance the theory and practice will obviously lead to ineffective and boredom during its process. It is in line with Cam and Simsek (2018) who pointed out that candidate teacher practice/training is not precious because of any gap between the real conditions. Therefore, it is very essential to design a curriculum which accommodates the pre-service teachers in terms of pedagogical content knowledge while put balanced- implementation of theory and practice in the classroom. In addition, Nguyen (2013) compared the curriculum for English language teacher education in Australian and Vietnamese universities and revealed that Australia emphasizes more on contextual knowledge and pedagogical skills and knowledge while Vietnam focuses more on English proficiency and subject matter.

A number of studies have been conducted related to the needs to reform the curriculum of teacher education program in several countries. However, there are little research in Indonesian context focusing on examining the curriculum of English as Foreign Language Teacher Education Program. Therefore, this study is very essential and plays a significant role as a reference to design and improve the EFLTEP's curriculum to better prepare pre-service teachers with the skills and knowledge they need. In this respect, the aim of the study is to examine the EFLTEP's curriculum in terms of its content and objectives, and how beginner teachers and teacher educators perceive the curriculum used in the program affecting pre-service teachers' teaching skills and knowledge. In line with this purpose, the following research questions will be investigated.

1. What are the contents and objectives of EFLTEP's curriculum?
2. How do beginner teachers and teacher educators perceive the curriculum used in the program?

Methods

This study has employed a qualitative approach and has been structured in line with the case study pattern. The qualitative study is used to examine the worthiness of situations, relationships, or activities occurred in a certain place (Fraenkel & Wallen: 2009). It aims to get a deeper understanding of the subject. Meanwhile, the case study focuses on developing in-depth analysis of a single case or multiple cases through interview, documents, observation, and physical artifacts. Multiple sources of data are best employed to enable covering real situation through *why* and *how* (Yin, 2009). This study has a case study method to examine the curriculum document, content of EFLTEP and to reveal the views of relevant participants on the curriculum used in the program.

Participants

The participants of the study consist of 4 beginner teachers and 4 teacher educators. All participants were selected using purposive sampling technique based on the participants' background in order to meet the purpose of the study (Cohen et al., 2011). The beginner teacher participants are teachers who had been working as English teachers for up to one year and graduated from EFLTEP. Meanwhile, the teacher educator participants are EFLTEP's staff who were teaching the pre-service teachers in the program. Prior the interview, all participants were asked to read, complete, and sign an inform consent form which indicated that their participation in this study was voluntary. They also deserved the right to withdraw their participation in any phases of this study.

Data sources and Analysis

The first data gathered from document analysis of the EFLTEP's curriculum. The document was examined carefully and coded for the dimensions of knowledge and skill for language teachers adapted from Richards's (2010) dimensions of skill and expertise in language teaching. These dimensions inform the knowledge base or content of second/foreign language teacher education. The aim of each course was carefully analysed and coded using Richards's dimensions of teacher knowledge and skill. The proportion of each domain was calculated based on the percentage of total credit points for each domain of knowledge and skill, per the total number of credit points (150) required to complete the EFLTEP. In an effort to provide a broad picture of the use of curriculum in the program, the voices from beginner teachers and teacher educators were also included and elaborated on.

In order to help us focus on key aspects of investigating a phenomenon, as van Manen (1997) suggests, deeper and exploratory interviewing may be used to explore and gather richer data. The participants were coded as Beginner Teacher#1 (BT#1), Beginner Teacher#2 (BT#2), Teacher Educator#1 (TE#1), Teacher Educator#2 (TE#2) and so forth to maintain participant anonymity. During the interviews, we used *Bahasa* (Indonesian language) in order to get richer or deeper information about the participants' opinions and views on the implementation of English as Foreign Language (EFL) Teacher Education Curriculum. Each interview lasted for approximately 45 minutes. All the interview sessions were audio recorded so that each data could be replayed many times.

We developed provisional codes based on the research questions that have been addressed and the topics and questions from the interviews. Data reduction is a "form of analysis that sharpens, sorts, focuses, discard, and organizes data in such a way that final conclusion can be drawn and verified" (Miles & Huberman, 1994, p. 11). In data reduction, we focused on relevant data and reduced the irrelevant ones. We looked for patterns and found themes to answer the research questions. From the interview responses, a number of issues related to the implementation of the curriculum emerged, such as the content of the curriculum, its aims, and the need to redesign the curriculum were revealed.

Findings and Discussion

The Content of EFLTEP's Curriculum

According to Richards (2010), language proficiency is the first dimension that language student teachers must acquire. This refers to the language-specific competencies that language teachers require in order to teach effectively, such as the ability to comprehend the texts accurately, provide good language models, and use the target language for instruction in the classroom. Courses related to language proficiency in the EFLTEP'scurriculum include listening (one to four, offered in the first to fourth semester), speaking (one to four, offered in the first to fourth semester), reading (one to four, offered in the first to fourth semester), writing (one to four, offered in the first to fourth semester), interpreting, English grammar (one to four, offered in the first to fourth semester), vocabulary (one to two, offered in the first to second semester), pronunciation, and translation. These courses are divided into numbers (one to four) indicating each its semester from the first to the fourth semester and fall under the category of English skills and language elements. The total credit points of these courses add to 49 credit points, or 32% of the total 150 compulsory credit points offered in the program. The following table shows how the course lists are categorised for language proficiency.

Table 1: Language Proficiency Courses

Course Title	Semester Offered	Total Credit Points
Listening	1 to 4	8
Speaking	1 to 4	8
Reading	1 to 4	8
Writing	1 to 4	8
Grammar	1 to 4	9
Vocabulary	2 to 3	4
Pronunciation	2	2
Translation	2	2
Total		49 (32%)

The second of Richards's (2010) dimensions is content knowledge. This refers to what language teachers should know about what they teach in terms of language acquisition and related knowledge, which would not be shared by teachers of other subject areas. In describing the role of content knowledge for language teachers, there are two kinds of content knowledge:

- disciplinary knowledge; a specific body knowledge considered essential for language teachers, such as knowledge about second language acquisition and sociolinguistics

- Pedagogical Content Knowledge (PCK); basic knowledge for language teaching that can be applied in different ways to solve practical issues, such as curriculum planning and classroom management.

Several courses offered in EFLTEP's curriculum cover content knowledge for language teachers: introduction to linguistics, phonology, morphology, syntax, semantics, language acquisition, sociolinguistics, psycholinguistics, discourse analysis, literacy (an elective), introduction to literature, prose, poetry, drama, literacy criticism (an elective), curriculum study, material design and development, and language testing. These courses cover 38 credit points, or 25% of the total 150 credits offered in the program. The following lists those courses categorised under content knowledge.

Table 2: Content Knowledge Courses

Course Title	Semester Offered	Total Credit Points
Introduction to Linguistics	3	2
Phonology	4	2
Morphology	4	2
Syntax	4	2
Semantics	4	2
Language Acquisition	5	2
Sociolinguistics	5	2
Psycholinguistics	5	2
Discourse Analysis	5	2
Literacy (elective)	5	2
Introduction to Literature	3	2
Prose	4	2
Poetry	5	2
Drama	5	2
Literacy Criticism (elective)	6	2
Curriculum Study	5	2
Material Design and Development	6	2
Language Testing	6	4
Total		38 (25%)

Teaching skills is the third dimension proposed by Richards (2010). Teacher education or teacher training programs are the place for developing a great number of teaching skills. Examples of teaching skills include selecting learning activities, preparing students for new learning, monitoring students' learning, giving feedback on students' learning and so forth. Courses such as teaching English as a foreign language, teaching English to young learners, and teaching practicum project are examples of the teaching skills dimension covered in the EFLTEP's curriculum. This covers about 8% of the total credits offered during the program. The following table lists the teaching skill courses.

Table 3: Teaching Skill Courses

Course Title	Semester Offered	Total Credit Points
Teaching English as a Foreign Language (theory)	5	2
Teaching English as a Foreign Language (practice)	6	4
Teaching English for Young Learners (elective)	6	2
Teaching Practicum Project	7	4
Total		12(8%)

Language teachers teach in many different contexts, and, in order to work effectively in those contexts, they need to acquire the appropriate contextual knowledge to ensure they understand how to operate across contexts. According to Faez (2011), contextual factors play an important role in shaping the knowledge base or content of language teacher education. Richards (2010) gave examples of contextual knowledge that needs to be considered, including language teaching policies, institution cultures, teaching resources and community factors. In an attempt to prepare student teachers well in this dimension, Cross-Cultural Understanding, English for Specific Purposes (one and two), Religion, Citizenship and Bahasa Indonesia courses are offered in the program. These encompass 15 credit points, or 10% of the total credits to complete the program. The following table lists the contextual knowledge courses offered in the program.

Table 4: Contextual Knowledge Courses

Course Title	Semester Offered	Total Credit Points
Cross-Cultural Understanding	6	2
English for Specific Purpose 1	5	2
English for Specific Purpose 2	6	2
Religion	1	3
Citizenship	1	3
Bahasa Indonesia	2	3
Total		15 (10%)

In the learner-focused teaching dimension, Richards (2010) stated that the purpose of teaching is to facilitate student learning. In doing so, an effective teacher uses various strategies to ensure that student learning occurs. A course related to the learner-focused teaching dimension offered in the EFLTEP is Understanding Student Learning, comprising three credit points, or only 2% of the total. For the pedagogical reasoning skills dimension, the EFLTEP offers the teaching and learning theory course, aimed at providing broader concepts of teaching and classroom practices. This is also only three credit points, or 2% of the total points for the EFLTEP's curriculum.

In Richards's (2010) dimension membership of a community of practice, teachers have opportunities to work and learn together through participation in group-oriented activities. The EFLTEP curriculum accommodates this need by offering the fieldwork course, in which English as Foreign Language (EFL) pre-service teachers are given the opportunity to participate in a community of practice, together with students from different study programs. This community-based fieldwork consists of four credit points, or 2.6% of the total teacher education program. The fieldwork course is at university level and aims to provide students with real work experience in a nominated community, in this case is at schools, for three to four months, so they can practise what they have learnt at university. Each student works in a nominated community based on its suitability to their discipline background. For example, student teachers work in the schools in a community as teachers, administrators or in other roles in these school settings. This fieldwork course is aimed to highlight how a community of practice can be used to develop student teachers' understandings of practice, and the profession, where each member of the community of practice is involved in a collective and continuing process of learning that enables them to develop a collective expertise through their professional development and learning. This emphasizes the importance of the development of shared expertise in a community of practice (Wenger, 1998).

According to Richards (2010), the dimension of professionalism relates to English Language Teaching (ELT) as a profession, which is not something that everyone who speaks English can do. It requires specialised knowledge gained through academic study and practical experience. The teaching profession and introduction to education courses offered by the program are related to the professional demands of English teaching. There are four credit points for the teaching profession course and three credit points for Introduction to Education or 4.6% of the total in the program.

There are two dimensions of language teacher knowledge and skills not encompassed by the EFLTEP's curriculum: (i) language teachers' identity and (ii) the dimension that Richards (2010) called 'theorising of practice'. A possible explanation for why these dimensions are not explicitly included in the curriculum is that teacher identity involves a long and gradual process of reshaping an understanding of what it means to be a language teacher. Additionally, identity formation processes often occur through cultural educational focused on religion and citizenship. According to Richards (2010), the teacher's identity emerges through acquiring new modes of discourse in new roles in the campus classroom during a teacher education program. Once student teachers begin teaching, their identity is reshaped as the role of teacher is gradually assumed. In other words, teachers' identities will change over time in pre-service and in-service programs, and during their future careers as teachers.

Regarding the theorising of practice dimension, this involves reflecting on teachers' practice in order to better understand the nature of language teaching and learning, and to be able to explain them (Richard, 2010). In doing so, teachers use their experience of teaching and observing how students learn or fail to learn, and their reflections on what happened during their lesson. Theorizing of practice is not the same as putting theories into practice. Applying theory involves making connections between the concepts and theories learnt in the program and classroom practice. In contrast, the theorising of practice is the development of personal knowledge, beliefs, and understandings gained from the practical experience of teaching, which serves as the source of the practical actions teachers take in the classroom.

Thus, the dimensions of teacher identity and theorising of practice are ongoing processes that occur continuously through experience and reflection. These two dimensions are implicitly included in the EFLTEP's curriculum; however, in order to make them effective and successful during pre-service teachers' future careers, the broader contexts in school settings, not only in pre-service teacher programs, are needed. The following table summarises Richards's (2010) elaboration of the 10 dimensions of language teachers' knowledge and skills, as constituted in the EFLTEP's

curriculum, together with two additional areas that are not listed as teacher dimensions, but are found in the EFLTEP's curriculum as courses required in the program.

Table 5: The Dimensions of Knowledge and Skills of Language Teachers

Dimensions	Related Courses Offered in the EFLTEP of one state university in Jambi Province, Indonesia	Credit Points
Language proficiency	Listening (1–4), Speaking (1–4), Reading (1–4), Writing (1–4), Interpreting, English Grammar (1–4), Vocabulary (1–2) and Pronunciation and Translation	49 (32%)
Content knowledge: Disciplinary knowledge and PCK	Introduction to Linguistics, Phonology, Morphology, Syntax, Semantics, Language Acquisition, Sociolinguistics, Psycholinguistics, Discourse Analysis, Literacy (elective), Introduction to Literature, Prose, Poetry, Drama, Literacy Criticism, Curriculum Study, Material Design and Development, and Language Testing	38 (25%)
Teaching skills	Teaching English as a Foreign language (theory), Teaching English as a Foreign Language (practice), Teaching English for Young Learners, and Teaching Practicum Project	12 (8%)
Contextual knowledge	Cross-Cultural Understanding, English for Specific Purposes 1 and 2, Religion, Citizenship and Indonesian Language	15 (10%)
Learner-focused teaching	Understanding Student Learning	3 (2%)
Pedagogical reasoning skills	Teaching and Learning Theory	3 (2%)
Membership of community practice	Fieldwork	4 (2.6%)
Professionalism	Teaching Profession and Introduction to Education	7 (4.6%)
Theorising of practice	--	--------
Language teachers' identity	--	--------
Research knowledge	Research proposal and seminar, Statistics for Education (elective), Classroom Action Research, Research on ELT, Research on Linguistics, Research on Literature and thesis	22 (22%)
General knowledge	Basic Social Science and Basic Natural Science	5 (3%)

Richards's (2010) dimension of knowledge and language skills consists of the 10 domains shown in the table above. Of this, two dimensions are not included in the EFLTEP;s curriculum: the theorising of practice and language teachers' identity. Further, there are two additional areas included in the curriculum: Research Knowledge (22 credit points or 22%) and General Knowledge (five credit points or 3%).

In summary, the percentages of curriculum load for the various dimensions of teacher knowledge and skill in the EFLTEP's curriculum are language proficiency (32%), content knowledge (25%), contextual knowledge (10%), teaching skills (8%), professionalism (4.6%), membership of community practice (2.6%), pedagogical reasoning skills (2%) and learner-focused teaching (2%). Additional areas that do not belong to Richards's (2010) teacher knowledge and dimensions, yet are offered in EFLTEP's curriculum, are research knowledge (22%) and general knowledge (3%). The largest proportion of the curriculum load in the program is focused on student teachers' language proficiency, covering about 32% of the total courses required to complete the program. This proportion is similar to that in a study by Nguyen (2013), indicating that course content in English as A Foreign Language Teacher Education Program generally places more emphasis on English language proficiency than other domains of the language knowledge base for language teachers. According to Richards (1998), the proficiency level of prospective non-native English teachers is a very important concern in English teacher education.

Richards (2010) also stated an awareness of possible bias in attempts to characterise the dimensions of teacher knowledge and skills to assure the quality, expertise, professionalism and effectiveness of language teaching because such attempts are bound to reflect understandings that are shaped by culture, context, individual belief and preference, as well as limitations in one's present state of knowledge. In using Richards's (2010) dimensions of teacher knowledge and skills to analyse the content of the EFLTEP's curriculum, such limitations may also affect my analysis of this curriculum document. However, Richards stated that these limitations should not prevent us from reflecting on the beliefs and assumptions that shape the way we understand the nature of teacher knowledge and teacher development for language teachers. By doing so, we are in a better position to assess the goals of language teacher education, as well as the means by which we seek to achieve them.

The Aims of the EFLTEP's Curriculum

In order to prepare pre-service English as Foreign Language (EFL) teachers with adequate knowledge and teaching skills, the program has used and implemented a curriculum to meet the current demand for English as Foreign Language (EFL) teachers and the nature of EFL teacher education in Indonesia. The aim of EFLTEP's curriculum is to produce well-equipped teachers who have adequate language knowledge and language teaching skills, the ability to conduct research in English teaching, and the Information, Communication and Technology (ICT) skills that are useful in teaching activities. In addition, it seeks to provide in-service training programs to improve the quality of English teachers in Jambi province and Indonesia in general (EFLTEP's curriculum, 2015).

These aims are achieved by designing relevant course content that meets the needs of the community stakeholders who rely on the program's graduates. The curriculum consists of four units: the personal development unit, the knowledge and pedagogical unit, the social skills unit, and the language knowledge and language pedagogical skills unit. These units align with the four competencies mandated in Indonesian National Law No. 14 Year 2005, which require teacher candidates to possess pedagogical, personal, professional and social competence.

As mandated by the Indonesian national law, pedagogical competence refers to the ability to manage the teaching and learning process. It aligns with the teaching skill dimension proposed by Richards (2010). In addition, Day and Conklin (1992) stated that pedagogical knowledge is the knowledge of generic teaching strategies, such as strategies to manage classrooms and motivate students to learn. For personal competence, teachers need to have the ability to be a role model for their students and, as Kadioglu and Kadioglu (2018) asserted, teachers need to have a number of characteristics including warm, reliable, knowledgeable, creative, supportive, and professional. Murphy et al. (2004) stated that the personalities of good teachers include being caring, patient, polite and organised. Meanwhile, the professional competence mandated by the Indonesian national law refers to subject matter knowledge that a teacher must master, as well as strategies for delivery to students. This competence is similar to what Shulman (1987) called Pedagogical Content Knowledge (PCK) or the ability to represent the content knowledge of subject matter in ways that students can understand. For social competence, teachers must have adequate communication skills and the ability to engage in social life in both the school and community, as stated by Richards (2010) in his dimension of membership of community practice. To achieve this, teachers must have opportunities to work and learn together through participation in group-oriented activities.

In preparing pre-service teachers to have adequate language proficiency and pedagogical skills, the language and pedagogical units are designed to provide the necessary English language knowledge and skills for listening, speaking, reading and writing. These skills are offered in the fourth semester during the second year of the English as Foreign Language teacher program. In addition, the program offers language component courses, such as grammar, vocabulary and pronunciation. For pedagogical skills, the EFLTEP)'s curriculum offers courses related to language teaching skills, such as the teaching English for foreign language strategy (TEFLS) course, teaching English to young learners (TEYL) course, and teaching practicum project. To address the dimension of teachers' content knowledge, the university offers the language testing, curriculum and material development, and curriculum design in language teaching courses.

The teaching practicum project is one of the main courses in the teacher education program. It is a compulsory course that is undertaken after pre-service teachers have completed at least 122 credit points in courses related to language teaching skills and language proficiency and knowledge. In total, pre-service teachers must complete 150 credit points to be entitled to the *Sarjana Pendidikan* (Bachelor of English Teaching Education) of the 160 credit points offered by the EFLTEP. The practicum is offered in the seventh semester, or the fourth year, of the pre-service program, and constitutes four credit points. The practicum occurs in schools, at both junior and senior high school level. During the practicum, pre-service teachers implement their theories of teaching under the supervision of teacher educators and supervising teachers.

The Need to Redesign the Curriculum

Despite the curriculum in the English as A Foreign Language Teacher Education Program (EFLTEP) seeking to accommodate all needs of pre-service teachers, there are some areas that must be addressed to enable effective implementation of the curriculum. The data from the interviews revealed that courses related to knowledge and

general pedagogical skills need to be improved in terms of how they manage the balance between theory and practice. As noted by a beginner teacher (BT#3):

> There are at least four courses related to general pedagogical skills that focus more on theory, rather than practice. We are taught to understand the concept of education, teaching and learning theoretically. Those courses are the introduction to education course, the learner development course, the learning and teaching: theory and practice course and teacher profession course. Moreover, it seems to me that some topics being discussed in those courses are too similar to one another.

There are two important points to be drawn from the beginner teacher (BT#3)'s statement. First, this respondent wanted courses related to pedagogical skills to allocate more time to practising those skills, so they could gain greater benefit from those courses. Second, there was a perceived overlap in the course material delivered by teacher educators, which may lead to boredom among pre-service teachers due to repetition in the topics covered.

A teacher educator also revealed similar insights regarding overlapping courses, which may contribute to ineffective instruction and learning for pre-service teachers. In addition, English as Foreign Language (EFL) pre-service teachers are required to complete many more credits than are other pre-service teachers, which increases the time needed for English as Foreign Language (EFL) pre-service teachers to complete their degree. As stated by one teacher educator (TE#1):

> If we look at the EFL teacher education program curriculum, the number of credits pre-service teachers have to complete is more than other pre-service teacher programs. We find that there are several courses that overlap one into another. For example, the program offers research in education courses, research in literature courses and research in linguistics on the one hand, and the program also offers research on English language teaching and classroom action research on the other hand. In my opinion, it will be more effective if the program only offers research methodology courses and research proposal and seminar courses.

A similar statement regarding the needs of practice was also expressed by beginner teacher (BT#4). She commented on the teaching English for foreign language strategy (TEFLS) courses in which she was enrolled. She said that the Teaching English as Foreign Language (TEFL) course clearly stated that it requires more practise hours for teaching; however, due to limited time and a large number of enrolled students, each pre-service teacher only has two opportunities to practise their teaching in front of the class. She stated that this was inadequate and less than she expected and needed to have. She said:

> I think Teaching English as Foreign Language (TEFL) and teaching English for foreign language strategy (TEFLS) courses are very important to give us knowledge about how to teach English to students. We learn about classroom management, students grouping, English teaching methodology. Unfortunately, we only have one opportunity to practise the teaching skills we have learnt due to limited time due to so many student teachers enrolling on this course at that time.

The need to balance theory and practice in pedagogically-related courses, as perceived by beginner teachers, supported Komur's (2010) claim that knowledge and practice have not been adequately integrated in language teacher education programs. A study conducted by Coscun and Daloglu (2010) recommended that the theory and practice components of the program must be balanced, and it was indicated by student teachers that the program places greater emphasis on theory, rather than practice.

Time allocation and the number of pre-service teachers enrolled in a course has become a major issue in the EFLTEP. Each year, the program accepts approximately 60 pre-service teachers. Another recent graduate confirmed that the chance to practise teaching skills is crucial in shaping ideas of what teaching is actually all about. Again, lack of opportunities for pre-service teachers to practise what they have learnt becomes a problem. Beginner teacher (BT#2) stated:

> Pedagogical skill–related courses, such as Teaching English as Foreign Language (TEFL) and teaching English for foreign language strategy (TEFLS), are essential for student teachers to provide them with the wide range of teaching strategies that they need to work with students. A large class and lack of practice are handicaps to optimal use of these courses to get student teachers familiar with teaching skills.

A teacher educator (TE#3) had a similar experience with teaching in large classes. She realised that teaching English skills requires much effort, particularly when occurring in a large class. As a teacher educator, she needed to help her pre-service teachers improve their English skills. Sometimes, she needed to provide one-to-one assistance to the pre-service teachers she was teaching. However, it was difficult to teach in that situation, as she stated:

> It is difficult to teach writing skills in class when there are more than 40 student teachers in one classroom. I have to guide them one by one on the steps of writing, such as drafting, developing a paragraph, making conclusions and so forth. Working with many student teachers at the same time is really exhausting and not effective, I think.

Teaching in large classes is a common feature of English teaching in English as Foreign Language (EFL) contexts (Shamim, 2011). Teachers often feel that teaching large classes is problematic in terms of low student involvement, issues in classroom management, issues with assessment and feedback, limited resources, and physical discomfort (Shamim et al., 2007). Class numbers are unlikely to be reduced in Indonesia due to limited resources, and classroom population of approximately 40 students on average. Responding to this, Shamim (2011) suggested that teachers need to have a positive attitude towards large-class teaching. In doing so, teachers can innovatively alter the teacher–learner roles, with students taking more responsibility for their own and each other's learning. There is a need to train teachers to adapt and develop contextually appropriate methodologies for large-class teaching.

In addition, the length of the pre-service teacher program for a Bachelor Degree in English Teaching was considered too long by many beginner teachers. For example, one beginner teacher (BT#1) stated:

> *Regarding the four-year program for English teacher preparation, I think it is a long time to complete the program. Most pre-service teachers will complete the program in four and half years to five years, as the thesis writing course, which is a compulsory course to complete, is offered in a ninth semester. This means the course is offered when pre-service teachers are four and half years through the program. Besides that, there are some courses in the curriculum that are not directly to do with my future career as an English teacher.*

Regarding the length of the time to complete the program, a teacher educator (TE#2) also stated that the program offers more courses than pre-service teachers are actually required to complete. This may result in more time being needed to complete the preparation program.TE#2 also agreed that there are courses that overlap. Contributing to this issue is the fact there is no clear description of the prerequisite courses, such as listening 1, listening 2, listening 3, and listening 4. Regarding this, TE#4 stated:

> *Overall, the curriculum used in the program is good; however, there are several courses related to English skills, such as Listening 1,2, 3 and 4, that overlap. There is no adequate description about what competences are needed in prerequisite courses, such as the listening, writing, reading and speaking courses. Besides that, as with a lot of courses offered by the program, it leads student teachers into needing a longer time to complete their teacher education program.*

A study conducted by Salli-Copur (2008) similarly indicated that most of the participants (student teachers of English teacher education at a university in Turkey) thought that there were unnecessary overlaps in the courses offered by their program. In line with Salli-Copur (2008), in order to avoid overlapping courses, Coscun and Daloglu (2010) recommended that teacher educators work in cooperation, collaboration and integration to consider overlap and resolve disagreements in course content. This will lead to more effective courses and provide student teachers with a more realistic timeframe to complete their education.

Conclusion and Recommendation

There is a limitation of this research in terms of transferability to the population. The present study was limited to 4 beginner teachers who had been teaching English for up to one year and 4 teacher educators teaching in English as A Foreign Language Teacher Education Program (EFLTEP) in one state university in Jambi, Indonesia. This makes it impossible to generalize the results. A study with a larger amount of participants could produce different results. However, the findings of this study are relevant as insightful reference for improving the teacher education programs in the future.

In summary, there are several issues in the program that require greater attention with regard to implementing the curriculum. First, pre-service teachers need more practice proportional to pedagogical-related courses, rather than focusing excessively on the theoretical aspects of teaching. Second, several courses overlap considerably and need to be redesigned. Third, teaching and learning in large classes seems to be a crucial barrier to the effective implementation of the curriculum in the classroom. Finally, the duration of the EFLTEP to completion is considerably longer than other pre-service teacher education programs.

Moreover, this research provided a number of recommendations. First, a curriculum should be able to balance the theory and pedagogical skill practice. The beginner teacher participants asserted that they are lack of language awareness and practice, thus, they know English, but have no idea how to deliver the materials to the students. Second, teachers, administrative and other relevant stakeholders should deliberate and design the curriculum together considering other courses or credits to avoid overlapping subjects. Third, as beginner teachers see it takes time for them to graduate since many credits offered, redesigning curriculum is important to hinder this issue, therefore, eliciting the subjects and integrated the similar subjects into one would be best choice. Fourth, teachers and other stakeholders should put much time on Teaching English as Foreign Language (TEFL) practice and classroom management as it eases students to face the real condition among their communities. Thus, theory and practice have to complement each other as theory helps teachers master their fields while practice and classroom management enable them grow their personal qualities and professional competencies.

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