

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents some conclusions of the study from the data findings in the previous chapter along with some recommendations regarding this study.

5.1 Conclusions

Dealing with the European Profiling Grid as standard competences for language teachers, this study tried to elaborate what the descriptors of the European Profiling Grid (EPG)-based Key Teaching Competences as the basis to analyze its coverage in the curricula of English education study programs and pre-service teacher training programs are for research question number 1, to examine how the European Profiling Grid (EPG)-based Key Teaching Competences are covered in the curricula of English education study programs and pre-service teacher training programs for research questions number 2, and also to investigate to what extent the European Profiling Grid (EPG)-based Key Teaching Competences are included in the curricula of English education study programs and pre-service teacher training programs for research question number 3. The findings of the study on the EPG-based Key Teaching Competences in the curricula of English education study

programs and pre-service teacher training programs for each sub category can be concluded as follows.

For the first research question, it can be concluded that the descriptors in the EPG's Key Teaching Competences have 4 sub categories: methodology: knowledge and skills, assessment, lesson and course planning, and interaction management and monitoring, and also have 6 development phases: 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2, which can be grouped into three main phases of development (development phase 1.1 and 1.2 are for novice teachers, development phase 2.1 and 2.2 are for experienced teachers, and development phase 3.1 and 3.2 are for expert teachers). Each development phase has its own descriptors. The total number of descriptors in this Key Teaching Competences category is 67. From 4 sub categories in the Key Teaching Competences, development phases 1.1 and 1.2 for novice teachers have 17 descriptors, development phases 2.1 and 2.2 for experienced teachers have 26 descriptors, and development phases 3.1 and 3.2 for expert teachers have 24 descriptors.

For the second research questions, it can be concluded that the EPG-based Key Teaching Competences are not well covered in the existing curricula of university A, B, C, D, E, and pre-service teacher training program since some sub categories are not covered in the existing curricula of University B, D, and pre-service teacher training program. In addition, some courses in University A, C, D, E, and pre-service teacher training program overlap that means that learning outcomes of one particular course do not only cover descriptors of one particular sub

category from the EPG-based Key Teaching Competences as the standard competences, but they also cover another sub category.

For the third research question, it can be concluded that competences in the existing curricula of University A, B, C, D, E, and pre-service teacher training program have not met the standard competences of the EPG-based Key Teaching Competences because descriptors that are covered in the existing curricula are not developed according to its level in the development phases. In other words, a course that is given in semester 7, for example, may have a lower development phase than another course that is given in semester 3.

5.2 Limitations and Recommendations

Although curricula of five different English education study programs and of one pre-service teacher training program were successfully gathered in this study, collecting them was not an easy task since some English educations study programs did not allow the researcher to have the required data due to confidentiality issue. It could be fully understood since the curricula had been considered their biggest asset. Another issue regarding the data collection was about up-to-dateness of the curricula. Some of the curricula were not the latest update ones. As a result, it was quite difficult to find out whether the courses in the curricula are still offered or not. The last issue was related to the completeness of the curricula. Some courses could not be found in the

curricula gathered by the researcher, so the researcher had to be content with what was available.

The researcher would like to propose several recommendations upon conducting this study. Firstly, for curriculum designers and the coordinators and perhaps lecturers of English education study programs and pre-service teacher training programs, the researcher recommends that courses in the curricula of English education study programs and pre-service teacher training programs should be arranged based on the standard competences of the EPG-based Key Teaching Competences in order to avoid overlapping. Secondly, for curriculum designers and the coordinators and lecturers of English education study programs and pre-service teacher training programs, the researcher would also recommend that the standardization of the competences should be based on development phases in the EPG-based Key Teaching Competences. Although the EPG is a helpful tool for language teachers to find out about their current competences, research on the EPG is still limited, especially in Indonesia. Thus, the researcher would like to expect that there will be more studies on the EPG-based Key Teaching Competences in particular and the EPG in general in Indonesia.