

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter conclusion, recommendation and limitation are drawn briefly.

5.1 Conclusion

This study aims to find out 1) the descriptors of European Profiling Grid (EPG)- enabling competences as the basis to analyze its coverage in the existing curricula of English education study programs and pre-service teacher training program; 2) how European Profiling Grid (EPG) - based enabling competences are developed in the curricula of English education study programs and pre-service teacher training program; 3) to what extent European Profiling Grid (EPG) - based enabling competences are included in the curricula of English education study programs and pre-service teacher training program. This study analyzed the existing curricula of English study programs and one pre-service teacher training program in five universities.

The descriptors of EPG-enabling competences are arranged from six development phases (1.1, 1.2, 2.1, 2.2, 3.1, 3.2). EPG enabling competences are divided into three sub categories namely intercultural competence, language awareness, and digital media. Intercultural competence has 16 descriptors, language awareness has 14 descriptors, and digital media has 19 descriptors. Intercultural competence describes

teachers' competence in knowing relationship, issue, and problem about culture and teaching. Also how to overcome cultural problem in teaching, and select appropriate materials for students in accordance with the culture. Language awareness describes teachers' competences in giving models of language form and usage, and answer learners' questions. Digital media describes teachers' competence in dealing with computer and how to use computer and internet in teaching.

Intercultural competence and language awareness are contained in five universities. However, only three universities contain digital media. Although almost all universities contain the EPG- enabling competences, the learning outcomes in English education study programs and pre-service teacher training program do not cover all the descriptors and development phase in EPG-enabling competences. There are six courses which are related to intercultural competence, 141 course which are related to language awareness, and 7 courses which are related to digital media from five universities.

For intercultural and language awareness, the curricula of English education study programs and pre-service teacher training program contain of EPG development phase for novice teacher and experienced teacher. For digital media, the curricula from three universities contain EPG development phase for novice teacher, experienced teacher and expert teacher. However, the curriculum of pre-service teacher training program only contains EPG development phase for experienced teacher.

5.3 Recommendation and Limitation

The recommendations are derived from the findings of the research. Firstly, English education study programs and pre-service teacher training program should write their learning outcomes which cover descriptors of EPG- based enabling competences. Second, English education study programs and pre-service teacher training program should arrange their learning outcomes based on six development phases of EPG- based enabling competences. There are also some recommendations for those who are interested in conducting EPG based enabling competence in the curricula of English education study programs and pre-service teacher training program. It is suggested to analyze more than five universities to make reliable generalization of the result. Also it will be beneficial to compare the analysis between short and long term period.

The limitation of this research is not all universities will follow European Profiling Grid (EPG) framework in designing their curriculum. Thus, this study will be more beneficial for the universities that believe about EPG-based curriculum.