

CHAPTER I

INTRODUCTION

This chapter provides introduction of the study including background of the study, statement of research questions, purposes of the study, scope of the study, significance of the study, and definition of key terms.

1.1 Background of the Study

Language teachers have to deal with challenges in their daily activities. Some of the challenges may be exciting, such as preparing to teach a new class or becoming a mentor to a less experienced teacher. However, language teachers have also to deal with less positive challenges, such as preparing their students for an exam or having to manage big classes. Such experiences, both positive and less positive ones, somehow contribute to a teacher's professional development.

Professional development has generally been recognized as having an important role in ensuring that teachers are part of a skilled and up-to-date profession. High quality in education is a crucial issue and teachers are the ones who maintain and raise standards of quality in education. Teachers have to improve their knowledge and skills to enhance, improve, and explore their teaching practices (Selvi, 2010: 167). Many studies on teachers' competences merely focus on the teaching role of teachers in the classroom rather than teachers' competences (Selvi, 2010: 167).

In many countries, where part-time work is a common practice and teachers' salaries are considered low, a teacher normally works for two or more different institutions with different student populations and curricula (Rossner, 2017: 25). This situation adds more challenges and in many cases, when a teacher has more than one teaching position, there is little time available for professional development. Nevertheless, professional development is the responsibility of an individual teacher. Mann (2005: 104) pointed out that professional development is 'career oriented and has narrower, more instrumental and utilitarian remit' whereas teacher development is 'more inclusive of personal and moral dimensions'. In addition, there is a distinction between teaching competences that refer to the practical competences needed to work with students in classrooms and teachers' competences that include all those competences, which teachers require to do their job, including classroom related competences (European Commission, 2013: 7 – 8).

The idea of specifying and describing teachers' competences is not new. For example, the European Profile for Language Teacher Education (commonly known as the European Profile) is one of the frameworks related to initial teacher education. The European Profile focuses more on specifying the coverage that would be desirable in teacher education courses than on specifying in detail knowledge and skills to be developed (Rossner, 2017: 57). Another framework is known as the European Portfolio for Student Teachers of Languages. This framework is used by trainee teachers in initial teacher education to record their progress

(Rossner, 2017: 62). If those aforementioned two frameworks are related to trainees in initial teacher education, a framework that is related to teachers' competences is also needed. One of the frameworks that can be used to describe teachers' competences is the European Profiling Grid (EPG). According to Rossner (2017: 97), the EPG is an instrument that is used to describe the main competences of language teachers. The EPG is in a grid or table form (EPG Project, 2013: 3). In addition, each cell in the grid contains can-do descriptors for one area of competence at one phase of development (EPG Project, 2013: 3). The descriptors show a gradual development of teachers' qualifications and competences from novice teachers, experienced teachers, to expert teachers.

Horizontally, the EPG consists of six phases of development, which, for convenience purposes, are grouped into three main development phases. Development phase 1.1 and 1.2 are for novice teachers. Development phase 2.1 and 2.2 are for experienced teachers. Development phase 3.1 and 3.2 are for expert teachers. These development phases are to encompass teachers of different experience and degrees of competence. The phases are related to four broad categories of language teachers' professional practice: 1) Training and Qualifications, 2) Key Teaching Competences, 3) Enabling Competences and 4) Professionalism. Vertically, the EPG features thirteen sub categories, which are grouped in the above-mentioned four categories.

The first main category (Training and Qualifications) consists of four sub categories, describing a) the level of proficiency of teachers in the

target language, b) their education and training, c) assessed teaching practice as well as d) the scope and length of their teaching experience. The second category (Key Teaching Competences) covers four sub categories, which include a) teachers' knowledge and skills in methodology, b) assessment, c) lesson and course planning, and d) interaction management and monitoring. The third category (Enabling Competences) includes three sub categories: a) intercultural competence, b) language awareness and c) the use of digital media. The final category (Professionalism) is dedicated to the two sub categories a) professional conduct and b) administration, including the approach to administrative duties, teamwork and the teacher's commitment to personal professional growth, as well as to the development of the institution.

The EPG is available in nine languages (English, French, German, Spanish, Italian, Bulgarian, Dutch, Turkish, Polish) with a User Guide that provides a clear guidance on how to use the EPG for its various different purposes. In addition, a user-friendly, interactive online version of the Grid (the e-Grid) has also been created to ensure ease of use. It is available in four languages (English, French, German and Spanish). Since the EPG is available in nine languages, it can be used equally successfully by and with teachers of any foreign language.

Although the EPG can be used successfully, the number of research on it is still limited. One published research on the EPG was conducted in Turkey by Bergil and Sarıçoban in 2016. The research was on how to use European Profiling Grid (EPG) in the assessment of

prospective EFL teachers' qualifications. The results of the research by Bergil and Sarıçoban in 2016 show that the EPG has significant effects on prospective EFL teachers. However, there has not been any published study on the EPG in Indonesia. Therefore, a need to conduct a study on the EPG, especially on the second category (Key Teaching Competences) of the EPG, caught the researcher's interest.

The interest on the second category of the EPG was caused by the fact that this category is considered as the heart of the EPG according to Rossner (2017: 109). Moreover, the main reason why this second category, Key Teaching Competences, becomes the heart of the EPG is because it covers a) methodology, which covers teachers' knowledge and skills, b) assessment, which covers various types of testing that teachers are involved in, as well as other forms of assessment, c) lesson and course planning, which includes the aspects of language form and use to be focused on, the activities to be undertaken and the materials to be used, and d) interaction management and monitoring, which includes the ways in which the teacher and students interact and students interact with one another (in groups or pairs), as well as the approaches taken by teachers to monitor students' language and communication.

1.2 Statement of Research Questions

The research questions in this study are organized as follows:

1. What are 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?

2. How are the European Profiling Grid (EPG)-based Key Teaching Competences covered in the curricula of English education study programs and pre-service teacher training programs?
3. To what extent are the European Profiling Grid (EPG)-based Key Teaching Competences included in the curricula of English education study programs and pre-service teacher training programs?

1.3 Purposes of the Study

This study is conducted to answer the research questions. Therefore, the purposes of the study are in line with the research questions as follows:

1. 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.
2. 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.
3. 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.

1.4 Scope of the Study

The focus of the study is the European Profiling Grid (EPG)-based Key Teaching Competences in the curricula of English education study programs and pre-service teacher training programs in Indonesia. The study is conducted 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, 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 and 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.

In order to implement the study, the curricula of five English education study programs and one pre-service teacher training program have been collected. The curricula are then analyzed to examine their features of the EPG-based Key Teaching Competences of language teachers' competences of methodology: knowledge and skills, assessment, lesson and course planning, and interaction management and monitoring. The gaps between the features of the existing curricula and the features of the European Profiling Grid (EPG)-based Key Teaching Competences can be then identified.

1.5 Significance of the Study

This study analyzes the European Profiling Grid (EPG)-based Key Teaching Competences in the curricula of five English education study programs and one pre-service teacher training program. The results of this study are expected to have significances both theoretically and practically. Theoretically, this study is expected to enrich the concept of how the curricula of English education study programs and pre-service teacher training programs in Indonesia should be designed in accordance with the EPG as the standard. Practically, this study will be expected to be one of the references for future studies on the European Profiling Grid (EPG)-based Key Teaching Competences in particular and on the EPG itself in general. This study will also be expected to provide language teachers, teacher trainers, and managers with information about the EPG as a reliable instrument of outlining current competences and enhancing professionalism in language education.

1.6 Definition of Key Terms

In order to avoid misunderstandings, key terms found throughout this study are defined as follows:

1. EPG, which stands for European Profiling Grid, is an instrument that is used to describe the main competences of language teachers and presents them in tabular form spanning six phases of development. It will be referred to as the EPG.
2. Development phases of the EPG refer to six sub phases of teachers' development, 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2, which are 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).

3. Key Teaching Competences refer to one of four categories in the EPG. They include four sub categories: methodology: knowledge and skills, assessment, lesson and course planning, and interaction management and monitoring.
4. Curriculum refers to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved (Richards, 2013: 6).