

DESIGNING AN INSET COURSE FOR THE COLLEGE SUBJECT TEACHERS TO TEACH IN ENGLISH FOR INTERNATIONAL PROGRAMS

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Abstract

In globalization era making a broader networking among universities is urgent. To realize such a cooperation several Indonesian universities are opening international programs but the common problem faced in higher education level is the lack of human resources who master English. To overcome the problem, some short courses were conducted to improve the college subject teachers' English competence. Service English Unit (SEU), Diponegoro University is a language center carrying out such a training in cooperation with Universitas Negeri Yogyakarta funded by Program Hibah Kompetensi Berbasis Institusi (PHKI) DIKTI Jakarta. The training lasting for 27 hours covered the components as follows: lecture preparation, academic language, grammar & phonetics, developing students' learning and communication skills, course outline, project.

Dalam era globalisasi membuat jaringan yang lebih luas antar universitas urgen. Untuk mewujudkan kerjasama semacam itu beberapa perguruan tinggi Indonesia membuka program internasional tetapi masalah umum yang dihadapi dalam tingkat perguruan tinggi adalah terbatasnya sumberdaya manusia yang menguasai bahasa Inggris. Untuk mengatasi masalah ini, beberapa kursus singkat diselenggarakan untuk meningkatkan kompetensi bahasa Inggris para pengajar matakuliah bidang studi. Service English Unit (SEU), Universitas Diponegoro merupakan pusat bahasa yang menyelenggarakan pelatihan semacam itu kerja sama dengan Universitas Negeri Yogyakarta (UNY) yang dibiayai oleh Program Hibah Kompetensi Berbasis Institusi (PHKI) DIKTI Jakarta. Pelatihan yang berlangsung 27 jam meliputi komponen sebagai berikut: persiapan kuliah, bahasa akademik, grammar & fonetik, pengembangan ketrampilan belajar dan komunikasi peserta, silabus, proyek.

Key words: college subject teachers, international program, course components, language skills

INTRODUCTION

In globalization era making a broader networking among colleges or universities is urgent. Now many Indonesian universities (both state and private) are competing to each other to improve their world ranking class. Becoming a world class university is their dream. This goal is also supported by the government through the Directorate of Higher Education (DIKTI) which has provided funding to several top universities such as UI, UGM, ITB, UNDIP etc. At present, there are, at least, three distinguished institutional assessors to map the world university ranking: Times Higher Education Supplement (THES), Shanghai Jio Tong World University Ranking, and Webometrics Ranking of World Universities. One of the ways to improve the world ranking is opening international programs. UNDIP as one of the listed world class universities in the future (2020) has done their best to always improve their world ranking, such as upgrading the website, increasing research funding, improving human resources (taking S3), and opening international programs. At present UNDIP has several international programs, among other things, twinning programs or dual degrees with overseas universities (French and Dutch Universities for both undergraduate and graduate levels carried out by Faculties of Engineering and Medicine respectively, Darmasiswa RI Program for BIPA at Faculty of Humanities).

One of the biggest problems for opening international programs is the lack of human resources (teachers) who master English. To overcome the problem, there are some short courses to improve the college subject teachers' English competence. Service English Unit (SEU), Diponegoro University (UNDIP) is one of the language centers carrying out such a training in cooperation with Universitas Negeri Yogyakarta (UNY) funded by Program Hibah Kompetisi Berbasis Institusi (PHKI) DIKTI Jakarta. The training was focused on the mastery of language skills (academic English) and teaching methodology in English. The training lasting for 27 hours (3-8 August 2009) covered the components as follows: lecture preparation, academic language, grammar & phonetics, developing students' learning and communication skills, course outline, project.

Profile of the Course participants

The participants were recruited from the college subject teachers (sociology, performing arts, and administrative management) who are quite experienced in the their subject teaching at high school or higher education but they have never been involved in teaching international programs. Their English was in the intermediate level; it means they gained their knowledge of "English" only when staying at high school and one or two semesters at the college.

Attitudinal Aspects of Second Language Learning

Success of learning second or foreign languages (e.g. English) depends on many factors. Some people say children are better learners than adults. But adults can be successful learners if they have a strong motivation or better aptitude or attitude toward the learning process. To achieve a real language competence, one may need 5 or 6 years of learning. It is in line with Brown's statement as follows:

“Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to teach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and received messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. Few is any people achieve fluency in a foreign language solely within the confines of the classroom.” (Brown, 2007: 1)

In relation to factors determining the success of learning, Spolsky (1978: 404) identifies four factors: teaching method, age, aptitude, and attitude. Of these factors, teaching method was supposed to be the most easily controllable, but a number of research results show dissatisfaction. For instance, a two-year study by Scherer and Wertheimer (1964) investigated the relative effectiveness of an audiolingual approach and a traditional approach to teaching German in college, but basically there was no significant difference between the two, except that the audiolingual students were better at speaking and the traditional students were good at writing and translation.

Several other studies have also questioned the effectiveness of language teaching. For instance, John Upshur (1968) tried to look into the effectiveness of formal language instruction for foreign student participants who took English learning in the seven-week 1966 orientation program in American Law, but the result shows there is no effect from the amount of formal language instruction; it supports the notion that both the adults and the child learn a language better in a natural environment than in a classroom. John Carroll’s (1967) investigation of the foreign language proficiency achieved by college language majors proves that the students were poor at speaking and understanding the language they had studied for four years at college.

Age is another factor which may affect the process of second language learning. In this regard, Spolsky (1978) states as follows: “ up to puberty, children can acquire more than one language at once, going through a stage of confusion, but usually separating the two ultimately. Beyond puberty, there is more difficulty, and a much greater degree of variation in the speed and level of acquisition.” In relation to age factor, Lenneberg (1967) proposed a learning theory called Critical Period Hypothesis (CPH) which assumes that in fact there is a critical period for language learning. According to CPH, learning second language after puberty is not so efficient as learning before puberty. In other words, the learner will not achieve a complete mastery of second language after puberty. (Goh, 2004:32-35)

Studies of language aptitude by Carroll (1962, 1967) and by Pimsleur (1962, 1963, 1966) have tried to isolate abilities which are predictive of success in learning. In this study, the aptitude can be measured to some degree as a learner’s ability to remember foreign language material, his ability to handle phonetic

aspects of foreign language mastery, and his ability to make grammatical analysis of sentences and to find elements with analogous functions in English sentences. (Spolsky, 1978)

Attitude as the fourth factor is also significant to affect the success of learning. In general, the people's attitudes in second language learning which might influence each other are, among other things, the learner, the teacher, the learner's peers and parents, and the speakers of the language. Several studies have shown how each attitude can contribute to the degree of learning success. For instance, John Carroll's research findings about the importance of the attitude of parents, i.e. the greater the parents' use of the foreign language in the home, the higher were the mean scores of the students. This is in line with Gardner (1960) showing that Montreal English-speaking students apparently reflected their parents' attitudes to French speakers.

However, it is the learner's attitude which might greatly affect his success of learning second language. In relation to the learner's attitude, Gardner & Lambert (1972) identified two forms of motivation: instrumental and integrative in their study of bilingualism in French speaking Canada. According to Gardner and Lambert, 'instrumental motivation' is the reflection of an external need. The need may derive from varying sources: the need to sell things to speakers of the language; the need to pass an examination in the language; the need to read texts in the language for work or study. Meanwhile, 'Integrative motivation' derives from a desire on the part of learners to be members of the speech community that uses a particular language. (Hutchinsons & Waters, 1987: 48)

Young Learners vs. Adult Learners

The profiles of young learners and adult learners can be distinguished in terms of age, attitude, treatment, teaching methods even though some theories of second language acquisition are adapted from those of first language acquisition. According to Cameron (2001: 1) the different features of young learners can be described as follows:

Children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it as easy as to use language to talk about language; in other words, they do not have the same access as older learners to meta-language that teachers can use to explain about grammar and discourse. Children often seem less embarrassed than adults at a talking in a new language, and their lack of inhibition seems to help them get a more native-like accent.

Other different features of young and adult learners can be seen from assumptions and corresponding methods. Gibbs and Habeshaw (1989: 36-37) identify the contrast between pedagogy and andragogy. Pedagogy here means the science of

teaching children and andragogy means the science of teaching adults. The following table highlights those differences.

Assumptions		
About ...	Pedagogy	Andragogy
The learner	Dependent personality	Increasingly self-reliant
Role of learner's experience	To be built on	To be used as a resource for learning by self and others
Readiness to learn	Determined by age and stage in the course	Develop from life tasks and problems
Orientation	Subject-centered	Task or problem-centered
Motivation	By external rewards	By internal incentives, curiosity
Processes and Methods		
Elements	Pedagogy	Andragogy
Climate	Tense, low trust, formal cold, competitive, judgemental	Relaxed, trusting, informal, warm, collaborative, supportive
Planning	By teacher	Mutually, by the teacher and learners
Diagnoses of needs	By teacher	By mutual assessment
Setting of objectives	By teacher	By mutual negotiation
Learning plans	Teacher's content plans Course syllabus	Learning contracts Learning projects
Learning activities	Transmittal techniques Assigned reading	Inquiry projects, independent study, experiential methods
Assessment	By teacher, norm-referenced (on a curve). With grades.	By learner, collecting evidence validated by peers, experts, teachers. Criterion referenced.

Adapted from Knowles, M. *The adult learner: a neglected species* (2nd.edn.) Gulf. 1978

Aims of the Training

1. To train participants to improve their skills in English proficiency for teaching courses in English especially through the mastery of writing and speaking expressions used in the classroom.
2. To enhance the mastery of grammar and structure as well as the ability of self-correcting errors.
3. To train participants to be familiar with international learning and teaching activities and cultures commonly practiced in international universities.
4. To introduce participants to the course outline and syllabus design commonly practiced by overseas universities.

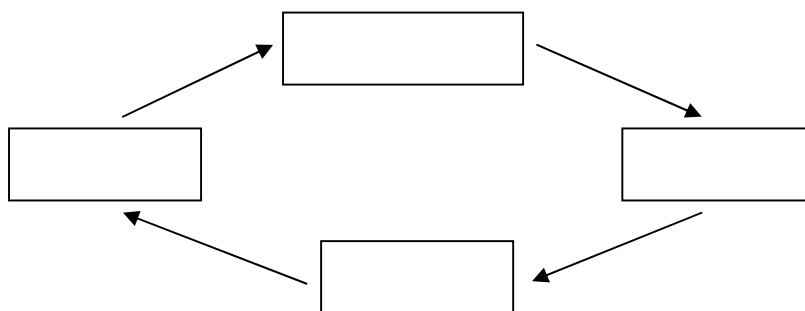
Output of the Training

University lecturers who are able to attain skills in English proficiency and are able to teach their own subjects or courses in English with international teaching and learning activities and academic culture to overseas students who have chosen Indonesian universities as the place of their further studies.

Training Courses

Since the participants of the training are adult learners (the lecturers of Yogyakarta State University – UNY; it used to be a teacher training college), the teaching and learning activities will combine between theory and practice. For instance, science courses usually alternate lectures, which deal with theory, with laboratory work which involves practice: lecture 1 is followed by laboratory session 1, which in turn is followed by lecture 2 and laboratory session 2, etc. (Gibbs & Habeshaw 1989:38) According to Gibbs & Habeshaw adult learning may involve four cycles: thinking, planning, experiencing, and reflecting. The four cycles or stages, if associated with the teaching learning methods, can be expressed as follows:

- **Thinking:** lectures, seminars, reading, essays, dissertations;
- **Planning:** action planning, drawing up learning contracts, setting objectives, embarking on action research, experimental design, devising criteria, devising observation checklists;
- **Experiencing:** work experience, projects, practical and laboratory work, visits, field work, participant observation;
- **Reflecting:** using video and audio recordings, peer appraisal, self assessment, reflection checklists, structured de-briefing, mutual interviewing.



Training courses for the UNY would apply the four cycles above and they cover (1) teaching activities which deal with teaching preparation, lecturing, using teaching aids, supervising a project work, teaching labs and practices, developing student's leaning and communication skills, and academic consultation; (2) language development which involves language of meetings and seminars, special expressions in writing, grammar: phrases, clauses, sentences, and sentence patterns, academic language functions, and phonetics: pronunciation, intonation,

and phonetic symbols; and (3) teaching organization which covers course outlining, scheme of work, and syllabus design. (Sunarwoto, 2009).

Teaching Activities

In these activities the participants are introduced to teaching and learning activities, especially in higher education, such as how to make a preparation before teaching, what to teach and talk, and what to prepare and bring, etc. They will be introduced also to lecturing commonly used in overseas universities, such as kinds and styles of lecturing as well as kinds of teaching media and how to use them. Participants should learn also the most important subject, that is the project. They will fully comprehend what project is and how to supervise students specially when and where and how to do the project. Participants will also learn how to make and improve communication skills with overseas students using the expressions and cultures confronted during their academic teaching activities. They will also be introduced to how to conduct an academic supervision, how and what to talk as well as to learn academic customs practiced by an academic supervisor in English speaking universities.

Language Development

This is intended to improve the participants' English, particularly focusing on speaking expressions used in a meeting, conference, or seminar. They will also study special expressions used in teaching activities and language functions in written language for the academic purpose. Grammar must also be once again learned especially focusing on how to master phrases, clauses, and sentence patterns. In this activity participants will also study phonetics in order that they have correct pronunciation and intonation. They have to learn at least one system of phonetic symbols.

Teaching organization

The participants will be introduced to designing the course outline, how and what to write in it, including components needed to write a course outline. They will also learn the importance of a syllabus for students as well as for the public. They will also be introduced to the scheme of work or other models of lesson plan both used in domestic and overseas universities. Participants are expected to write and work on a lesson plan of their own subject. They will also be introduced to designing the syllabus, what and how to design it especially in the context of international students. They will also learn how important the syllabus is to students as well as their funding institution. (Sunarwoto, 2009)

Teaching Methods used in the Course

There are several methods (teaching techniques) which will be used in this training course. The reasons are that we should avoid "one-way traffic of knowledge", give more chances to the participants to take part actively in the program, and provide the participants with various activities. The teaching

techniques are as follows: video lessons, audio visual presentation of simple technical topics, discussion, teach - reteach (peer teaching), group work, and practical workshop. (Bonamy and Moon, 1981)

- Video lessons

As the participants are already experienced in teaching, video lessons, I think, are the most appropriate for them. In video lessons, they are provided with worksheets containing a set of questions and these are immediately followed by a discussion. In the discussion the participants should comment the teaching techniques presented in the video lessons; for example, strength and weaknesses of the techniques. By doing so, the tutors may get inputs from the participants and share experience with them. Later, the participants give practice lessons (peer teaching) which are videoed and analyzed or discussed in the same way. If need be, some basic techniques (e.g. formats for lesson plans, models for writing objectives, sample blackboard layouts, use of OHP or LCD and making OHP transparencies or power-points, use of the cassette recorder) may also be introduced by the tutors, so that the participants could incorporate them in later peer-teaching exercises.

- Audio-Visual Presentation

This is another kind of model-giving approach which is also quite useful and interesting. The tutor gives audio-visual presentations of specific topics (e.g. a dancing performance), and then gives out copies of the source material (taken from books). Participants then have to prepare and present talks in their own words. This method may help the participants overcome the problem of self-confidence in dealing with technical subject matter.

- Discussion

At first, the tutor chairs the discussion. This role later is taken over by the participants when they have got the opportunity to see the procedure in discussion. This activity helps them play a more active role and build self-confidence.

- Teach Reteach

This technique may be time-consuming but it can improve the participants' performance considerably. By the help of comments from peers watching the video playback, the participant giving lessons can identify which sections he/she needs to improve or re-teach. The area of weaknesses can be a slow moving and meaningless drill, wordy presentation, vague explanation, etc. After a brief discussion on possible improvement he/she prepares to re-teach on the same day or the following day.

- Group Work

After the formal input (a short talk in the morning session), discussion is carried out in the afternoon session. The participants should discuss in groups what they have learned from the morning input. They are asked to summarize the input in writing and also list any points which are not clear enough. This activity may help the tutor check whether the points are already absorbed and the ones which should be discussed further. Group work is also an effective way of generating feedback from the participants. To some extent, it can be used to share the knowledge between the tutor and the participants.

- Practical Workshop

Practical workshop is commonly used for a short training-program. These are conducted immediately after the participants get enough inputs. In this activity, the participants have to practice writing objectives or preparing mini role plays on the model of those given. By doing so, the tutor may detect which points the participants misunderstand or which areas should be emphasized and reinforced.

Course Outline

1. Lecturing (3 hours)

This component includes (1) Lecture preparation, (2) Powerful teaching ideas, (3) Lecturing knowledge. Materials: Graham Gibbs & Trevor Habeshaw (1989). *Preparing to Teach: An Introduction to Effective Teaching in Higher Education*. Bristol: Technical and Educational Services Ltd.

2. Academic Language (3 hours)

This component includes (1) Characteristics of academic language, (2) Language of Seminar, (3) The Structure of Chairing a Conference/Meeting Session. Materials:

- Jordan, R.R. (1989). *Academic Writing Course*. London: Collins.
- -----, *Language of a Meeting*. (A lecture handout)

3. Grammar & Phonetics (6 hours)

In this component, Grammar covers phrases, clauses, and sentence patterns and Phonetics includes phonetics symbols, pronunciation, intonation and stress patterns.

Materials:

Frank, M. (1972). *Modern English: A Practical Reference Guide*. Englewood Cliffs:Prentice-Hall, Inc.

-----, *Ship or Sheep: Pronunciation Drills* (A lecture handout)

4. Students' learning and communication skills (2 hours)

Graham Gibbs & Trevor Habeshaw (1989). *Preparing to Teach: An Introduction to Effective Teaching in Higher Education*. Bristol: Technical and Educational Services Ltd.

5. Course Outline (5 hours)

This component covers definition, use and styles, objectives, topics and sub-topics.

Materials: Internet-based materials

6. Project (4 hours)

This component covers kinds of project, supervising the project.

Graham Gibbs & Trevor Habeshaw (1989). *Preparing to Teach: An Introduction to Effective Teaching in Higher Education*. Bristol: Technical and Educational Services Ltd.

7. Course and syllabus design (5 hours)

This component covers definition and format, lesson plan, and micro teaching.

Materials: Hutchinson, T. & A. Waters (1987). *English for Specific Purposes: a learning-centred approach*. Cambridge: CUP>

Course Evaluation

In order to get maximum results, a program should be evaluated. In this course the evaluation will be focused on the participants' achievement. It will cover the following components:

- a. Theoretical component: it will be a written test/evaluation which comprises two parts:
 - Part A: Questionnaire
 - Part B: Essay questions based on the materials given during the course.
- b. Practical component: it will be a teaching practice – peer-micro teaching. Each participant should demonstrate his teaching skill in front of his peers for a particular skill and it will last 10 -15 minutes.

The following is a sample of the written test/evaluation

- Part A: Questionnaire

1. To what extent did you feel the course objectives were met?
2. What have you learned from the course?
3. How will your teaching be different as a result of this course?
4. Do you feel confident that you can put into practice what you have learned?
5. How should the course be followed up?

- Part B: Essay questions

1. What do you understand by the term 'international programs' ?
2. What do you think the most important aspect in teaching subjects in English for international programs?
3. Describe the differences between Formal (Academic) English and non-formal English in academic setting?
4. What criteria would you regard as the most important in teaching activities? Put the categories in the checklist in a rank order of importance?

5. Design a 'lesson plan' for a teaching practice (micro teaching) in international program setting.

CONCLUSION

Having such a short program (28 hours), we cannot expect maximum results from the participants. It is not possible to transfer skills in a short time. To overcome such limitation, the following are some suggestions:

1. Providing handouts as many as possible, not only outlines but also samples of various teaching activities (e.g. lesson plans, written/oral drills, communicative exercises, etc.
2. Providing more peer-teaching exercises. Each participant should give more than one exercise using both a general English text book and an ESP text book. Bearing in mind that principle of teach re-teach should not be neglected. That is why, video recording plays an important role. This recording can also be used for the next course.
3. Providing more practical workshops to share experience between the tutors and the participants. This technique may be useful to get more inputs on the improvement of an international program.
4. The course should be generative. It means there will be a post-course activity or a follow-up. For instance, the participants may have periodical meeting, reading cycle or periodical monitoring.

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